

COMPREHENSION STRATEGY

LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *Tacky the Penguin* by Helen Lester

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Tacky the Penguin
By: Helen Lester
Grade Level: 2 / Guided Reading Level: L

Summary
Tacky the Penguin by Helen Lester is about a penguin named Tacky who is very different from the other penguins in his home. While his friends are quiet, quiet, and ordinary, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when hunters arrives. While the proper penguins panic, Tacky's unusual behavior—his loud cheer, silly tricks, and surprising actions—confuses the hunters and scares them away. In the end, Tacky's companions come to realize that their "odd" friend might not be so bad after all.

Link to What You Know

- Have you ever met someone who has a name with a special meaning? Tell about it.
- Tell about a time when something scary happened. What did you choose to do?

Important Words to Know and Understand

Blaired = Made a very loud and strong sound
Companions = Friends or people (or animals) who stay with you and spend time together

2

Learn About Comprehension Strategies

Think about the text you read
When you read fiction (books that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real topics, places, things, or events), the author often asks questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

©BookPagez.com

Key Vocabulary

Explanation of Strategy

3

Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to **persuade**, **inform**, or **entertain** their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real topics, places, things, or events), the author often asks questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

©BookPagez.com

Making Inferences

Tacky the Penguin
Grade Level: 2 / Guided Reading Level: L

Summary
Tacky the Penguin by Helen Lester is about a penguin named Tacky who is very different from the other penguins in his home. While his friends are quiet, quiet, and ordinary, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when hunters arrives. While the proper penguins panic, Tacky's unusual behavior—his loud cheer, silly tricks, and surprising actions—confuses the hunters and scares them away. In the end, Tacky's companions come to realize that their "odd" friend might not be so bad after all.

Link to What You Know

- Have you ever been in a place that doesn't quite fit in? Tell about it.
- Tell about a time when you were know. What happened?

Important Words to Know and Understand

Switch = A thin click or branch used to trap or catch something
Tacky = Something that looks silly, cheap, or quite right

2

Learn About Comprehension Strategies

Why Readers Make Inferences
Readers make inferences when they are reading fiction. Sometimes the author does not give you all of the information you need to understand the story. You have to use what you already know to make an inference. For example, if an author writes "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. You can also make inferences when you read nonfiction. For example, if an author writes "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. You can also make inferences when you read nonfiction. For example, if an author writes "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. You can also make inferences when you read nonfiction. Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

©BookPagez.com

Making Inferences

Tacky the Penguin
Grade Level: 2 / Guided Reading Level: L

3

Time to Read

Stop the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 = Based on the illustration, make an inference about what the penguins are doing. What does the penguin in the foreground in the illustration help with your answer? How does the penguin's singing help?

Page 22 to 23 = Tacky gives a hunter a nearby dip. Make an inference about what the hunter is thinking. Does your inference make sense? How does your inference help you better understand the story?

Page 27 to 28 = The hunters cover their ears. What clues in the illustration help you make an inference about what the hunters are feeling? Does it seem like they want to hurt these penguins?

Page 31 = The penguins hug Tacky. Based on the illustration, how does this make you feel? Does it seem like the penguins are happy? How does answering this question help you to understand the story?

4

Notice the Work You Did While Reading

Think
Talk
Reflect
Write

©BookPagez.com

Making Inferences

Understanding Text Structure

Tacky the Penguin
By: Helen Lester
Grade Level: 2 / Guided Reading Level: L

Summary
Tacky the Penguin by Helen Lester is about a penguin named Tacky who is very different from the other penguins in his home. While his friends are quiet, quiet, and ordinary, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when hunters arrives. While the proper penguins panic, Tacky's unusual behavior—his loud cheer, silly tricks, and surprising actions—confuses the hunters and scares them away. In the end, Tacky's companions come to realize that their "odd" friend might not be so bad after all.

Link to What You Know

- Have you ever been in a place that doesn't quite fit in? Tell about it. What was it like?
- Tell about a time when you had a big problem to solve. What did you do?

Important Words to Know and Understand

Descriptively = In a very bold or brash way
Oddly = A sudden feeling of being scared

2

Learn About Comprehension Strategies

Why Readers Notice Text Structure
Readers pay attention to text structure because understanding text structure may help a reader become a better reader. Authors use the following text structures:

- Description** = when a person, place, thing, or event is described in detail.
- Sequence** = when information is given in chronological order (first, then, last, morning, afternoon, night).
- Problem and Solution** = when a problem is explained and a solution is found.
- Compare and Contrast** = when an author writes about the ways two or more things are alike and different.
- Cause and Effect** = when the author explains why something happened (cause) and what happened (effect).

©BookPagez.com

Understanding Text Structure

Tacky the Penguin
By: Helen Lester
Grade Level: 2 / Guided Reading Level: L

3

Time to Read

Stop the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 4 and 5 = The author is using a compare and contrast text structure. Describe how Tacky is different from the other penguins. How does the author make Tacky different from the other penguins?

