

# Little PENGUINS

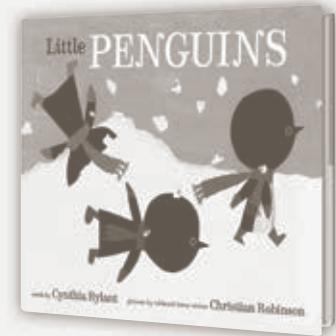
## EDUCATORS' GUIDE

Grades PreK–2

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## ABOUT THE BOOK

*Newbery Medal–winning author Cynthia Rylant and Caldecott Honor–winning illustrator Christian Robinson pair up to tell this wintry story about five little penguins enjoying a snowy day.*

A family of little penguins notices snowflakes falling as winter arrives at their igloo. Excited to enjoy the weather, the penguins put on mittens, scarves, and boots, each dressing in a different color. Together, they play in the deep, deep snow. Soon Mama joins her little penguins by sledding down a hill on her stomach. After playing with their mama, the penguins go back to their igloo to remove their winter apparel, and the family warms up with fresh-baked cookies and milk. With full bellies and tired from a day of playing outside, the penguins all fall into a restful sleep.

## PRE-READING ACTIVITY

Prepare a chart divided into four sections, labeling each section with one of the four seasons. Have students brainstorm several characteristics of each season. For example, the summer section of the chart might include words like *sunny*, *hot*, and *lazy*. Once all the sections of the chart have a collection of words, inform the students that you will be reading a book about winter. Save this chart, as it can be expanded upon as the students' knowledge base about winter becomes more specific after reading the book.

- Correlates to Common Core Language Arts Standards for Speaking and Listening Grades K–2

## CLASSROOM ACTIVITIES

### Five-Finger Retelling

To prepare, draw a picture of a hand and write one of the following words above each finger: *who*, *what*, *where*, *when*, *why*. Have students refer to this graphic throughout the assignment. Assign each child a reading partner for this activity. Partners should sit facing each other. They should retell the details of the story to their reading partner, answering the questions provided, using their fingers as a guide to recall the important details. For example, first students would put their thumb up and answer the question *Who was this story about?* Next, they would put their index finger up with their thumb and answer the question *What was this story about?* They would continue this process using each finger to answer one of the five questions.

- Correlates to Common Core Language Arts Standards for Reading: Literature Grades K–2

### Book Scavenger Hunt

The little penguins in this story live in an interesting location. On every page, there are informative pictures that give readers clues to where the story takes place. As a class, answer the question *What picture clues help us identify the setting of this story?* Flip through the pages of the book, asking the students to investigate each picture with their eyes and share what setting clues they notice. Individually, students can record the clues they notice in writing or with illustrations of their own.

- Correlates to Common Core Language Arts Standards for Reading: Literature Grade K–2

## Torn-Paper Collage

Provide students with several different colors of construction paper. Have them create a winter scene from the story using the provided paper. They will first choose a background color. Next, they will rip white paper into small pieces (about 1 inch by 1 inch) and then glue the white pieces onto the bottom of the background paper, creating the snow for the ground. Students will continue to rip paper into small pieces, using different colors for the elements in their collage. They will glue the pieces onto the paper to create a torn-paper collage of the penguins in the snow.

● Correlates to Common Core Language Arts Standards for Reading: Literature Grade 1

## Winter Word Categorization

Present the students with the chart that the class created in the pre-reading activity. In a class brainstorm, add as many additional winter words as possible to the chart. Once the chart is bursting with words, ask the students if any of the words fit together, introducing the concept of categories. On a new chart, list a few categories the winter words could fit into (for example, colors and clothing). Go through the winter words and have students point to the category on the new chart where each word fits. Some words may fit into multiple categories.

● Correlates to Common Core Language Arts Standards for Language Grade 1

## Penguin Postcards

In this activity, students imagine they are visiting the penguin family at their igloo. During their imaginary visit to the igloo, what did they do with the little penguins? Students will illustrate the front of the postcard to showcase an activity from their visit. On the back of the postcard, they will write a short letter to another student, listing two to three details of the exciting adventure they had with the penguins in the snow.

