

# All About *PENGUINS!*



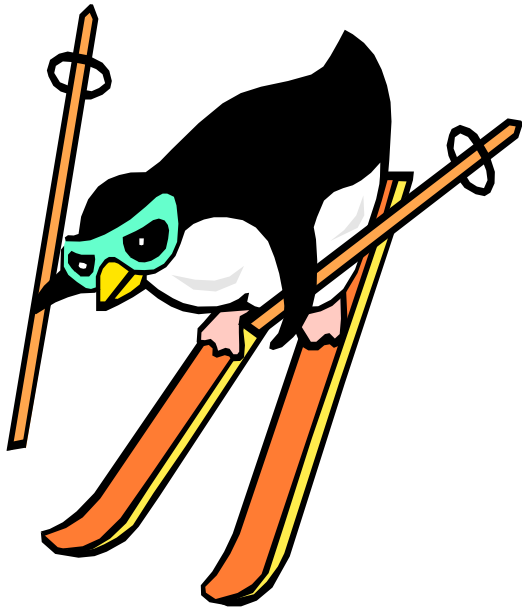
## PENGUINS

*Grade 2*

*Susan Fry*

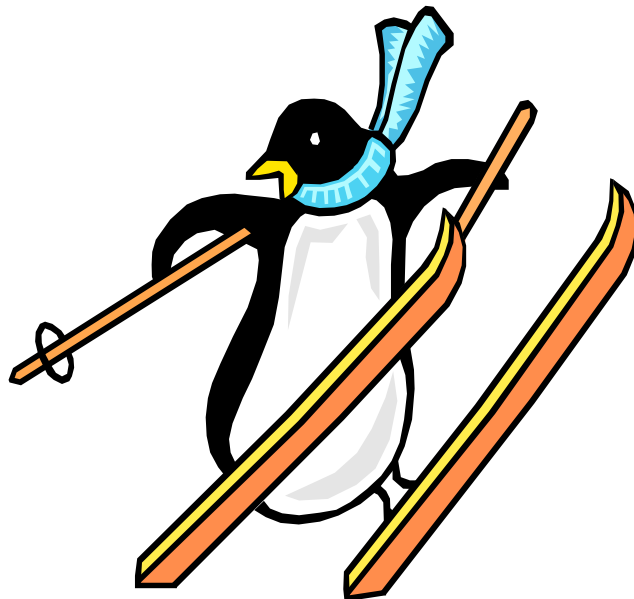
*Mt. Healthy Elementary*

*Bartholomew County Consolidated Schools*



This unit is used to enhance the skills of writing and reading which are best taught as a combined unit. Because of the winter season, penguins were a chosen as a topic. I am hoping the students will learn about this fascinating bird, and be able to articulate the knowledge they have obtained in two forms of writing.

I am a special education teacher grades K-12. I work with small groups of students that vary in their ability. My program is fully inclusive of all needs. I have been teaching for 12 years.



# Standards

What standards will be met through this unit?

## Reading Standards

2.4.1, 2.4.2, 2.4.6, 2.4.8, 2.5.1, 2.6.5, 2.6.6

## Writing Standards

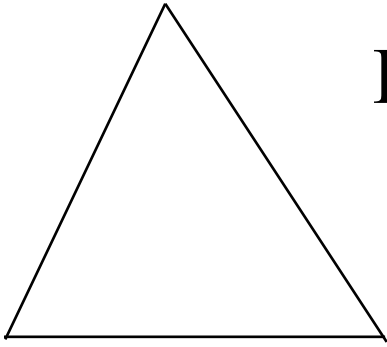
2.5.2

### **Help!**

**Resources for locating state standards:**

Indiana Learning Standards  
<http://www.doe.state.in.us>

ISTE-National Educational Technology  
Standards <http://www.cnets.iste.org>



# Planning Pyramid

**What should students know?**

## **Some students will know**

Some will have learned how to organize a paper with help. They will know how to edit for capitalization and punctuation. They will be able to find at least two facts on their own.

## **Most students will know**

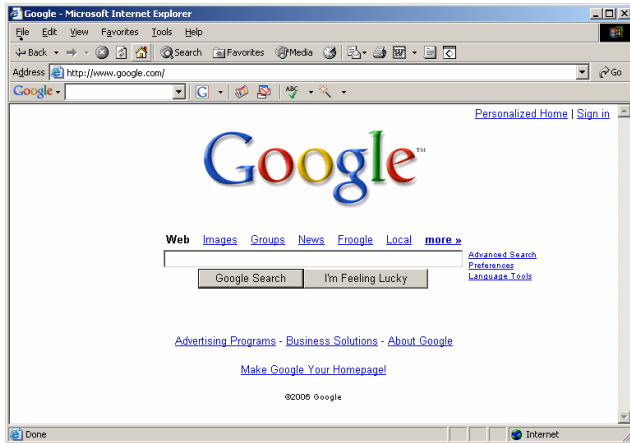
Most will know how to read and extract facts from the reading they have done. Most will have learned to use more descriptive words in their writing. Word choice will be enhanced. Most will have remembered more detailed facts than others, and know how to personify a character while others will struggle.

