

**Book Discussion Guide for Pre-K/Early Childhood:
A Repeated, Interactive Read Aloud Plan**

Click [here](#) for more details about how to use this book discussion guide.

Text: <i>Be Brave, Little Penguin</i> by Giles Andreae	
Overarching Purpose: Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.	
1st Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story.	
2nd Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.	
3rd Read Objective: With prompting and support, TSW orally reconstruct the story.	
Standards Alignment	
TN-ELDS (Tennessee Early Learning Developmental Standards)	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.

Social Emotional Learning Themes	
<p>This story has multiple social-emotional themes. Different themes include respecting differences, overcoming challenges, fear, and bravery. This is a story about a little penguin who is lonely and struggles with a fear of water. During the story, he overcomes his fear with the help of his mother.</p> <p>Children will identify with this story because everyone is afraid of something and they might be hard for others to understand. Everyone can also feel sad and lonely when they are made fun of by others. Children can learn to look at their fear in a different way that might not be so scary! It is ok to be scared and confide in a family member to help walk you through your fear. They will also learn that it is important to be brave and try new things.</p>	
TN ELDS Social-Emotional Standard(s):	<p>PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.</p> <p>PK.SPC.SCA.1 Show empathy and caring for others.</p>

Vocabulary Instruction		
Word <i>In order of appearance</i>	Child-Friendly Definition	Instructional Strategy
Frightened	To feel scared	Wrap your arms around your body and shake as if something is frightening you
Lonely	To feel alone	Act out two children playing and you are watching them sadly, left behind
Fears	Things that you feel will cause pain or danger	Explain common fears for children, such as dogs, the dark, heights, swimming, riding a bike, etc.
Brave	Being ready to face pain or danger	Give an example relating to the common fears already mentioned, such as petting a dog

First Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Share the purpose of your read aloud. Introduce Title. Introduce the Character and the problem using illustrations on the front and back cover. Let's read to find out _____.</p> <p><i>Today we are going to learn about overcoming fear.</i></p> <p><i>This book is called "Be Brave, Little Penguin." You see little Pip-Pip on the cover. He is standing over the water with a scared look on his face. You can see here on the back cover that his mother is holding her hand.</i></p> <p><i>Let's read to find out more about Pip Pip's fear, how his mother might help him with his fear, and how he overcomes his fear.</i></p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p> <p><i>Frightened is a word we use to show we are scared. I am wondering why Pip-Pip is frightened of the sea.</i></p> <p><i>Pip-Pip looks lonely here. Lonely is a word that we use to describe feeling alone. How can you tell that he is feeling alone?</i></p> <p><i>Fears are those things that we are scared will hurt us or put us in danger. Do you have a fear you want to share with us?</i></p> <p><i>I wonder what will happen when his parents find out about his fear.</i></p> <p><i>Brave is a word we use to show that we are not letting our fear stop us. I wonder if Pip-Pip's mother's words will help him be brave.</i></p> <p>Supportive questions: <i>Why does Pip-Pip feel sad and lonely?</i></p> <p><i>How does Pip-Pip's mother help him see his fear in a new way?</i></p> <p><i>How is Pip-Pip brave?</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question. Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. Expand on student answers when responding and model correct syntax.</p> <p>Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>Today we read to find out how Pip-Pip overcame his fear of the water.</i></p> <p><i>What was it about the water that made Pip-Pip feel frightened? How did his mother help him feel better? How did Pip-Pip face his fear? What did he learn?</i></p> <p>Sentence starters: <i>Pip-Pip was frightened of the water because _____.</i> <i>Pip-Pip's mother helped him by telling him _____.</i> <i>To face his fear, Pip-Pip _____.</i> <i>When he got in the water, Pip-Pip learned _____.</i></p>

Second Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State your purpose: Today we are going to read to _____</p> <p><i>We have read this book and gone through the adventure with Pip-Pip before. What do you remember about Pip-Pip? What is Pip-Pip afraid of in the beginning of the story? How did he overcome his fear by the end of the story?</i></p> <p><i>Today, we are going to read to try to figure out why he started fearing the water in the first place.</i></p>	<p>While reading, remember to explicitly teach vocabulary. Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension.</p> <p style="text-align: center;">Model thinking: <i>I see that the penguins are all different shapes and sizes, and that Pip-Pip is the smallest. I wonder if that could have contributed to his fear of the water.</i></p> <p><i>His friends called him names and ran off to swim without him, making him sad and lonely. I wonder if going into the water alone would make him feel frightened.</i></p> <p><i>Look at all of that ice! I wonder what the air and water feels like.</i></p> <p>Supportive questions: <i>“Why does Pip-Pip think the water could be freezing and dark?”</i></p> <p><i>“Where do you think Pip-Pip could have gotten the ideas for monsters in the ocean? Could he have heard them in a story?”</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question. Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. If able, you can ask students questions that go beyond the text. Expand on student answers when responding and model correct syntax. Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>Today, we read to find out why Pip-Pip started fearing the water in the first place. Why do you think Pip-Pip feared the water?</i></p> <p>Supporting questions: <i>How did his size affect his fear? How did his friends affect his fear? How does the weather affect his fear?</i></p> <p>Sentence starters: <i>Pip-Pip’s size added to his fear because _____.</i> <i>Pip-Pip’s friends added to his fear because _____.</i> <i>The cold weather added to his fear because _____.</i> <i>Other things that could have added to his fear are _____.</i></p> <p>Possible answers: <i>-Being small in such a big ocean is frightening.</i> <i>-Going in alone for the first time is frightening.</i> <i>His friends ran off without him.</i> <i>-The cold weather made the water cold and dark.</i> <i>-He could have heard a story about monsters that made him fear the water.</i></p>

