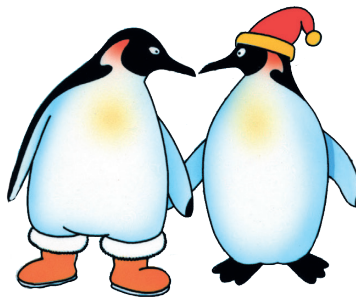
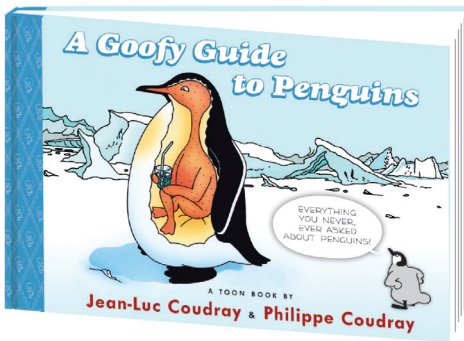


FOR VISUAL READERS

TOON BOOKS®



Questions and activities by:
Genevieve Bormes,
TOON Educational Outreach

A GOOFY GUIDE TO PENGUINS
by Philippe Coudray
Hardcover ISBN: 978-1-935179-96-2
TOON BOOKS LEVEL ONE
Guided Reading Level = N

ELA COMMON CORE STANDARDS (GRADES K-1)

KEY IDEAS AND DETAILS	
On p. 5, what can you tell about the penguins in the first panel? What changes happen in the second panel? What did you expect to see? What is the source of the humor? (<i>Change in point of view.</i>) What is the smaller penguin holding? (<i>A magnifying glass.</i>) Why is this relevant?	RL.K.1 RL.1.1
Point out to students that every page has two panels. On p. 10, what stays the same in each panel, and what changed? What do the lines above and below the penguins each represent? Do they affect the penguins? Point out that the humor often plays on the relationship of the penguins to their environment.	RL.K.2 RL.1.2
On p. 25, have students cover the second panel, look at the first panel, and predict what happens next. Now uncover the second panel. Is it what you expected? For more activities like this one, visit the penguin prediction game _toon_link_GB_will_update	RL.K.3 RL.1.3

CRAFT AND STRUCTURE	
On p. 18, what does “tide” mean? Point out that penguins are on the edge of the water but the reader can’t tell if they are on the mainland or on an island. What do you learn in the second panel and why? (<i>Talk about perspective and context.</i>) How does the penguins’ point of view prevent them from seeing the tide rising? How about the readers’ point of view?	RL.K.4 RL.1.4
Discuss fiction and non-fiction. Does this book teach you about “real” penguins? (<i>Yes and no. The body of the book is fiction. The index is nonfiction.</i>) Talk about different types of humor and how the readers’ expectations shift. Show that on p. 24, the penguin is fishing for food just as a real penguin would, and the joke has to do with the visual humor of the fish. Other penguins are funny because they are unexpectedly human, as on p. 34.	RL.K.5 RL.1.5
On p. 8, panel 2, the artist draws a “cutaway” penguin, a convention used in scientific diagrams. What can we see in this panel that we can’t see in the others? Why do you think the artist did this? Look at the penguin on the cover. Are these two “cutaways” different or similar? What can you tell about how the cover penguin feels standing in the cold?	RL.K.6 RL.1.6

INTEGRATION OF KNOWLEDGE AND IDEAS	
In the first panel on p. 26, what are the penguins doing? What happens in the second panel? Talk about the way the two images are related. Discuss how the second panel shows the inverse, or opposite, of the first panel. Talk about the different pairs of opposites: summer/ winter, ice/ water, inside/outside. Who/what stays the same in each panel?	RL.K.7 RL.1.7
There are many books about penguins, such as <i>Mr. Popper’s Penguins</i> by Richard and Florence Atwater. How are the penguins in this story different from the penguins in other penguin books? Why?	RL.K.9 RL.1.9

