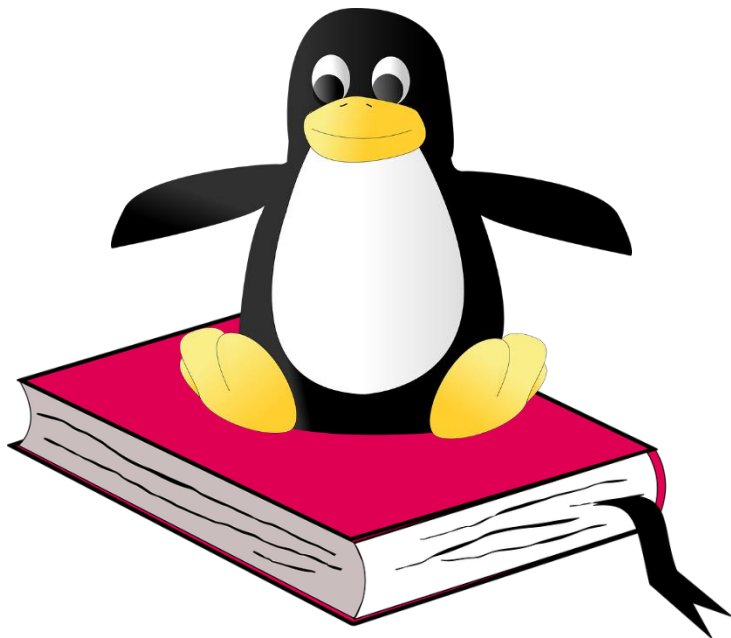


# Mr. Popper's Penguins

## Novel Unit for Special Education

By  
Christa Joy  
Special Needs for Special Kids



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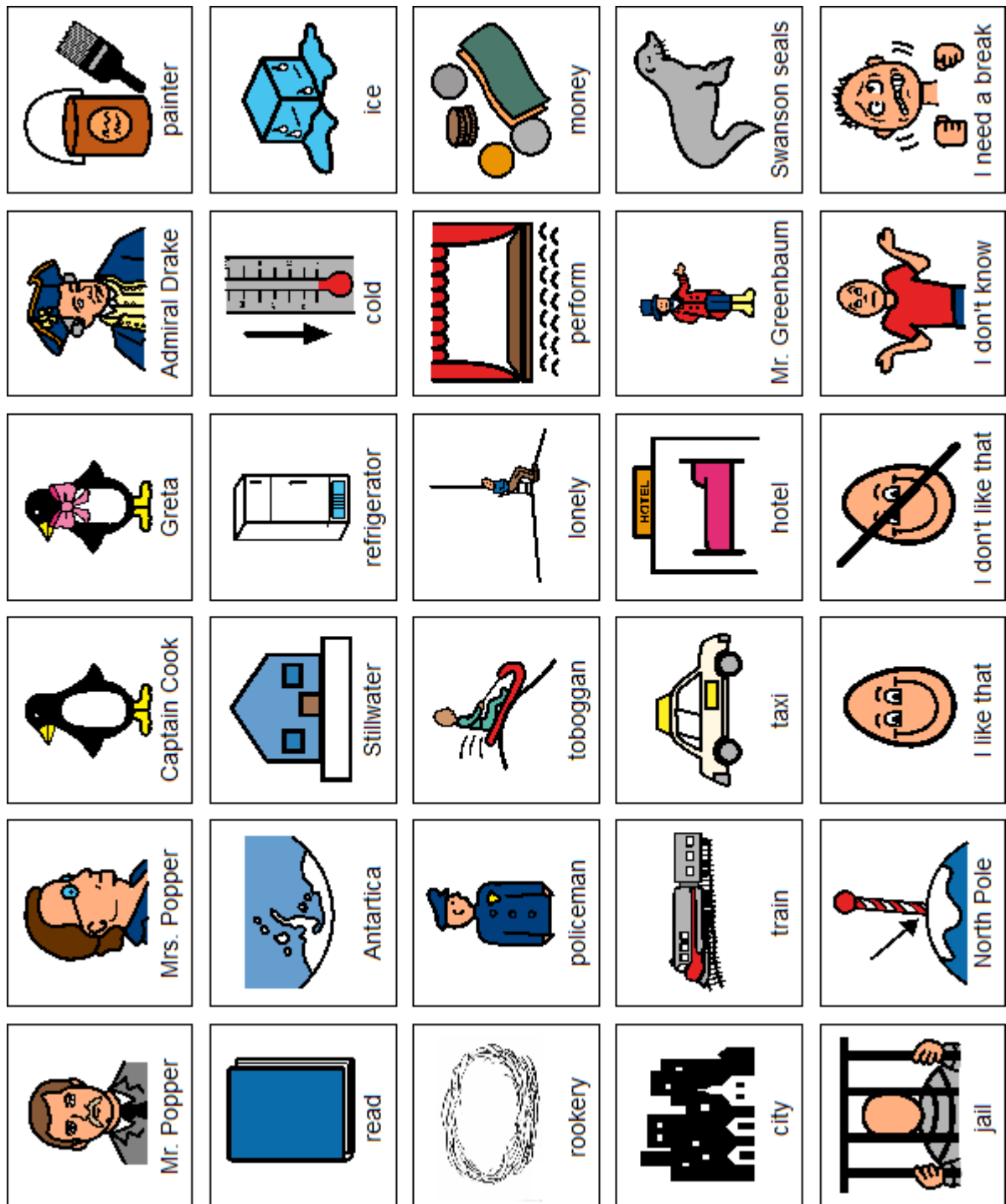
# Suggestions for Use

- 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 ½-1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 7-8) 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.

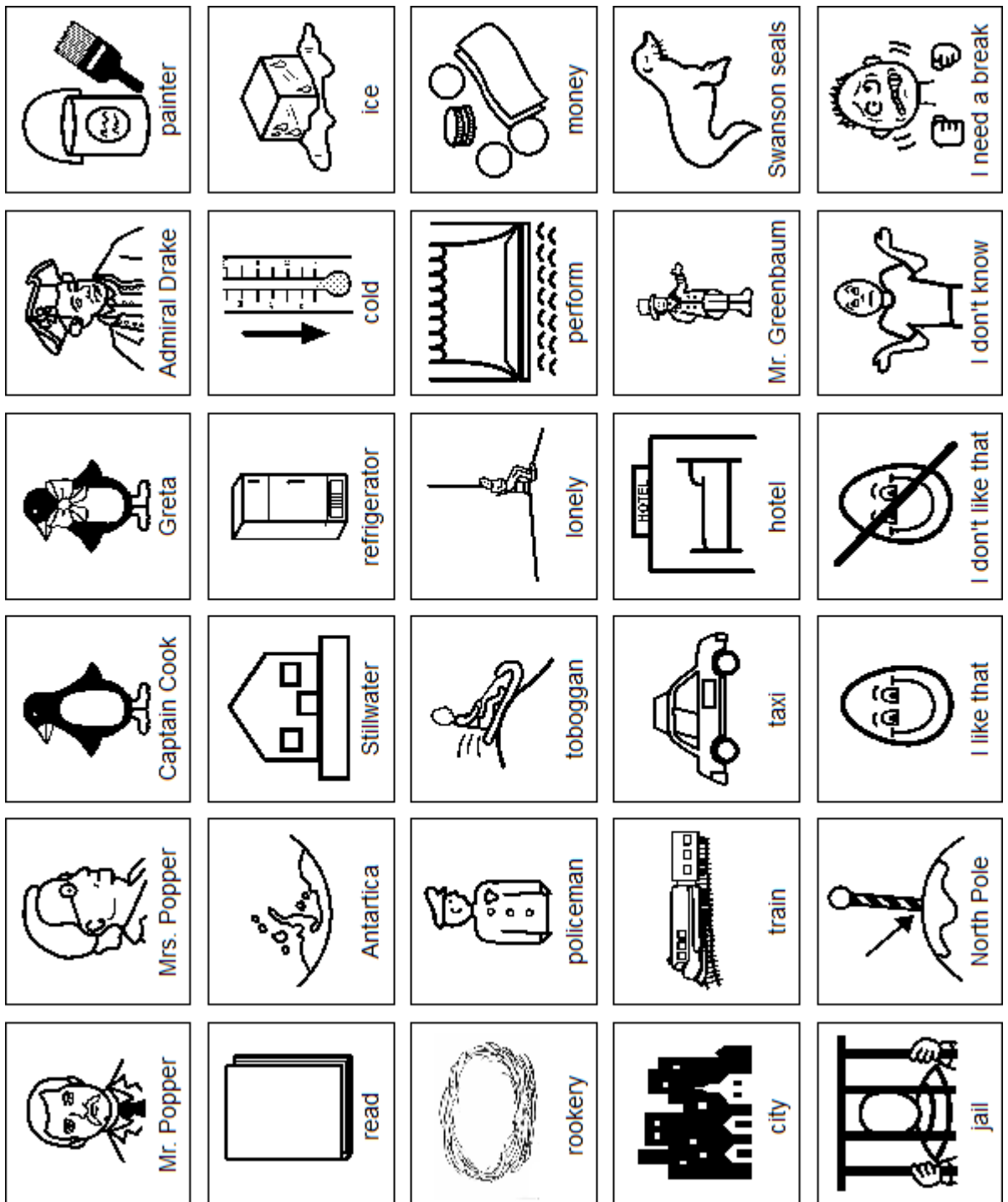
# Suggestions for Use

- 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.
- As you finish each chapter, there is an activity for your students to complete.
- 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.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.
- *I have started adding an option to use when you want students to have to choose between correct and incorrect answers in some of the activities. I am still including an errorless version as well. Hopefully, this will address even more learning levels in your class!*

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



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





Title and Author. Cut out the boxes at the bottom and paste in the correct location.

Title



Author



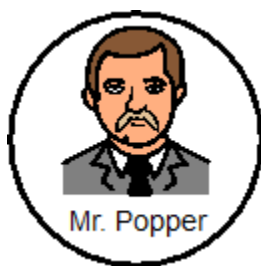
Mr.  
Popper's  
Penguins



By  
Richard and  
Florence  
Atwater



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.



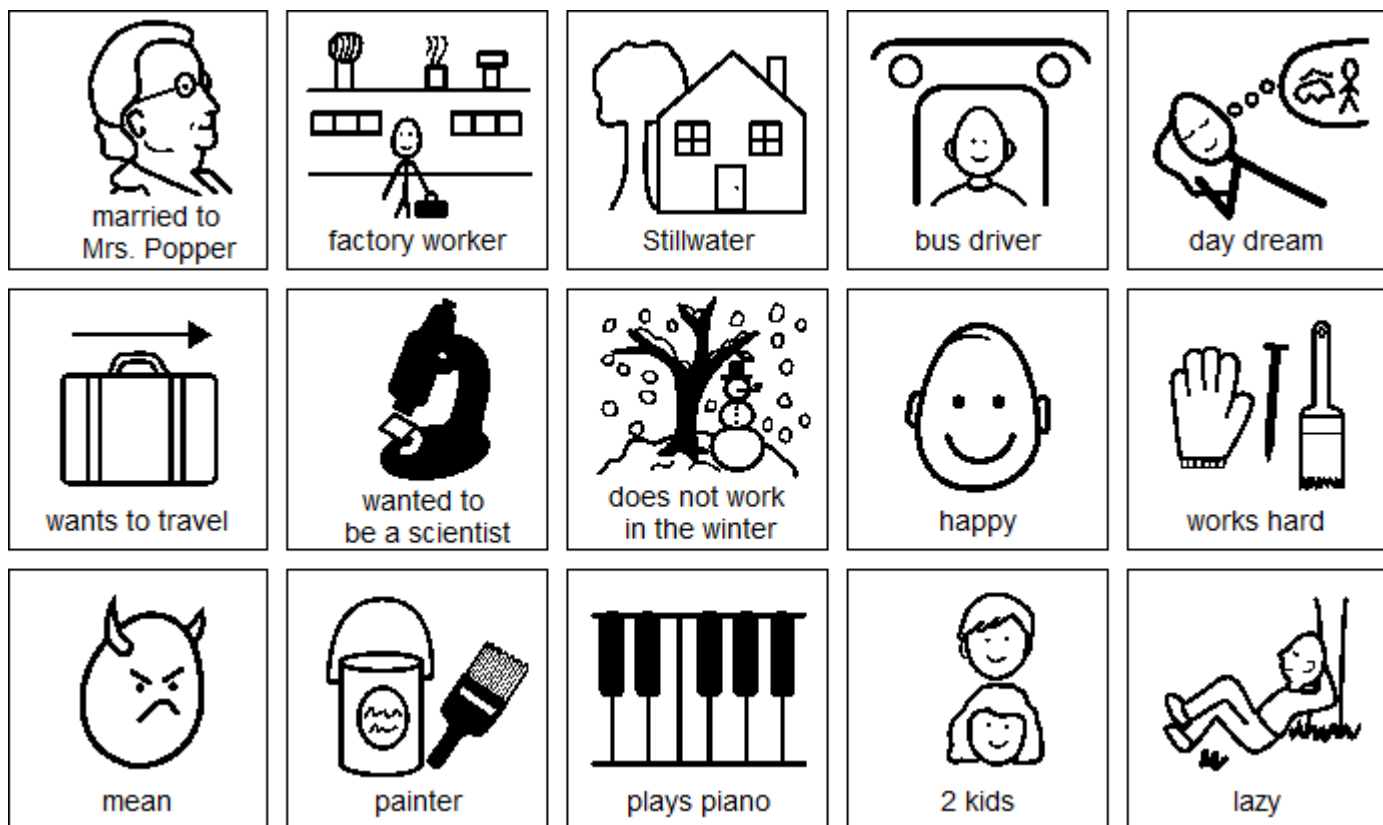
Place the following pictures in the circle map on the previous page.