● Correlates to Common Core Language Arts Standards for Writing Grade 1–2

## Setting Switch Up

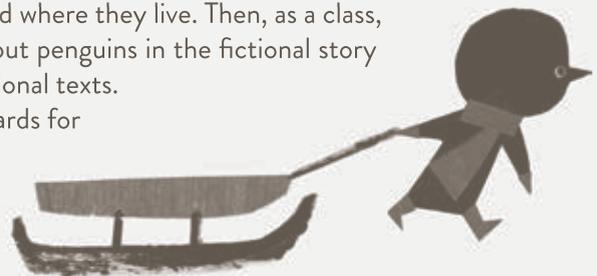
The penguins in the story need specific clothes, like hats, mittens, socks, and boots, to play outside in the snow. Assign each student a partner for this activity. Have partners choose a new animal and a different season. For example, they could choose a bear in the summer. Partners will brainstorm what their animal would need to go outside in that season. For example, a bear might need sunscreen, a hat, or sneakers to go outside in the summer. Each partnership should record their answers in the form of words or pictures on a sheet of paper. Make sure to have the pre-reading activity chart visible for reference.

● Correlates to Common Core Language Arts Standards for Reading: Literature Grade 1

## Penguin Investigation

In this story, the little penguins act much like students would if they were going out to play in the snow. For this activity, you will dive deeper into the world of penguins and find out how penguins live in nature. First, assemble a small collection of informational picture books about penguins. Assign partners and have them read through books and look at the pictures, collecting information about penguins. Your students will uncover new facts about penguins, such as what they eat and where they live. Then, as a class, compare and contrast the information the class learned about penguins in the fictional story versus what they learned about penguins from the informational texts.

● Correlates to Common Core Language Arts Standards for Reading: Informational Text Grade 2



Guide prepared by Christine Meo, who has been involved in curriculum and teaching for over six years.  
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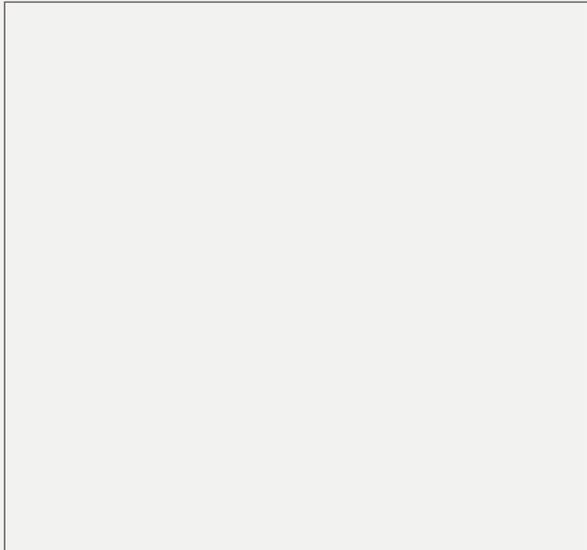
Name : \_\_\_\_\_

## Retelling Using Time Words

Readers can use time words to help retell a story. Retell four details of Little Penguins using the time words below. Then draw a picture below each detail.

