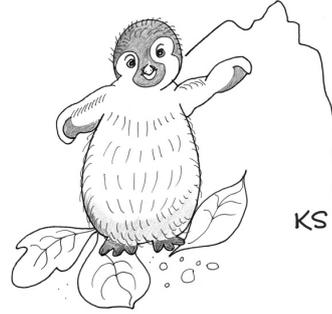


Stories

## **The penguin chick who came to dinner...**

You could use this story  
in a **Movers** class.



Charlie loved learning about different animals. He had animal posters at home and he had three fantastic apps about animals on his phone, too.

On his first app, Charlie could make new animals. For example, he could put a picture of a kangaroo's head on the body of a lion and then call it a li-kang! He liked his second app more. It was a game. It was called *Animal Dinners* and it was about the kinds of food that animals liked and the things they liked to drink. In that game, Charlie had to quickly find and then choose to feed animals in a jungle or animals on a farm or in a park. Then he had to find water or to make lemonade for them to drink. Charlie was very good at that game.

But the third app was his favourite. That one helped Charlie to find real animals in different parts of the city where he lived. It showed the places where, for example, birds, bats, rabbits, mice and snails make their homes.

Charlie had a favourite website about animals, too. He could look at some really great photos of animals and read all kinds of information about them there, too.

'Did you know, Julia ...' he said to his sister last Tuesday morning, 'that a baby penguin (baby penguins are called 'chicks') ride on their parents' feet when they move from one place to another place? Look! There's a picture of a little penguin on its dad's feet on this website.'

'Cool!' Julia laughed. 'I stood on Dad's feet when we did those funny dances at his birthday party!'

'That's right!' Charlie said. 'But penguins don't do that for fun, Julia. They do it because very often, there is lots of ice on the ground where they live. Ice is too cold for a penguin chick's little feet!'

'It's a brilliant picture!' Julia said, 'But put your phone down now, Charlie. We have to run and catch the school bus!'

Charlie thought about animals in his lessons and talked about them in the lunch break. His best friend, Jack, liked animals, too, and when they walked

## Karen Saxby

Creative teaching material for young learners

home after school that day, Charlie showed Jack the *Finding Animals* app on his phone. But when he opened the app, the game wasn't there. There was a message.

It said, ***Lost penguin in your park!***

Charlie was surprised. That app NEVER sent messages.

Charlie's favourite park was by the station.

'I don't understand this, Jack,' Charlie said, 'but we must go to the park! The park by the station. Come on!'

They crossed the road and then ran. When they were in the park, Charlie looked at the app on his phone again. There was another message!

It said, ***Lost penguin is now by the lake!***

The two friends ran across the grass to the lake and then looked at the app on Charlie's phone again. There was another message!

It said, ***Lost penguin is now under the tallest tree.***

Charlie and Jack looked under the tallest tree but they couldn't see a penguin.

'Quick!' Charlie said. 'We must find it and help it. When I get lost, I get really frightened.'

'Me too!' said Jack.

They walked around and around the tree but it wasn't there. Charlie looked at the app on his phone again. There was another message!

It said, ***Lost penguin is now behind the rock.***

And there it was! A little penguin chick with its feet on some red and brown leaves behind a small rock.

The boys walked slowly, quietly and carefully. The penguin looked up and saw them but it didn't move. It looked up at their faces and then down at their feet. Then it jumped onto one of Charlie's feet and moved its head up and down, up and down.

Charlie looked at Jack and Jack looked at Charlie. It was difficult to find the right words to say. 'It wants to go home.' Charlie said very quietly. 'But I can't carry it on my feet. I'm not its mum or dad and where IS its home? Here, take my phone and call my Mum. She's clever. When there's a problem, she always has a good idea.'

Charlie's mother listened carefully to their story. 'Don't move,' she said. Then she picked up a box, ran to her car and drove to the park. Then she

## Karen Saxby

Creative teaching material for young learners

ran to the lake, saw the tallest tree and then the rock and the two boys and, yes, the little penguin chick!

The penguin saw her, too, and moved its head up and down, up and down. Charlie's mother picked up the little penguin and then, very carefully, she put it in the box. Then they all walked back to the car.

Jack and Charlie sat on the back seat with the penguin in its box between them.

'I think it's hungry and thirsty,' Charlie said and looked at his *Animal Dinners* app. 'OK,' Charlie said. 'Penguin chicks need small pieces of fish and lots of water!'

'Well,' Charlie's mother said. 'I have some fish at home. It's for our dinner but we can give some to this little penguin, too. Here we are! Home! Would you like to have dinner with us this evening, Jack?'

Jack said, 'Yes, please' because he was excited about the penguin.

When Charlie went to bed that evening, he carried the penguin in its box into his bedroom.

'Good night, little lost penguin chick,' he said.

And when Charlie went to sleep, the little penguin went to sleep, too.

But when Charlie woke up in the morning, the penguin wasn't there. Charlie looked at the app on his phone again. There was another message with a smiling face at the end of the sentence. It said,

***Lost penguin isn't lost now. It's with its parents. Thank you!*** 😊

Charlie was sad but he was happy, too. He smiled quietly and looked out of his window at the big, blue sky.

'When I get lost,' he whispered, 'I am frightened and being frightened isn't a good thing. Goodbye little penguin! I'm sad that you aren't with me but I'm very happy that I found you and I'm very happy that you came to have dinner with us and I'm very happy that you are with your mum and dad now, too.'

Charlie often looked for messages on his *Finding Animals* app but it never, never, never sent Charlie another one.

.....

# Karen Saxby

Creative teaching material for young learners

## Teaching notes

*Not on the YLE wordlist: 'lost' (but the verb 'to lose' is on the Movers list).  
Not on the YLE Movers wordlist: information, piece, problem and whisper.  
But these four words ARE all on the Flyers wordlist.*

## You might like to:

- review / teach 'get' and 'look' + adjective, eg:  
*I get hungry / very thirsty when we go for a long walk.  
That clown looks funny. This photo looks really old.*
- review / teach first, second and third. Please note that numbers 1-100 and ordinals 1<sup>st</sup> to 20<sup>th</sup> are on the Movers wordlist.
- review / teach the more complicated pronunciations and spellings in the Movers words in this story:  
*penguin - pen gwi  
frightened - link the 'ght' spelling of 't' here with words that learners already know like 'night' and 'eight)  
message - idge (sounds like sandwich (Movers) bridge,  
bandage (Flyers)*
- choose a part of the story and ask learners to completely change some of the vocabulary filling blanks with as many words as they like, eg:  
*Charlie's ..... listened carefully to ..... 'Don't move,' she said. Then she picked up a ....., ran to her ..... and drove to the ..... . Then she ran to the ....., saw the ..... and then the ..... and the two ..... and, yes, the !*
- ask learners to talk in groups about changing the end of this story. Encourage imaginative ideas. Perhaps the penguin stays and becomes part of the family / the family take the penguin back to Australia or the south pole / the penguin learns to talk / etc. Groups report back in open class!
- ask learners to draw their own picture of a penguin or another animal (or any other related topic eg food, places in a city) they are very interested in and to do some research online if possible and then write a fact file about it. They could illustrate it too.
- ask learners to talk about their own favourite apps or websites in small groups (in L1 if necessary). Walk around and help them with vocabulary in English in order for them to then take turns to talk about their group's favourite apps or websites in open class.
- do some info exchange. Write on the board: Who are you? Where am I? What can you give me to eat/to drink? How can I travel home? Divide the class into A and B groups. A's then walk around and ask B's the questions. B's invent answers. Then B's ask and A's answer. This will be lots of fun!