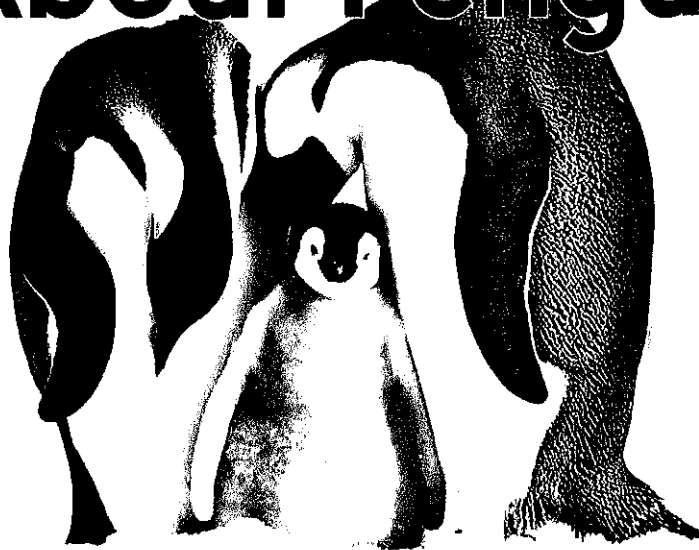


LEVELED BOOK • C

All About Penguins



Written by Keith and Sarah Kortemartin

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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Some penguins are in cold places.

4

3

All About Penguins • Level C

All penguins are birds.





All penguins are birds.
Some penguins are little.

8

7

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





All penguins cannot fly.
All penguins swim well.

10

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9

All penguins are birds.
Some penguins are big.



All About Penguins



Written by Keith and Sarah Kortemartin

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Correlation	
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4

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Level C Leveled Book
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Written by Keith and Sarah Kortemartin

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Name _____

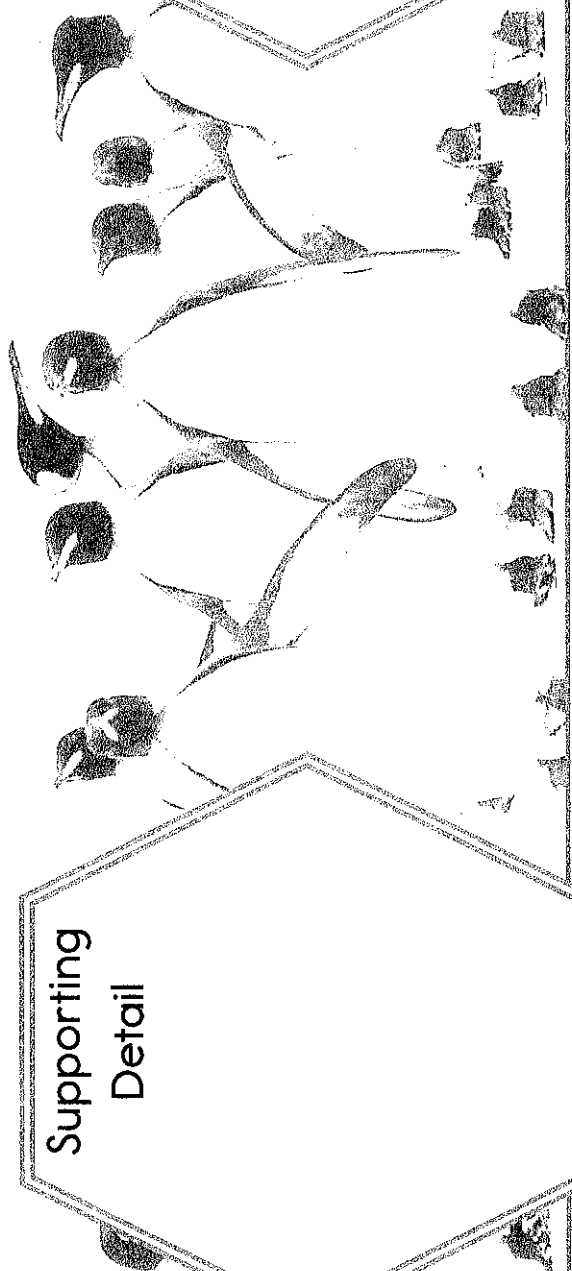
Supporting
Detail

Main Idea

Supporting
Detail

Supporting
Detail

Supporting
Detail



Instructions: Guide students in filling in the middle area with the main idea of the story. Have students record four supporting details in the other areas, using key words and pictures.