Pages 6 to 8 = The author and illustrator use a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does the author make Tacky move differently from the other penguins?

Pages 18 to 21 = Hunters are coming. Tell what happens first, then, and last. How does drawing this question help you to better understand the story?

4

Time to Reflect

There are different text structures that help us to better understand the text. **Compare and Contrast** text structure: Why do you think the author uses this text structure? How does it help you to better understand the text?

Reflect = Think about the text structures in *Tacky the Penguin*. Why do you think the author organizes text this way? How does answering this question help you to be a better reader?

Write = Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Tacky the Penguin*. (Remember to include examples from the book!)

©BookPagez.com

Understanding Text Structure

Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Identifying the Author's Purpose

Tacky the Penguin
By: Helen Lester
Grade Level: 2 / Guided Reading Level: L

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 = Think about what the author is trying to tell you or make you think about. Did the author write this book to **persuade**, **inform**, or **entertain** you?

Pages 18 and 23 = The hunters chant at the penguins. What does Tacky do? Why do you think the author chose for this to happen? How does answering this question help you to better understand the story?

Pages 22 and 23 = The hunters hug Tacky. Why do they hug Tacky? Is the author's purpose for this story to **entertain** or to **teach** the reader? Explain your thinking.

Time to Reflect

Think = Helen Lester is the author of *Tacky the Penguin*. What was her purpose for writing this book? Did she write the book to **persuade**, **inform**, or **entertain** you? How do you know?

Talk = Tell your reading partner what this book made you think about. What message did the author have with you? Remember to ask your partner to share their thoughts about the book, too.

Reflect = Think about what you learned while reading *Tacky the Penguin*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you to be a better reader?

Write = Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Tacky the Penguin*. (Remember to include examples from the book!)

©BookPagez.com

Answer Key for Identifying the Author's Purpose with *Tacky the Penguin*

Page 4

Time to Read
Based on the illustration, make an inference about what the penguins are doing. What does the penguin in the foreground in the illustration help with your answer? How does the penguin's singing help?

Page 4

Identify the Author's Purpose While Reading
Think about what the author is trying to tell you or make you think about. Did the author write this book to **persuade**, **inform**, or **entertain** you?

Page 11

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 11

Time to Reflect
Think about the names of Tacky's companions. Why do you think the author gave the other penguins these names?

Page 11

Answer Key for Identifying the Author's Purpose with *Tacky the Penguin*

Page 4

Time to Read
Based on the illustration, make an inference about what the penguins are doing. What does the penguin in the foreground in the illustration help with your answer? How does the penguin's singing help?

Page 4

Identify the Author's Purpose While Reading
Think about what the author is trying to tell you or make you think about. Did the author write this book to **persuade**, **inform**, or **entertain** you?

Page 11

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 11

Time to Reflect
Think about the names of Tacky's companions. Why do you think the author gave the other penguins these names?

Page 11

Answer Key for Identifying the Author's Purpose with *Tacky the Penguin*

Answer Key for Making Inferences with *Tacky the Penguin*

Page 8

Time to Read
Based on the illustration, make an inference about what the penguins are doing. What does the penguin in the foreground in the illustration help with your answer? How does the penguin's singing help?

Page 8

Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Page 8

Answer Key for Making Inferences with *Tacky the Penguin*

Page 8

Time to Read
Based on the illustration, make an inference about what the penguins are doing. What does the penguin in the foreground in the illustration help with your answer? How does the penguin's singing help?

Page 8

Notice the Work You Did While Reading
Think
Talk
Reflect
Write

Page 8

Answer Key for Making Inferences with *Tacky the Penguin*

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

"I Can" Statement

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

CCSS: RL.2.6

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

CCSS: RL.2.6

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

CCSS: RL.2.6

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Option

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

Tacky the Penguin: Identifying the Author's Purpose

Think about the chant that the hunters say. How does the chant help you to understand their purpose in the story? How do their characters help change the story?

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

<p>Identifying the Author's Purpose</p> <p>Title: Who is the author of your book?</p> <p>Was what the author's purpose for writing this book? How do you know?</p> <p><input type="checkbox"/> To Persuade <input type="checkbox"/> To Inform <input type="checkbox"/> To Entertain</p> <p>I know because....</p> <p>What do you think the author wanted you to think about while reading this book?</p> <p>Draw a picture of the most important thing the author made you think about while reading.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Answer each of the questions. 2. Carefully cut out the dotted line. 3. Glue, tape, or staple into your reader's notebook.
--

Making Inferences		
Title: _____		
What the Text Says	What I Know	What I Can Infer
Look for descriptive text or pictures.	What do I already know about the chart?	Implications, Relationships, Cause/Setting

Understanding Text Structure Title:		
Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	

Text Structures You Might See While Reading		
Description	Sequence	Cause and Effect
Compare and Contrast	Problem and Solution	

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Author's Purpose

Making Inferences

Understanding Text Structure