



# NATIONAL YOUNG READERS WEEK

An Annual Celebration of Reading Created by Pizza Hut® and The Center for the Book in the Library of Congress.

## The Emperor's Egg

by Martin Jenkins

Penguins are special and they hatch their eggs a little differently than one would think. Students will love this non-fiction book filled with beautiful illustrations and facts that focus on how the male keeps the egg warm until it hatches and how the parents care for the child after it's born.

### Read

#### Before:

Before you read:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *The male penguin sits on the egg to keep it warm. What would you do to keep warm if you lived outside in the snow?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- *I wonder what the chick is hiding under?*

#### During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

#### Rare Words in *The Emperor's Egg*:

- island: a tract of land completely surrounded by water
- Antarctica: the continent surrounding the South Pole, almost entirely covered by an ice sheet
- weather: the state of the atmosphere (i.e., - wind, temperature, cloudiness, moisture, pressure, etc.)
- terrible: extremely bad
- imagine: to think, believe or form a mental image
- waddled: to walk with short steps, swaying or rocking from side to side
- sea: the salt waters that cover the greater part of the earth's surface
- krill: a small, shrimplike crustacean, eaten as food by certain whales
- months: a period of four weeks or of 30 days
- miserable: unhappy, uneasy, or uncomfortable
- snuggle: to lie or press closely, as for comfort or from affections
- shuffle: to walk without lifting the feet or with clumsy steps
- huddle: to gather or crowd together

## Rare Words in *The Emperor's Egg*: *continued*

- trundles: to move heavily on or as if on wheels
- tucked: to put into a small, close, or concealing place
- hatch: to cause young to emerge from an egg
- pouch: something shaped like or resembling a bag or pocket
- horizon: the limit or range of scope or sight
- trumpeting: to emit a loud, trumpetlike cry, as an elephant
- whistles: to make a clear musical sound by pushing air through a small opening in your lips
- racket: a loud noise or clamor
- fingerprint: any distinctive unique pattern that marks a specific person, group or thing

### After:

Discuss the story. Ask questions...

- Where on Earth is Antarctica located?
- Describe the penguin. What does it look like?
- Where did the female penguin go after laying the egg?
- Where did the male penguin put the egg? Why?
- What kind of food does the female penguin eat?
- How long does the male penguin keep the egg under his tummy and on his feet?
- When does winter begin in Antarctica?
- How do male penguins keep warm?
- What two jobs does the male penguin have once the chick hatches?
- How does the female penguin recognize her chick?
- Where does the male penguin go after the female penguin gets back?

## Do

### The Emperor's Diorama

**You will need:** shoeboxes/small boxes, markers, glitter, cotton balls/batting, paint, construction paper, scissors, glue and any other craft materials the students need to complete the activity.

After reading the story, ask the students to choose their favorite part of the story and create a diorama representing that scene. Give each student a small box or shoebox to use for the base. Allow the students enough time to paint/color the boxes and build the scene using various craft materials. Display the dioramas in the classroom.

If desired, have the student's parents or schoolmates visit your classroom and allow the students to describe their creation.