LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.1.2 MAIN FOCUS Key Ideas & Details
Sessions 1, 2, 3
Identify the main topic and retell key details of a text.

RI.1.4 Craft & Structure
Sessions 1, 3
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 MAIN FOCUS Craft & Structure
Sessions 2, 3
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 MAIN FOCUS Integration of Knowledge & Ideas
Sessions 1, 2, 3
Use the illustrations and details in a text to describe its key ideas.

RI.1.10 Range of Reading & Level of Text Complexity
With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.3 Comprehension & Collaboration
Sessions 1, 2, 3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.4 Vocabulary Acquisition & Use
Sessions 1, 2, Additional Instruction
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5a Vocabulary Acquisition & Use
Additional Instruction
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

RF.1.3c Phonics & Word Recognition
Session 2, Additional Instruction
Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.4 Fluency
Session 2
Read with sufficient accuracy and fluency to support comprehension.

W.1.2 Text Types & Purposes
Writing Connection
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.8 Research to Build & Present Knowledge
Sessions 2, 3
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Session 1  Text Selection: pp. 2–24

**LEARNING FOCUSES**  
**RI.1.2, RI.1.7**  
Students read closely and use text evidence to identify the main topic of the text and retell key details. They use photographs and text details to describe key ideas.

**PREVIEWING THE TEXT**  
5 minutes

Read the title and author credit. Invite students to read the back cover with you. Then discuss the Table of Contents.

- Today’s book is titled *Penguins Are Waterbirds*. Take a look at the author credit. Why is it unusual?
  
  *The teacher wrote the book with her class.*

- This book may be especially interesting because the authors were in first grade, too. Let’s read the back cover. . . . What are some of the things we’ll learn about penguins?
  
  - how penguins live, how penguins swim
  
  - Now let’s flip to the Contents page at the front of the book and read it. . . . What else will we learn about penguins?
  
  - kinds of penguins, where penguins live, parts of a penguin’s body, baby penguins

- I’m interested to learn more about these waterbirds. Let’s get started.

**READING THE TEXT CLOSELY**  
10 minutes

Explain the learning focuses to students. Then have them read pages 2–7. Provide support as necessary as you circulate and listen to individual students read. When you have finished reading pages 2–7, check students’ application of the learning focuses.

- Today we are going to figure out the main topic of the book we are reading. Once we identify the topic, we’ll look for important, or key, details about it. We’ll retell those key details to each other. Now let’s read pages 2 through 7. . . . Can anyone tell us the main topic of the book? What clues helped you figure it out?
  
  *I think the main topic is penguins because that’s the title of the book. The photographs show penguins. All the information is about penguins.*

- What does the author tell us about penguins in the first chapter of the book? Can you find the important details and retell them to us?
  
  *There are 17 kinds of penguins. The Emperor Penguin, the biggest, is about four feet tall, and the Blue Penguin is about the size of a little duck.*

- How did the photos help you understand the key details?
  
  *I could see how the penguins are alike and different. I could compare their sizes.*

- As we read, it’s important to pick out the details that tell about the main topic.

If you are satisfied that students can apply the learning focuses, have them read the rest of the book. If not, prompt students to reread pages 2–7 and use text and photos to retell important details about kinds of penguins.

*Today our work as readers is to think about the main topic of the book and to retell, or summarize, important details that the text and photos give us about the topic. I wonder what else we’ll learn about penguins. Let’s read on.*
DISCUSSING THE TEXT 10 minutes

Invite students to retell other important details about the topic of penguins.

As we discuss what we read, ask questions to help you understand or get more information. This will help us think through our ideas. Now, who can tell us the topic of the book?

- penguins

We’ve already talked about kinds of penguins. Who can retell an important detail about this?

- The Emperor Penguin is the biggest penguin. It’s about four feet tall.

How did the photograph help you learn more about this?

- I could see what it looks like and how it stands up. The words don’t describe the penguin.

How do these details help you understand the main topic of the book?

- The details explain more about penguins. They explain the types of penguins. The photos show what the penguins look like.

We found good details from the text and the pictures to support the main topic.

Focus on the word waterbird.

- We read that penguins are waterbirds. What are the two smaller words in this compound word?

  - water and bird

How do these two words help you understand the meaning of the compound word?

- I know a bird is an animal with feathers and two legs and a beak, and I know what water is. So a waterbird is a bird that lives by water.

Use what you know about the smaller words in an unfamiliar compound word to figure out its meaning.

Confirm students’ good use of the learning focuses and encourage them to keep those focuses in mind whenever they read reports.

