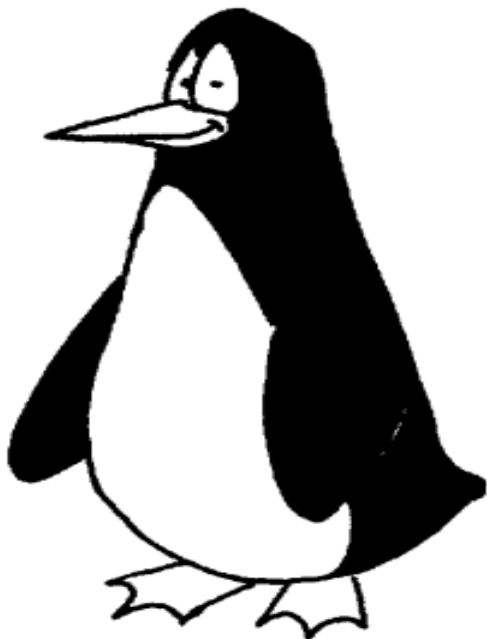




# All About Penguins

<http://worksheetplace.com>



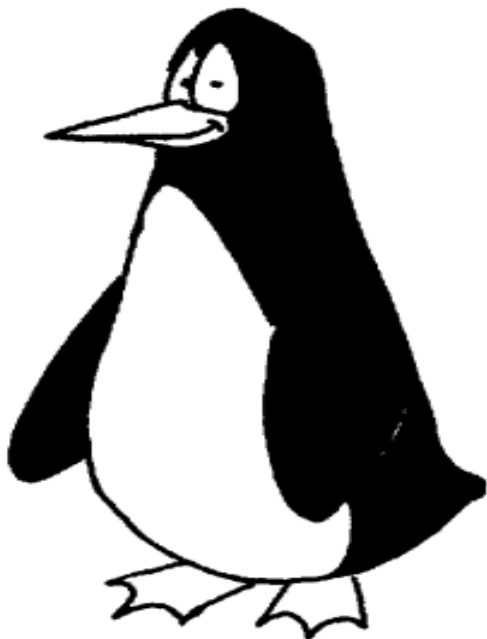
Penguins  
are birds.

<http://worksheetplace.com>



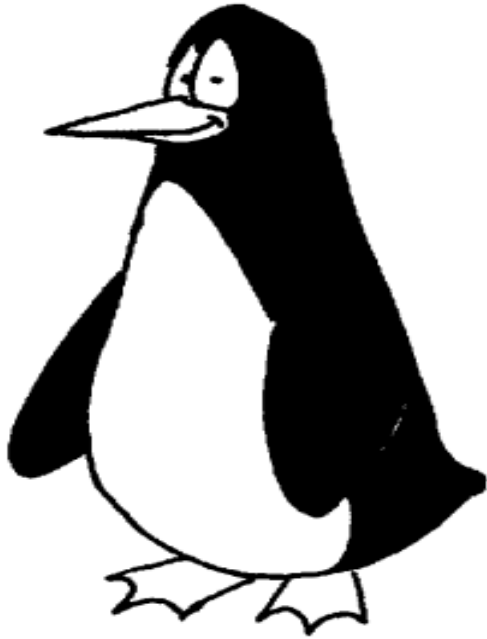
Penguins  
cannot  
fly.

<http://worksheetplace.com>



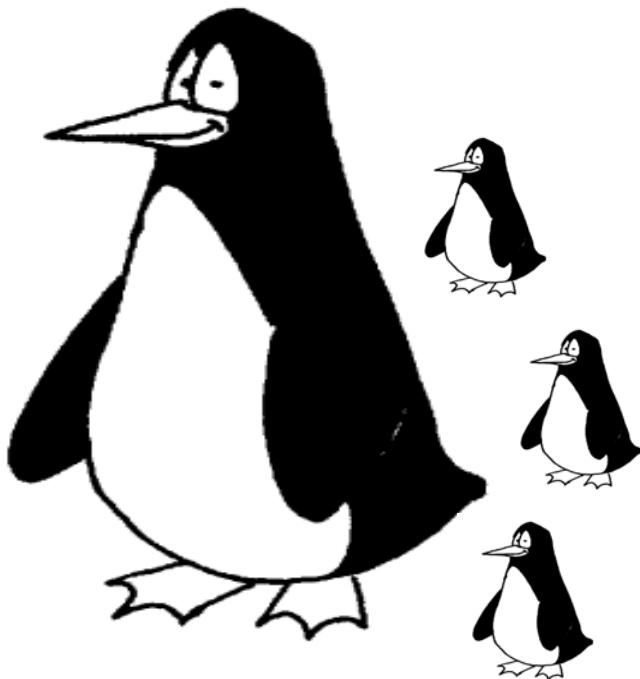
Penguins  
are black  
and white.

<http://worksheetplace.com>



Penguins  
eat fish and  
krill.

<http://worksheetplace.com>



Penguin  
babies are  
called  
chicks.

<http://worksheetplace.com>



Penguins  
can swim.

<http://worksheetplace.com>



Penguins  
lay eggs.

<http://worksheetplace.com>

Words used in the I Can Read It Booklet:

black

white

penquin

all

are

about

fish

named

krill

can

cannot

swim

fly

lay

eat

eggs

## How to use this 'I Can Read it Booklet:

*Repetitive reading is important. A child needs to be able to recognize the words in isolation and in the context of the book.*

*Cut out the word cards for each book and use them regularly until you are certain that the words are known. The mini booklets should be read many times for a few months or until the child can readily read and write the words in the book in isolation from the book.*

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Use Each I Can Read It Booklet many times throughout the term(s).

1. Model it by reading it to the child.
2. Have the child read it while you chime in.
3. Have the child illustrate the pages where appropriate.
4. Read the story backwards or read each page backwards, this makes the child think about the words.
5. Point to different words in the story and ask the child to read the specific word.
6. Print the words from the book and help the child think of rhyming words. For instance say: What rhymes with fish or can? The child may say dish or fan. Ask how that rhyming word would be spelled. Print some of the rhyming words and try to extend the vocabulary with those new words. Use any words in the book that will help the child learn more word patterns.

In this book, the child should be encouraged to find rhymes for fish, can, lay, eat, fly, and are.

Use the words from the book for inclusion in a child's dictionary, flash cards or word wall.

7. Once the child read the words from the book in isolation fluently and is able to provide rhyming words for some of the words in the book or can suggest words that start the same like:  
What else starts like chicks? The ch sound. The child should be able to come up with a few similar sounds like chicken, chew, chop etc.
8. It is then time to put the book away for awhile. Come back to in in a few weeks to be sure the child continues to be able to read it.