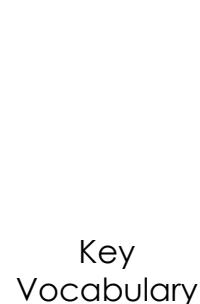


Lesson Plans and Teaching Resources for Tacky the Penguin

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Author's Purpose Lesson Plan



Explanation of Strategy

Identifying the Author's Purpose

1

Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Link to What You Know

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, calm, and orderly, 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.

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
- ✓ Think about the text when you get confused

Link to What You Know

You ever met someone who has a name with a special meaning? Tell about it.

Important Words to Know and Understand

Switch – A thin click or branch used to tap or touch something
Tacky – Something that looks silly, cheap, or quite right

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

©BookPagez.com

Making Inferences

1

Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Link to What You Know

When you're reading a book that doesn't quite fit in? Tell about it!

Important Words to Know and Understand

Switch – A thin click or branch used to tap or touch something
Tacky – Something that looks silly, cheap, or quite right

2

Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Think about the text when you get confused

Link to What You Know

Sometimes the author doesn't give you all of the information you need to understand the story. You can use the author's clues along with 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 an inference when a person's face turns red after making a mistake. It usually means that person is embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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

©BookPagez.com

Making Inferences

3

Make Inferences While Reading

- ✓ Look for clues that a character might be thinking or feeling
- ✓ Shut the pictures, and then think about the character's setting, and events!

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 – Based on the illustration, make an inference about what Tacky is thinking. What does the word "switch" in the text give you clues in the illustration help with your answer? How does Tacky's character change throughout the story?

Page 22 to 23 – Tacky gives a hunter a hearty slap. Make an inference about what the hunter is thinking. How does your inference help you better understand Tacky?

Page 27 to 28 – The hunters cover their ears. What clues in the text and illustrations 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 Tacky make the penguins feel? What does drawing this question help you to understand the characters?

4

Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

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

©BookPagez.com

Making Inferences

Understanding Text Structure

1

Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Link to What You Know

There are lots of different ways that other people around you. What was it like?

Important Words to Know and Understand

Dreadfully – In a very bad or terrible way
Awful – A bad feeling of being scared

2

Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Think about what to do when you get confused

Link to What You Know

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).

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

©BookPagez.com

Understanding Text Structure

3

Understand Text Structure While Reading

- ✓ Notice the words on the author's description of the penguins' behavior. Notice the words on the author's description of the penguins' behavior. Notice the words on the author's description of the penguins' behavior.

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.

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 answering this question help you to better understand Tacky?

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 answering this question help you to better understand Tacky?

Pages 10 to 12 – The author uses a cause and effect text structure. What causes the hunter to get well? How does Tacky's character change throughout the story?

Pages 18 to 20 – The author uses a problem and solution text structure to end the story. What was Tacky's problem? How did he solve it? What was the important lesson on the other penguins learn about Tacky?

4

Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

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

©BookPagez.com

Understanding Text Structure

Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

Page by Page Guide and Strategy Questions

Identifying the Author's Purpose

3

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 entertain you?

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 the names of Tacky's companions. Did you think the author gave the other penguins these names? How do their names help you to better understand Tacky?

Pages 18 and 19 – The hunters arrive. What do the other penguins do? What does Tacky do? Why do you think the author wrote this part of the story?

Pages 22 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?

Page 32 – The penguins 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.

4

Notice the Work You Did While

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

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!)

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

Page 4: Think about what the author is trying to tell you or make you think about. Did you think the author gave the other penguins these names? How do their names help you to better understand Tacky?

Page 4: Think about the names of Tacky's companions. Why do you think the author gave the other penguins these names? How do their names help you to better understand Tacky?

Page 11: After reading the text, the author and the illustrator used a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Page 11: After reading the text, the author and the illustrator used a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Page 11: After reading the text, the author and the illustrator used a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Answer Key for Understanding Text Structure with Tacky the Penguin

Page 4: The author and the illustrator used a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Page 4: The author and the illustrator used a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Page 8: Based on the illustration, make an inference about Tacky. What does the author mean that he's an "odd bird"?

Page 8: Based on the illustration, make an inference about Tacky. What does the author mean that he's an "odd bird"?

Page 8: The author and the illustrator use a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Page 8: The author and the illustrator use a descriptive text structure. Describe how Tacky moves. Does Tacky move differently from the other penguins? How does answering this question help you to better understand Tacky?

Page 18: Hunters are coming. Tell what happens first, then, and last.

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

Tacky the Penguin: Making Inferences

Choose one moment when Tacky does something silly or surprising. What can you infer about Tacky from this moment? Use clues from the text and pictures to explain what he is like and how he is feeling.

I can ask and answer questions to show what I know.

Tacky the Penguin: Make Inferences

Choose one moment when Tacky does something silly or surprising. What can you infer about Tacky from this moment? Use clues from the text and pictures to explain what he is like and how he is feeling.

I can ask and answer questions to show what I know.

