

## Martin Luther King, Jr. Non-Traditional Instructional Expectations

NTI Day #: 1

Grade: Kindergarten

Course/Subject: Reading

Teacher: Kindergarten

**Learning Target:** Students will recognize and name end punctuation.

K.L.2b- Recognize and name end punctuation.

**Lesson Directions:** Students will read included book and follow directions given in the Teacher's Guide- page 5. Complete Day 1- Grammar and Mechanics.

**Example:** See Day 1 Example.

**Technology-based Alternate Assignment Options:** Readingeggs.com (if subscription is available), abcya.com, iRead (through Christian County Schools website)

### **Supplemental Resources and Support:**

See Teacher Guide included in Day 1 packet.

### **To Contact School/Teacher for Support:**

**School Phone (8:00 AM-3:00 PM):** (270) 887-7310

**Teacher Email (8:00 AM-3:00 PM):** [Kristin.haley@christian.kyschools.us](mailto:Kristin.haley@christian.kyschools.us), [jane.king@christian.kyschools.us](mailto:jane.king@christian.kyschools.us),  
[jeri.allen@christian.kyschools.us](mailto:jeri.allen@christian.kyschools.us), [lataya.dixon@christian.kyschools.us](mailto:lataya.dixon@christian.kyschools.us)

**\*Students will be contacted by a teacher on each NTI Day using the phone number provided in Infinite Campus. Please ensure that any changes in phone numbers are reported to the school throughout the year.**

**Reminder: Remember that these assignments are due back to the teacher within 2 school day**

Name \_\_\_\_\_

- ① Mom chooses a book I choose a book
- ② I choose a chair Mom chooses a chair
- ③ Mom chooses a buddy I choose a buddy
- ④ Lucky chooses a book Lucky chooses a buddy

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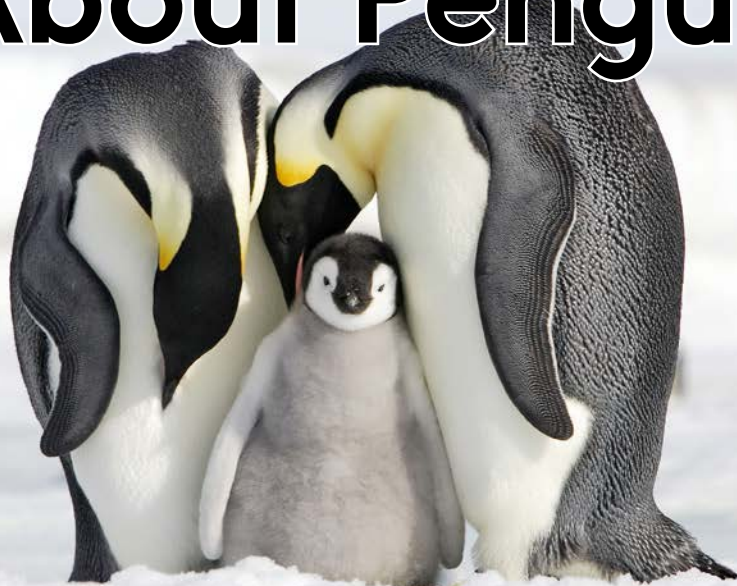
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**Instructions:** Read the sentences aloud with students. Have students add periods in the correct places. Then, have students write their own sentence about the story on the lines provided.

LEVELED BOOK • C

# All About Penguins



Written by Keith and Sarah Kortemartin

[www.readinga-z.com](http://www.readinga-z.com)

## All About Penguins

*A Reading A-Z Level C Leveled Book • Word Count: 64*



Reading A-Z

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# All About Penguins



Written by Keith and Sarah Kortemartin

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<b>Correlation</b>	
<b>LEVEL C</b>	Fountas & Pinnell
3-4	Reading Recovery
3-4	DRA

All About Penguins  
 Level C Leveled Book  
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All penguins are birds.

All About Penguins • Level C

3

Some penguins are in cold places.