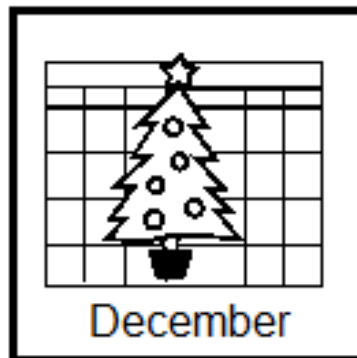
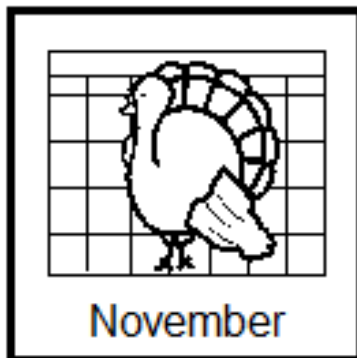
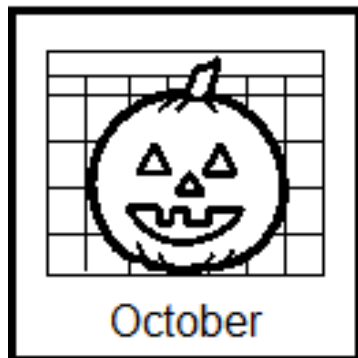
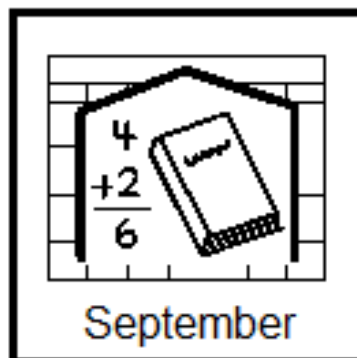
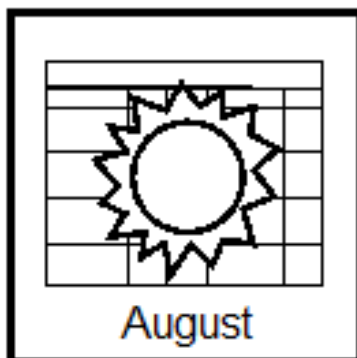
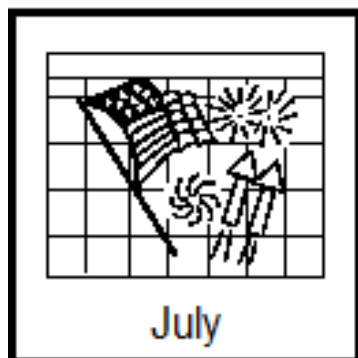
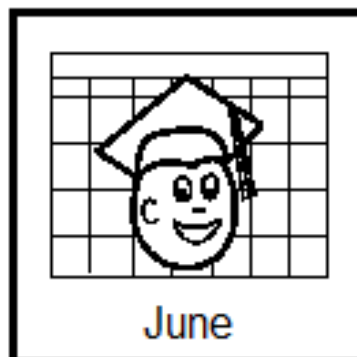
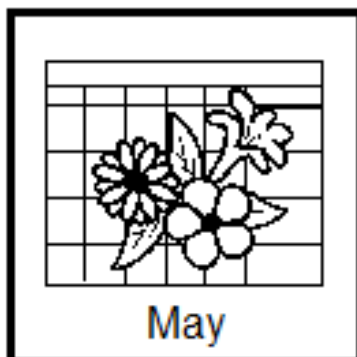
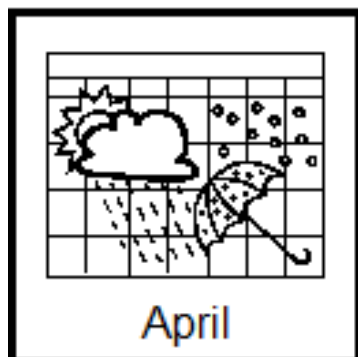
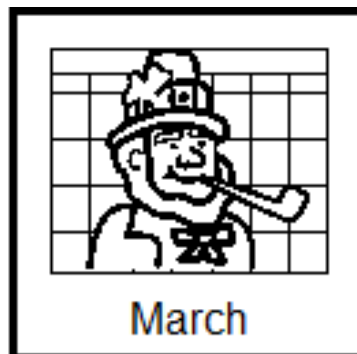
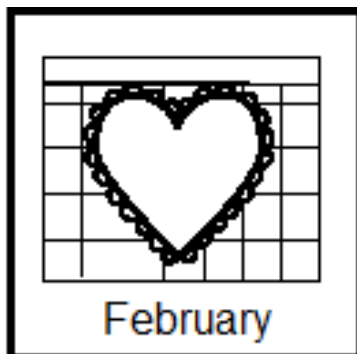
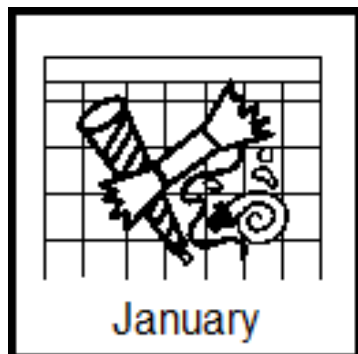
Place the following pictures in the circle map on the previous page **ONLY** if they relate to Mr. Popper.



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



Color in the months that Mr. Popper works. Remember, he works spring through fall.



Mr. Popper really likes penguins. Do you think they would make a good pet? Sort the following animals into those that would be good pets and those that would not.

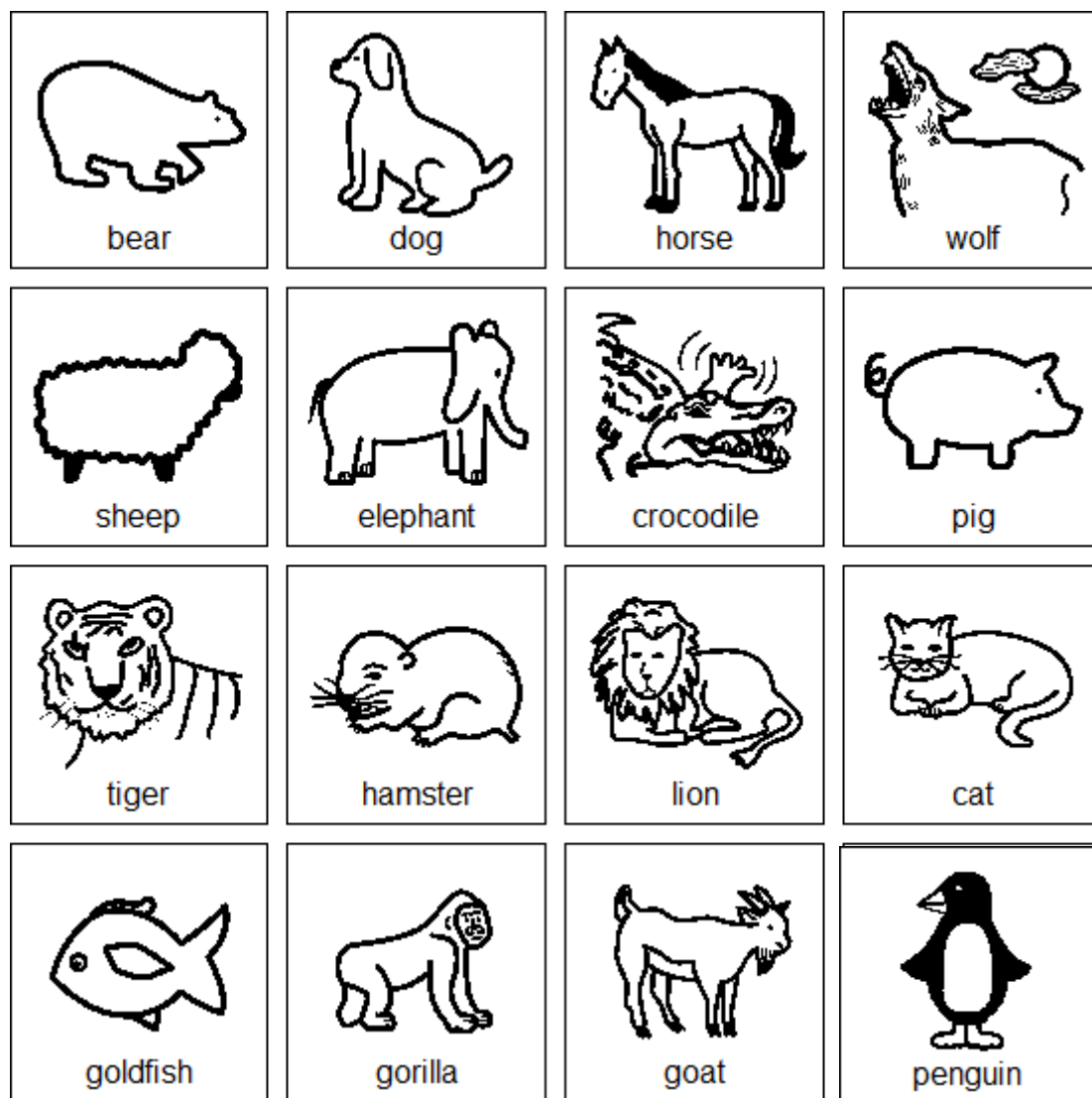


Cut apart and sort into the correct column on previous page. Use color coding for differentiation as needed.



