

Lesson Plans and Teaching Resources for Tacky the Penguin

3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

Author's Purpose Lesson Plan

Identifying the Author's Purpose
Tacky the Penguin
By: Helen Lester
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

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 companions are neat, quiet, and orderly, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when a group of 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

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

Why Readers 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 people, places, things, or events), the author answers 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.

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

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 persuade, inform, or entertain you?

4
Notice the Work You Did While

- Think
- Talk
- Reflect
- Write

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. Why do you think the author gave the other penguins these names? How do their names help you to better understand their characters?

Page 11 – After reading several pages, think about Tacky's name. Why did the author give him this name? What is he like? How does answering this question 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.

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 share with you? Remember to ask your partner to share their thoughts about the book, too.

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!)

Turn, Talk, and Reflect

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

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
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2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

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 companions are neat, quiet, and orderly, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when a group of 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 doesn't quite fit in? Tell about it.
- Tell about a time when you were brave. What happened?

Important Words to Know and Understand

Salts – A thin stick or branch used to stir or soak in something
Tacky – Something that looks silly, cheap, or not quite right

Why Readers Make Inferences While Reading

When readers make inferences they become like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead, the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes, "Jason made a terrible mistake and he had to run fast," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turned red after making a mistake, it would mean they felt embarrassed.

Readers also make inferences when they look at the pictures to learn more about characters, settings, problems, and solutions.

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

3
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 Tacky. What does the author mean that he is "an odd bird"? What clues in the illustration help you with your answer? How does answering this question help you to better understand Tacky's character?

Pages 12 to 13 – Tacky sings songs. Infer how his companions feel about his singing. How do you know? How does your inference help you to better understand the book's plot?

Page 22 to 23 – Tacky gives a hunter a hearty slap. Make an inference about Tacky. Is he afraid of the hunter? Why or why not? How does your inference help you to better understand Tacky's personality?

Pages 27 and 28 – The hunters cover their ears. What clues in the text and illustrations help you to infer how the hunters are feeling? Does it seem like they want to hurt these penguins anymore? Why or why not?

Page 31 – The penguins hug Tacky. Based on the illustration, how do you think Tacky feels? How do the companions feel? How does answering this question help you to better understand the message of the story?

4
Time to Reflect

Think – What types of inferences did you make while reading *Tacky the Penguin*? Do you make inferences to understand new words? Do you infer to understand how a character feels or acts? What do you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading *Tacky the Penguin*. How did you know? How did you use the clues in the text and illustrations to make your inference? Share your thoughts about the book, too.

Write – Tell your reading partner about a place where you noticed an inference in *Tacky the Penguin*. What was your inference? How did you know? How did you use the clues in the text and illustrations to make your inference? Write about the work you did while reading *Tacky the Penguin*. (Remember to include examples from the book!)

Making Inferences

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

1
Get Ready To Read

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

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

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 companions are neat, quiet, and orderly, Tacky is loud, clumsy, and silly. The other penguins don't always understand him, but everything changes when a group of 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

- Think about a time when you had a big problem to solve. What did you do?
- Tell about a time when you had a big problem to solve. What did you do?

Important Words to Know and Understand

Disorderly – In a very bad or terrible way
Right – A sudden feeling of being scared

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use the following text structures:

Description – when a person, place, thing, or event is described in detail (what it looks like, how it works, or what it does)

Sequence – when information is given in chronological order (first, next, then, and finally, afternoon, night)

Problem and Solution – when a problem is explained and a solution is offered

Compare and Contrast – when an author writes about the way two or more people, places, or things are alike and different

Cause and Effect – when the author explains why something happened (cause) and what happened (effect)

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

3
Understand Text Structure While Reading

- Notice the words on the page
- Look at the pictures
- Look at the text
- Look at the text
- Look at the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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 and 5 – The author is using a compare and contrast text structure to introduce Tacky and his companions. How is Tacky different from the other penguins? What details in the text and illustrations help you with your answer?

Page 18 to 19 – The hunters are coming. Tell what happens first, next, then, and last. How does answering this question help you to better understand Tacky's character?

Pages 22 and 23 – The author uses a cause and effect text structure. What causes the hunters to get so mad? How do Tacky's actions help to protect him and his friends?