Third Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State the purpose for reading.</p> <p><i>We have read this book a few times now! Who is on the cover? Why is he standing next to the ocean like that? What is his mother doing with him on the back cover?</i></p> <p><i>We talked about what Pip-Pip's afraid of in the beginning, and came up with some ideas as to how that fear was created in the first place. Today, we will reconstruct the story and learn about supporting those that we care about, even if they are different from us.</i></p>	<p>Show illustrations and ask students what is happening on that page. Allow students to reconstruct the story. Ask students to predict what will happen on the next page. Emphasize vocabulary using instructional strategies. For some words, extend the meaning into a familiar situation not in the story. Read the entire story or just parts of it based on student ability to retell the text.</p> <p style="text-align: center;">Page 1: <i>What is happening on this page? Tell me about the interactions between the penguin friends. Is Pip-Pip a part of that interaction?</i></p> <p style="text-align: center;">Page 2: <i>What is happening on this page? Teacher will point to the penguin on the right. Tell me about this penguin and the little one. What do you think is happening here? Listen to the words his friends say to him. Are they offering support? How do you think Pip-Pip feels about his friends and about himself?</i></p> <p style="text-align: center;">Page 3: <i>How does Pip-Pip's father react to the news of his son's fear?</i></p> <p style="text-align: center;">Page 4, 6, 7: <i>How does Pip-Pip's mother offer support? How does that help Pip-Pip?</i></p> <p style="text-align: center;">Page 8: <i>What do you see in this picture? How is Pip-Pip's mother still supporting him?</i></p> <p style="text-align: center;">Page 10, 11, 13: <i>What does Pip-Pip's mother do? Explain follow-through. Pip-Pip's mother didn't encourage him and leave. She checked on his progress</i></p>	<p>Reinforce the purpose to students. "Today you were able to reconstruct this story using key details. You told me _____."</p> <p>Have students evaluate the book. Ask them what parts they like or do not like and why.</p> <p><i>We read this story again to learn about supporting those that we care about, even if they are different from us. Which character in the story was the most supportive? Which characters were not supportive?</i></p> <p><i>Everyone handles being made fun of in different ways. Some people get their feelings hurt and feel sad. Others feel defensive and may call someone mean. Some people will use someone's mean words as fuel to prove them wrong. Some people will ignore mean words completely. Which way did Pip-Pip react?</i></p> <p><i>How do you think Pip-Pip felt about his father and his friends when they didn't support him?</i></p> <p><i>How do you think Pip-Pip will act in the future if he sees someone else struggling with their fear of the water?</i></p> <p><i>Discuss or have children draw a picture of a time when they felt like they were supported by their friends and family.</i></p> <p><i>"Were you ever afraid to do something or struggling with something, and someone cheered you on?"</i></p>

and took part in celebrating his success.

Page 14:
 Look at the faces of Pip-Pip's parents. How do you think Pip-Pip's father is feeling? How are Pip-Pip's friends feeling?

Integrating this book in other centers:

Library	Children can reread the story on their own.
Writing	Children can draw their favorite scenes from the story.
Dramatic Play	Children can act out the story with their friends.
Blocks	Children can build the ice using blocks and use colored blocks for the water. They can reenact the story with penguin figurines or with their imaginations.
Discovery	Children could explore ice cubes. Consider adding penguin figurines. Also consider adding rock salt to explore how ice and salt interact.
Sensory	Children can set up a scene using sand as "ice" and reenact the story with penguin figurines. You could also consider using plastic reusable ice cubes.
Music and Movement	Browse the internet for penguin songs and rhymes. Encourage children to waddle like penguins or keep a small ball on their feet like an egg.

Evaluation Alignment	
ECERS-3 (Early Childhood Environmental Rating Scale, 3rd Edition) Alignment	<ul style="list-style-type: none"> - Language and Literacy: 12. Helping children expand vocabulary - Language and Literacy: 13 Encouraging children to use language - Language and Literacy: 14. Staff use of books with children
TEAM (Tennessee Educator Acceleration Model) Alignment:	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
CLASS (Classroom Assessment Scoring System) Alignment:	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

References:

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