

MR. POPPER'S PENGUINS



28 activities

**chapter
questions**



Special Needs for Special Kids



These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students LOVED them.

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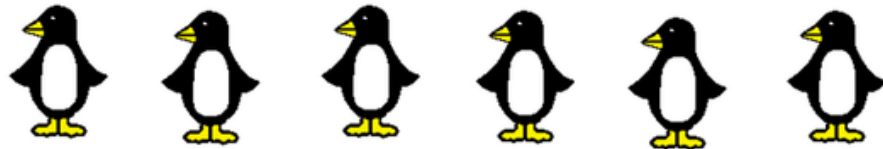
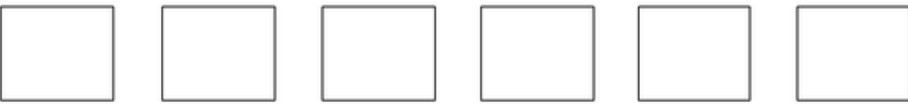
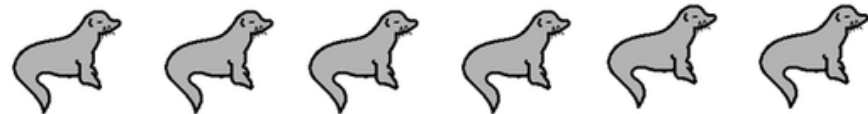
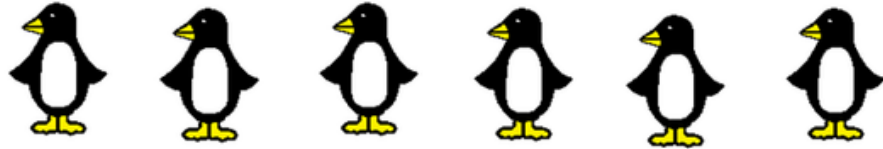
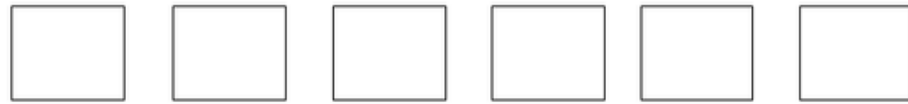
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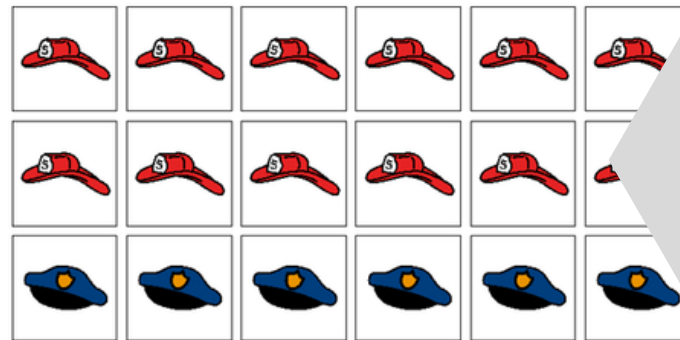
Worksheet pages	Activity	Chapter
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This novel unit has **28 different activities**. These activities are NOT comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

Put the right hat on each performer.



Match the hat to the performer.



For example, students will match the hat to the animal that wore it. Remind students that in the performance, the penguins are firefighters and the seals are policemen.

