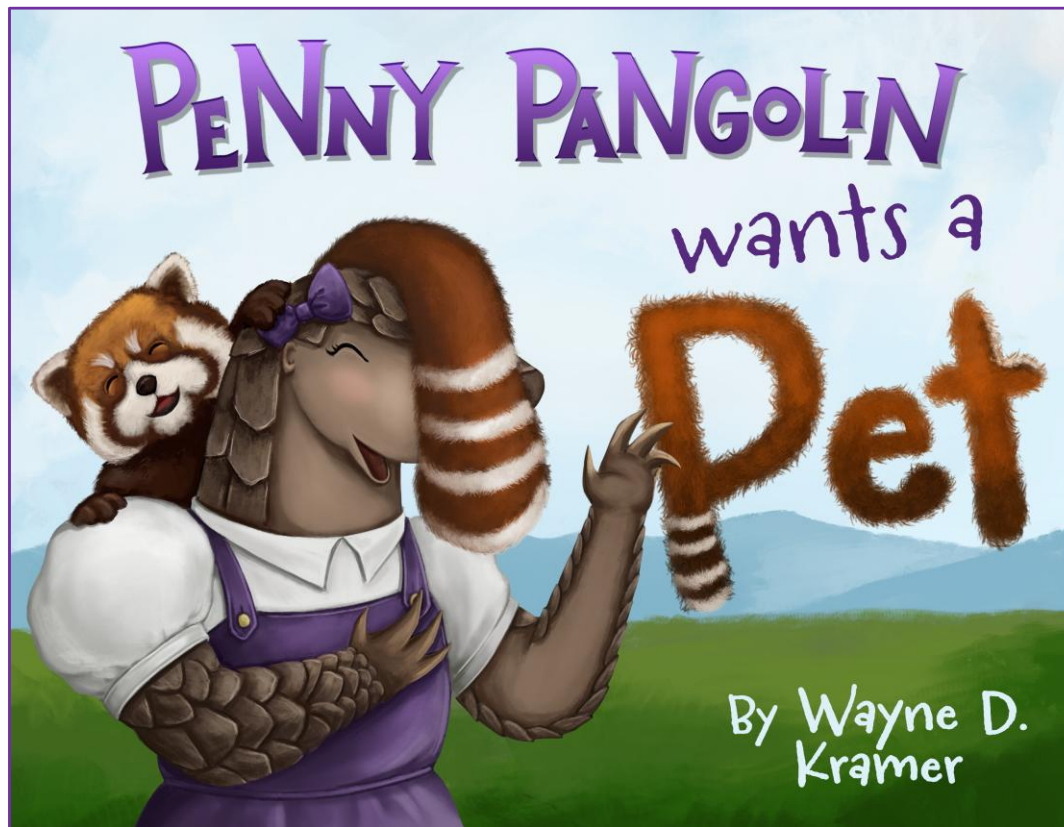


Click on the cover of the book to be taken directly to purchase.



WHAT IS INCLUDED IN THIS RESOURCE:

Intended Audience: Ages 3-8

- Digital Integration: The digital world is where education is heading. Teachers are expected to incorporate digital components into their classrooms. This resource has it covered! With interactive activities, writing prompts for students to type their responses, and the ability for the teacher to assign the pages of the resource to his/her students and review/grade their submitted assignments, this resource is even more valuable.
- Character Education: Teaching the WHOLE child and not just focusing on academics is critical. This resource weaves life lessons, character traits, and important social-emotional learning virtues. The concepts within this book are friendship, responsibility, and the joy of companionship. This is similar to what is sometimes known to educators as "SEL components."
- Standards-Based: No matter what state you teach in, the activities and lessons in this resource are standards-based. Just SOME of the standards that are covered are:

Predicting
Story Concepts
Main Characters
Setting
Problem / Solution
Theme

Summarizing
Text Connections
Creative Writing
Writing Prompts
Vocabulary

Story Comprehension
Open-ended Questioning
Quote Analysis
Science: Identifying animals and
researching/analyzing creature
attributes and facts.

What do you think the book Penny Pangolin Wants a Pet will be about?



Predicting

Theme / Message

Type or draw what you think is the theme or message of the story below.

There may be more than one.



Summary

Uses few words to give the most important part of the story.

S

Somebody

Who is the
main
character?

W

Wanted

What does the
main
character
want?

B

But

What is the
problem?

S

So

How does the
character try
to solve the
problem?

T

Then

How does the
story end?

Summary

Uses few words to give the most important part of the story.

S Somebody Who is the main character?	W Wanted What does the main character want?	B But What is the problem?	S So How does the character try to solve the problem?	T Then How does the story end?
---	---	--	---	--

Summary

Uses few words to give the most important part of the story.

S Somebody Who is the main character?	W Wanted What does the main character want?	B But What is the problem?	S So How does the character try to solve the problem?	T Then How does the story end?
---	---	--	---	--

Summary

Uses few words to give the most important part of the story.

S Somebody Who is the main character?	W Wanted What does the main character want?	B But What is the problem?	S So How does the character try to solve the problem?	T Then How does the story end?
---	---	--	---	--

Summarizing

In your own words,
write a couple of
sentences from the
beginning, the middle,
and the end of the
story.

Put it all together, and
you will have the
summary of the story.

Beginning:

B

Middle:

M

End:

E



Story Concepts

Characters:

Setting:

Problem:

Favorite Part:

Solution:



Feelings

How would you feel if you got a plant for a birthday gift instead of what you really wanted?
Color in the feeling(s) that you would have below. (You can color more than one feeling.)



sad



disappointed



angry



excited



confused



surprised



happy

Text-Connections

What is your favorite birthday gift you have ever received?
Draw it or write about it in the box to the right.