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



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.



All About Penguins

Why did the author
write this story?

Author's Purpose

Reading A-Z



All About Penguins

Does the story present
reality or fantasy?
How do you know?

Reality and Fantasy

Reading A-Z



All About Penguins

Why can't penguins fly?

Analyze

Reading A-Z



All About Penguins

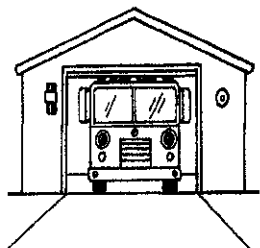
Which penguin from the
story was your favorite?
Why?

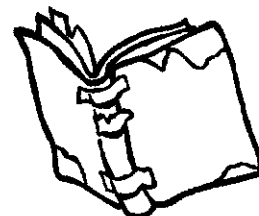
Evaluate

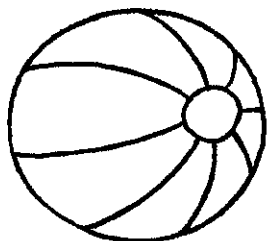
Reading A-Z

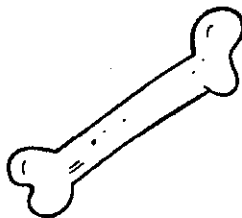
Name _____







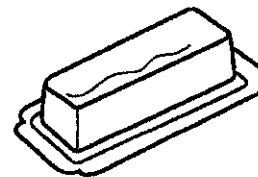












Instructions: Name the pictures with students and have them listen to the initial sound in each word. Then, have students write the letters *B* and *b* on the line below each picture that begins with the /b/ sound.



All About Penguins

Why did the author
write this story?

Author's Purpose

Reading A-Z



All About Penguins

Does the story present
reality or fantasy?
How do you know?

Reality and Fantasy

Reading A-Z



All About Penguins

Why can't penguins fly?

Analyze

Reading A-Z



All About Penguins

Which penguin from the
story was your favorite?
Why?

Evaluate

Reading A-Z

Name _____ Date _____

1. What is the main idea of the story?
 - Ⓐ All penguins are birds, but there are differences among them.
 - Ⓑ Some penguins are small, and some penguins are big.
 - Ⓒ Penguins are great at swimming, but they cannot fly.
2. Which of the following is an opinion?
 - Ⓐ Penguins can live in warm places.
 - Ⓑ Some penguins are black and white.
 - Ⓒ Penguins are the most interesting birds.
3. What is a similarity all penguins share?
 - Ⓐ All penguins live in cold places.
 - Ⓑ All penguins are little.
 - Ⓒ All penguins are good swimmers.
4. What kind of group would the blue penguins and the black penguins belong to?
 - Ⓐ a group of flying animals
 - Ⓑ a group of birds
 - Ⓒ a group of lizards
5. Which of the following verbs means *to move in the water using one's body*?
 - Ⓐ swim
 - Ⓑ jump
 - Ⓒ sink
6. **Extended Response:** Have students choose a new animal. Ask them to compare and contrast this animal to a penguin. Then, have them write a sentence or two describing which animal they like better and why.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

All About Penguins

Main Comprehension Skill: Main Idea and Details

1. Ⓐ *Main Idea and Details*
2. Ⓒ *Fact or Opinion*
3. Ⓒ *Compare and Contrast*
4. Ⓑ *Classify Information*
5. Ⓐ *Vocabulary*
6. Answers will compare the penguin to an animal of each student's choice by describing at least one similarity and one difference. Then, answers will identify the animal the student likes better and provide a justification.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