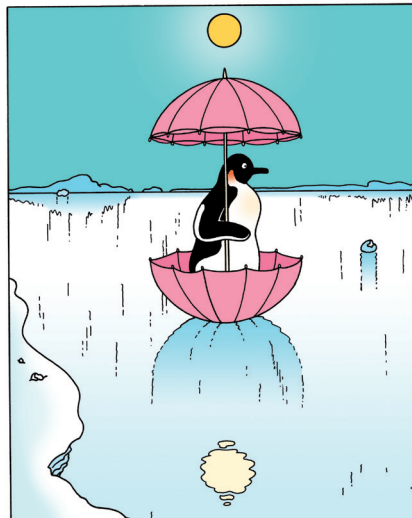
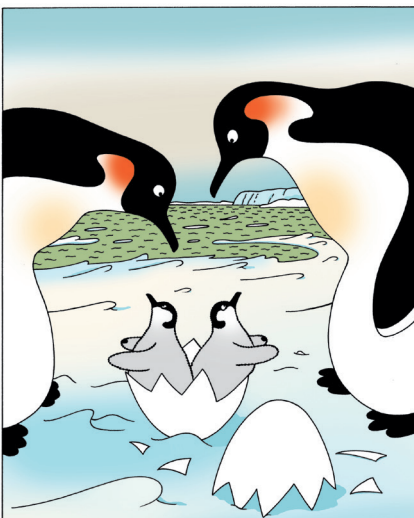
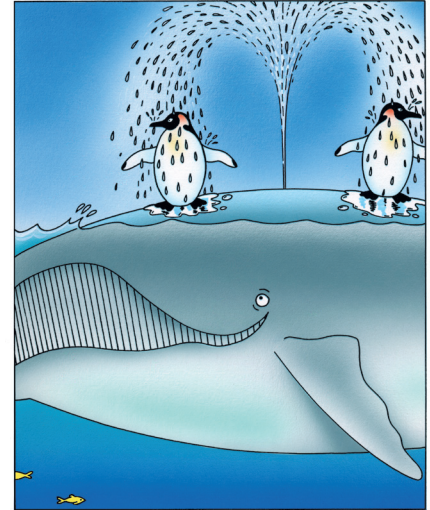
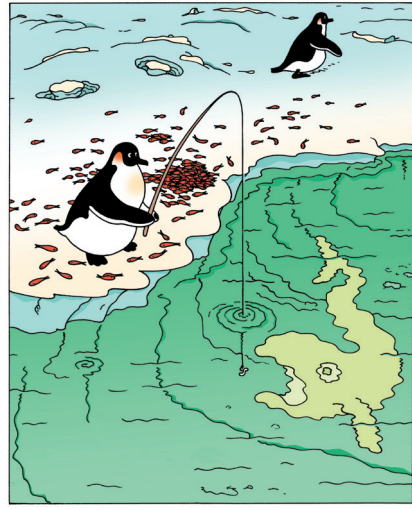
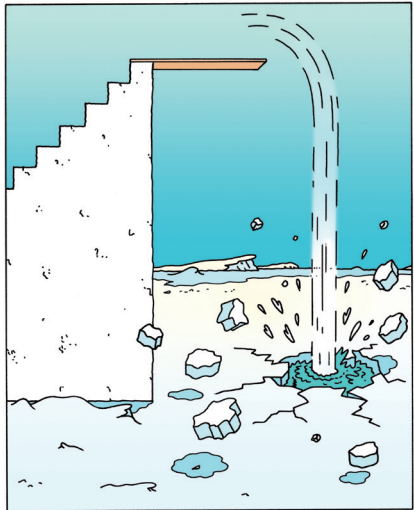
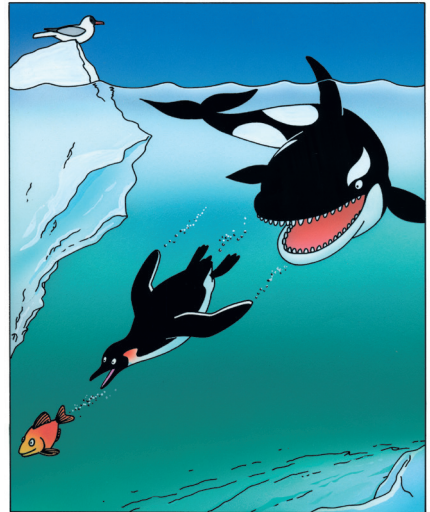
SPEAKING AND LISTENING / WRITING	
Ask students to read just the pictures. On p. 22, can they tell what is happening without reading the balloons? Ask them to imagine different balloons for the same image sequences. How does the text change their understanding of what is happening?	SL.K.2 SL.K.1 SL.K.4 SL.1.4
Read aloud the index at the back of the book. Ask students to list new facts they learned about penguins. Did they know that penguins can’t fly? What can penguins do that most birds can’t do?	W.K.7 W.1.7 W.K.8, W.1.8

A GOOFY GUIDE TO PENGUINS ACTIVITY SHEET

Name: _____

Date: _____

Cut out the panels below and arrange them to create your own story.
Make many stories. You don't have to use all of them in each one.