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Tacky the Penguin: Make Inferences

Choose one moment when Tacky does something silly or surprising. What can you infer about Tacky from this moment? Use clues from the text and pictures to explain what he is like and how he is feeling.

I can ask and answer questions to show what I know.

Option

Tacky the Penguin: Understanding Text Structure

This story begins by showing how the penguins normally behave to tell what happened next. Then, there are 4 sentences to tell what happened next, then, and last to explain how Tacky begins by being on an outcast and ends with being a hero.

Tacky the Penguin: Understanding Text Structure

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Tacky the Penguin: Understanding Text Structure

This story begins by showing how the penguins normally behave to tell what happened next. Then, there are 4 sentences to tell what happened next, then, and last to explain how Tacky begins by being on an outcast and ends with being a hero.

<p>Tacky the Penguin: Identifying the Author's Purpose</p> <p>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?</p>
<p>Tacky the Penguin: Identifying the Author's Purpose</p> <p>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?</p>
<p>Tacky the Penguin: Identifying the Author's Purpose</p> <p>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?</p>
<p>Tacky the Penguin: Identifying the Author's Purpose</p> <p>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?</p>

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose
Title:
Who was the author of your book?
What was the author's purpose for writing this book? How do you know?
<input type="checkbox"/> To Persuade <input type="checkbox"/> To Inform <input type="checkbox"/> To Entertain
I know because...
What do you think the author wanted you to think about while reading this book?
Draw a picture of the most important thing the author made you think about while reading.
Directions:
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 clues in the text or pictures.	What do you know about the chart?	Important thoughts, Causes, settings

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
Comparison and Contrast	Reasoning and Inference	

Directions:

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

Author's Purpose

Making Inferences

Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

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

Important Words to Know and Understand in Tacky the Penguin

Blared
Made a very loud and strong sound

Companions
Friends or people (or animals) who stay with you and spend time together

Dreadfully
In a very bad or terrible way

Fright
A sudden feeling of being scared

Graceful
Moving in a smooth and beautiful way

Hearty
Something warm or strong

Odd
A little strange or unusual

Puzzled
Confused because something doesn't make sense yet

Switch
A thin stick or branch used to tap or swish at something

Tacky
Something that looks silly, cheap, or not quite right

Vocabulary Word List | ©BookPagez.com

Important Words to Know and Understand in Tacky the Penguin Word List



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

Blared	Companions	Dreadfully

Fright

Graceful

Hearty

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards



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

Blared	Companions	Dreadfully
Made a very loud and strong sound	Friends or people (or animals) who stay with you and spend time together	In a very bad or terrible way

Fright
A sudden feeling of being scared

Graceful
Moving in a smooth and beautiful way

Hearty
Something warm or strong

Definition Vocabulary Sorting Cards | ©BookPagez.com

Word and Definition Sorting Cards



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

Blared is a/an noun verb adverb adjective Definition of Aroma:	Companions is a/an noun verb adverb adjective Definition of Companions:	Dreadfully is a/an noun verb adverb adjective Definition of Dreadfully:

Blared looks like this:	Companions look like this:	Dreadfully looks like this:

Blared reminds me of:	Companions remind me of:	Dreadfully reminds me of:

I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from Tacky the Penguin

Directions: Tacky loves to wear clothes that are odd and tacky. Decorate the shirt. Make it look as silly, loud, and mismatched as you can use patterns, stripes, and drawings.

Word Bank:
companions
blared
dreadfully
graceful
puzzled
odd
tacky
switch
hearty

Write a sentence about your shirt design. You must use at least one word from Word Bank in your sentence.
My shirt is perfect for Tacky because _____

Directions: Read the sentences. Pick a word from the Word Bank to finish the sentence. Write it on the line.

1. The penguins marched in a line. They looked very _____.
2. But Tacky did not march correctly. Tacky was _____.
3. Tacky wore a bright flowered shirt. It looked very _____.
4. The hunters ran away scared! The _____ looked _____ but happy.

Name: _____

Answer Key
Tacky the Penguin

You must use at least one word from the word bank to finish the sentence. It looks **dreadfully** messy. (Answers will vary.)

They looked very **graceful**. Tacky was **odd**. It looked very **tacky** but happy.

companions
blared
dreadfully
graceful
puzzled
odd
tacky

Answer Key | ©BookPagez.com

Word Games and Answer Key

Name: _____

Vocabulary Connections

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

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

Tacky the Penguin
By Helen Lester

A new word that I learned in this book is: _____ It means: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Vocabulary Word Extension Activities

Name: _____

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a checkmark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, smelled it, or tasted it?

Bring Words | ©BookPagez.com

Personalized Vocabulary Bookmark

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Word Work

Instructional Focus:
Suffix -ly

Background:
The suffix -ly is added to the end of words. When -ly is added, it changes how someone acts or moves. For example, quiet becomes **quietly**. When introducing -ly, help students notice that the ending is added. A helpful question, "In what way?" It's also useful to point out that some words are **lovely**, **friendly**, or **manly**. In an adjective that tells about a quality. Finally, remind students that not every word ends in -ly—because the part before -ly is a prefix.