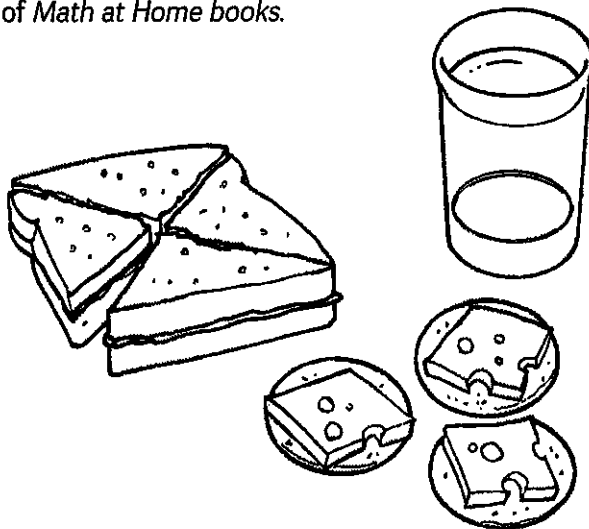
Do-Anytime Activities for Kindergarten: 1st Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Count the steps needed to walk from the sidewalk to the front door (or between any two places). Try to walk the same distance with fewer steps or with more steps.
- Start collecting pennies in a family penny jar. Count them from time to time.
- Look for shapes around the house, supermarket, mall, playground, or while driving in the car. Talk about what shapes seem to appear most often. Encourage your child to use words such as *sides*, *corners*, *round*, and so on to describe the shapes.
- Collect a number of different types of blocks, buttons, or lids to containers. Have your child sort them by shape, color, size, or another way. With your assistance, have your child make a graph using the items collected.
- Record family heights on a door frame. Measure again periodically in the same location throughout the school year. You can also look for items around the house that are about the same height as each family member.
- Help your child plan and prepare a lunch that includes common shapes. Decide which shapes will be in your lunch and choose or cut food that represents the shapes. For example, use cheese slices for squares, oranges for circles, grapes for ovals, crackers for rectangles, and cut a sandwich diagonally to create triangles.
- Play a guessing game to help your child visualize and recognize written numbers by "writing" a number with your finger on your child's back. If your child has trouble guessing the number, give hints. ("It has two curves" or "Your sister is this many years old.") Switch roles and let your child write numbers on your back.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.



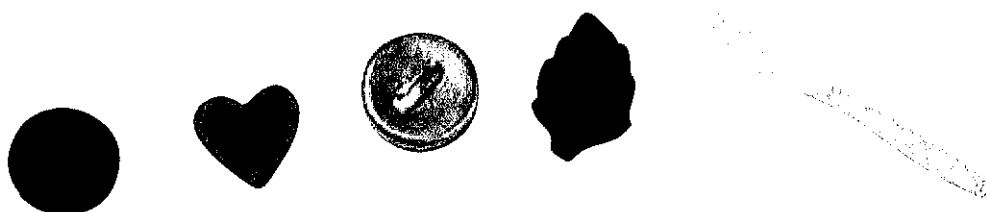
Do-Anytime Activities for Kindergarten: 2nd Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Make a number matching game using 20 index cards. On 10 of the cards, write the numerals 1 through 10. On the other 10 cards, draw a set of objects for each number (or use stamps or stickers), such as 1 apple, 2 stars, 3 spiders, and so on. Mix up the cards and lay them facedown. Players take turns flipping over two cards, trying to find a matching pair—that is, a set of objects and the numeral card that tells how many objects there are. Players keep the pairs they find and count them at the end of the game.
- Show your child 3 objects and count them aloud together. Then put the objects in your pocket, a box, or a bag. Put 2 more objects in with the 3 objects, and ask your child, “How many are in my pocket now?” Repeat with other numbers and then with subtraction (taking objects out of the pocket, box, or bag).
- Play a game with a favorite stuffed animal and a chair. Place the stuffed animal in different positions relative to the chair and have your child use positional words to describe where it is, such as *next to*, *under*, *above*, *behind*, *over*, *on*, *in front of*, and so on. You might model the first time as you say, “The bear is under the chair.”
- Help your child measure the length of a room with his or her feet by measuring “heel to toe.” Then measure the length of the room in the same way with your own feet. Compare the measurements and discuss why they are different.
- While riding in the car or preparing for school, have your child count forward from a number you provide such as 8. If your child has difficulty at first counting forward, start with a smaller number or whisper several numbers leading up to the number that you want him or her to count on from.
- Use cookie cutters or plastic knives and play dough to make sets of a certain number of things. For example, if your number is 5, your child can make 5 circles, 5 squares, 5 bells, 5 leaves, and so on. You and your child can arrange the shapes in a pattern (such as 2 circles–1 square–2 circles–1 square). Guess each other’s pattern and continue the pattern with more shapes.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.