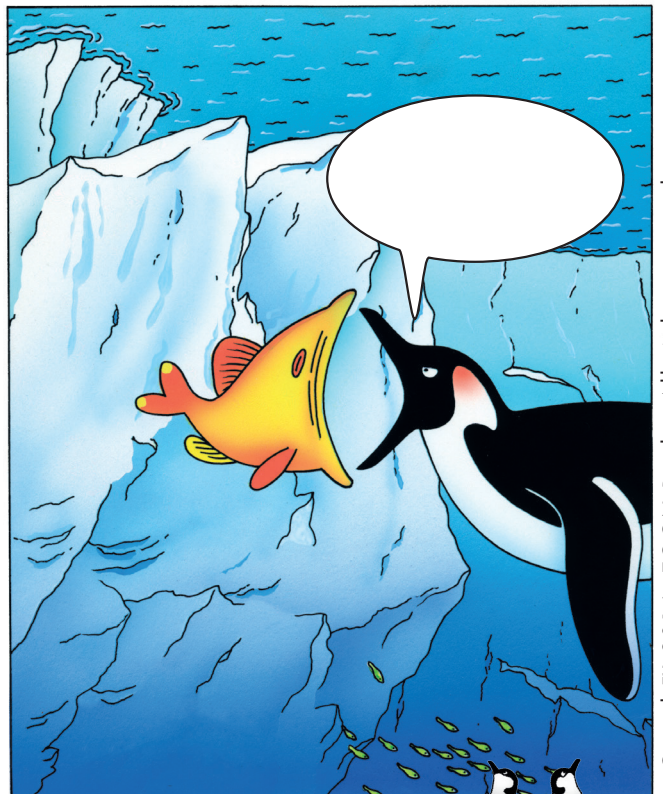
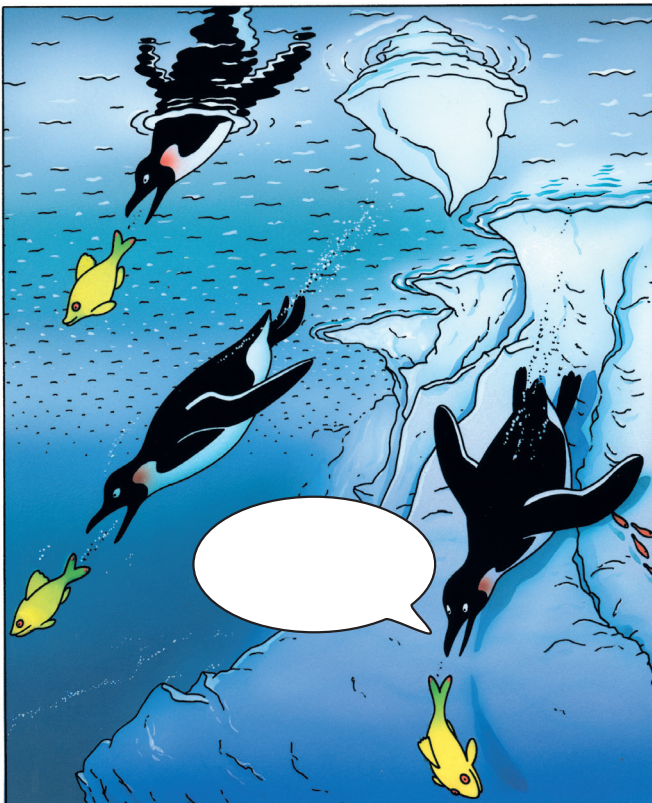
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A GOOFY GUIDE TO PENGUINS ACTIVITY SHEET

Name: _____

Date: _____

Write your own dialogue inside each balloon. What do you think the penguins are saying?



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