Suggestions for Use

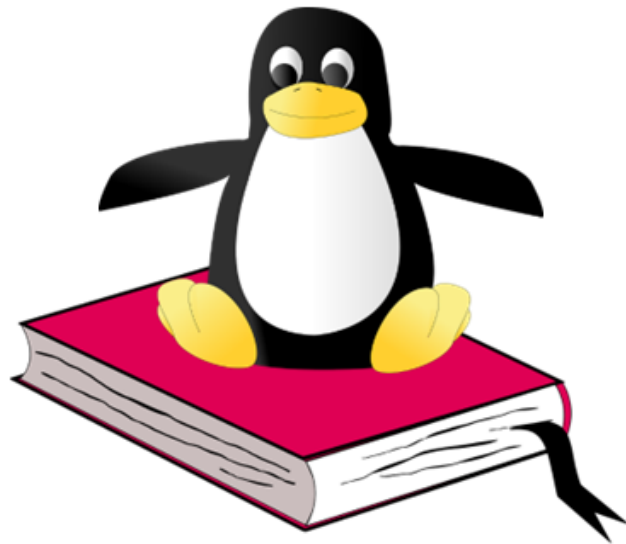
- I made this unit to go along with the book, *Mr. Popper's Penguins* by Richard and Florence Atwater.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 6) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
 - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
 - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
 - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
- It can be a calming experience to sit and listen to the teacher read in a methodical way. For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- You will find activity for most chapters. You will still have plenty to choose from and find those that fit best with your students.
- Differentiation:
 - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
 - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
 - Becomes a matching task.
- There are comprehension questions to accompany this unit. There are 3 questions for every chapter with 3 picture answer choices. You will find these (in color and BW) in a separate file.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

Mr. Popper's Penguins

Novel Unit for Special Education

By
Christa Joy
Special Needs for Special Kids



*This entire novel unit
comes in 2 separate files.
One is completely in color
and one is completely in
black and white.*

This unit comes with a vocabulary board.

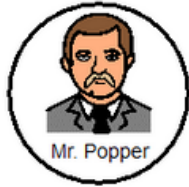
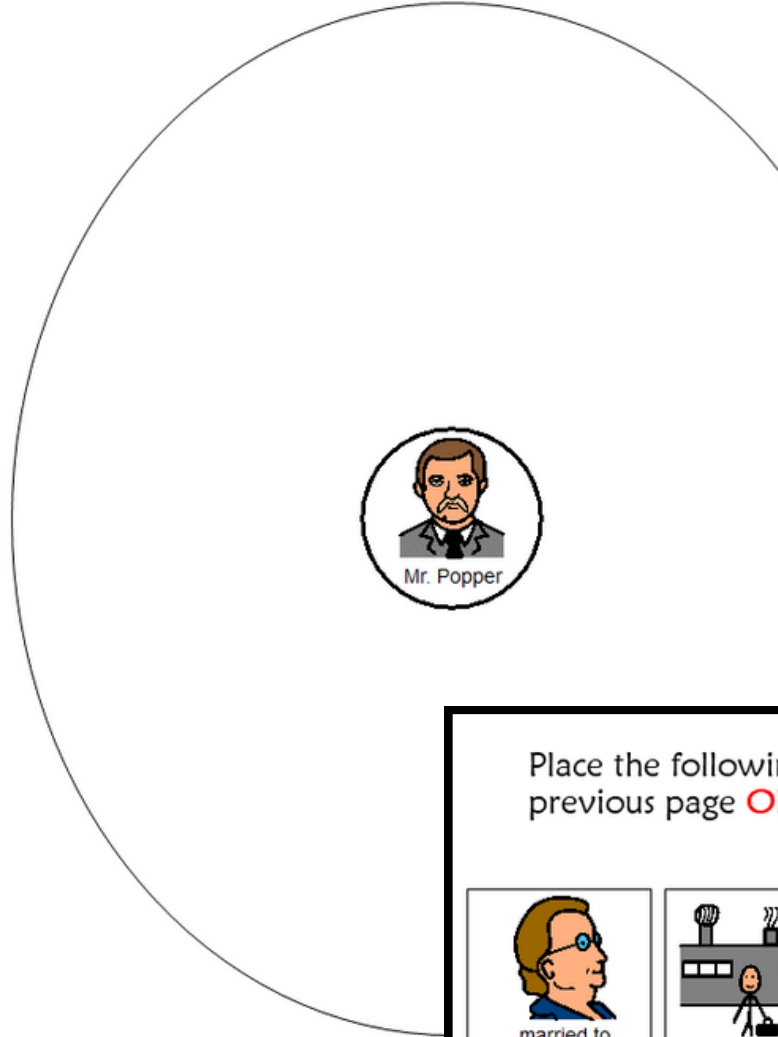
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

Story Board : to use for reading and for class discussions. Laminate and make 1 copy for each student.



In this chapter we meet the main character, Mr. Popper. Place the pictures in the circle map to get a good idea of who Mr. Popper is.








