



Text Talk
And Tango Makes Three
 Read 1 of 2

Big Idea	Animals help their offspring survive in different ways.
Weekly Question	How do animal babies survive?
Content Objectives	<p>I can retell key information about penguins from a narrative nonfiction text. (R.4.1.a, R.6.1.b)</p> <p>I can refer to a map to describe the relationship between places. (Geography 12)</p>
Language Objective	I can ask and answer questions about how an unusual pair of penguin parents learn to care for their young. (SL.2.1.a, 1-LS1-2)
Vocabulary	<p>couple: pair, set of two</p> <p>hatch: to emerge from an egg</p> <p>chick: baby bird</p> <p>wound (v., past tense of wind): turned or pressed together</p> <p>tango: a couples dance originating in Buenos Aires, Argentina</p> <p>fertile: able to hatch to become a new individual</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>And Tango Makes Three</i>, Justin Richardson and Peter Parnell Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins: “In the middle of New York City...” ● world map <p>On the whiteboard (or on chart paper), create the following chart:</p>

	Page	Narrative Event	Information
<p>Opening 1 minute</p>	<p>Introduce the text.</p> <p><i>Today we are going to read And Tango Makes Three, by Justin Richardson and Peter Parnell, with watercolor illustrations by Henry Cole. This book is a work of narrative nonfiction. This means it gives us true information, told like a story.</i></p> <p><i>Through this narrative (or story) structure, the book explains how two penguins at a zoo become parents.</i></p> <p>Set a purpose.</p> <p><i>Today we will read the entire book, including the Author’s Note, to understand the key details of the story and the information it carries. After we read, we’ll add to this chart of story events and true information.</i></p>		
<p>Text and Discussion 18 minutes</p> <p>page 5 World Map</p>	<p>Pause after reading page 5 (“And in the penguin house there are penguin families.”) to offer context and look at the world map.</p> <p><i>New York City is not the natural habitat for any of these animals; they are all brought to live in the zoo in New York from other places. Many penguins live in the ocean around the Antarctic islands.</i></p> <p>Indicate Antarctica on the world map, and the distance from there to New York City.</p> <p><i>We know that the most northern and the most southern parts of the Earth are the coldest. The penguins at the zoo have had to adapt to a different environment, with the help of the scientists who work there.</i></p>		
page 8	<p><i>This page describes some penguin behaviors. What do you think it means that these two penguins, Roy and Silo, are behaving in these ways together?</i></p>		
page 20	<p><i>How do Roy and Silo know how to take care of an egg? [by observing other penguins’ behaviors]</i></p>		
page 23	<p><i>Tango is the name of a dance from Argentina. It is danced with two people, rather than alone or in a larger group.</i></p>		

World map	Refer again to the world map, indicating the location of Argentina in South America and just north of the Antarctic waters.															
<p>Key Discussion Author's Note</p> <p>5 minutes</p>	<p><i>Let's see if we can identify some of the true information inside the story. Let's especially look for information about how penguin adults take care of their offspring.</i></p> <p>Page through the book slowly, stopping as children identify events that offer information, and recording those on the chart. For example:</p> <table border="1" data-bbox="483 478 1369 1094"> <thead> <tr> <th>Page</th> <th>Narrative Event</th> <th>Information</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>Girl and boy penguins notice each other and become couples.</td> <td>Penguins start their families by forming couples.</td> </tr> <tr> <td>10</td> <td>"So they built a nest of stones for themselves."</td> <td>Penguins build nests with stones. They sleep on them.</td> </tr> <tr> <td>19</td> <td>"Roy and Silo knew just what to do..."</td> <td>Penguins turn their eggs to keep them warm. The parents take turns sitting on the egg and looking for food.</td> </tr> <tr> <td>20</td> <td>"They sat in the morning, and they sat at night..."</td> <td>Penguins sit on their nests all the time.</td> </tr> </tbody> </table> <p>Read the Author's Note.</p> <p><i>What information in this Author's Note did we already know from reading the story? [It takes place in the Central Park Zoo; Roy, Silo, and Tango are real penguins; Mr. Gramzay gave Roy and Silo an egg to hatch.]</i></p>	Page	Narrative Event	Information	6	Girl and boy penguins notice each other and become couples.	Penguins start their families by forming couples.	10	"So they built a nest of stones for themselves."	Penguins build nests with stones. They sleep on them.	19	"Roy and Silo knew just what to do..."	Penguins turn their eggs to keep them warm. The parents take turns sitting on the egg and looking for food.	20	"They sat in the morning, and they sat at night..."	Penguins sit on their nests all the time.
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<p>Closing 1 minute</p>	<p><i>Today we read a narrative nonfiction text and discovered how a story can offer true information. We also learned something about penguin behaviors that help their offspring survive. We'll read this book again tomorrow.</i></p> <p>Preserve the chart on the whiteboard for the following lesson.</p>															
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>															

	<p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p> <p>Geography 12. Identify and use language for cardinal directions (<i>north, east, south, west</i>) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., <i>Boston, Massachusetts, Washington D.C., Mexico City, Mexico</i>) and investigate factors that explain why these locations became important cities.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children effectively connect story events to information? Do children connect the penguins’ behaviors with supporting their offspring’s survival? Do children demonstrate growing familiarity with continents on the world map?

Notes