Pages 27 to 28 – The author uses a problem and solution text structure to solve the story. What was Tacky's problem? What steps did he take to solve it? How did the other penguins learn about Tacky?

Time to Reflect

Think – How did the different text structures help you to better understand *Tacky the Penguin*? Why do you think the author used these text structures? How did you know? How did you use the clues in the text and illustrations to make your inference? Share your thoughts about the book, too.

Talk – Tell your reading partner about a place where you noticed an inference in *Tacky the Penguin*. What was your inference? How did you know? How did you use the clues in the text and illustrations to make your inference? Write about the work you did while reading *Tacky the Penguin*. (Remember to include examples from the book!)

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

Page 4: Think about the names of Tacky's companions. Why do you think the author gave the other penguins these names?

Page 11: After reading several pages, think about Tacky's name. Why did the author give him this name? What is he like? How does answering this question 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.

Answer Key for Making Inferences with Tacky the Penguin

Page 4: Based on the illustration, make an inference about Tacky. What does the author mean that he is "an odd bird"? What clues in the illustration help you with your answer? How does answering this question help you to better understand Tacky's character?

Pages 12 to 13: Tacky sings songs. Infer how his companions feel about his singing. How do you know? How does your inference help you to better understand the book's plot?

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Pages 27 and 28: The hunters cover their ears. What clues in the text and illustrations help you to infer how the hunters are feeling? Does it seem like they want to hurt these penguins anymore? Why or why not?

Page 31: The penguins hug Tacky. Based on the illustration, how do you think Tacky feels? How do the companions feel? How does answering this question help you to better understand the message of the story?

Answer Key for Understanding Text Structure with Tacky the Penguin

Page 4 and 5: The author is using a compare and contrast text structure to introduce Tacky and his companions. How is Tacky different from the other penguins? What details in the text and illustrations help you with your answer?

Page 18 to 19: The hunters are coming. Tell what happens first, next, then, and last. How does answering this question help you to better understand Tacky's character?

Pages 22 and 23: The author uses a cause and effect text structure. What causes the hunters to get so mad? How do Tacky's actions help to protect him and his friends?

Pages 27 to 28: The author uses a problem and solution text structure to solve the story. What was Tacky's problem? What steps did he take to solve it? How did the other penguins learn about Tacky?

Understanding Text Structure

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

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?

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ 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 on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Making Inferences

What the Text Says

What I Know

What I Can Infer

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

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Understanding Text Structure

Text Structure	Where the Text Structure Was Used	How the Text Structure Helped Me
Page:		
Page:		
Page:		
Page:		

Text Structures You Might See While Reading


Exposition	Sequence	Compare and Contrast	Problem and Solution	Cause and Effect

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

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Understanding Text Structure

VOCABULARY CONNECTIONS RESOURCES

Vocabulary Connections	<p>Tackly the Penguin By: Helen Lester Grade Level: 2 / Guided Reading Level: L</p>
Important Words to Know and Understand in Tackly the Penguin	
<p>Bleard Made a very loud and strong sound</p>	
<p>Companions Friends or people (or animals) who stay with you and spend time together</p>	
<p>Dreadfully In a very bad or terrible way</p>	
<p>Fright A sudden feeling of being scared</p>	
<p>Graceful Moving in a smooth and beautiful way</p>	
<p>Hearty Something warm or strong</p>	
<p>Odd A little strange or unusual</p>	
<p>Puzzled Confused because something doesn't make sense yet</p>	
<p>Swish A thin stick or branch used to tap or swish at something</p>	
<p>Tackly Something that looks silly, cheap, or not quite right</p>	

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




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




Vocabulary Connections

1. Read the story.

2. Read on the word wall.

3. Draw, write or dictate the top of each card to create a story.

Blared	Companions	Dreadfully
		

Fright	Graceful	Hearty
		

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

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

Vocabulary Connections

Step 1: Step Directions:

1. Cut on the dotted line 2. Fold on the solid line 3. Glue, tape or staple the top of each card to a book

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	Graceful	Hearty
A sudden feeling of being scared	Moving in a smooth and beautiful way	Something warm or strong