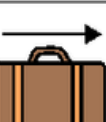









Mr. Popper

Errorless version

Place the following pictures in the circle map on the previous page.

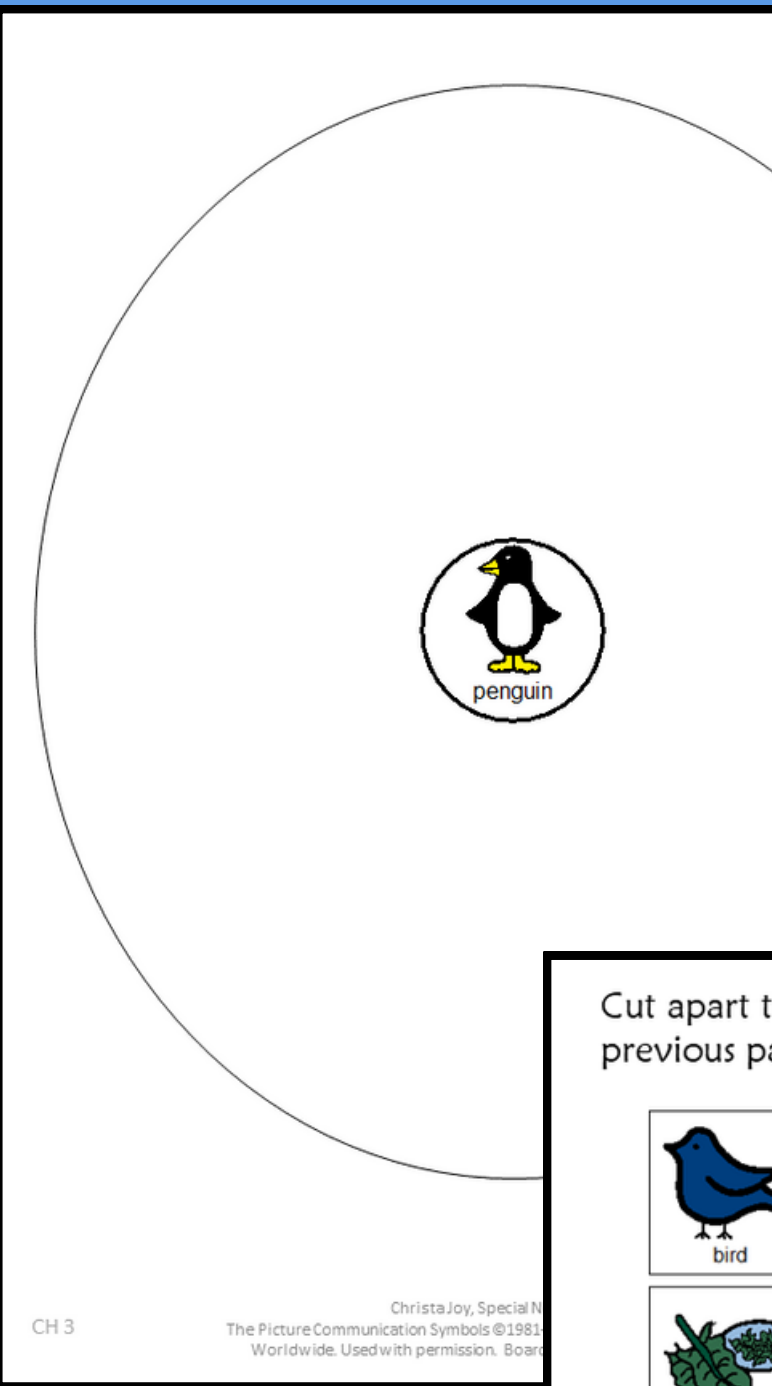
 married to Mrs. Popper	 painter	 Stillwater	 2 kids	 daydream
 wants to travel	 wanted to be a scientist	 does not work in the winter	 happy	 works hard

Place the following pictures in the circle map on the previous page **ONLY** if they relate to Mr. Popper.

 married to Mrs. Popper	 factory worker	 Stillwater	 bus driver	 daydream
 wants to travel	 wanted to be a scientist	 does not work in the winter	 happy	 works hard
 mean	 painter	 plays piano	 2 kids	 lazy




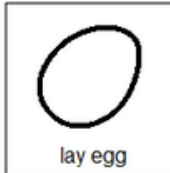
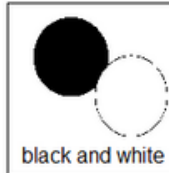





There are circle maps in this unit.

