

Amazing Penguins

The Emperor penguin is a special kind of bird. It has wings and feathers, but it can't fly. Emperor penguins live in a place called Antarctica. This **area** of land is at the South Pole. It is one of the coldest places on Earth. The penguins don't live in dens or grassy areas. They live on blocks of ice that are miles long. Antarctica is so cold that the penguins need special ways of keeping their eggs from freezing.

A female penguin lays one egg at a time. After she lays the egg, the male penguin rolls the egg onto his feet. Then he tucks the egg under a piece of skin **near** his feet. This place close to his feet is called a brood pouch. The egg will stay warm and safe in the brood pouch for more than sixty days, which is two months.

While the male penguins are keeping the eggs warm, they stay very close together. They turn their bodies so that the freezing cold wind cannot get near the eggs. They also take turns standing in the center of the group to get warm. The male penguins spend a lot of time sleeping so they can save energy. They will not be able to go find food while they are taking care of the eggs.

As the male penguins keep the eggs safe and warm, the female penguins walk very **far** to find food. They walk on the ice and slide on their bellies for many miles. Finally, the female penguins get to the ocean water at the edge of the ice. There, they dive to find fish and other sea animals. Penguins are one of the **deepest** diving sea birds. They can dive down very far to find food. The female penguins eat as much as they can to build up lots of fat on their bodies. They have a long, cold trip home.

Finally, the females come back from the sea. By this time, the eggs are hatching. The females call out to find their male mates and their new baby chicks. When the male and female find each other, the male gives the baby chick to the female. The female quickly tucks the chick into her brood pouch.

Now it is the male's turn to go to the sea to find food. He is very hungry. He has been taking care of the egg for two months!

COMPREHENSION What special ways do penguins keep their eggs warm and safe? What words help you understand how far penguins must travel to find food?

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Days 1 and 2

"Amazing Penguins," Vol. 1, pp. 54–55

A New Home for Marvin Mouse

Marvin Mouse needed a new place to **live**. A cat had begun sniffing around near Marvin's home. The cat made Marvin very nervous. Marvin needed to move to a place where he could feel safe.

So Marvin started to look around for a new home. He found a window box attached to a house. It had tall flowers for shade from the sun. It had soft dirt where Marvin could dig a hole. Marvin thought the window box would make a perfectly nice home.

The next day, though, a girl opened the window. She was holding a watering can. She poured water onto the flowers in the window box. Marvin's hole filled up with water! Marvin had to jump down from the window box. After **landing** on the ground, he started looking for another home.

Marvin wandered into the house next door. There, he found a clothes dryer. The big, round machine had warm, soft clothes inside. Marvin made himself a cozy bed out of socks and shirts. The dryer seemed like a nice home.

The next day, though, a man came. He pressed a button on the dryer. Suddenly Marvin's home began to spin. Marvin got very dizzy. When the machine finally stopped, Marvin rushed out.

Marvin was tired of looking for a new home. None of the places he found had worked out. Would he ever find a good place to live?

Marvin began **climbing** up a rock wall. At the top, he found an opening between two rocks. He crawled inside and fell asleep.

When Marvin woke up, he looked around. Could this rock wall be his new home? There was plenty of food to **eat** nearby. He could sleep in peace between the rocks. Marvin Mouse was happy. He had found his new home.

COMPREHENSION What words tell about Marvin's actions? Is a rock wall a good home for a mouse? Why or why not?

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Days 3 and 4

"A New Home for Marvin Mouse," Vol. 1, pp. 56–57

Assessment

Pretest/Posttest Administration p. 75

Pretest/Posttest Blackline Masters pp. 118–119

T28 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 118–119. Use page 75 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Distance

area *n.* a space *Our playground has an area just for swings.*

deepest *adj.* farthest down *The man fishes in the deepest part of the river.*

far *adv.* not very close *The deer ran far away into the forest.*

near *adj.* close to *That table is near the window.*

Discuss Guide children to see the relationship between each word and the category. Ask questions and prompts such as these: **Who can show me an area of our classroom? Is it near my desk or far from it? Now tell which is deepest: a puddle, a stream, or an ocean.**

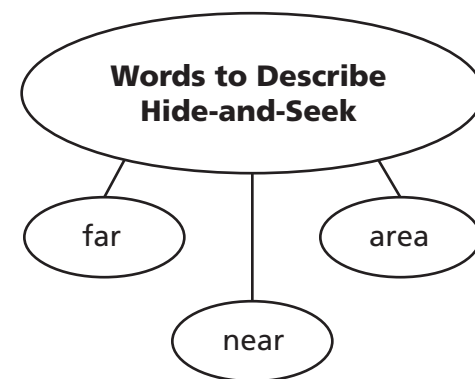
Read Aloud Explain that you will read aloud a story about how penguins travel to raise a family. Then read aloud "Amazing Penguins." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Amazing Penguins." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. If the seeker comes **near** the **area** where you are hiding, you must be _____. (Sample answer: quiet)
2. If the seeker is **far** away, you can _____. (Sample answer: run to home base)
3. It wouldn't be safe to hide in the **deepest** hole you could find. Where is a safe place to hide? (Sample answer: behind a curtain)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Actions

climbing v. moving to the top
The girl is climbing the ladder on the slide.

eat v. to take in food *We eat eggs and toast for breakfast.*

landing v. coming down to the ground after falling *The cat was landing on the table when I found him.*

live v. to have a home *The bears live in a cave.*

Discuss Guide children to see the relationship between each word and the category. Ask children to describe where they **live**. Then prompt them to act out the other words.

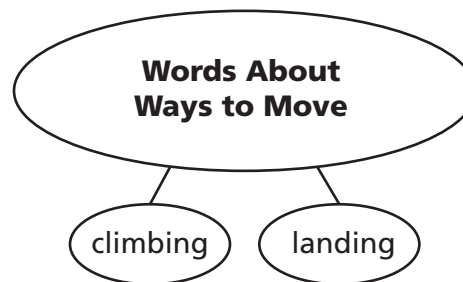
Read Aloud Explain that you will read aloud a story about a mouse that searches for the right home. Then read aloud "A New Home for Marvin Mouse." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "A New Home for Marvin Mouse." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. **Climbing** is one way to move. What are some other words that tell about ways to move? Add these to the graphic organizer as children suggest them. (Sample answers: walk; run; skip)
2. What parts of your body do you move when you eat? (Sample answer: mouth, tongue, teeth)
3. Name a place where an animal lives. (Sample answers: bird in a nest; fox in a den)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Categorize Work with a partner. Name two places that are **near** your school. Name two places that are **far** from your school.

Examples Tell a partner about the **deepest** water you have ever seen. Explain how you felt when you saw it.

Describe Talk to your partner. Tell about the **area** of your school where people eat.

Compare Talk to your partner. Compare the way a monkey **climbs** to the way a frog jumps and then **lands**. Show each action.

Draw Draw a picture of the place where you **live**. Tell your partner about what it is like there.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 118–119. Use page 75 to administer the test. Compare scores with Day 1 assessment.