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Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">Grade Level: 2 Guided Reading Level: L</p>		
<h3 style="margin: 0;">Tackly the Penguin</h3> <p style="text-align: center;">By: Helen Lester</p>		
<p>Blared is a/an noun verb adverb adjective</p> <p>Definition of Aroma:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Companions is a/an noun verb adverb adjective</p> <p>Definition of Companions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Dreadfully is a/an noun verb adverb adjective</p> <p>Definition of Dreadfully:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Blared looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Companions look like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Dreadfully looks like this:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Blared reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Companions remind me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Dreadfully reminds me of:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I saw this word in</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Interactive Vocabulary Notebook Cards | ©BookPages.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	tacky
blared	puzzled
deadfully	odd
graceful	tight
hearty	switch

Write a sentence about your shirt design. You must use at least **one** word from Word Bank in your sentences.

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.

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

Name: _____

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Answer Key

Tacky the Penguin

You must use at least **one** word from _____

it looks deadfully messy.

Answers will vary.) _____

_____ word from the Word Bank to finish the

They looked very _____ graceful

Tacky was _____ odd

It looked very _____ tacky

_____ companions _____ looked _____

_____ puzzled _____ but happy.

Answer Key | ©BookPages.com


Word Games and Answer Key

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 the book is: _____

It means... _____

It's like... _____



Name: _____

Step by Step Directions: 1. Read the book. 2. Write a new word that you learned in the book. 3. Write the meaning of the word. 4. Write a sentence using the word. 5. Draw a picture of the word. 6. Write the word on the line. 7. Write the meaning of the word. 8. Write a sentence using the word. 9. Write the word on the line. 10. Write the meaning of the word. 11. Write a sentence using the word. 12. Write the word on the line. 13. Write the meaning of the word. 14. Write a sentence using the word. 15. Write the word on the line. 16. Write the meaning of the word. 17. Write a sentence using the word. 18. Write the word on the line. 19. Write the meaning of the word. 20. Write a sentence using the word. 21. Write the word on the line. 22. Write the meaning of the word. 23. Write a sentence using the word. 24. Write the word on the line. 25. Write the meaning of the word. 26. Write a sentence using the word. 27. Write the word on the line. 28. Write the meaning of the word. 29. Write a sentence using the word. 30. Write the word on the line. 31. Write the meaning of the word. 32. Write a sentence using the word. 33. Write the word on the line. 34. Write the meaning of the word. 35. Write a sentence using the word. 36. Write the word on the line. 37. Write the meaning of the word. 38. Write a sentence using the word. 39. Write the word on the line. 40. Write the meaning of the word. 41. Write a sentence using the word. 42. Write the word on the line. 43. Write the meaning of the word. 44. Write a sentence using the word. 45. Write the word on the line. 46. Write the meaning of the word. 47. Write a sentence using the word. 48. Write the word on the line. 49. Write the meaning of the word. 50. Write a sentence using the word. 51. Write the word on the line. 52. Write the meaning of the word. 53. Write a sentence using the word. 54. Write the word on the line. 55. Write the meaning of the word. 56. Write a sentence using the word. 57. Write the word on the line. 58. Write the meaning of the word. 59. Write a sentence using the word. 60. Write the word on the line. 61. Write the meaning of the word. 62. Write a sentence using the word. 63. Write the word on the line. 64. Write the meaning of the word. 65. Write a sentence using the word. 66. Write the word on the line. 67. Write the meaning of the word. 68. Write a sentence using the word. 69. Write the word on the line. 70. Write the meaning of the word. 71. Write a sentence using the word. 72. Write the word on the line. 73. Write the meaning of the word. 74. Write a sentence using the word. 75. Write the word on the line. 76. Write the meaning of the word. 77. Write a sentence using the word. 78. Write the word on the line. 79. Write the meaning of the word. 80. Write a sentence using the word. 81. Write the word on the line. 82. Write the meaning of the word. 83. Write a sentence using the word. 84. Write the word on the line. 85. Write the meaning of the word. 86. Write a sentence using the word. 87. Write the word on the line. 88. Write the meaning of the word. 89. Write a sentence using the word. 90. Write the word on the line. 91. Write the meaning of the word. 92. Write a sentence using the word. 93. Write the word on the line. 94. Write the meaning of the word. 95. Write a sentence using the word. 96. Write the word on the line. 97. Write the meaning of the word. 98. Write a sentence using the word. 99. Write the word on the line. 100. Write the meaning of the word.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [800Pages.com](https://www.800pages.com)

Personalized Vocabulary Bookmark

[illegible]

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

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

Instructional Focus:
Suffix -ly

Background:
The suffix **-ly** is added to the end of a verb to describe how something happens. When **-ly** is added, it changes the meaning of the word (e.g., quiet becomes **quietly**, quick becomes **quickly**). When introducing **-ly**, help students understand that once the ending is added, a helpful question, "In what way?" It's also useful to point out that some words are already adjectives (e.g., **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 important.