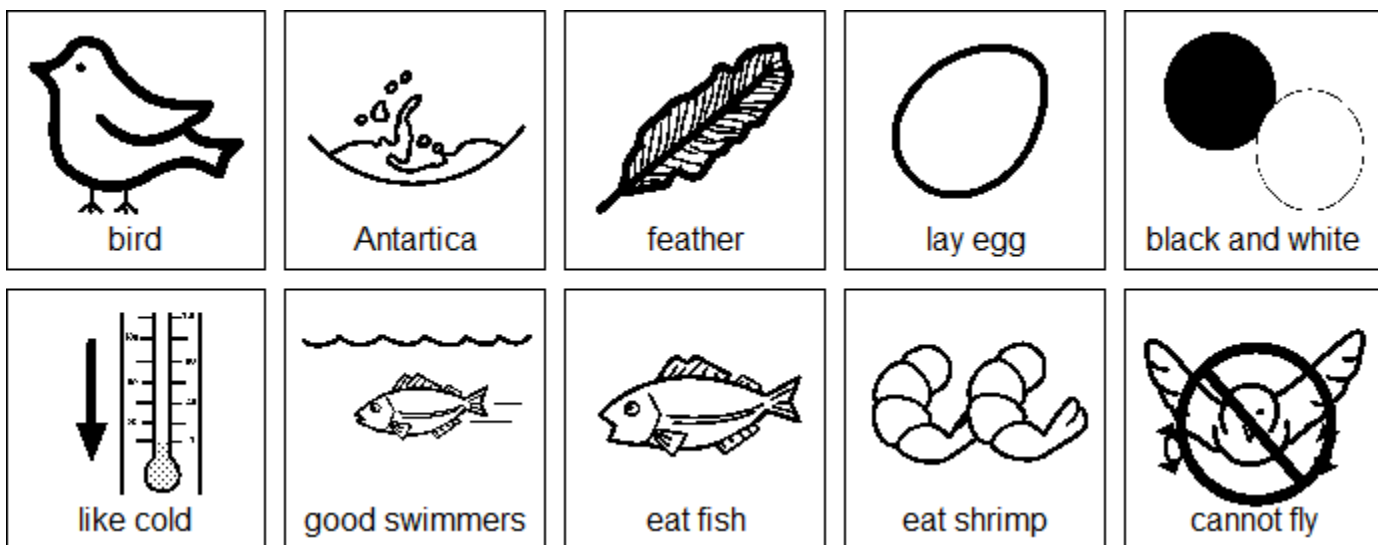
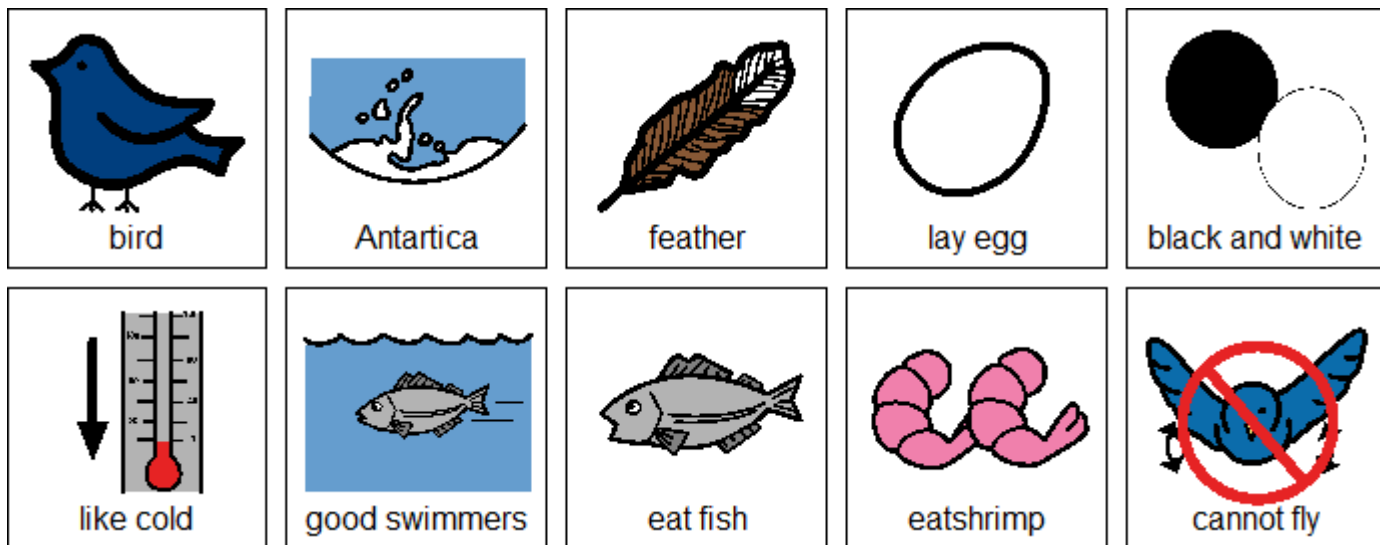


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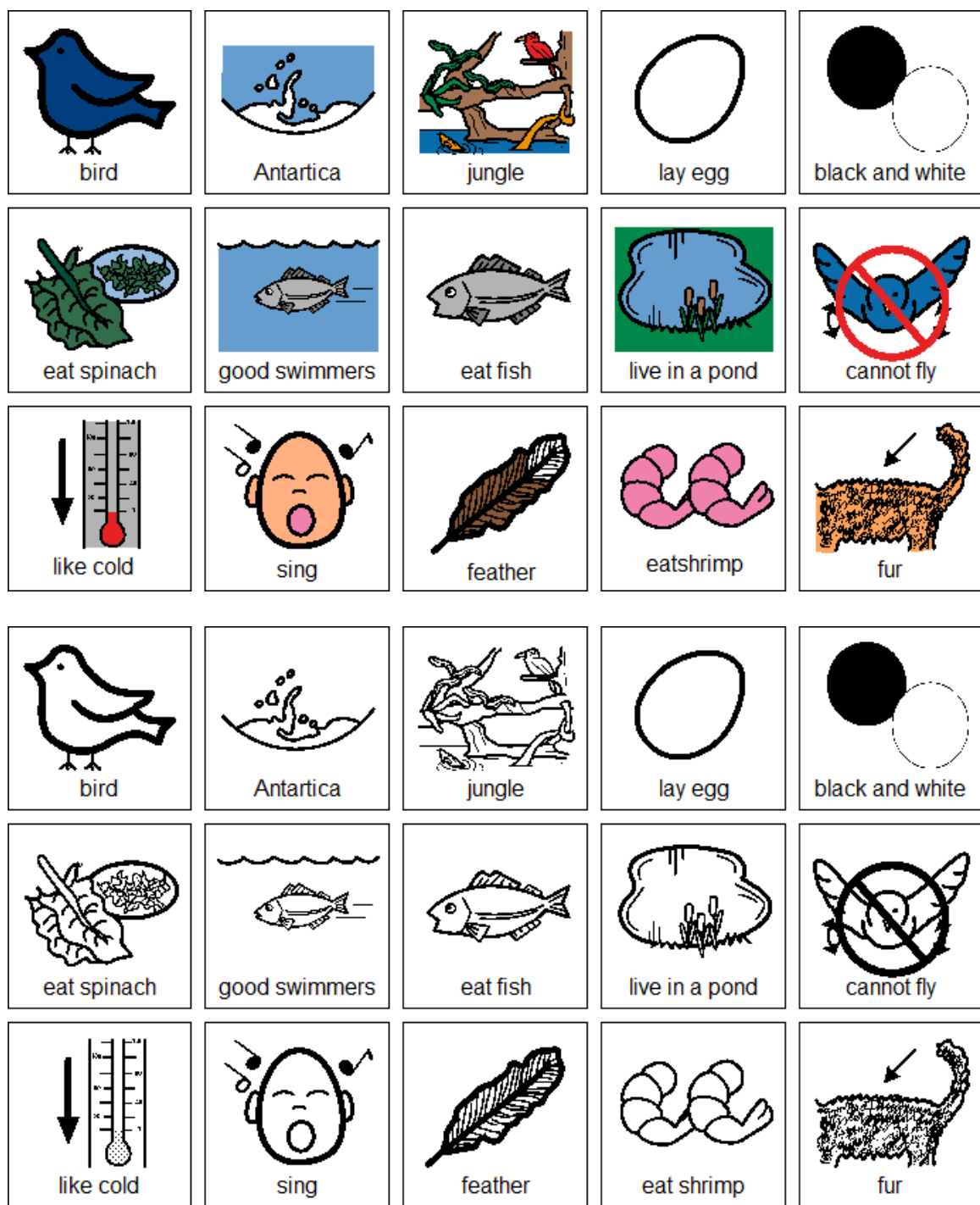




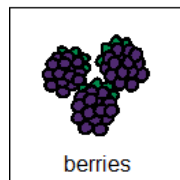
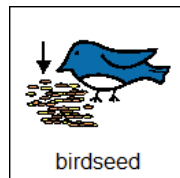
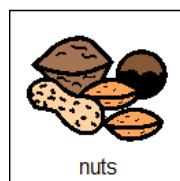
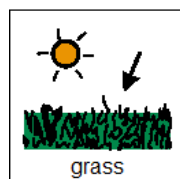
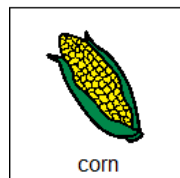
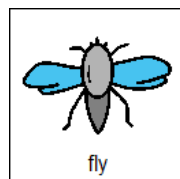
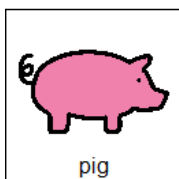
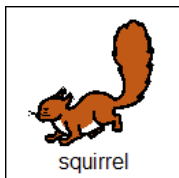
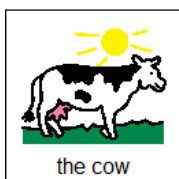
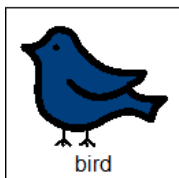
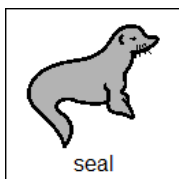
Cut apart the pictures about penguins and place in map on previous page.



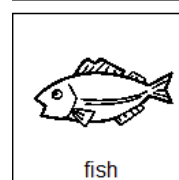
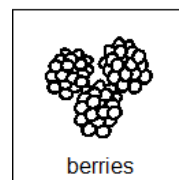
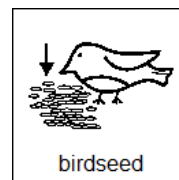
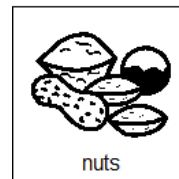
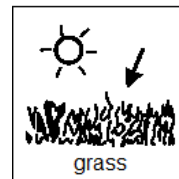
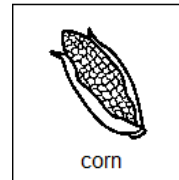
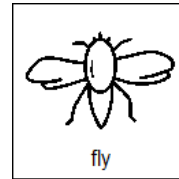
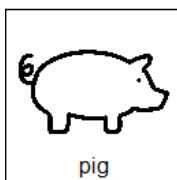
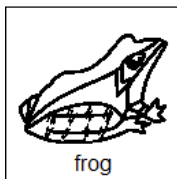
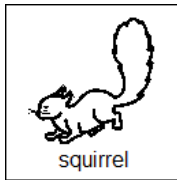
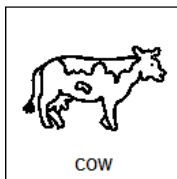
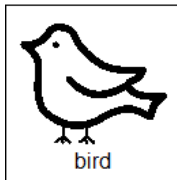
Cut apart the pictures about penguins and place in map on previous page **ONLY** if they relate to penguins.



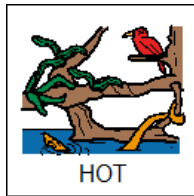
Draw a line, matching the animal with the food it would normally eat.