4





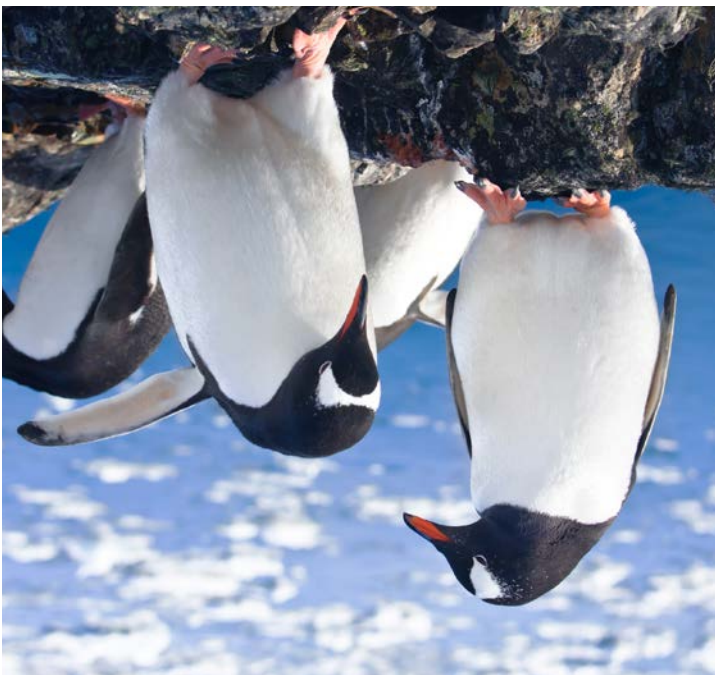
All penguins are birds.  
Some penguins are in warm places.

All About Penguins • Level C

5

All penguins are birds.  
Some penguins are black and white.

6







All penguins are birds.  
Some penguins are blue and white.

All About Penguins • Level C

7

All penguins are birds.  
Some penguins are little.

8







All penguins are birds.  
Some penguins are big.

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9

All penguins cannot fly.  
All penguins swim well.

10







### About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 64

#### Book Summary

*All About Penguins* focuses on these adorable birds and some of their most evident features. The book highlights similarities and differences among various penguin species. Early emergent readers will appreciate the repetitive sentence pattern as they learn about main idea and details and the appropriate usage of periods.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Visualize to understand text
- Identify main idea and details
- Discriminate initial consonant /b/ sound
- Identify initial consonant *Bb*
- Recognize and use periods
- Identify and use color words

#### Materials

Green text indicates resources are available on the website.

- Book—*All About Penguins* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Colored markers
- [Main idea and details, initial consonant \*Bb\*, periods worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *all*, *are*, *some*
- Content words:

Story critical: *birds* (n.), *black* (adj.), *cold* (adj.), *penguins* (n.), *swim* (v.), *white* (adj.)

### Before Reading

#### Build Background

- Ask students to guess the animal you are picturing in your mind, and give them two clues. For example, you might say the animal is black and white and the animal has two wings. After students guess, give two more clues, and have students revise their guess if they wish. Continue adding more clues until students successfully identify the animal as a penguin.

- Have students draw a picture of a penguin. Ask students to share with a partner everything they know about penguins. Invite volunteers to share information with the rest of the class, and record information on the board using key words and pictures.

## Book Walk

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names).

### Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers visualize, or make pictures in their mind, as they read. Explain that readers create visualizations using the information they read and their own prior knowledge of the topic. Point out that visualizing helps readers remember and enjoy the story.
- Model how to visualize using information on the cover.  
**Think-aloud:** *I see on the cover the title of the story, All About Penguins. Before I look at the cover picture, I stop to create my own mental picture. I know that penguins are black-and-white birds, with two wings shaped like paddles, and they waddle instead of walk. When I hear the words all about penguins, I see a great group of penguins, waddling about on an iceberg and flapping their wings. I hear the noise of many penguins speaking to each other, and I can feel the cold chill in the air. Visualizing even allows me to imagine sounds and smells and textures as well. Imagining all this information helps me to engage with the story and enjoy it more.*
- Draw a picture on the board to represent the visualization described in the think-aloud. Point out that your visualization differs from the picture on the cover. Explain to students that visualizations will be unique to each reader.
- Have students close their eyes while you read page 3 aloud. Ask students to focus on the picture they see in their mind as you read. Have students draw a picture to represent their visualization, and invite them to share it with a partner.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most stories have a main idea, or a general topic that is the subject of the story. Read the title to students and write it on the board. Explain that titles often provide clues about the story's main idea. Have students discuss with a partner predictions for the main idea of this story. Invite volunteers to share their predictions with the rest of the class.
- Guide the class to an agreement that the main idea will involve penguins. Write the following sentence on the board: *All penguins are birds, but there are differences among them.* Have students point to each word as you read the sentence aloud. Explain to students that this is the main idea of the story.
- Explain to students that when a story has a main idea, it also has supporting details. Explain that details are the descriptions or pieces of information that help the reader better understand the main idea. Remind students of the details about penguins already recorded on the board. Ask students to point to the details that would support the main idea of the story.
- Model identifying details to support the main idea.  
**Think-aloud:** *I know the main idea of this story: all penguins are birds, but there are differences among them. I will be looking for details that describe penguins and their differences. On the cover, I see three penguins. They look like a penguin family. The mom and dad are bending over their baby penguin in the middle. From this picture, I conclude the penguins pictured here live in families. Since this detail describes penguins, I know it is a detail supporting the main idea of the book.*
- Record the detail on the board using key words and pictures. Have students work in groups to



observe the title page of the story and discuss any details they see that describe penguins or their differences. Invite volunteers to share a detail with the rest of the class, and have other students give a thumbs-up signal if they agree the detail supports the main idea of the story. Record details on the board using key words and pictures.

