

# Penguins Ready to Go, Go, Go!

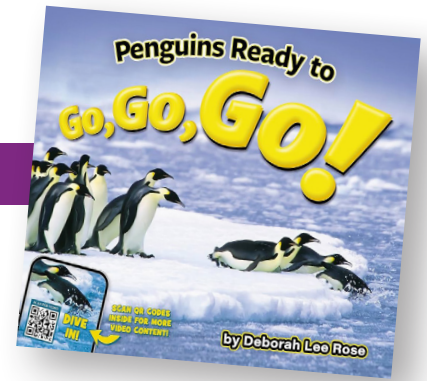
## A RIF GUIDE FOR EDUCATORS

**Themes:** Animals, Environment, Lifecycles

**Book Brief:** Discover how birds that “never, ever fly” have amazing adaptations to waddle, sled, huddle, dive, swim, leap, and snuggle their chicks to survive in the frozen world of Antarctica.

**Author:**

Deborah Lee Rose



## TIME TO READ!

### BEFORE WE READ LET'S LOOK AT...

**The Cover:** Read the title. Look at the cover of the book with students and ask, “What do you see on the cover of this book? What are the penguins doing? What makes them think that?” Discuss student responses and keep them in mind for the picture walk.

**Prior Knowledge:** Ask students, “Have you ever seen a penguin before in a video or at the zoo?”

**Vocabulary:** This story will introduce words about penguins and their environment. Use Picture Cards: *penguin, flap, wing, sea/ocean, ice, snow, waddle, flippers, waves, huddle, winter*. Ask students if they know of words in their home language(s) that mean the same thing as these words.

**Purpose for Reading:** Say, “As we read, notice all the different ways penguins move.”

## WHILE WE READ

### COMPREHENSION QUESTIONS (LEVELS 1-4)

*Throughout the story, pause and ask...*

- **Level 1:** “Point to the penguin on this page.”
- **Level 2:** “Who sits on the egg, the mommy penguin or the daddy penguin?”

- **Level 3:** “How do penguins get their food? Who gets the food?”
- **Level 4:** “Where do you think the new penguins will go? Why?”

## LET'S THINK ABOUT

**Our Purpose:** Say, “What are some ways that penguins can move?” Have students act out moving like a penguin.

**Extending Our Thinking:** Say, “Penguins slide on their bellies on the ice.” Ask, “Why do you think they do this?”

### BOOK ACTIVITY: Interactive Writing- Move Like a Penguin

In this book, students learned all the different ways that penguins move. As a class, write your own book about moving like a penguin. Use an interactive writing model to actively involve your students. Invite students to come up and share the pen, using their knowledge of sound-spelling correspondences to write words. After you have completed the story, read the entire text to the students. Place the text in an accessible place so students can read and engage with it on their own.