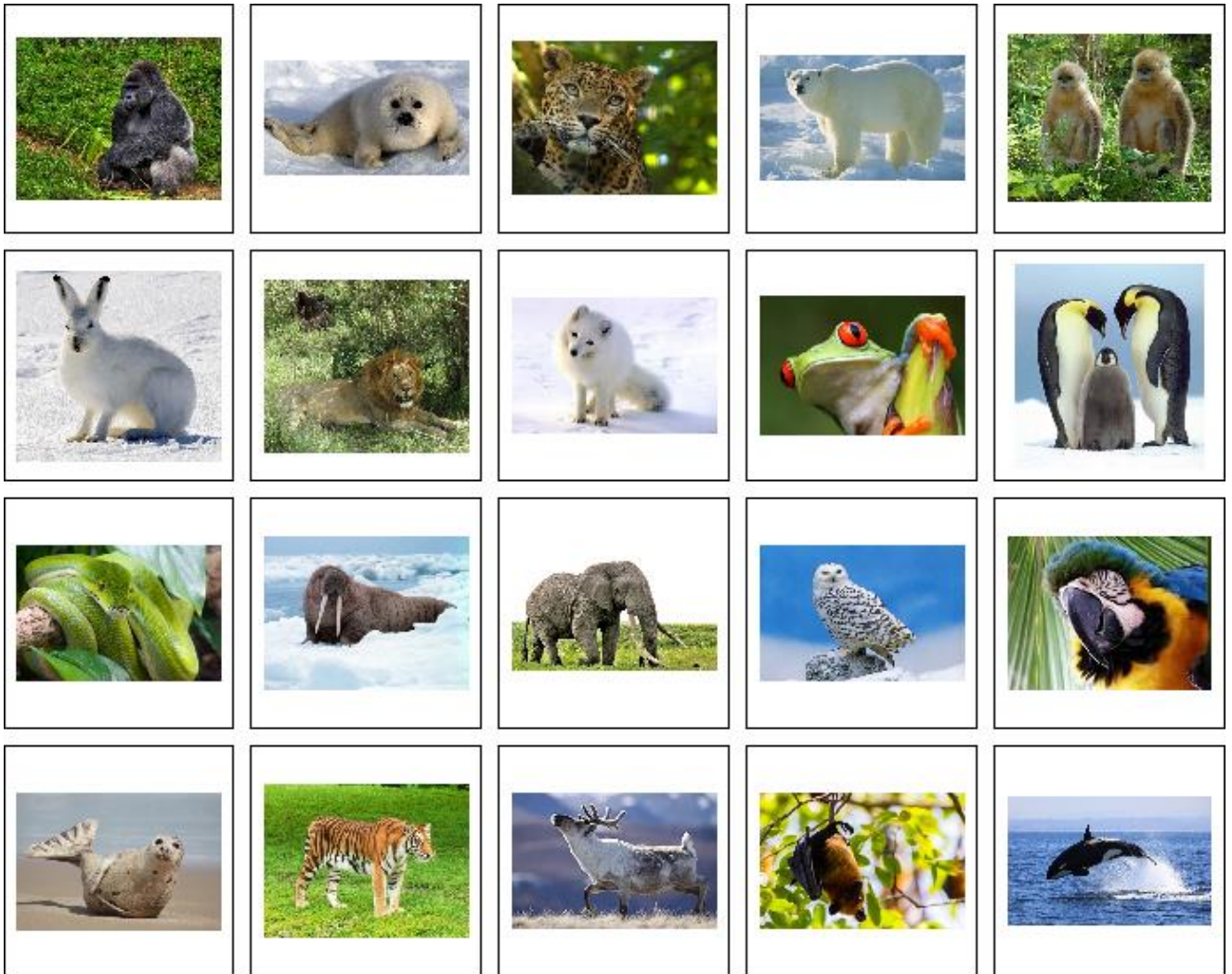
Draw a line, matching the animal with the food it would normally eat.



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.



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

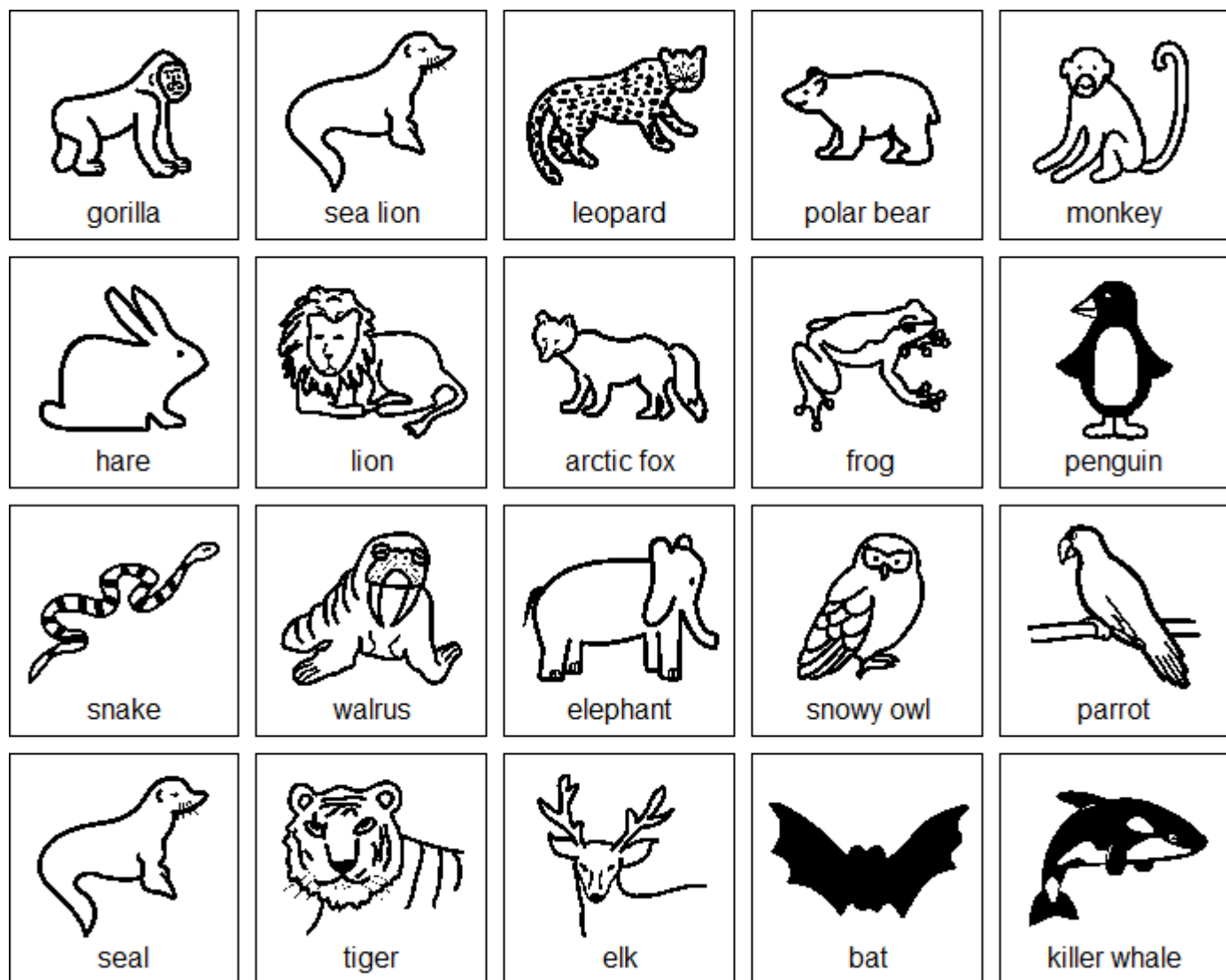




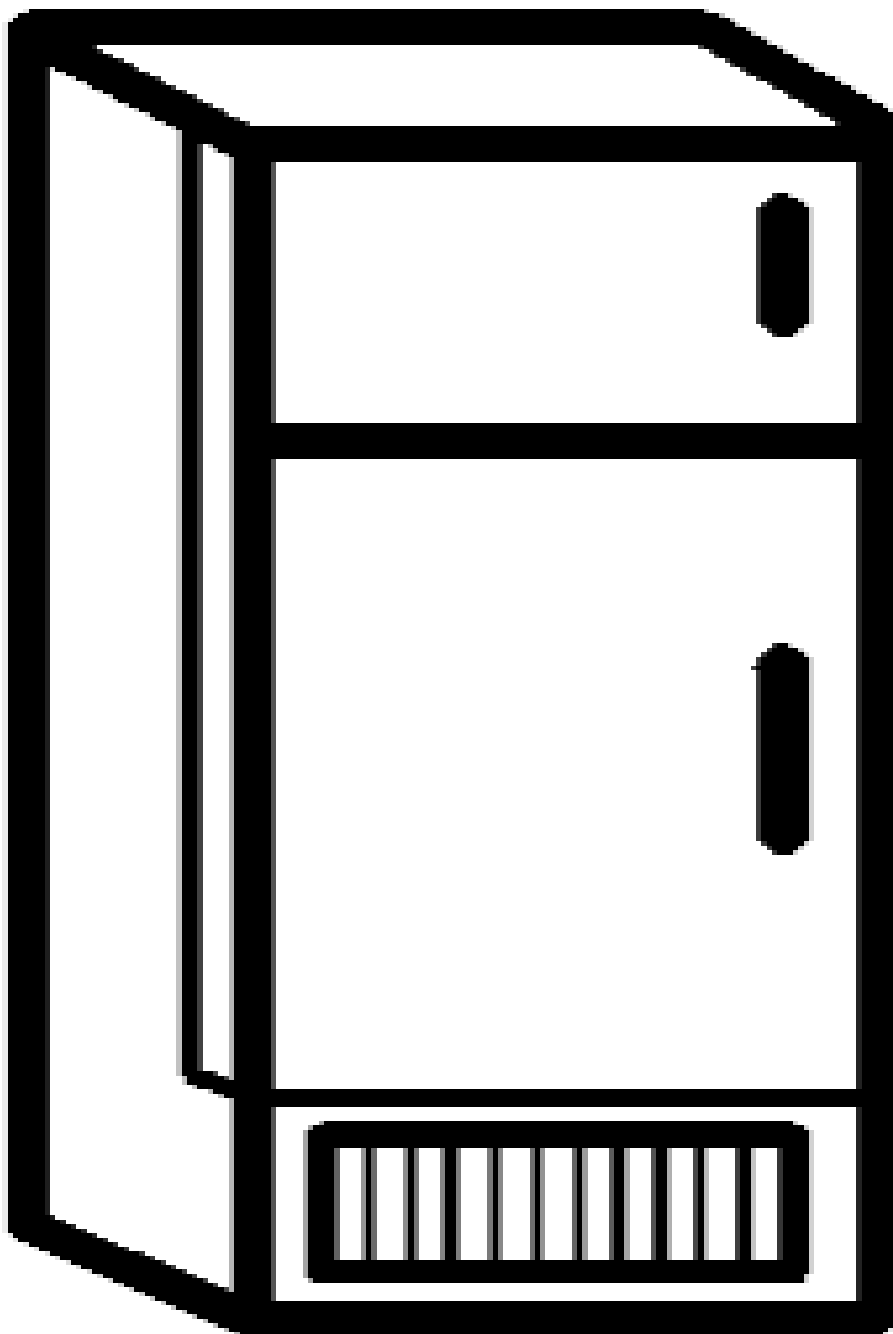
Cut apart and sort into the correct column on previous page. Use color coding for differentiation as needed.



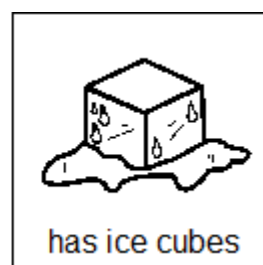
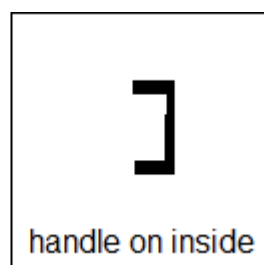
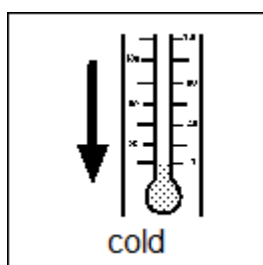
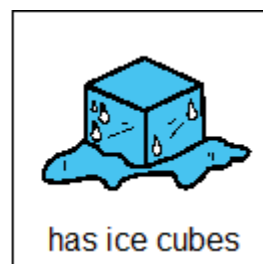
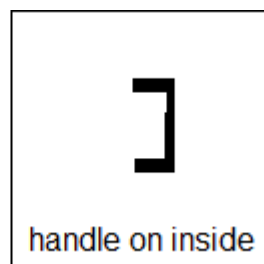
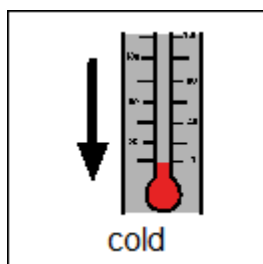
Cut apart and sort into the correct column on previous page. Use color coding for differentiation as needed.



