**SUMMARY** Though Antarctica’s emperor penguins are perhaps the best known birds of their kind, there are many other varieties of penguins that are just as interesting. The book describes how these birds are equipped to thrive in some of the coldest and most isolated places on Earth.

**LESSON VOCABULARY**
- blubber
- brood patch
- crest
- down
- incubate
- molt
- rookery

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of All About Penguins. Ask them to look at the cover photo and describe what it tells about penguins. Based on their responses, talk about what information they think the author will provide in this book.

**BUILD BACKGROUND** Have students discuss what comes to mind when they think of penguins. Ask: How do penguins differ from other birds? Where do your ideas about penguins come from?

**PREVIEW/USE TEXT FEATURES** Point out the sidebars on pages 4, 5, 7, 9, and 13. Ask: What kinds of information can be found in these features? How does the information in each relate to the rest of the text, and why might the author have chosen to use them?

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading All About Penguins. They should be guided by their impressions from skimming the heads, photos, captions, and sidebars.

**STRATEGY SUPPORT: MONITOR AND CLARIFY** Tell students that they can monitor their comprehension of a story by creating an outline of it. An outline is a plan that shows how a story is organized. Using outlines to determine and keep track of the most important ideas of a book can help students gain comprehension. Invite students to create an outline of All About Penguins during and after reading. Have them clarify any questions they may have by referring them to their outlines.

**COMPREHENSION QUESTIONS**

**PAGE 3** All penguins live in what part of the world? (the Southern Hemisphere)

**PAGES 6–8** What is the topic of this section? What is the main idea of this section? (emperor penguins; how they incubate their eggs)

**PAGE 11** How is an emperor penguin’s beak shaped differently than that of an adelie penguin? (Emperor’s is long and thin to catch fish and adelie’s is short and stubby for catching krill.)

**PAGE 17** Different varieties of penguins share lives that are tied to what type of environment? (the sea and its marine life)
REVISIT THE BOOK

READER RESPONSE
1. Main idea: There are many different kinds of penguins in the world, and they all have ways to survive. Possible details: Their color protects them in the water; swimming fast means they can get away from their enemies; an emperor penguin has a brood patch to keep its egg warm; penguin feathers are oily so they shed water; penguins have blubber to give them energy and keep them warm; a rookery lets penguins protect each other; penguin eggs have hard shells.

2. Possible response: I wasn’t sure if all penguins are alike, so I kept reading and learned about 11 different kinds of penguins—just half of all the kinds of penguins in the world.

3. Sentences will vary.

4. calcium; it thickens the penguins’ eggshells.

EXTEND UNDERSTANDING Direct students to page 3. Ask: How does the map differ from most other maps you have seen? What continents are shown and where? Students may use a globe or atlas to help them find answers.

RESPONSE OPTIONS

WRITING Ask: How do people stay warm when they are outdoors in cold weather? How are these ways similar to or different from those of penguins? Have students answer these questions in one or two paragraphs.

ELL On the board, write simple sentences that students can complete by writing a vocabulary word or two, for example: Penguins have a layer of ________ that stores energy and blocks out cold.

WORD WORK Help students sort words related to aspects of penguins’ lives into categories such as body features, food, and dwellings.

SCIENCE CONNECTION
Remind students that penguins have special characteristics that enable them to survive in specific types of environments. Discuss how other animals have characteristics that make them well suited for where they live.

Skill Work

TEACH/REVIEW VOCABULARY
Have students look at the Glossary. Ask volunteers to point out familiar terms and explain what they mean.

TARGET SKILL AND STRATEGY

MAIN IDEA AND DETAILS The main idea is the most important idea about the topic. To find it, students must determine the relative importance of information they read. Supporting details are pieces of information that tell more about the main idea. Model how to ask questions to find the main idea of a book. Ask: In a word or two, what is this book about? (This identifies the topic.) What is the most important idea about the topic? (This identifies the main idea.) What are some details that tell more about the main idea? Tell students to identify the main idea of the book as they read.

MONITOR AND CLARIFY Remind students that good readers often monitor their comprehension, or ask themselves if they understand what they are reading. If something seems confusing or does not make sense, good readers take steps to figure out the problem. Reading on, rereading, or asking a partner or an expert are ways to clarify confusing points.

ADDITIONAL SKILL INSTRUCTION

COMPARE AND CONTRAST Tell students that to compare is to identify how two or more things are alike and to contrast is to identify how they are different. Ask students to use graphic organizers to compare and contrast aspects of different penguins in the book, such as their natural habitats.
Main Idea and Details

- The **main idea** is the most important idea about a paragraph, passage, or story.
- Supporting details are pieces of information that tell more about the main idea.

**Directions** Read each passage. Then answer the questions that follow.

1. In a few words, what is this paragraph about?

2. What is the main idea of the paragraph?

3. What is an important detail that tells more about the main idea?

4. What is the main idea of the passage?

5. What is one detail that tells more about the main idea?
Vocabulary

Directions  Choose the word from the box that best completes each sentence. Write the word on the line.

Choose the word from the box that best completes each sentence. Write the word on the line.

1. Emperor penguins choose to ___________ their eggs during the winter.
2. Large groups of penguins gather in a ___________ to raise their young.
3. A penguin’s ___________ stores energy and helps protect the penguin from cold weather.
4. Fluffy inner feathers known as ___________ trap air to keep penguins warm.
5. Penguins ___________ when their old feathers get worn out.
6. Male penguins have a featherless area of skin known as a ___________, which warms their eggs.
7. Some penguins have a ___________ that sticks up from their heads.

Directions  Use the context clues in the above sentences to define these words.

8. molt ____________________________

9. rookery ____________________________

10. blubber ____________________________