Examples:

neatly	kindly
quietly	oddly
bravely	frightfully

Materials and Preparation:

- A copy of *Tacky the Penguin*
- Chart paper and markers
- Base Word Cards (1 set for 4)
- Describe It Cards (1 set for 4)
- Suffix -ly Practice Page (1 p)
- Answer Key Describe It Card
- Optional: Word Detective Game
- Optional: Suffix -ly Action Game

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

Word Work

Step 2: Connect Word Work to Reading (continued)

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

Step 3: Guided Word Work Practice

Interactive Exploration

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

Independent Word Work Practice

Name: _____

Suffix -ly

Directions: Look at the list of words below. Add -ly to each word and match the words to the pictures on the right that best match the -ly word. Think about how someone does something or what something is like.

neat _____	•
friend _____	•
odd _____	•
quick _____	•
graceful _____	•
tight _____	•
love _____	•

Directions: Choose 2 of the -ly words from the activity above and write 2 sentences using your -ly words that help describe the pictures you matched them to. Remember to use a capital letter at the beginning of your sentences and a period at the end.

1. _____

2. _____

Independent Word Work Practice | ©BookPagez.com

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

Describe It Cards
Interactive Activity

Describe It Cards Answer Key
Interactive Activity

Base Word Cards
Interactive Activity

Independent Word Work Practice

Guided Word Work Practice | ©BookPagez.com

Interactive Activity with Answer Key

Suffix -ly Action Game
Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Tell students that they will read a **base word** and an **action**.
- Explain that their job is to change the base word into a word that ends with -ly.
- Then, students will **act out the action** in a way that shows the meaning of the -ly word.
- Remind students that this game is meant to be fun and helps us understand how -ly tells us how something is done.
- Model an example before beginning.

Example: bad + cooking → cooking **badly**

- mod...driving
- happy...cleaning
- sad...moving the grass
- quiet...playing guitar
- calm...rocking a baby
- quick...making a bed
- slow...running
- rough...shaking the teacher's hand
- nice...handing a friend a pencil
- graceful...dancing
- loud...catching a fish
- neat...marching
- cheerful...building a snowman
- strange...washing the car

Teacher Directions | ©BookPagez.com

Optional Activity to Extend Engagement

Word Detective: Suffix -ly
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **suffix -ly** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Extension Activity

WORKSHEETS

Name: _____

Tacky's Big Ideas

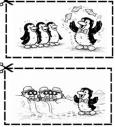
Show what you learned from Tacky.

Directions:
In *Tacky the Penguin*, each part of the story teaches a different message. Look at the picture cards that show important moments from the story. Cut them out and glue them above the matching sentences below.

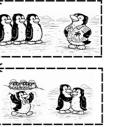
Being different can be a good thing.	Everyone has special strengths.	Don't judge someone too quickly.
There's more than one way to solve a problem.	Bravery can look different for everyone.	Be proud of who you are.



MONDAY SWIMMING



TUESDAY



WEDNESDAY

© BookPagez.com | Worksheet

Match the Moment

Name: _____ Date: _____

Directions:

- These are cause and effect cards for Tacky the Penguin. Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn the cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Tacky marched 1-2-3, 4-2, 3-6-0, 2 ½, 0 because <input type="checkbox"/>	he was an odd bird. <input type="checkbox"/>
Tacky sang "How Many Toes Does a Fish Have?" because <input type="checkbox"/>	Tacky was strange and they could not stand the horrible singing. <input type="checkbox"/>
The hunters ran away because <input type="checkbox"/>	he didn't move like the other penguins. <input type="checkbox"/>
Goodly, Lovely, Angel, Neatly, and Perfect hugged Tacky because <input type="checkbox"/>	he saved them from the hunters. <input type="checkbox"/>

© BookPagez.com | Cause and Effect Sorting Cards for Tacky the Penguin

© BookPagez.com | Cause and Effect Sorting Mat for Tacky the Penguin

Name: _____ Date: _____

EFFECT CARDS

1. he didn't move like the other penguins.
2. he was an odd bird.
3. Tacky was strange and they could not stand the horrible singing.
4. he saved them from the hunters.

REMEMBER!
cause is why something happened.
effect is what happened.

© BookPagez.com | Cause and Effect Sorting Mat for Tacky the Penguin Answer Key

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

Tacky the Penguin
Cause and Effect

Directions:
The first part of the sentences below tell what happened (the effect) in the book *Tacky the Penguin*. Complete each sentence by telling the cause.

Tacky marched 1-2-3, 4-2, 3-6-0, 2 ½, 0 because _____	because he didn't move like the other
Tacky sang "How Many Toes Does a Fish Have?" because _____	because he was an odd bird.
The hunters ran away because _____	was strange and they could not stand
Goodly, Lovely, Angel, Neatly, and Perfect hugged Tacky because _____	effect hugged Tacky because he saved

Reading Tip!
Remember: The cause is why something happened. The effect is what happened.

© BookPagez.com | Cause and Effect Practice Answer Key

© BookPagez.com | Cause and Effect Practice