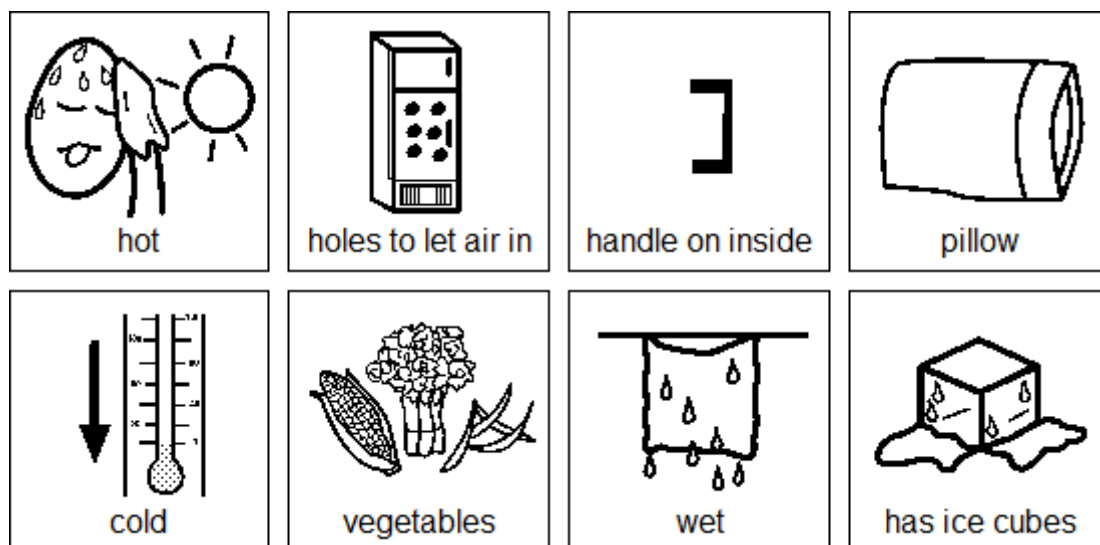
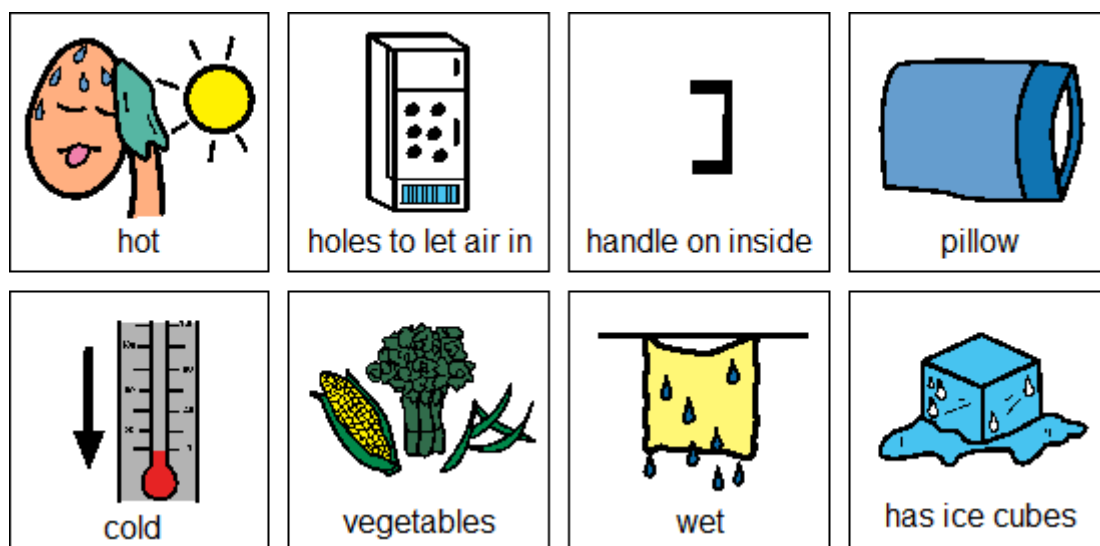
Mr. Popper decides to use the refrigerator for a home for the penguins. Place the reasons why a refrigerator is a good choice in the picture below.




Place the pictures in the refrigerator on the previous page to show why it is a good choice for the penguins.






Place the pictures in the refrigerator on the previous page to show why it is a good choice for the penguins.



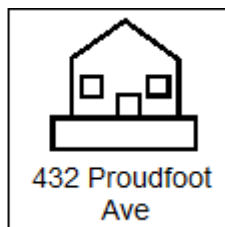
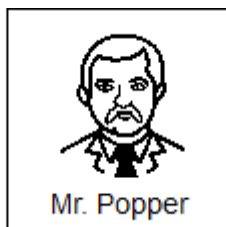
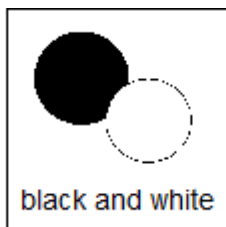
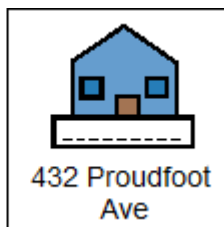
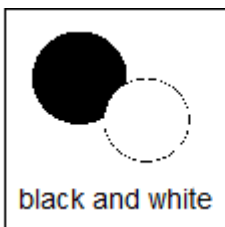
Help Mr. Popper fill out his license for Captain Cook.

	<h2 style="text-align: center;">Penguin License</h2>
	<ol style="list-style-type: none"> <li>1. Owner's name: _____</li> <li>2. Penguin's name: _____</li> <li>3. Address: _____</li> <li>4. Color of penguin: _____</li> <li>5. Original home of penguin: _____</li> <li>6. Is he friendly?      yes      no</li> </ol>

Help Mr. Popper fill out his license for Captain Cook.

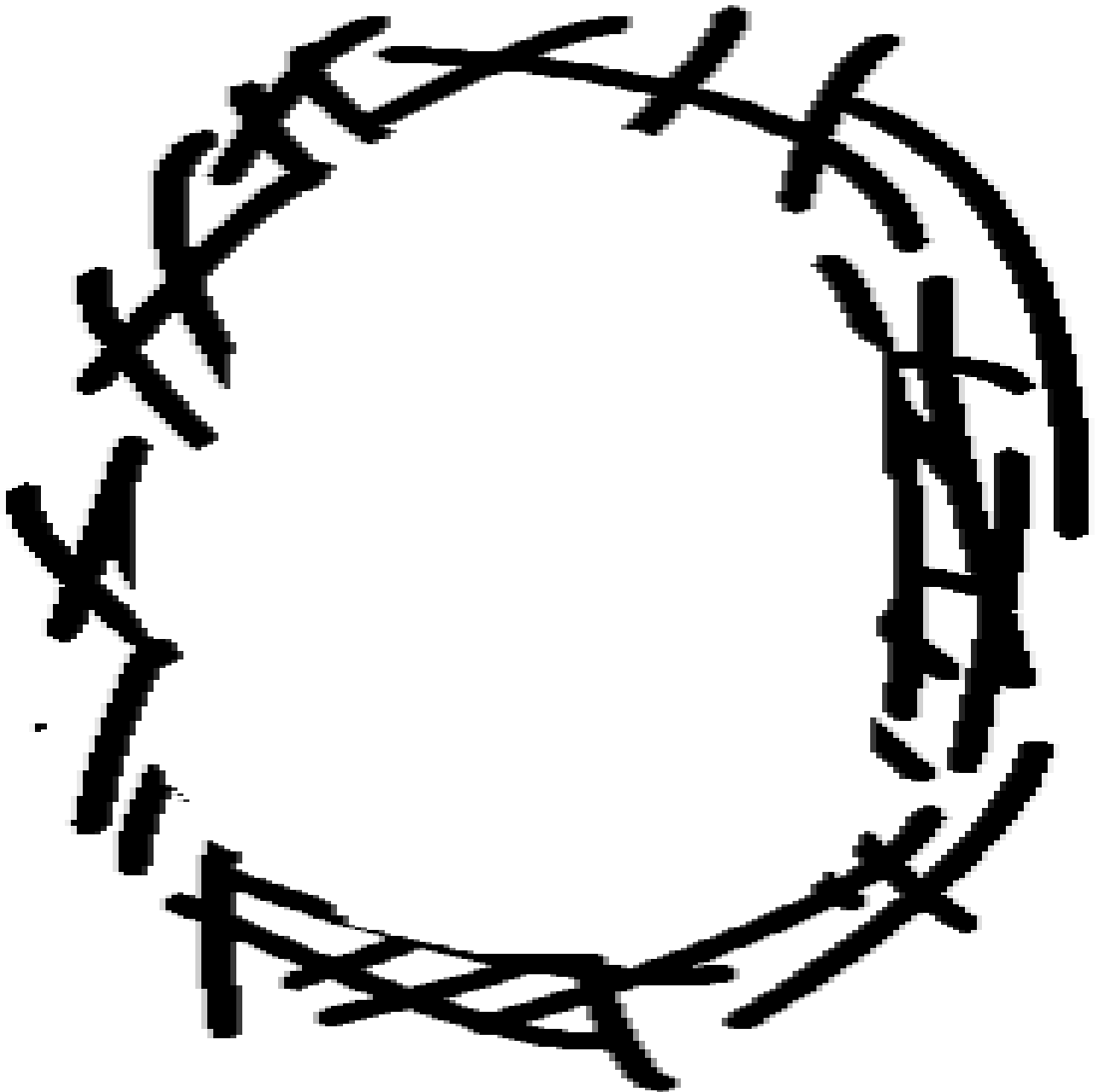
	<h1>Penguin License</h1>
	<ol style="list-style-type: none"> <li>1. Owner's name: <input data-bbox="778 506 948 674" type="text"/></li> <li>2. Penguin's name: <input data-bbox="778 693 948 861" type="text"/></li> <li>3. Address: <input data-bbox="605 815 775 983" type="text"/></li> <li>4. Color of penguin: <input data-bbox="819 977 989 1145" type="text"/></li> <li>5. Original home of penguin: <input data-bbox="1028 1193 1198 1362" type="text"/></li> <li>6. Is he friendly?           <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="739 1423 918 1605" style="text-align: center;">               nice           </div> <div data-bbox="988 1423 1166 1605" style="text-align: center;">               mean           </div> </div> </li> </ol>

Use the following to fill out version 2.