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 each student)
- Describe It Cards (1 set for each student)
- Suffix -ly Practice Page (1 per student)
- Answer Key Describe It Cards
- Optional: Word Detective B
- Optional: Suffix -ly Action Game

Word Work

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

Step 2: Connect Word Work to Reading (continued)

Suffix -ly in the Text

- Tell students that as you read the rest of the book aloud, they should keep listening for **-ly** words that change the meaning of a base word.
- Remind students that not all words that end in **-ly** have the suffix **-ly** (such as "only"). Remind students that you should be able to take the **-ly** off of the word to reveal the base word.
- Read Tacky the Penguin.

Examples of Suffix -ly found in the text:

- Goody (note: this is not a real word. It is a name that describes the penguin).
- Lovely
- Neatly
- quietly
- politely
- neatly
- gracefully
- loudly
- dreadfully
- tightly

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a set of Base Word cards, Describe It cards, and a recording sheet.
- Place the Describe It cards face down in a pile.
- Lay the Base Word cards out in a 4 by 4 grid.
- Show students how to pick up a Describe It card and read the sentence (e.g., "The girl _____ marched into the deep, dark woods.")
- Show students how to look at the Base Word cards to find a word that looks like it could fill in the blank space in the sentence after adding the suffix **-ly** (e.g., "brave").
- Tell students that once they think they have found a good match, they can go to their recording sheet and write their base word in the left column, and their new word with the suffix **-ly** in the right column (e.g., "brave...bravely.")
- Show students how to read the sentence on the Describe It card with their new word (e.g., "The girl bravely marched into the deep, dark woods.")

Word Work Lesson Plan | ©BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

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. _____

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Suffix -ly

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 Answer Key | ©BookPagez.com

Independent Practice Page
and Answer Key

Describe It Cards
Interactive Activity

The girl _____ marched into the deep, dark woods.

He put away his books _____ to make his mother happy.

The score was 0 to 8 - we knew the game would end _____.

He felt _____ after all of his friends went home.

Base Word Cards
Interactive Activity

friend

slow

gentle

happy

Describe It Cards Answer Key
Interactive Activity

The girl **bravely** marched into the deep, dark woods.

He put away his books **neatly** to make his mother happy.

The score was 0 to 8 - we knew the game would end **badly**.

He felt **lonely** after all of his friends went home.

A cat ran away **quickly** to escape the dogs.

The pirate held onto the rope **tightly** as the ship rocked side to side.

A small turtle moved **slowly** across the road.

The mother picked up the baby **gently**.

All of the smiling kids **happily** skipped to recess.

He dad gave his mom a **lovely** vase of flowers.

She crept **quietly** down the stairs to sneak a snack.

The sun shone **brightly** on the blue ocean below.

He **politely** asked for more juice by saying "please."

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 how something is done.
- Model an example before beginning.

Example: bad + cooking → cooking badly

- mad...driving
- happy...clearing
- sad...mowing 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

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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.

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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 two 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	he was an odd bird.
Tacky sang "How Many Toes Does a Fish Have?" because	Tacky was strange and they could not stand the horrible singing.
The hunters ran away because	he didn't move like the other penguins.
Goodly, Lovely, Angel, Neatly, and Perfect hugged Tacky because	he saved them from the hunters.

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

REMEMBER!
Cause is **why** something happened.
Effect is **what** happened.

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

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

Name: _____

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 the Penguin
Cause and Effect

because he didn't move like the other

"How Many Toes Does a Fish Have?" because he was an odd bird.

was strange and they could not stand

fect hugged Tacky because he saved

g happened. The **effect** is **what** happened.

© BookPagez.com | Cause and Effect Practice Answer Key

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

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