



The Penguin Chick

by Marilyn Woolley

Overview

This book demonstrates how a penguin chick depends on its parents to feed, protect, and care for it.

Literacy Focus *Word Count: 105 words*

High Frequency Words
their, these, very, will

Content Words
penguins, nest, hatch, chicks, hungry, parent

Decoding Skills

- **Initial Consonant Digraphs:**
th (these, they, the, their)

- **Phonograms:** *-atch, -ick, -ay (catch, hatch, chick, gray, stay)*

Comprehension/
Thinking Skills

- Predicting and verifying predictions
- Following a sequence of events
- Recalling facts and details

Writing/Speaking
and Listening

- Writing facts about penguins
- Stating predictions based on illustrations
- Reading and discussing text with a partner

Observe/Assess

See Oral Reading Records in the Assessment Handbook.

Science Focus

Content and
Thinking Skills

- Understanding that baby penguins depend on their parents for food, shelter, and protection
- Learning that penguin parents work together to raise their young
- Following the growth of a young penguin
- Drawing conclusions about penguin behavior

Background Information

Depending on the penguin species, the length of time from the egg hatching to a chick being independent of its parents can range from 2 to 12 months. There are other variations in penguin's egg-laying and parenting habits. The Cape penguin breeds twice a year, but the majority of species breed only once a year. One egg is laid by the Emperor penguin; two to three eggs are laid by the other

penguin species. Only the male Emperor penguin incubates the eggs.

Correlation to
National Standards

Life Science

- Characteristics of Organisms
- Life Cycles of Organisms
- Organisms and Their Environments

See Standards Chart on page 204.

Literacy Focus

Set the Scene

Ask children to think about all the things their parents and caregivers do for them. Record responses on a list. Then focus the discussion on the things that are essential for life, such as food, shelter, warmth, clothing. List all suggestions.

Read and Discuss

Cover and Title Page

Show children the book. Read the title together and point out the name of the author. What do the children think the book is about? How could it relate to the discussion and the list you have just made together?

Pages 2–12

Examine the photographs before reading the text.

What is happening in this picture?

How is this picture different from the last?

What are they doing?

After children form their ideas about the sequence of events, allow them to read the text. Continue to ask questions to check comprehension. Help children with unfamiliar concepts.

Respond

- Ask each child to read the text with another child in the classroom. Allow opportunities for partners to talk, question, and discuss the book with one another.
- Have children look for words that begin with the digraph *th*.
- Use some of the word families (phonograms) that are in the text to create class lists of new words.

| | | |
|-------|------|-------|
| ○ | ○ | ○ |
| catch | gray | chick |
| hatch | stay | thick |
| batch | play | sick |
| patch | day | stick |
| match | ray | trick |



Facts and Details

Activity Master, page 164

Review with children the format of the Activity Master, page 164. Have children read the sentences and select the best word from each list to fill in the blanks.



Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

Science Focus

Science Concept

Penguin parents care for their young until the young penguins can care for themselves.

Activities

Moms and Dads

Ask children to make a list of all the things the parent penguins do to look after the baby penguins. Compare this list with the list of things the children's parents do to look after them.

What Did I Learn?

Ask each child to write down two things he or she has learned from reading this book. Share and discuss.

Penguin Research

Have books, posters, videos, and Web site addresses available for children who would like to learn more about penguins.

Animals and Their Young

Have children gather information about other animals and how they look after their young.

They may come up with some very interesting facts to share with the class.



Penguin Puzzlers

Activity Master, page 165

The Activity Master, page 165, asks the children to think about what they have read. It contains questions that require children to draw conclusions based on the text and what they know about birds and other animals. Share the answers in a group discussion.

Name _____

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Choose the best word for each sentence. Write it on the line.

These _____ are penguins.
(lizards fish birds)

The penguins _____ on their nests.
(dance sit fly)

They are waiting for their eggs to _____.
(cook jump hatch)

A baby penguin is called a _____.
(chick kitten pup)

The baby penguin is _____ and fluffy.
(yellow red gray)

A parent gets _____ for the chick.
(dolls food books)

When the chick grows bigger, it will go to _____.
(school Ohio sea)

Name _____

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Think about these questions. Write your answers.

1. Why don't penguins use leaves in their nests?

2. Why do penguins sit on their eggs?

3. Why doesn't the chick go with its parents to get the food?

4. What do the penguins eat?

5. Why don't both parents go to get food?