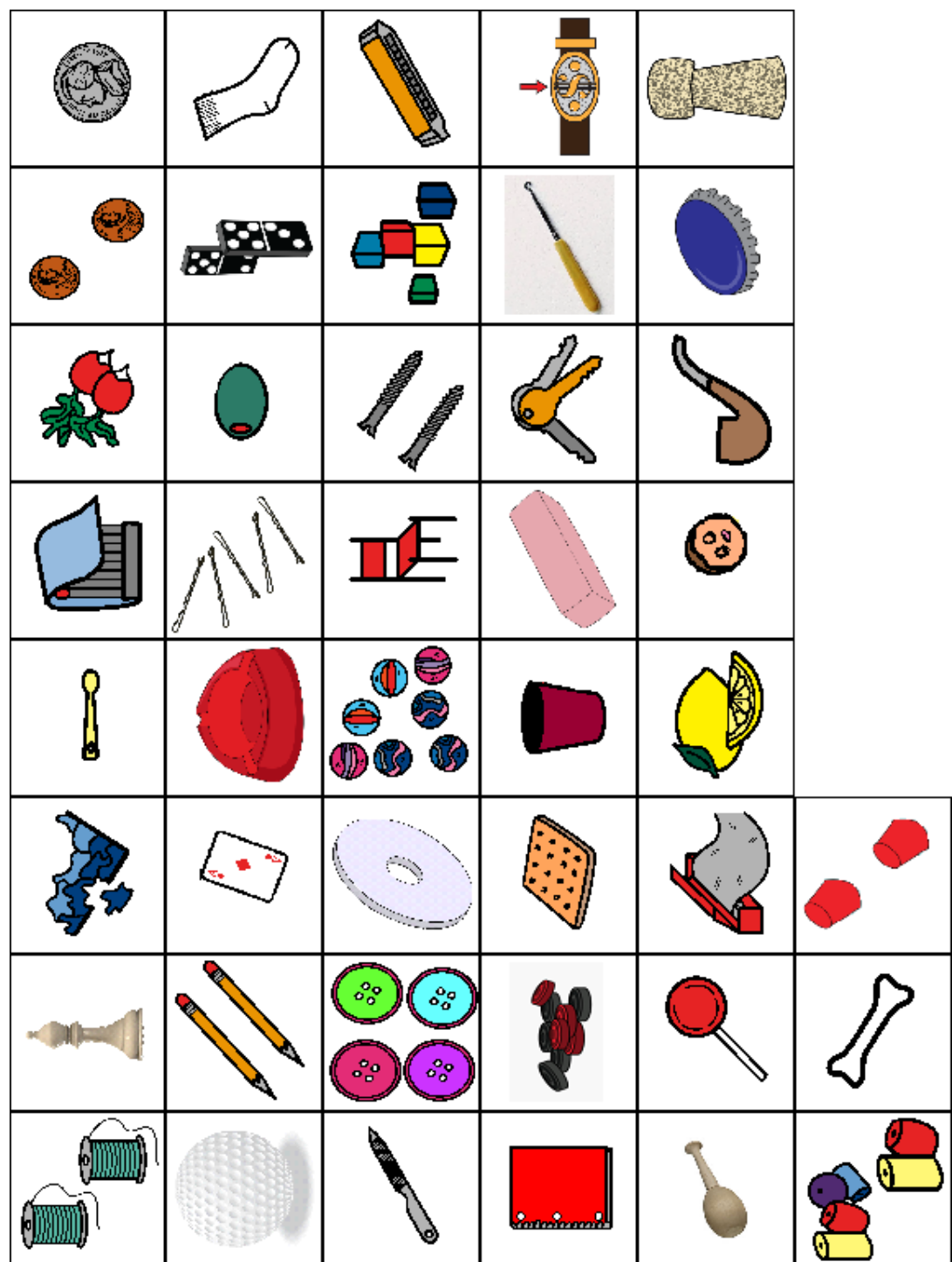




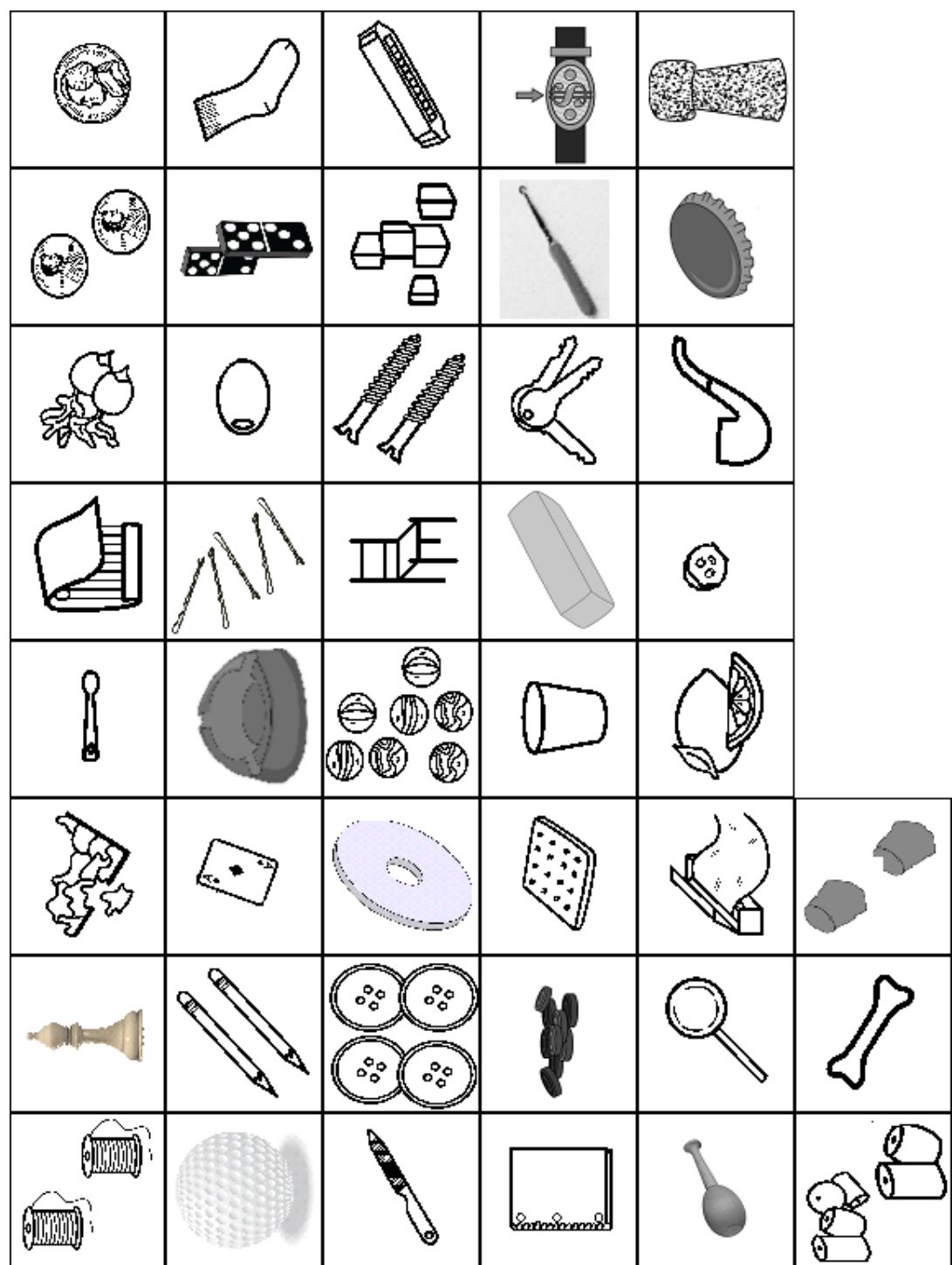
Captain Cook gathers all kinds of things for his rookery (nest).  
Add all the pictures on the next page to Captain Cook's rookery.



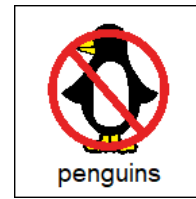
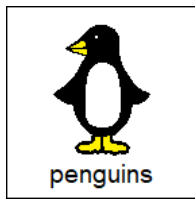
Place the following items in the rookery on the previous page.  
Just pile them all on top of one another. There are A LOT!!!



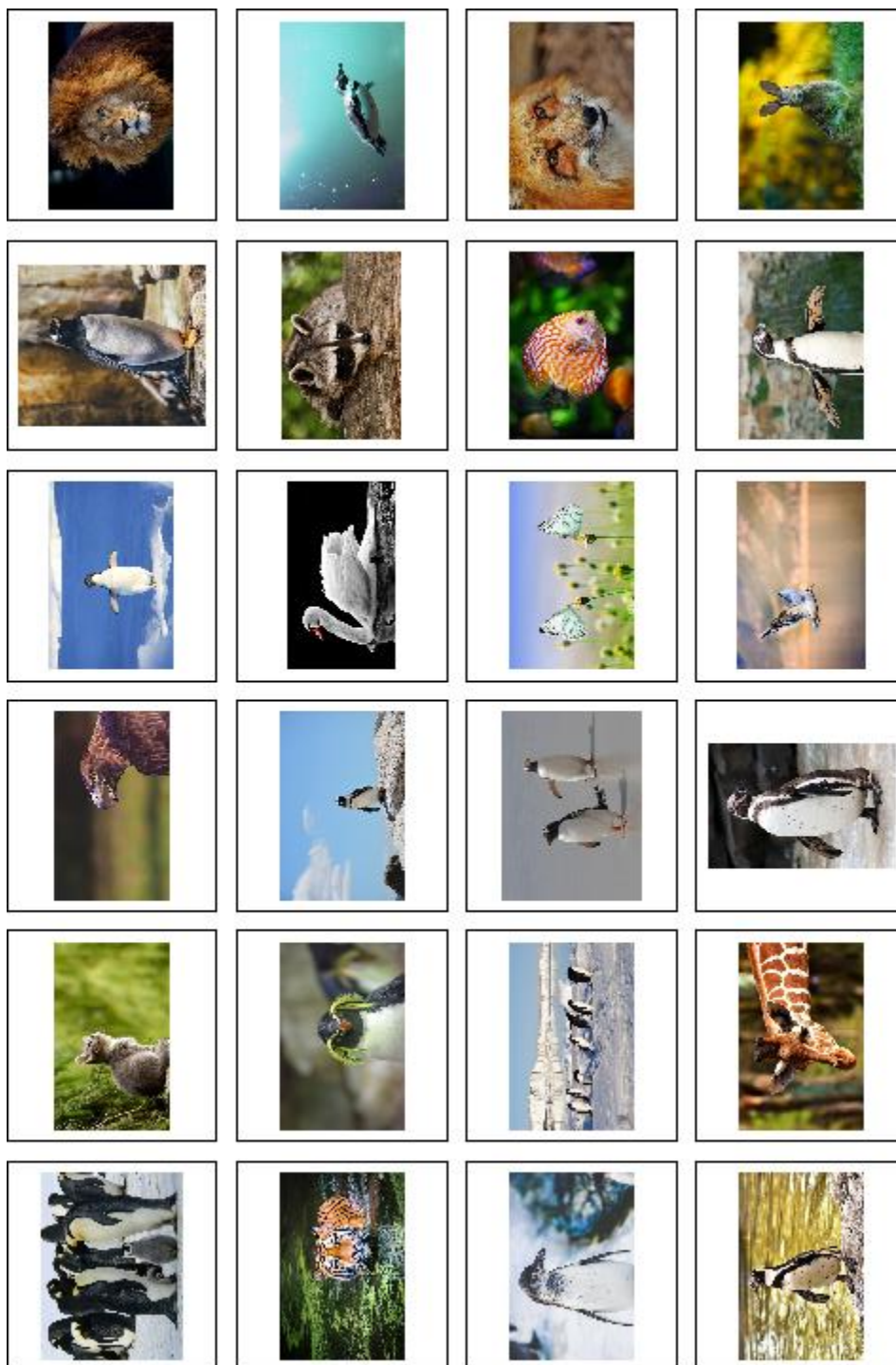
Place the following items in the rookery on the previous page.  
Just pile them all on top of one another. There are A LOT!!!



Sort the following photos of animals on the next page into those that are penguins and those that are not penguins.



