



# Activity Guide

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## Penguins

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## BEFORE LISTENING

### *About the Book*

Many people have seen penguins in the zoo or in an animal park. In the wild, though, these funny flightless birds have some interesting and unusual habits. *Penguins* describes how the birds live in some of the harshest climates on earth.

### *Activate Prior Knowledge/Build Background*

Ask children what they know about penguins. Write the information they offer on the board. Explain that the book they will be reading and listening to is about this flightless bird and its habits. If possible, show children a map and point out the areas where the penguin is found.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

**CCSS: R.1, R.2, R.7; SL.1, SL.2**

Ask children the following questions about the book. Call on volunteers to respond orally.

- What happened when penguins lost the ability to fly?
- What natural enemies does the penguin have?
- How many kinds of penguins are there? What do they all have in common?
- What is unusual about the way penguins raise their babies? Why do they raise them that way?
- When do penguins make noise? Why do you think they make noise at those times?
- What do you think is the greatest threat to the penguin? Explain.

### **Vocabulary**

**CCSS: R.4; L.4**

Write these parts of compound words from the text on the board. Have children copy the word parts and then draw lines matching each pair of words to make a compound word. Finally, ask children to write a definition of each compound word, using the word parts as clues.

under	proof
meal	strap
under	time
chin	strap

### **Science: Penguin Characteristics**

**CCSS: R.5, R.7; W.7; SL.2, SL.5**

Have children look at the section of the book subtitled “Some Kinds of Penguins” and listen again to the audio version of this section. If possible, print out a template of a penguin, such as this one:

<http://www.coloring.ws/t.asp?b=m&t=http://www.coloring.ws/animals/penguins/9.gif>. Provide a copy for each child. As they read and listen, children can label the penguin with the body parts described on the pages. When they are done, they can color the penguin with the markings of one kind of penguin on the page and label their penguin as the type they have chosen. Display children’s illustrations in the classroom.

### **Social Studies: Penguin Places**

**CCSS: R.7; W.7; SL.2, SL.4**

Early in the book, the author mentions several places where penguins are found: Antarctica, New Zealand, Australia, South Africa, South America, and the Galapagos Islands. Divide the class into six groups and have each group focus on learning about the penguins of one of the areas. Encourage groups to look in books or in the Internet to find out how many bears there are in the area and what their special challenges are. Have each group report orally on its findings to the rest of the class.

### **Language Arts: Penguin Fact Book**

**CCSS: R.7; W.4**

The author provides many interesting facts about penguins, and there are many more facts available in reference books and online. Have each child choose one fact about penguins from the book and find one fact in a reference source. Children can write each of their facts on a separate sheet of paper and create an illustration for it. Collect all of the facts together in a class Penguin Fact Book.

### **Science: My Favorite Penguin**

**CCSS: W.2, W.4, W. 7, W.8; SL.1, SL.2, SL.4**

Have children work in pairs to choose one of types of penguins in the book to research. Children can find information on two or more websites, take notes, and organize their notes into a brief report on the type of penguin they have

chosen. Encourage them to focus on the penguin’s habits, or what it does. Pairs can share their findings orally with the rest of the class.

### **On the Internet: Penguin Cam**

**CCSS: R.7; W. 8; SL.2, SL.5**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Have children work in pairs to find a penguin cam that shows penguins in a zoo or animal park on the Internet, using the key words *penguin cam*. Pairs can watch the penguins through the camera over a period of several days and can write down what they observe. Have pairs read their observations to the class, noting any interesting or unusual penguin behavior.