## **All students will know**

All students will know how to form facts into an expository paper in an organized way using proper punctuation and capitalization. They will know and remember at least three facts from reading. They will have increased their vocabulary and knowledge on this topic.

# Teacher Library

**What materials and resources will be useful for teachers?**



Smart Board  
Smart Board Training Manuel  
Projector  
Scanner  
Dell computers  
Penguins, by Gail Gibbons, (Scholastic 1998)  
Penguins, by Stacy Savran, ( Kidsbooks 2001)  
Mailbox Magazine, TEC43016,  
Dec./Jan. 2004-05, pages 28-32

**Help!**

**Resources for locating instructional materials:**

**Google**

<http://www.google.com>

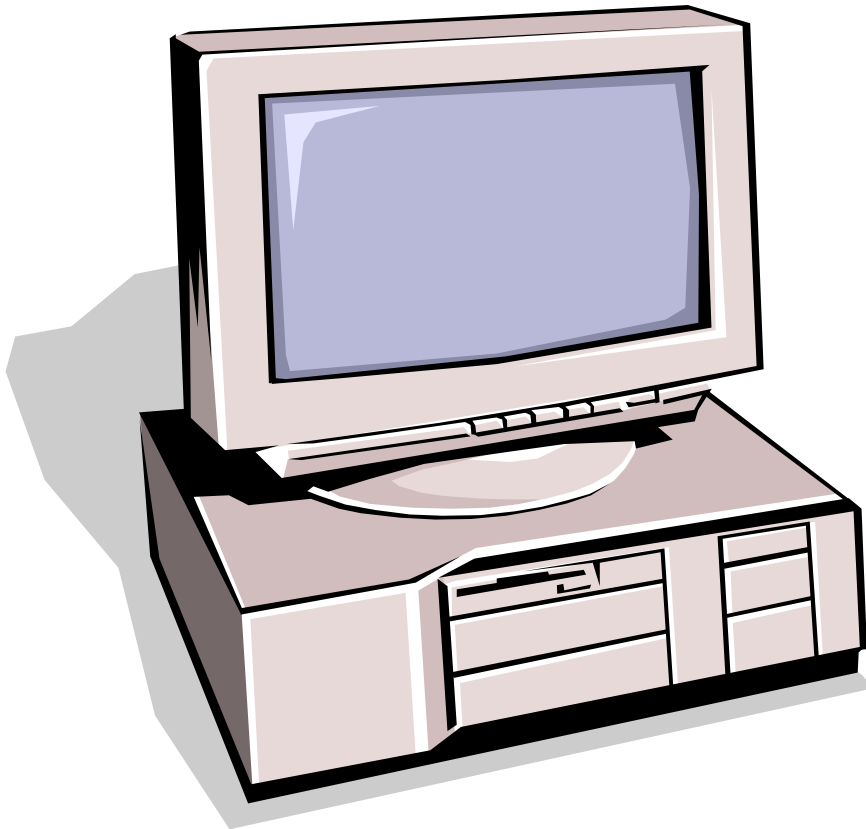
# Learner Activities

**What materials and resources will be useful for engaging students in meaningful learning activities?**

Google Search Engine  
Smart Board  
Projector  
Dell Computers  
Scanner

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# Assessment

## What materials and resources will be useful for assessing student knowledge and skills?

Bartholomew County School Corporation Rubric, 2<sup>nd</sup> grade assessment

6 Plus 1 Traits Writing Rubric, 2<sup>nd</sup> grade

### Help!

#### Resources for locating assessment materials:

RubiStar  
<http://rubistar.4teachers.org>

# Modifications

## Planning for Academic Diversity

| <b>LEARNING BARRIER</b>                                                          | <b>POSSIBLE SOLUTION</b>                                               | <b>WEB LINK RESOURCES</b> |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------|
| <b>Student cannot read at grade level</b>                                        | Chorale read or listen to tape                                         |                           |
| <b>Student has difficulty comprehending the material</b>                         | Highlighting and reviewing with teacher                                |                           |
| <b>Student has difficulty mastering the vocabulary of the unit</b>               | Mini lessons on words that are not understood                          |                           |
| <b>Student needs the instructional material in a language other than English</b> |                                                                        |                           |
| <b>Student has difficulty with handwriting (speed or accuracy)</b>               | Offer computer to type                                                 |                           |
| <b>Student needs additional challenge</b>                                        | Offer time for further research                                        | Google search engine      |
| <b>Student has difficulty with calculating activities</b>                        | Work with teacher to begin writing a P1 sentence or main idea sentence |                           |
| <b>Student needs help with conducting research</b>                               | Partner in computer lab                                                |                           |