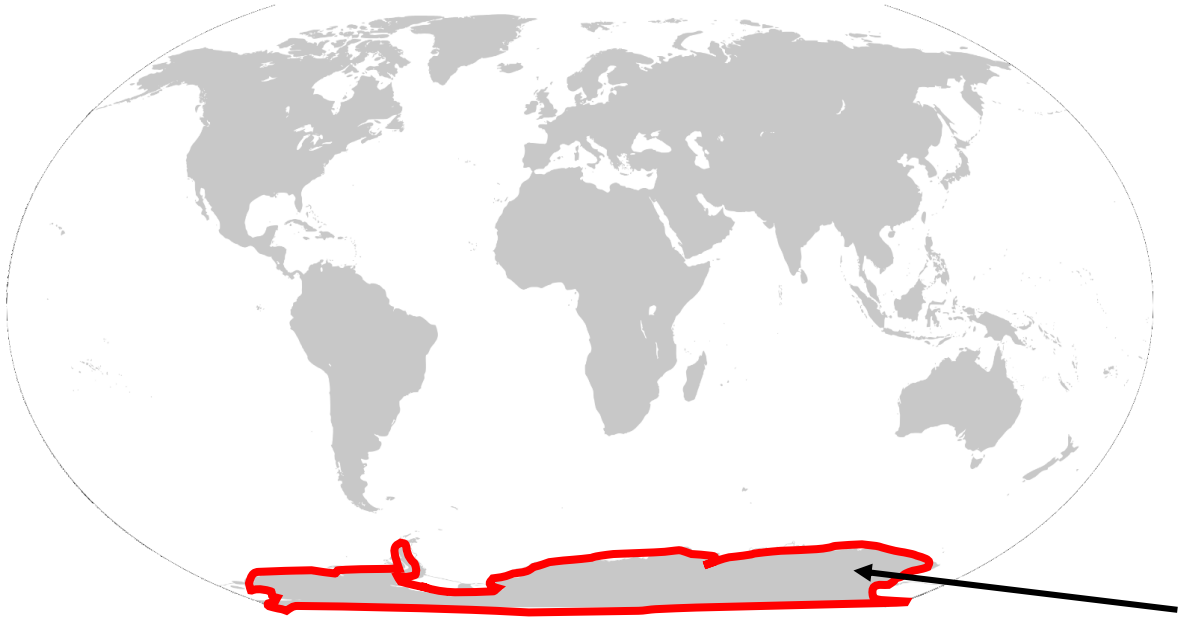
Sort the photos into the correct column on the previous page.



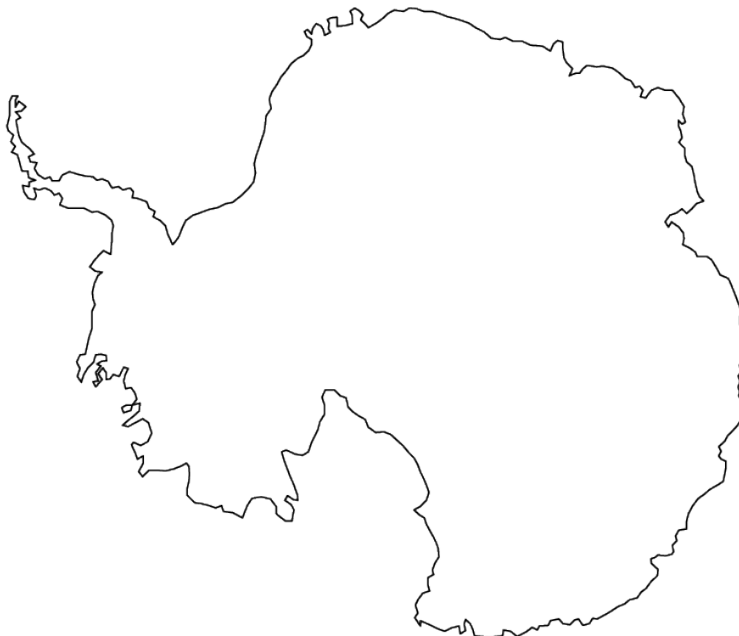
Sort the photos into the correct column on the previous page.



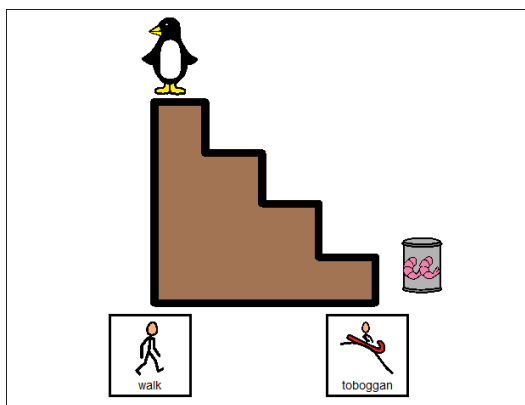
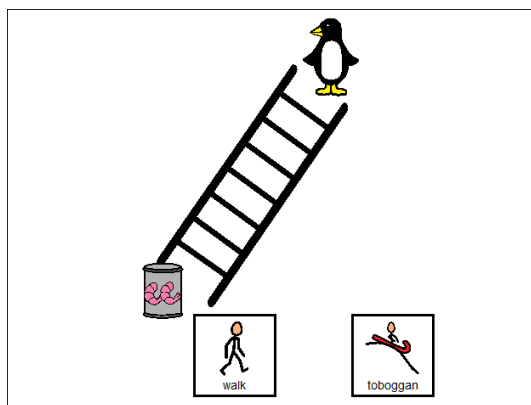
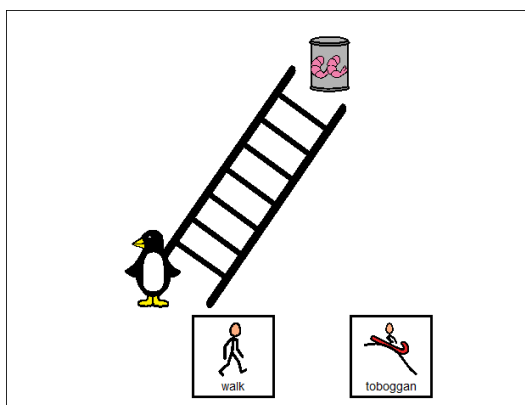
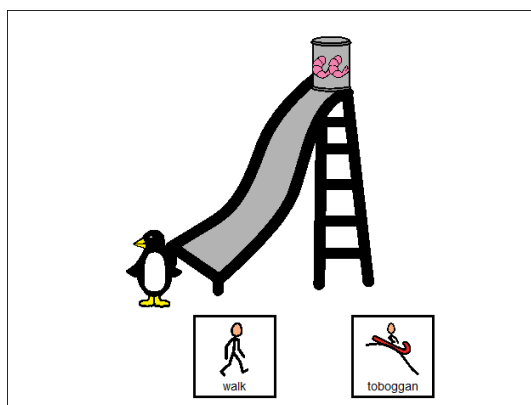
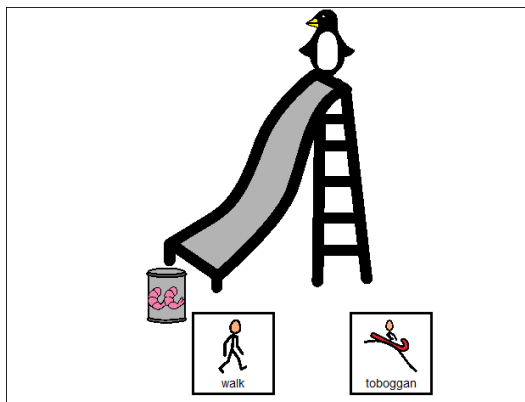
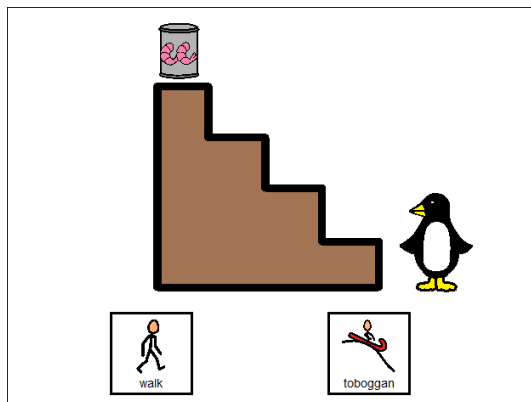
Color in Antarctica on the map. This is where penguins live.



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

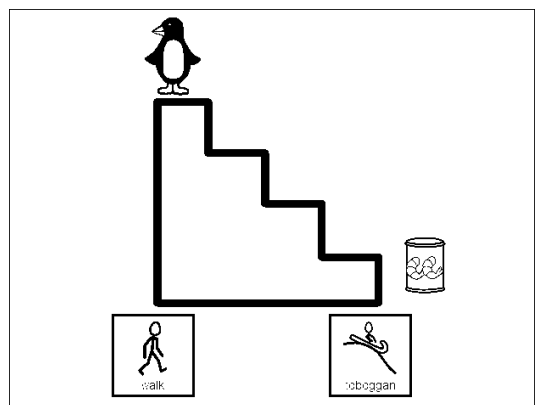
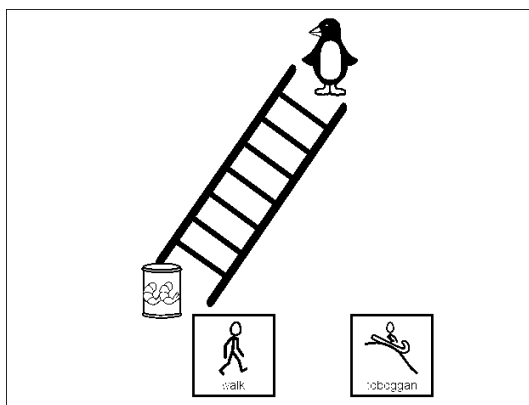
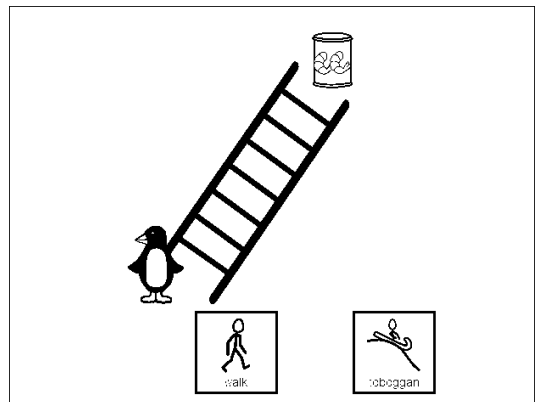
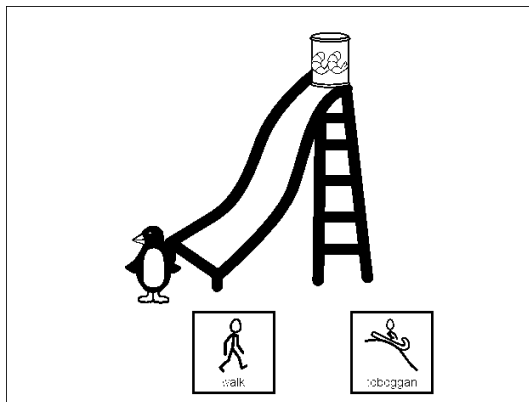
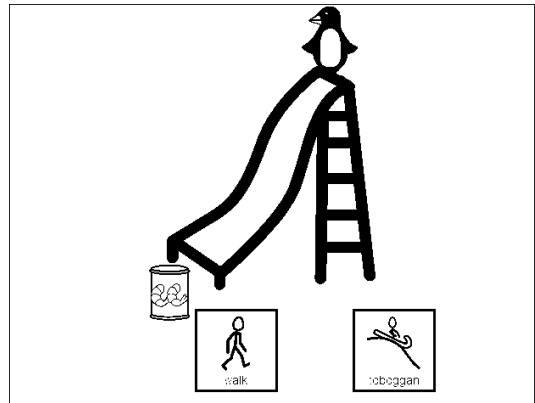
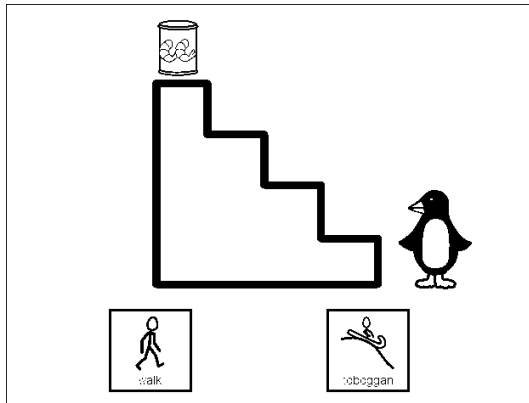


Captain Cook really loves his shrimp. He also likes to slide down the stairs. Look at each picture below. Circle how he would get to each can.