- Encourage students to look for more details that further explain the main idea as they read.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *What is the weather like where these penguins live? That's right; it is cold and snowy. What sound does the word cold begin with? Point to the word cold on this page.*
- Remind students to use the picture and the letter with which a word begins to help decode difficult words. For example, point to the word *black* on page 6 and say: *This is a challenging word. I am going to use the picture and the beginning sound to help myself decode it. The picture shows two groups of penguins. The sentence informs me that some penguins are white and this word. Looking at the picture, I see the penguins are white with black heads and red beaks. This word begins with the /b/ sound, and the color word black also begins with the /b/ sound. The word black makes sense in the sentence and with the picture. The word must be black.*
- Write the vocabulary words on the board and read them aloud with students. Have students write each word on a separate sheet of paper.
- Have students fold the vocabulary word papers in half. Choose a word from the board and have students hold up the matching paper. Ask students to draw a picture for the word on one half of the paper. Then, discuss the meaning of the word, and have students draw a new picture for the word on the other half of the paper.
- Have students compare with a partner the two pictures for each word. Discuss with students how they were able to draw more accurate pictures when they had a better understanding of the meaning of the word.

### Set the Purpose

- Have students read to find out more about penguins. Remind them to visualize as they read and to identify important details that support the main idea of the story.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- Model visualizing.  
**Think-aloud:** *On page 4, I read that some penguins live in cold places. When I learned this information, I made a visual image in my mind. I saw penguins milling around in the Antarctic, staying pressed close together for warmth. The ground was white because it was covered in snow. I could hear the wind howling, and flakes of snow swirled in the air. This is how I normally visualize penguins, so it was easy for me to create this mental picture.*
- Draw a picture on the board to represent your visualization. Discuss with students how your visual picture compares with the picture in the story.
- Have students close their eyes as you read page 5 aloud. Ask them to focus on the mental picture they see. Have students describe their visualization to a partner, and have the partner draw a picture to depict the visualization they hear. Have partners switch roles and repeat.
- Review the main idea with students: *All penguins are birds, but there are differences among them.* Remind students that supporting details will describe penguins and their differences. Have students work in groups to identify details from the text and the pictures in the story.

- Call on random students to share a detail with the rest of the class, and record details on the board using key words and pictures. Have students share with a partner how each detail supports the main idea.
- **Check for understanding:** Have students read to the end of page 8. Have students draw another picture to capture a visualization they made as they read.
- Have students think-pair-share all the details about penguins they have read so far: think about the details, pair with a partner and discuss them, and share the new details they learned with the rest of the class. Record new details on the board using key words and pictures.
- Introduce and explain the [main-idea-and-details worksheet](#). Lead students in writing the main idea in the central box on their worksheet. Have students work with a partner to choose one detail and record it on their worksheet.
- Have students read the remainder of the book. Remind them to continue visualizing as they read and to identify important details that support the main idea of the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *On page 9, I read that some penguins are big. When I thought about this detail, I visualized in my mind a group of penguins. Most of the penguins were normal size, but one penguin was standing above the rest. He looked like a penguin giant! When I looked at the picture in the story, I saw another large penguin. It wasn't standing in a group of penguins, but was instead next to a man trying to take his picture. The penguin was as big as the man's tripod. Even though my visualization was different from the one in the story, it helped me remember details about penguins, and I was more engaged with the story.*
- Have students draw a picture to represent what they visualized when they read the last page. Ask students to share their picture with a partner and describe how they visualized the information. Invite volunteers to share and describe their picture to the rest of the class.
- Have students discuss with a partner how visualizing helped them to remember and enjoy the story.

### Reflect on the Reading Skill

- **Discussion:** Review the main idea and details recorded on the board. Have students discuss with a partner new details they learned about penguins in the last part of the story. Invite volunteers to share a detail with the rest of the class, and record details on the board using key words and pictures.
- Discuss with students where they could look to find more details that support the main idea of this story. Point out that nonfiction topics are covered in many different sources, such as books and magazines and Internet articles. Explain that different books provide different details.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their answers.
- **Enduring understanding:** In this story, you learned about different types of penguins and how they are all similar. What separates penguins from other animals? Why do we study animal characteristics?