- You identified the main topic of the book, found important details in the text and the photos, and retold those details to help you understand them. Remember to do this whenever you read a report.

E-RESOURCE Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

COMPREHENSION: MAIN TOPIC AND KEY DETAILS

E-RESOURCE Formative Assessment Have students use the blackline master on page 10 and think about the main topics in Penguins Are Waterbirds. Then have them retell the key details that support each main topic. Review students’ answers as you evaluate their mastery of the learning focus.

COMPREHENSION TIP

Encourage students to use the words why, what, how, and where as they formulate questions during discussion.

COMPREHENSION SHARE

As you read, look for important details that tell more about the topic. These details will help you understand and remember what the book is about.

ELL SUPPORT

L.1.4 Vocabulary Support vocabulary such as smallest and biggest in context using the ELL vocabulary strategies in Getting Started.
Session 2  Text Selection: pp. 2–24

RETURNING TO THE TEXT  5 minutes
Ask students to reflect on their reading in Session 1. Guide them to recall how they applied the learning focuses.

Let’s talk about what we did in the last session.

We figured out that the main topic of the book we are reading is penguins. We retold important details about penguins.

READING THE TEXT CLOSELY  10 minutes
Explain the new learning focus. Invite students to read pages 4–9. Check in to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Today we are going to use text features in the book to help us find important details about the topic of penguins. Let’s start by looking at page 2. Who can tell us how the Contents page can help us find details about the topic?

The Contents page gives us chapter titles and their page numbers. The chapter titles give details about the main topic.

Flip to page 4 with me. How can you quickly figure out what the focus of this section is?

The heading says “Kinds of Penguins,” so we can use that to know that this section will tell about different penguins.

What important detail does the text in this chapter tell you?

There are 17 kinds of penguins.

Let’s think through how the setup of this page helps us understand this detail.

The page has photos like a magazine. The pictures show some of the penguins. The labels give their names. The page helps us understand that there are many kinds of penguins.

Formative Assessment: Phonics and Fluency
Listen to each student read a portion of the text. Observe how they decode various spellings of long e in words such as feet (page 13) and eat (page 19). Pay close attention to fluency as well. If students need additional practice with decoding or fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after the reading.

DISCUSSING THE TEXT  10 minutes
Facilitate a discussion in which students use text features and photographs to help them locate and retell key details about the topic of penguins. Remind students to ask questions to gather and clarify information.

Let’s talk about other text features that we can use to help us find details about penguins. Who would like to start?

We can use the heading “Where Penguins Live” on page 8 to know that the section will explain where penguins live.
I noticed that as well. This section also includes a diagram to give us information. Who can tell us what we can learn from this text feature?

The diagram shows the bottom of the world. It helps us know where the penguins live. The labels on the map help us learn which penguins live where.

The map has four colored blocks on it, and each block has a list of penguin names. Who can tell how these blocks connect to the map?

The color of the labels is the same color as the edges of land, so I think those kinds of penguins live where those colors are.

That’s a helpful text feature to use. Did you notice any other text features that gave additional details?

I noticed the photos on page 11 with labels. The photos show the places where penguins live.

How do these photos help you understand more about the key idea?

The photos, like the one of the island, show what that place looks like. I can see the water and the snowy mountains. The words don’t explain that.

The map has four colored blocks on it, and each block has a list of penguin names. Who can tell how these blocks connect to the map?

The color of the labels is the same color as the edges of land, so I think those kinds of penguins live where those colors are.

That’s a helpful text feature to use. Did you notice any other text features that gave additional details?

I noticed the photos on page 11 with labels. The photos show the places where penguins live.

How do these photos help you understand more about the key idea?

The photos, like the one of the island, show what that place looks like. I can see the water and the snowy mountains. The words don’t explain that.

The photo does give interesting details about these places. Now let’s use what we learned from these text features to retell some important details about penguins. Who would like to start?

I learned that penguins can live on the beach, islands, or on rocks.

Does anyone have a question about this?

How is the beach different from the island? The island looks like a beach.

That’s a good observation. They do look similar. Who can help?

The map on page 8 helps. It shows islands, and they are in the middle of the water.

You used a text feature to help you answer the question. An island is completely surrounded by water, but it also has beaches.

Focus on the word webbed on page 13.

The word webbed appears in our reading today. Let’s read the label on page 13. Share what you understand about the word so far.

The arrows point to the toes, so it looks like it has something to do with toes.

That makes sense. Let’s read the text above to find out more. . . . What do you think?