Circle maps are a great way for students to see the big idea.

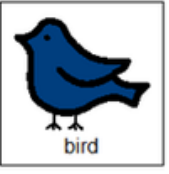

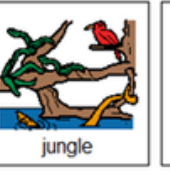
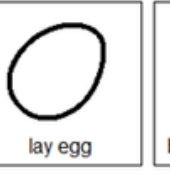



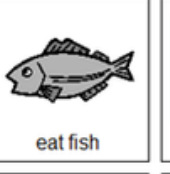


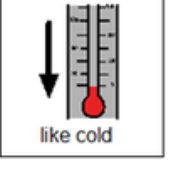
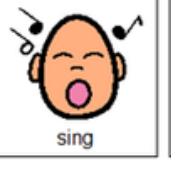
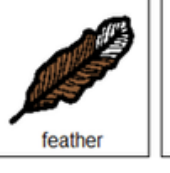
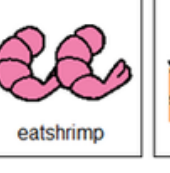
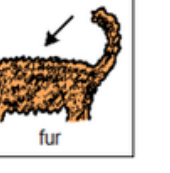


Errorless version

Cut apart the pictures about penguins and place in map on previous page.

 bird	 Antartica	 feather	 lay egg	 black and white
 like cold	 good swimmers	 eat fish	 eatshrimp	 cannot fly

Cut apart the pictures about penguins and place in map on previous page **ONLY** if they relate to penguins.

 bird	 Antartica	 jungle	 lay egg	 black and white
 eat spinach	 good swimmers	 eat fish	 live in a pond	 cannot fly
 like cold	 sing	 feather	 eatshrimp	 fur

Each circle map comes with 2 choices:

An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

Some animals, like penguins like the really cold weather. Other animals like, snakes, like hot weather. Sort the animals into the climate you think they prefer.















HOT



COLD

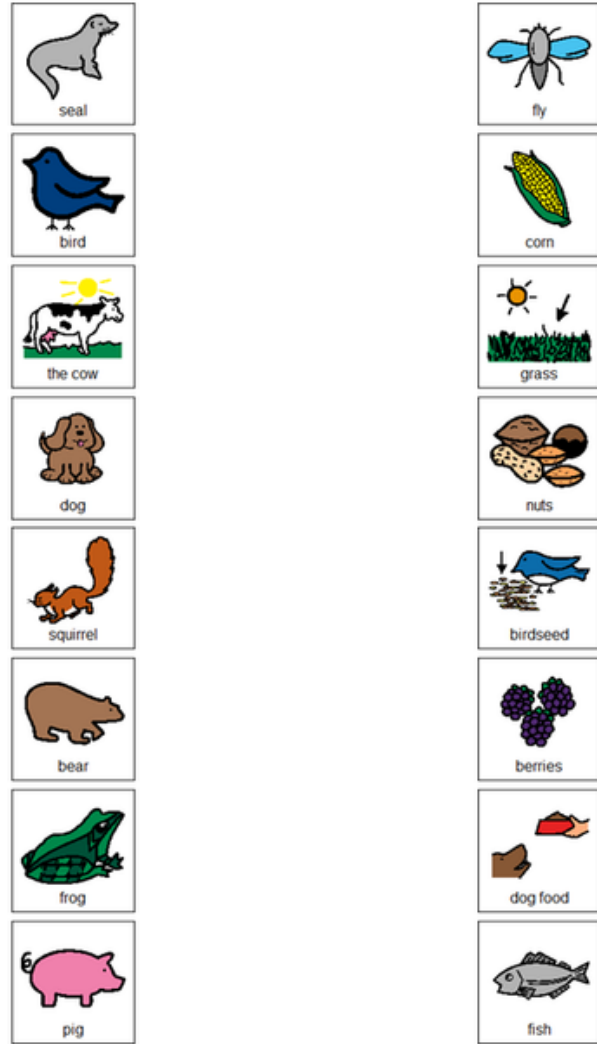
Cut apart and sort into the correct column on previous page. Use color coding for differentiation as needed.