Directions: Draw a line from the statement to the critter picture it goes with.

It was the **rust-colored creature** that Mr. Weasely had chased off! He thrashed about in a trap, trying to free himself.

"No," both her parents said quickly.

"They climb too much,"
said her mother.

"Too much squawking,"
said her father.



Reading Comprehension Manners

"Can we **please** get a pet?" Penny finally asked her parents.

After showing perseverance by proving she was responsible, Penny decided to use her manners to ask her parents for a pet.

Circle the **MANNER** words below in **orange** and put an "X" over the words that aren't using manners.

Excuse me.

NO way!

Thank you.

Yes, Sir.

Get out of my way!

Give it to me!

Directions: Draw a line from the statement to the picture it goes with.

It was the **rust-colored creature** that Mr. Weasely had chased off! He thrashed about in a trap, trying to free himself.

"No," both her parents said quickly.

"They climb too much," said her mother.

"Too much squawking," said her father.



Reading Comprehension

Manners

"Can we **please** get a pet?" Penny finally asked her parents.

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Excuse me.

NO ~~X~~ay!

Thank you.

Yes, Sir.

Get out ~~X~~ my way!

Give ~~X~~ to me!



Penny had a positive attitude and showed responsibility by caring for her plant.

Responsibility Quote Analysis

Responsibility – taking care of something or doing what you are supposed to do.

List some ways that Penny showed that she was responsible in the story.

1.

2.

What are some ways that you show **RESPONSIBILITY**?

“He’s not an orphan anymore,” she said.
“**He’s our pet!**”

Orphan – A child or pet that doesn’t have a mom, dad, or anyone to take care of them.

In your own words, write what you think the above quote means.

Directions: Fill in the blanks with the correct answer. You can use the words in the word box to help you.

Pangolin Facts



Word Bank:
termites
scales
sticky
protect
ants

Pangolins are the only mammals that have on their body. These scales are made of keratin, the same substance in your hair and nails, and they help to pangolins from predators.

and are their favorite food. With their long tongues, pangolins can eat up to 200,000 of these bugs in a single night!

Pangolins are , which means they are most at night.

A baby pangolin is known as a .

The name pangolin comes from the Malay word "pengguling," which means ""

Word Bank:

rolling up
nocturnal
pangopup
active



Critter Match

Directions: Cut out each card below. Match the picture of the critter to the correct name. You can play this Memory Game style or glue your answers on the recording sheet.

Scan the QR code to read facts about this book's critters or help you find the answers to the activity on this page.



Red-shanked
Douc

White-lipped
Viper

Venus Flytrap

Vietnamese
Pheasant

Jeweled Flower
Mantis

Vietnamese
Greenfinch

Red Panda

This critter relies on its remarkable camouflage to hunt.

This critter thrives in various habitats throughout Southeast Asia.

Write down an interesting fact you learned or researched about one of the critters on this page.


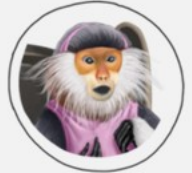



Critter Match- Recording Sheet

Directions: Each of the two cards that match each other is called a SET.
Glue each SET of images that match each other next to each other in the table below.

	Critter Picture	Critter Name	Critter Picture	Critter Name
Set 1 →				← Set 5
Set 2 →				← Set 6
Set 3 →				← Set 7
Set 4 →				


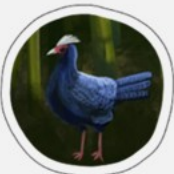
Critter Match- Recording Sheet

Directions: Each of the two cards that match each other is called a SET. Glue the card that matches the card already provided in each set next to it in the table below.

	Critter Picture	Critter Name	Critter Picture	Critter Name
Set 1 →				← Set 5 Vietnamese Pheasant
Set 2 →				← Set 6
Set 3 →		Vietnamese Greenfinch		← Set 7
Set 4 →		Jeweled Flower Mantis		

Critter Match- Recording Sheet

ANSWER KEY

	Critter Picture	Critter Name	Critter Picture	Critter Name	
Set 1 →		White-lipped Viper		Vietnamese Pheasant	← Set 5
Set 2 →		Red-shanked Douc		Red Panda	← Set 6
Set 3 →		Vietnamese Greenfinch		Venus Flytrap	← Set 7
Set 4 →		Jeweled Flower Mantis			



GOOGLE SLIDES LINK: FOR THE DIGITAL SECTION OF YOUR RESOURCE:

WHAT YOU NEED TO DO TO GET STARTED:

1. Download link for the Google Slide product (by clicking the star icon at the bottom of this page and make a copy).
2. Have access to the internet and a Google account. (FREE)
3. Open this file in your own Google Drive and engage while in the edit mode.

THIS IS YOUR MASTER TEMPLATE!

Click the **STAR** below to make a master copy on Google.

2. Once you make your master copy and rename it to the title of your choice, you can assign it to your students in Google Classroom, on their Google Drives, on Canvas, etc.

*There are multiple platforms that you can use this digital file with.

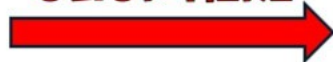
**To show and/or explain how to complete the assignment to your students, download it as a PowerPoint from your Google doc.

If you notice an issue with your file or notice an error, please contact me at:

kristen@thebrightcookie.com

I will be more than happy to sort it out!

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Credits

Thank you to all the incredible artists who contributed to this resource with their beautiful design elements and expertise!

Click on the picture of Wayne D. Kramer, the author, to be taken directly to his website.



<https://artprojectsforkids.org/>