# All About Penguins Teaching Outline

## 2<sup>nd</sup> Grade Writing-Reading

### Purpose

The purpose of this lesson unit is to teach children how to write an expository writing, using facts they have found in books and computer research. Descriptive words will be taught and used in the writing to help create a more interesting paper. They will also be given instruction on the use of Smart Board. They will be given an opportunity to use these facts to write and expository paragraph, develop descriptive words, and personify their thoughts based on facts. Editing will also be included as a part of this lesson.

### Standards

Writing Standards: 2.4.1, 2.4.2, 2.4.6, 2.4.8, 2.5.1, 2.6.5, 2.6.6

Reading Standards: 2.5.2

### Goal

Enhance expository writing using 4 facts and descriptive words from written sources, then taking these facts and using them to personify a character.

### Instructional Resources

Smart Board

Smart Board Training Manuel

Projector

Scanner

Dell Computers

Penguins, by Gail Gibbons, (Scholastic 1998)

Penguins, by Stacy Savran, (Kidsbooks 2001)

Google search resources

Page of various penguins, (Mailbox, TEC43016, Dec./Jan. 2004-05, pages 28-32)

12x18 construction paper

Post It Notes

Graphic Organizer

Highlighters

# Modifications

Chorale and partner reading  
Sentence starters  
Small groups  
Quiet areas  
Preference of work response and style  
Time limits  
Mini lesson on Smart Board

# Assessment

Final drafts will be assessed using the Bartholomew County School Corporation Writing Rubric or the 6 Plus 1 Traits Writing Rubric

# Units

## Day 1

Begin by discussing different types of birds. “Did you know that a penguin is a type of bird?” Chorale read penguin books by Stacy Savran and Gail Gibbons. Give out Post It notes so children can mark words they do not know, or facts they want to remember. After reading, discuss the places they have marked. Then have the each child write two questions on Post It notes. Put different questions on the board and discuss these openly.

## Day 2

Go to the computer lab. Show the children how to get on line to the Google Search Engine. Look for data on penguins using the teacher’s computer and projector in the lab. Have students practice on their computers. Print off search items they find. (Copy items into packets for the students.)

## Day 3

Chorale read over the data packets from the day before. Break into groups to reread the packets and highlight important facts. (Weaker readers will be partnered with stronger ones.) Come together to share and discuss important facts they have found or questions they might have.

## Day 4

Do a mini lesson on how to use the Smart Board. Use the board, having children writing facts they learned about penguins. Print this page and make copies for them to keep. Help those who need it spell words.

## Day 5

Teach a mini lesson on descriptive words. Teach the differences between descriptive words and facts. Using the Smart Board generate words that would describe penguins. These should be adjectives, not a listing of facts. Have students write on the board. Print and copy their responses for them to keep. Using the board, then model an example of a graphic organizer using their facts. This teacher uses Power Writing as a way to organize thoughts. Then model an expository writing using the graphic organizer, power writing, and adding descriptive words. Store on the computer.

## Day 6

Review the graphic organizer and the writing sample. Children may not copy this work in any way. Explain that they will do their work own graphic organizer. They are to include 4 or more facts, and use descriptive words 3 times as a way to enhance their writing. Pull into a small group to assist those who have problems creating ideas on paper. Give them a power 1, or main idea sentence to get them started. Select a completed paper to scan onto the computer.

## Day 7

Use the scanned paper on the computer to project on Smart Board. Give a mini lesson on editing. Break the class into pairs. Have students peer edit each other's papers. Double check the weaker student's papers. Then go over the papers with them. Give them time to rewrite their paragraph.

## Day 8

Bring the class together and share in "Author's Chair". The paper is the final assessment. Teach 'personification'. This is giving human qualities to inhuman objects or beings.

## Days 9 and 10

Review personification. Have a scanned copy of one of the penguins from the penguin page. Have the children watch as you put a human like story, quote, or expression next to your penguin. Make sure that facts and descriptive phrases or words are used. Erase the example and have students come up and write their lines next to the penguin. Then pass out the penguin page. Look over the different penguins. They are to choose 4 penguins from this page and cut them out. Pass out 12x18 construction paper. Fold into 4 spaces. Have them paste one penguin in each space. They are to write their stories, quotes, or expressions using personification in the spaces with each penguin. Remind them they are to use some of the facts they have learned. Pull students who need help to foster ideas and to underscore the idea of personification. Allow them to work alone, with a partner, or in a group. Once completed, they can share their work with the class. Varied responses will be taken according to their individual ability. Their final projects will be assessed.