

## LESSON TOPIC: "The Penguin Chick"

### STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify main ideas.

Use learning strategies (e.g., context clues).

Put words in order to form sentences.

Listening: Find details in illustrated, narrative, or expository text read aloud.

Identify ideas/concepts expressed with grade-level content-specific language.

Speaking: Retell stories with details.

Sequence stories with transitions.

### TARGETED ENGLISH LANGUAGE PROFICIENCY:

Entering, Emerging

### OBJECTIVES

LANGUAGE – Students will be able to use pictures, key vocabulary words, and sentence frames to retell the story of "The Penguin Chick."

CONTENT – Students will be able to read "The Penguin Chick" fluently in Reading Assistant.

### KEY VOCABULARY

penguins

Antarctica

egg

rolls

pokes

through

warm

hungry

feeds

grows

slides

together

still

feathers

swimming

splash

## MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with blank boxes next to each for pictures, copied for each student
- Key vocabulary word list displayed somewhere clearly visible

## MOTIVATION

*(Building Background)*

**Think about the last time you read a really good story.**

Give students wait time.

**Can you tell us what happened in the story?**

Have students talk about a great story they remember. If students can't think of a story, ask about a story you read as a class recently. If they are having trouble producing words, ask probing questions, such as:

**Was it about a monster?**

**Was it about a girl?**

**What happened in the story?**

Give students sentence frames like these:

**First, there was a \_\_\_\_\_.**

**Then, \_\_\_\_\_.**

**Next, \_\_\_\_\_.**

**Last, \_\_\_\_\_.**

Give all students an opportunity to speak.

**Today we will read a story, and just like the story we just talked about, we are going to *retell* the story. We are going to say what happened in the story after we read it. Let's say that together: retell.**

**Now, we're going to practice reading today. Why is practicing reading important?**

Have students Think-Pair-Share their responses.

## PRESENTATION

*(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)*

**To get us started, we will need to learn some key words.**

Give students a copy of the key vocabulary word list with spaces for pictures. Talk through the list and have students draw pictures of what each word means. For words that don't correlate to pictures (such as "through" and "still"), have students come up with a sentence with the word after you model. Have students use their first language to support understanding as necessary.

Model drawing a picture for the first word, then do the next picture together, then have students talk to you and one another about each word and what it means as they draw pictures. Let them practice pronunciation while they work.

## PRACTICE/APPLICATION

*(Guided Practice, Interaction, Strategies, Feedback)*

**Now that we know all the words we need to know, we're going to read the story together. As we read, remember that we will retell the story at the end so we need to remember what we read, just like we did earlier with a different story.**

Read the selection once, pointing to the words as you say them, and have students listen and follow along.

Then have students read the selection with you. When you come to a key vocabulary word or a word the students are struggling with, pause, repeat the word, have students say the word, and continue reading.

If students catch on very quickly, have them read the selection independently and begin retelling the story. For even more of a challenge, have students write out sentences that retell the story (they can use sentence frames for support).

When you finish reading the selection with the students, have them turn to a partner and retell the story using their key vocabulary word list. Model the retell for early production language learners if needed. Have students use the sentence frames from page 2 if necessary.

## REVIEW/ASSESSMENT

*(Review Objectives with Vocabulary, Assess Learning)*

Have students complete the selection in Reading Assistant. Celebrate any high scores.

## EXTENSION

1. Have students use the key vocabulary word list they created to retell the story in writing.

## Supplemental Material: Selection text

### The Penguin Chick

Many penguins live in Antarctica. It is cold there.

A mother penguin lays one egg. She rolls it to the father penguin.

The father keeps the egg safe. A penguin chick pokes through the egg.

Look at the little chick! It now stays warm on its father's feet.

The chick is hungry! The father feeds it.

The chick grows. It walks and runs.

The chick slides on the snow.

The chick stays in a group. The chicks stay warm together.

The penguin chick is bigger now. It still likes to be with its mother and father.

New feathers grow. They are good for swimming.

Splash! The penguin dives into the cold water.

## Supplemental Material: Vocabulary

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