

Title: *One Cool Friend*

Document Type: Picture Book Extender

Description: Elliot reluctantly accompanies his father to the aquarium where he encounters penguins and decides to take one home. Once there, Elliot must provide a satisfactory environment for his new pet. Common Core aligned extender activities are included as a follow-up to reading the book aloud.

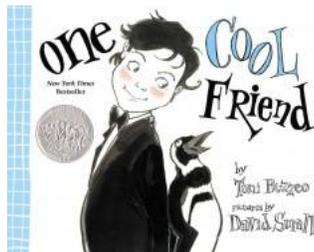
■ Ages 9-12 ■ Ages 0-8 ■ Fiction-Nonfiction

Grades: 1 – 3

Contributed by: Toni Buzzeo

Picture Book Extender: Read-alouds Aligned to Common Core State Standards

These discussion questions fit Common Core's Anchor Standards for Reading Informational Text (RI) or Reading Literary Text (RL).



One Cool Friend
By Toni Buzzeo
2012
Grades 1 – 3

Summary: Elliot accompanies his father to Family Fun Day at the aquarium only because he is too proper to refuse. But once there, he happily encounters the penguin pool and with his father's permission, he believes, takes a penguin home where he works hard to provide a satisfactory environment for his new pet. But the reader wonders whether his father is aware that the penguin is in residence.

Grade 1 Discussion Questions

RL 1.1 Ask and answer questions about key details in a text.

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

“Elliot was a very proper young man.” What does this first line of the story mean? How do the words and pictures on the first few pages of the book show you what “proper” means?

RL 1.3 Describe characters, settings, and major events in a story, using key details.

What does Elliot mean when he asks his father if he can have a penguin? What does Elliot’s father think Elliot means? What leads to the misunderstanding between them?

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

What is the surprise at the end of the story? How does the author share it in words and how does the illustrator share it in pictures? Does it make you think that Elliot’s father knew about Magellan all along? Why or why not?

Grade 1 Activities

W 1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Magellan is a Magellanic penguin from South America. They are named after the explorer, Ferdinand Magellan, who first spotted them in 1520. Like many penguins today, Magellanic penguins are threatened by commercial fishing, oil pollution in the ocean, and climate change. With your students, undertake an exploration of a variety of species of penguins and the threats to their health and safety. If time allows, post a world map on the wall or bulletin board and place a pin at the location of each threatened penguin species with a string attached to a fact card about the problem.

W 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Perhaps your students would rather bring home a different animal from the aquarium, aviary, or zoo. After reading fictional tales of children with unlikely pets, ask your students to choose one unusual animal they’d like to “adopt” and bring home. Ask them to read a few informational books or articles about their chosen animals, then generate three lists: what the animals need that students will have to provide, what problems owning the animals may cause, and what benefits they will gain from owning their animals.

Jump to related titles.

Grade 2 Discussion Questions

RL 2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

“Elliot was a very proper young man.” What does this first line of the story mean? How do the words and pictures on the first few pages of the book show you what “proper” means?

RL 2.3 Describe how characters in a story respond to major events and challenges.

What does Elliot mean when he asks his father if he can have a penguin? What does Elliot’s father think Elliot means? What leads to the misunderstanding between them?

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

What is the surprise at the end of the story? How does the author share it in words and how does the illustrator share it in pictures? Does it make you think that Elliot’s father knew about Magellan all along? Why or why not?

Grade 2 Activities

W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

Perhaps your students would rather bring home a different animal from the aquarium, aviary, or zoo. After reading fictional tales of children with unlikely pets, ask your students to choose one unusual animal they'd like to "adopt" and bring home. Ask them to read a few informational books or articles about their chosen animals, then generate three lists: what the animals need that students will have to provide, what problems owning the animals may cause, and what benefits they will gain from owning their animals.

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Grade 3 Discussion Questions

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

"Elliot was a very proper young man." What does this first line of the story mean? How do the words and pictures on the first few pages of the book show you what "proper" means?

RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

What does Elliot mean when he asks his father if he can have a penguin? What does Elliot's father think Elliot means? What leads to the misunderstanding between them?

RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

What is the surprise at the end of the story? How does the author share it in words and how does the illustrator share it in pictures? Does it make you think that Elliot's father knew about Magellan all along? Why or why not?

Grade 3 Activities

W 3.7 Conduct short research projects that build knowledge about a topic.

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penguins are threatened by commercial fishing, oil pollution in the ocean, and climate change. With your students, undertake an exploration of a variety of species of penguins and the threats to their health and safety. If time allows, post a world map on the wall or bulletin board and place a pin at the location of each threatened penguin species with a string attached to a fact card about the problem.

W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

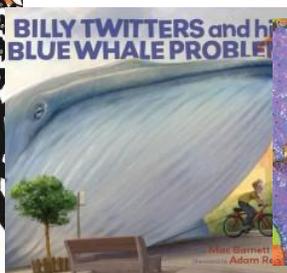
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Jump to related titles.

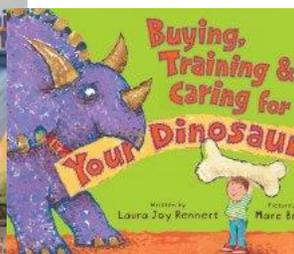
Related Titles:



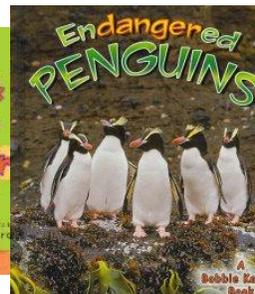
365 Penguins
by Jean-Luc Fromental



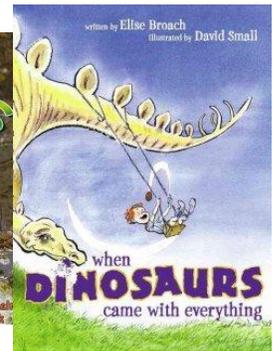
Billy Twitters and His Big Blue Whale Problem
by Mac Barnett



Buying, Training, and Caring for your Dinosaur
by Laura Rennert



Endangered Penguins
by Bobbie Kalman



When Dinosaurs Came with Everything
by Elise Broach

Related Curriculum: Science: Animals; Language Arts: Writing

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More information about Common Core State Standards is available at <http://www.corestandards.org/>.

Ms. Toni Buzzeo, a certified school librarian, is the author of nineteen picture books for children and eleven professional books for librarians and educators.

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