 gorilla	 sea lion	 leopard	 polar bear	 monkey
 hare	 lion	 arctic fox	 frog	 penguin
 snake	 walrus	 elephant	 snowy owl	 parrot
 seal	 tiger	 elk	 bat	 killer whale

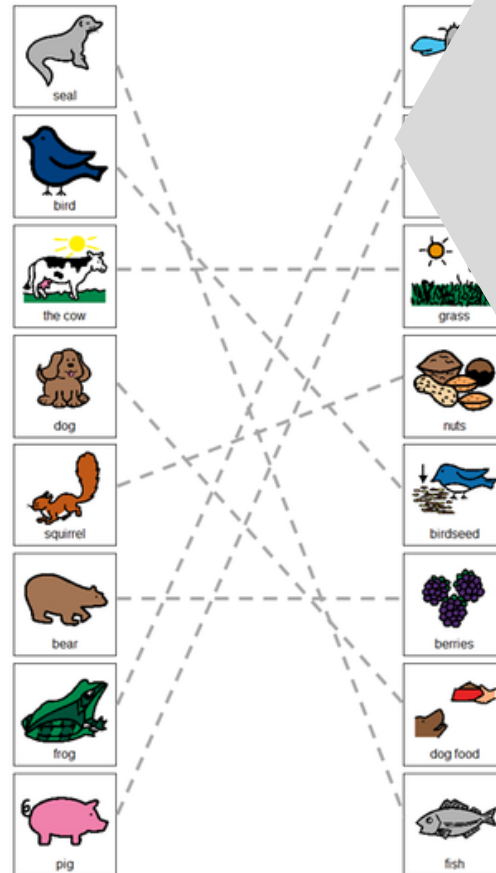
There are sorting activities.

Directions on how to add differentiation are included.

Draw a line, matching the animal with the food it would normally eat.



Trace the line, matching the animal with the food it would normally eat.



There are matching activities.
Directions on how to add
differentiation are included.

What will the North Pole be like for Mr. Popper?

1. I think the North Pole will be:

2. I think Mr. Popper will

it there.

3. I think the penguins will be:

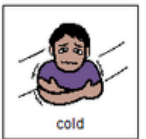
4. I think Mr. Popper will stay:

5. I think it was a

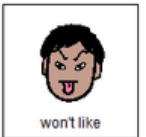
choice for Mr. Popper to go.

Have students pick one choice for each question to complete the writing prompt on the previous page. They could also come up with their own answers!

1



2



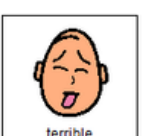
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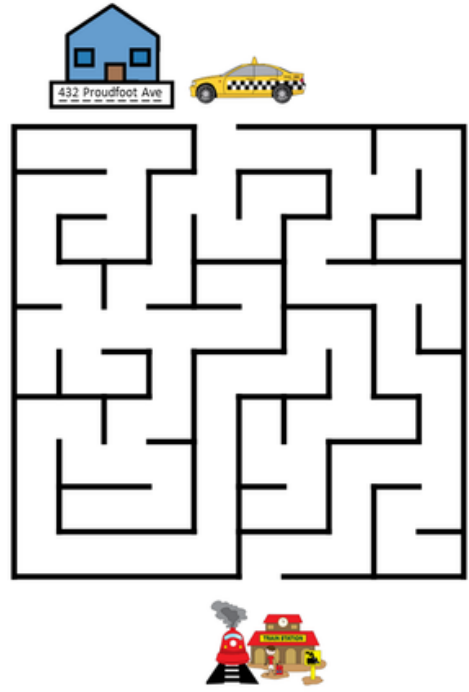
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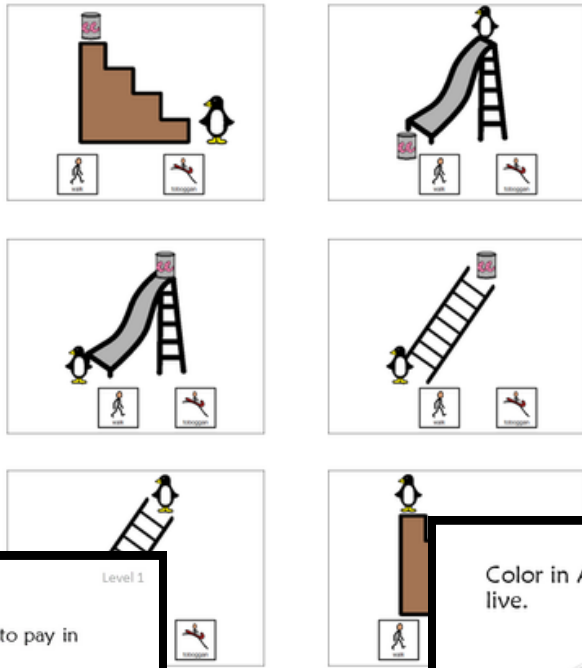
There are writing prompts.