Webbed feet are like duck feet. The skin between the toes helps it swim better.

Webbed is a word to describe the penguin’s feet. It means “having skin that joins the toes.” Beavers and pelicans are other animals with webbed feet. Who can think of another animal with webbed feet?

seagull, swan, goose

When you get to a word you don’t know, use the photo to help you figure out the word’s meaning.

Confirm students’ good use of the learning focuses and encourage them to keep the focuses in mind whenever they read an informative text.

We’ve identified some of the text features that readers can use to find important details about the topic of a book. Which text features helped us find details about penguins?

Contents page, headings, diagrams, photographs with labels
Remember to use text features along with the author’s words whenever you are looking for or retelling important details about a topic. Your questions and answers also helped us understand more about the topic.

**Formative Assessment: Comprehension** Using the Quick Start Planner, note the session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

**PHONICS AND FLUENCY FOLLOW-UP**

**Phonics Practice** Write *eat* and *feet* on a whiteboard or chart paper. Underline the *ea* of *eat* and *ee* of *feet*. Guide students to use the Sound and Say routine to read these words.

Let’s practice reading words with the long *e* sound using our Sound and Say strategy. We’ll try it together. (Point to underlined letters of the word.) Sound it. (Students say the underlined sound.) Now say the word. (Repeat for the next word.) Let’s go back to pages 13 and 19 and read these words in our books.

**Fluency Practice** Model reading pages 8–11 for students. Remind them to make their voices sound like yours as you read. Model adjusting reading rate to the purpose of the text, reading the author’s sentences at a steady pace, and slightly emphasizing key words. Slow down for information in text features so you can read them accurately. Then have students practice reading out loud with a partner.

**COMPREHENSION: TEXT FEATURES**

**Formative Assessment** Have students use the blackline master on page 11 to draw a diagram of a penguin and label three body parts. Review students’ answers as you evaluate their mastery of the learning focus.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Formative/Summative Assessment** Use the blackline master on page 12 to introduce the constructed response question: *In what ways are penguins similar to or different from other birds? Use the information from the book, Penguins Are Waterbirds, to support your ideas.* Have students use self-stick notes to mark places in the book that help them answer the question. Point out that the details they include can come from the photographs as well as the main text. Review students’ self-stick notes as you evaluate their mastery of the learning focus.
Session 3  Text Selection: pp. 2–24

RETURNING TO THE TEXT  5 minutes
Explain that students will now reread Penguins Are Waterbirds on their own. Encourage them to read independently with as little interruption as possible. Provide support when needed. Observe students’ fluency and make a judgment as to whether or not they need additional fluency practice.

Remember to read closely. Look for important details about the topic of penguins in the author’s sentences, photographs, and in the text features in the book.

READING THE TEXT CLOSELY  10 minutes
Review the learning focuses and have students read pages 4–11 independently. Check their application of the focuses as you have done previously. Then have students independently read the rest of the book.

Today we’re going to talk about how photographs and labels can give us an even better understanding of the main topic, penguins. As you reread pages 4–11 on your own, think about how photographs and labels help you better understand penguins. . . . Now let’s talk about the photograph and label on page 7. How do the photo and the text work together to describe a key idea?

The text explains that the Blue Penguin is the smallest penguin. The photo shows what it looks like. The label tells what it is.

Let’s use the text, photographs, and labels to talk through important details about penguins.

There are 17 kinds of penguins. The Emperor Penguin is the biggest, about four feet. The Blue Penguin is the smallest, about the size of a duck.

DISCUSSING THE TEXT  10 minutes
Prompt a discussion that continues to link the three learning focuses. Remind students to ask questions during the discussion to clarify understanding.

We’ve retold important details in this book about penguins. We’ve talked about how text features help us locate that information, and we’ve discussed how photographs and labels can help us understand even more about a text. Let’s put all three of these learning focuses together as we discuss the rest of the book. How can you tell what the section on page 16 is about?

The heading is “Baby Penguins,” so we know that the text will tell us about the babies.

What features do you see in this section of the book?

a labeled photograph on page 17

Let’s use the text, photos, and label to talk through the important details in this section of the book.

Mother penguins lay eggs. Fathers keep the eggs warm in the brood pouch. Chicks huddle to keep warm. Each penguin family has a special call.

LEARNING FOCUSES
RI.1.2, RI.1.5, RI.1.7
Students continue to read closely and use text evidence to identify the main topic and retell key ideas. They use text features and photographs to help locate and describe key facts and information.