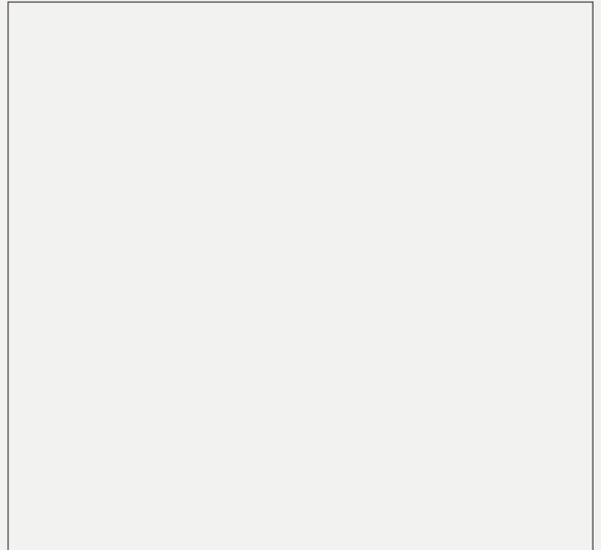
1. First, \_\_\_\_\_

\_\_\_\_\_



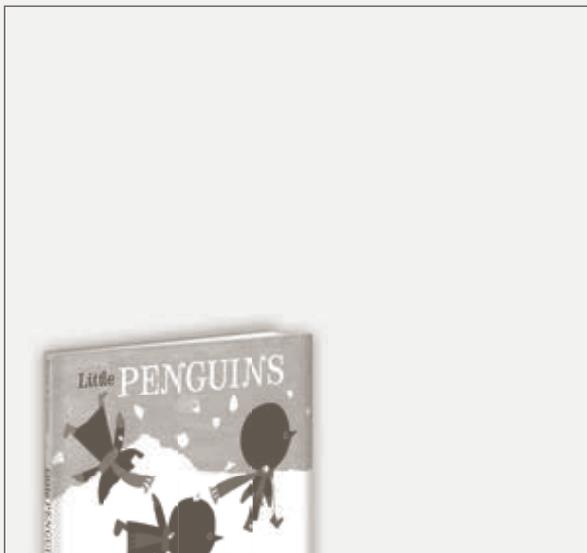
2. Next, \_\_\_\_\_

\_\_\_\_\_



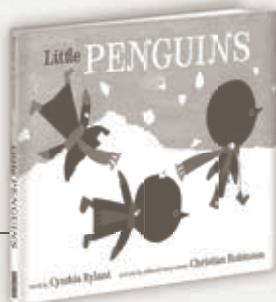
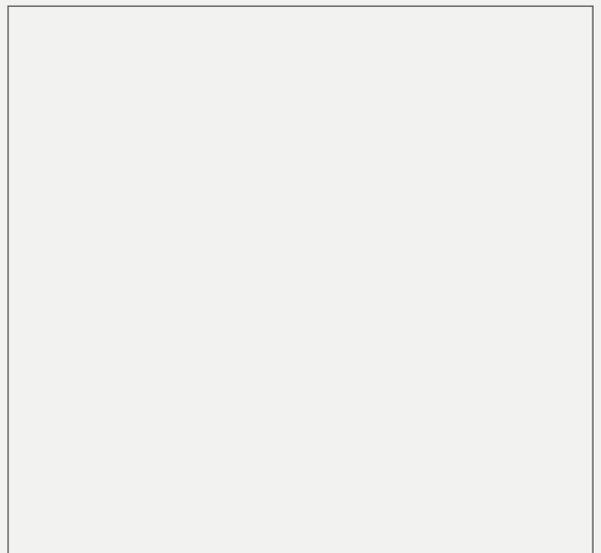
3. After that, \_\_\_\_\_

\_\_\_\_\_



4. Finally, \_\_\_\_\_

\_\_\_\_\_



EDUCATORS: Reproduce this activity sheet to use with students.  
This activity correlates to Common Core Language Arts Anchor Standards for Language 1.

Name : \_\_\_\_\_

## Plan Like a Penguin

In *Little Penguins*, the penguins play in the snow, but before they can go outside they need to get ready by gathering mittens, scarves, socks, and boots. Pick an activity that you do. Label and draw four items that you need for your activity.

For example, if the activity is cooking, the items needed could be ingredients, a measuring cup, an adult to help, and a step stool.

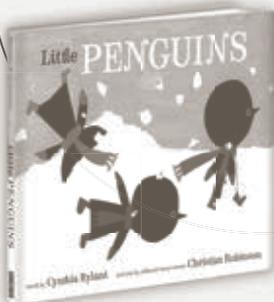
Item #1

Item #2

Activity

Item #3

Item #4



EDUCATORS: Reproduce this activity sheet to use with students.

This activity correlates to Common Core Language Arts Anchor Standards for Reading: Literature K-2.