Students can choose from the pictures (making this an errorless activity) or write in their own answers.

Help the taxi find its way to the train station from the Popper home.

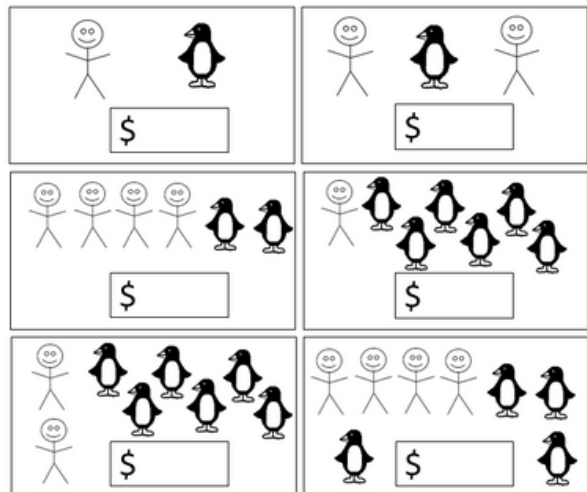
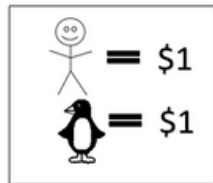


Captain Cook really loves his shrimp. He also likes to slide down the stairs. Look at each picture below. Circle how he would get to each can.

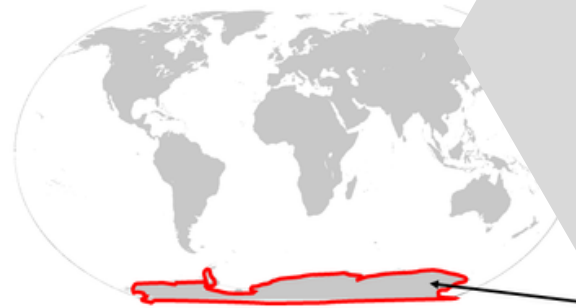


Level 1

the total bus fare Mr. Popper would have to pay in re.



Color in Antarctica on the map. This is where penguins live.



Color in Antarctica. This is what the entire continent looks like.



Because there are so many activities, you can choose the ones that fit your students the best.

CH 1

1. What does Mr. Popper do for a living?



house painter



baker



factory worker

2. What does Mr. Popper wish he had done?



college



travel



marriage

3. Where is the one place Mr. Popper wishes he could visit?



Polar region



volcano



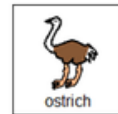
rain forest

Christa Joy, Special Needs for Special Kids

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CH 2

1. What animal is Mr. Popper's favorite?



ostrich

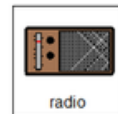


flamingo



penguin

2. What does Mr. Popper use to listen to the expedition from Antarctica?



radio



television



computer

3. Who was sending Mr. Popper a surprise?



president



king



Admiral Drake

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This unit does come with comprehension questions.

There are 5 questions for every chapter. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!