### Build Skills

#### Phonological Awareness: **Initial consonant /b/ sound**

- Say the word *bird* aloud to students, emphasizing the initial /b/ sound. Have students say the word aloud and then say the /b/ sound.



- Have students discuss with a partner other words that begin with the /b/ sound. Call on a random student to share a word with the rest of the class. Ask the first student to choose a second student. Have the second student share a word that begins with the /b/ sound, and then choose a different student. Continue the chain for several turns.
- **Check for understanding:** Say the following words one at a time and have students clap their desk when they hear a word that begins with the /b/ sound: *big, pig, black, bun, sun, hat, bat, and blue.*

**Phonics: Initial consonant Bb**

- Write the word *bird* on the board and say it aloud with students.
- Have students say the /b/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /b/ sound in the word *bird*.
- Ask students to find and underline all words in their story that begin with the letter *Bb*. Have students read the words aloud to a partner.
- Have students practice writing the letter *Bb* on a separate piece of paper while saying the /b/ sound.
- **Check for understanding:** Write the following words that begin with the /b/ sound on the board, leaving off the initial consonant: *ban, bus, bed, buy, and bee*. Say each word, one at a time, and have volunteers come to the board and add the initial *Bb* to each word while other students trace the letter in the air.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Bb worksheet](#). If time allows, discuss their answers.

**Grammar and Mechanics: Periods**

- Write the following sentence on the board: *All penguins are birds.* Read it aloud with students. Explain to students that every sentence has a signal at the end to show readers where to stop reading. Have students point to the signal at the end of this sentence, and invite a volunteer to come to the board and circle it.
- Point out that this signal is a period. Explain to students that a *period is a punctuation mark that ends a declarative sentence, which is sentence that is sharing information.*
- Have students say the word *period* aloud, and have them stab a point in the air.
- Invite volunteers to share a detail about penguins with the rest of the class, and record it on the board as a sentence. Leave off the periods. Read the sentences aloud without stopping. Have students nod their head if this makes sense, and shake their head if it does not. Point out that readers need periods to signal where to stop.
- Ask students to discuss with a partner where they would add periods to have the sentences make sense. Invite volunteers to come to the board and add a period in an appropriate place. After all periods are in place, reread the sentences aloud, and point out that they now make sense.
- **Check for understanding:** Have students find and circle all of the periods in the story. Have them reread the story to a partner, and have their partner check to ensure they pause at every period. Have partners switch roles and repeat.
- **Independent practice:** Introduce, explain, and have students complete the [periods worksheet](#). If time allows, discuss their answers.

**Word Work: Color words**

- Read the second sentence from page 7 aloud. Ask students to identify the color words. Have students find and point to the word *blue* on page 7 and then point to the word *white*.
- Explain to students that *color words* are words that *identify colors*. Invite volunteers to share a color word with the rest of the class, and write each color word on the board with a marker of the same color. Read the color words on the list, one at a time, and have students repeat.

- Have students count the number of color words in the story (*four*). Ask students to call out the number. Have students work with a partner to identify all the colors they see in the pictures, and point out that they are using color words to name them.
- Have students work with a partner to generate lists of objects that correspond to each color. Point to a color word on the board, and invite students to share an item that matches the color. Record a list of objects beneath each color word on the board.
- **Check for understanding:** Have students work with a partner to choose five color words and use them in oral sentences. Invite volunteers to share a sentence with the rest of the class.

### **Build Fluency**

#### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them create visualizations about the information in the book with someone at home.

### **Extend the Reading**

#### **Informational Writing and Art Connection**

Have students choose an animal and draw a picture of it. Then, have students describe their animal to a partner. Ask students to write two sentences about their animal on a separate sheet of paper. Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

#### **Science Connection**

Discuss with students how penguins are different from other birds. Assign students to groups, and have them research basic facts about a specified bird, such as where it lives, what it eats, and what it looks like. Have students create a poster about their bird that illustrates the information they learned. Create a large Venn diagram on the board, and label one side *Penguins* and the other side *Other Birds*. Have groups present their poster to the class, and guide students in using the information from the posters to fill in the Venn diagram on the board.

#### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.



## **Assessment**

### **Monitor students to determine if they can:**

- consistently use the strategy of visualizing to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- consistently discriminate initial consonant /b/ sound during discussion
- correctly write the letter symbol that represents the /b/ sound in text, during discussion, and on a worksheet
- accurately identify and use periods during discussion and on a worksheet
- correctly use color words during discussion and in oral sentences

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)