VOCABULARY
RI.1.4 Remind students to ask and answer questions about words they don’t understand. Discuss the meaning of brood pouch on page 17. Help them understand the meaning of brood and pouch to deepen their understanding of this phrase.

SL.1.3 DISCUSSION Collaborative

TEACHER TIP
Let students know that maps can be difficult to understand. Good readers study maps closely and use the labels to figure out what the map shows.
Encourage students to share their understandings with a partner.

Listen carefully to your partner and ask questions to make sure you understand what your partner says. Explain how you can find main ideas and key details in a text.

We can figure out the topic of a book by thinking about the title and looking at the Contents page. We can read closely to find and retell important details in a book. We can use text features and photographs and labels to help us learn even more about a topic.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students use the black-line master on page 12 to write a response to the question: In what ways are penguins similar to or different from other birds? Use the information from the book, Penguins Are Waterbirds, to support your ideas. Tell students that they can use their self-stick notes to help them write their answer.

Writing Connection

WRITING AN INFORMATIVE TEXT

Summative Assessment Have students write information about penguins for each of the following categories: Kinds of Penguins, Parts of a Penguin’s Body, and Baby Penguins. Remind them that the information they write should relate to the appropriate heading.

You did such a good job reading about penguins that you’ll also be good at writing about them. Let’s write down these three headings, leaving plenty of space between each heading: Kinds of Penguins, Parts of a Penguin’s Body, and Baby Penguins. Remember, just like in our book, information that follows a heading has to tell about that heading. Write one sentence for each heading that tells a fact about penguins. You can look back at the text, photographs, and labels to help you.
**WORD STUDY**

**Sort Words** Reinforce word concepts by having students sort words into categories. Write *island, rocks, feathers, webbed feet, beach, chicks, brood pouch, and huddle* on a whiteboard or chart paper. Below the words write the categories: *Where Penguins Live, Body Parts, Baby Penguins*. Write student responses under appropriate categories.

- Read these words with me as I point to them. . . . We will sort these words into categories. Listen as I read the categories. . . . In which category would *island* belong?
  - *Where Penguins Live*
- In which category does *chicks* belong?
  - *Baby Penguins*
- Let’s sort the rest of the words this way.

**VOCABULARY**

**Multiple-Meaning Words** Discuss the words *flap* and *chicks* on pages 17 and 18.

- Let’s talk about words that you might know but may not link to the topic of penguins. Reread the sentences on page 17 with me. . . . What do you usually think of when you read the word *flap*?
  - moving something, like wings, up and down
  - The word has a different meaning in this sentence. Who can explain *flap* in this context?
    - *It’s a piece of skin that covers the egg.*
  - How did you figure this out?
    - The text explains it and the photo shows it.
- Now let’s read the sentence on page 18. . . . What kind of an animal do you usually think of when you think of *chicks*?
  - *baby chickens*
- Who can tell us how the word *chicks* is used in this text?
  - *It is used as another name for baby penguins.*

**PHONICS**

**Long Vowel Sounds** Use the Sound and Say routine for more practice with *long e*. Guide students to identify the letters and sounds that differ in a list of words drawn from the text or that you have created in advance. Depending on the ability of your group, you can work with word pairs (*eat, feet*) or a word bank containing several pairs of words for students to locate.

- Let’s practice some more words with the *long e* sound. Here is the word *eat*. We read this word in the book we just finished. Let’s say each sound in *eat*. (Say each sound in *eat.*) Which letters make the *long e* sound?
  - *ea*
- Now, here is another word with the same *long e* sound as *eat*. (Point to the word *feet*.) Which letters make the *same long e* sound?
  - *ee*
- Let’s say the sounds together. What is the word?
  - *feet*
- Which sound was the same as from *eat*?
  - *long e*
Comprehension: Main Topic and Key Details

Use your own words to identify key details from each section in the book that support the main topic.

1. Section: Where Penguins Live

   Main Topic: Explains where penguins live

   These key details support the main topic:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Section: Parts of a Penguin’s Body

   Main Topic: Explains the different parts of a penguin’s body

   These key details support the main topic:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Score: __________
Name __________________________ Date ____________

Comprehension: Text Features

Draw a diagram of a penguin. Label three body parts of the penguin.

Type of Penguin:

____________________________________

____________________________________

____________________________________

Score: __________
In what ways are penguins similar to or different from other birds?

Use details from Penguins Are Waterbirds to support your ideas.

Penguins and other birds are ____________________________

because ____________________________________________

Score: __________