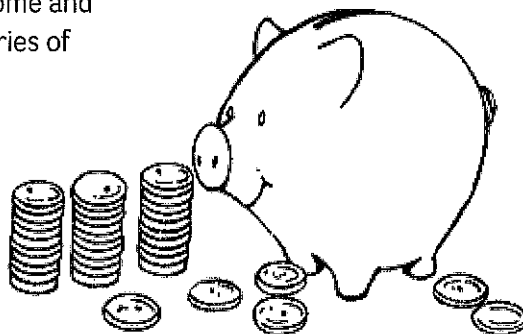
Do-Anytime Activities for Kindergarten: 3rd Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Have your child count pennies from your family penny jar into stacks of 10. Then help your child count by 10s. If you have at least 100 pennies in the jar, have your child combine them to see what a collection of 100 looks like.
- Encourage your child to figure out answers to real-life situations. “We have one can of soup, but we need five. How many more do we need to buy?” or “You took six baseball cards to your friend’s house, but you only brought four home. How many baseball cards did you leave at your friend’s house?”
- Make up “one more” and “one less” stories. Have your child use counters, such as pennies or raisins to model the mathematics. For example, “The dinosaur laid 5 eggs.” (Your child puts down 5 counters.) “Then the dinosaur laid one more egg.” (Your child puts down another counter.) “How many eggs are there?”
- With your child, take a look in each family member’s closet and tally the different colors you see. Ask your child, “What do you notice?” “What does this tell you about the colors your family likes to wear?”
- Gather 5 or 6 of the same type of object (books, boxes, and cans) of various sizes. Help your child arrange the objects in some kind of order—by length, by thickness, by weight. Engage your child in a conversation about how the objects are arranged using comparison words such as *taller*, *shorter*, *narrower*, *wider*, *heaviest*, *lightest*, *more*, *less*, *about*, and *the same*.
- Gather several items of the same type, such as stuffed animals, dolls, trucks, cars, or balls. Think of a rule for sorting the objects into two groups. For example, sort the stuffed animals into two groups, one of animals that have tails and one of animals that do not have tails. Ask “Why did I pick those animals?” or “Why do they belong together?” Have your child verbalize the rule. Switch roles and have your child make up a sorting rule for you to solve.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.



Do-Anytime Activities for Kindergarten: 4th Quarter



These Do-Anytime Activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

- Have your child think about how much cereal (or other basic food) your family eats each week. Is there a way to keep track of the amount? Help your child plan a way to collect this data during the week. You could keep track by making tally marks, drawing pictures of bowls, and so on.
- Put 10–20 small objects, such as beans, pasta, coins, or buttons, in a paper bag. Have your child reach in and grab a few objects with one hand, and then with the other. Lay both handfuls down beside each other. Ask your child to first count the objects from the left hand and then add the number of objects from the right hand by counting on.
- Help your child create a survey question and collect answers to it. Some examples of questions may be “How do kids get to school?” “What is the most popular flavor of ice cream?” “What kind of cereal do people like?” Have your child predict how people will answer, then survey family members and friends and keep track of their answers. Ask your child, “What did you find out?”
- Go on a geometric shapes scavenger hunt. Use a camera to take photos of indoor or outdoor objects of various shapes. Once your pictures are printed ask your child to sort the pictures into different categories and create a shapes photo album. If you don't want to use a camera, grab a bag and walk around the yard, neighborhood, or park to collect various items that are a particular shape.
- Invite your child to help you sort the laundry. Before washing, your child can sort the clothes into piles for lights, darks, and whites. After the clothes are washed and dried, your child can help fold the clothes and sort them into piles of his or her choice, for example, by shirts, shorts, socks, or by color.

For more mathematics activities to try in your home and neighborhood, see the *Everyday Mathematics* series of *Math at Home* books.