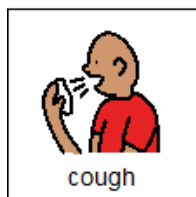
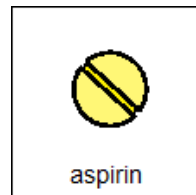
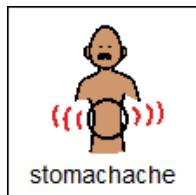
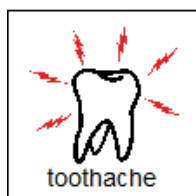
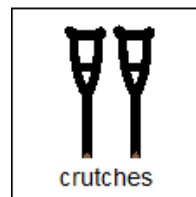
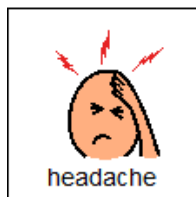
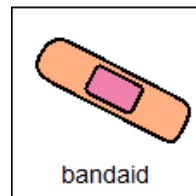
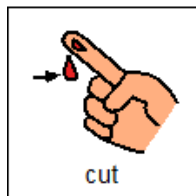
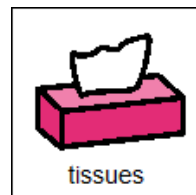




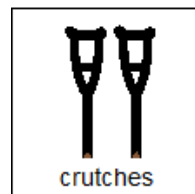
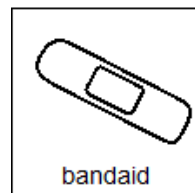
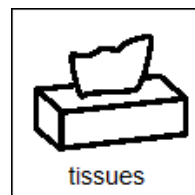
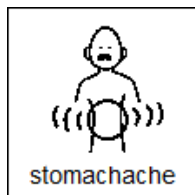
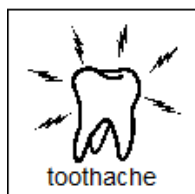
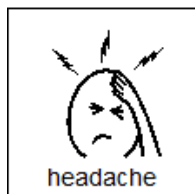
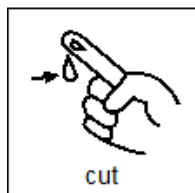
Captain Cook really loves his shrimp. He also likes to slide down the stairs. Look at each picture below. Circle how he would get to each can.



Captain Cook is not feeling well. Mr. Popper is trying to figure out how to make him feel better. Draw a line from the illness on the left to how you would make it better on the right.



Captain Cook is not feeling well. Mr. Popper is trying to figure out how to make him feel better. Draw a line from the illness on the left to how you would make it better on the right.

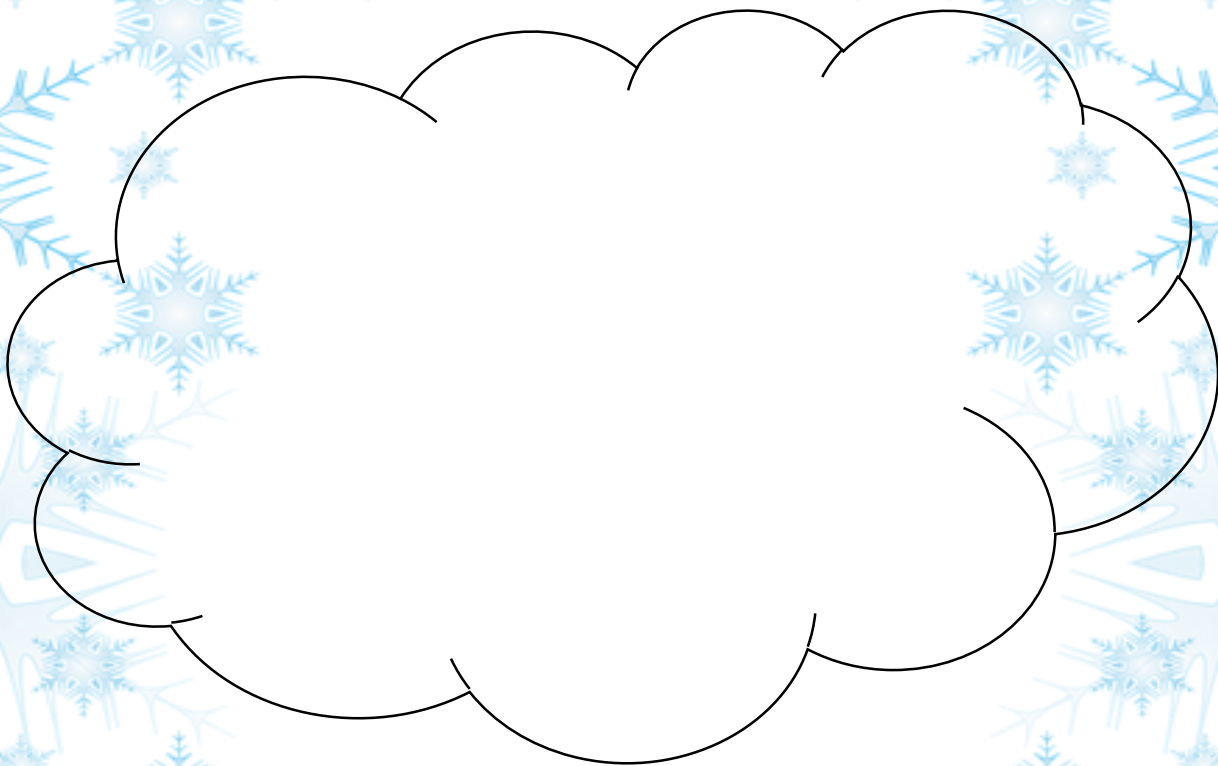


# My Winter Wonderland Writing Prompt

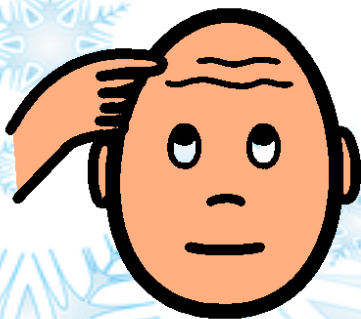
- The following activity is a great way to modify a writing assignment so even the most significantly affected student can “write a story.”
- Explain that your students will be writing about how it would be to turn their own home in to a winter wonderland like Mr. Popper did.
- Choose from the pictures on the second page as to what they would have in their own wonderland. \*\*Students should not use all the pictures, just the ones they want to.
- Students can also just come up with their own ideas.
- The next step is for students to decide how their parents would feel about their wonderland. Glue the picture of their choice depicting an emotion.

# My Winter Wonderland

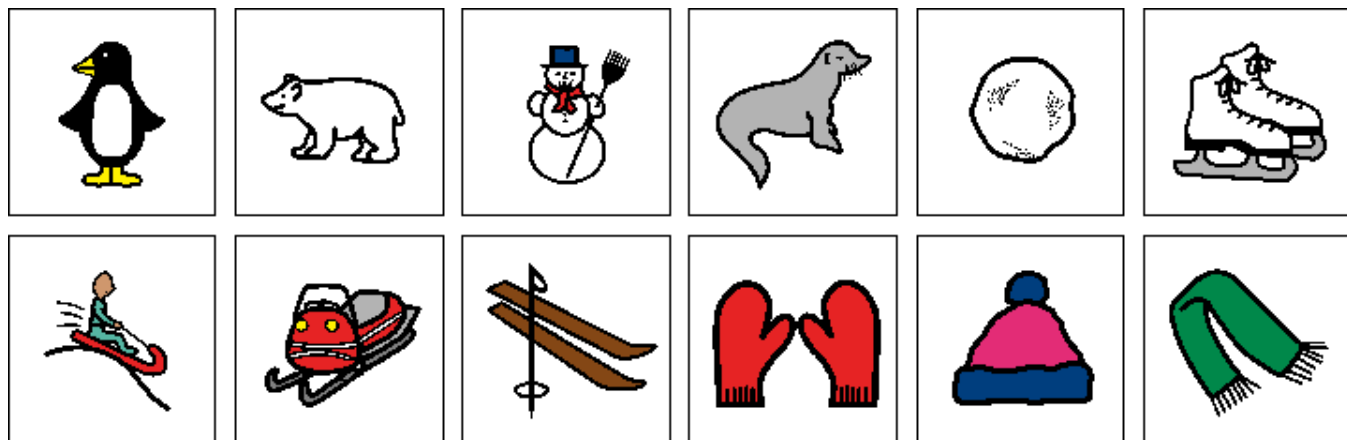
I would have:



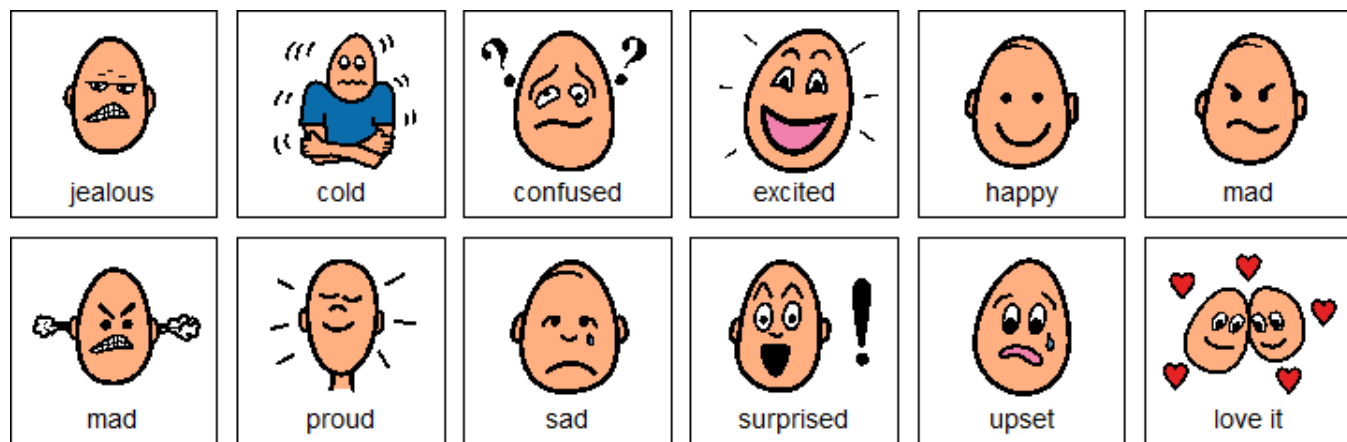
How my parents would feel about my winter wonderland:



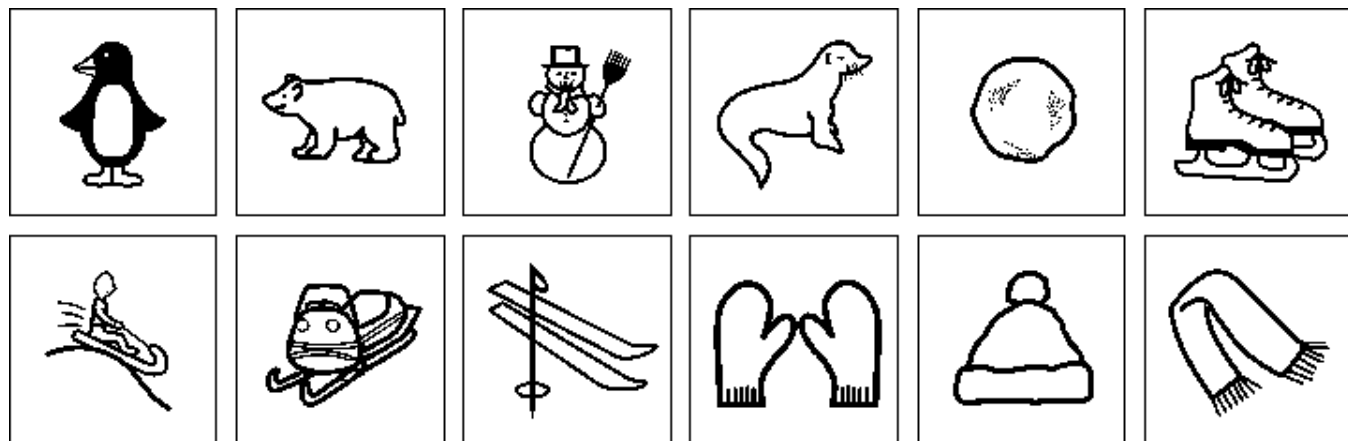
Pictures for first part of writing prompt.



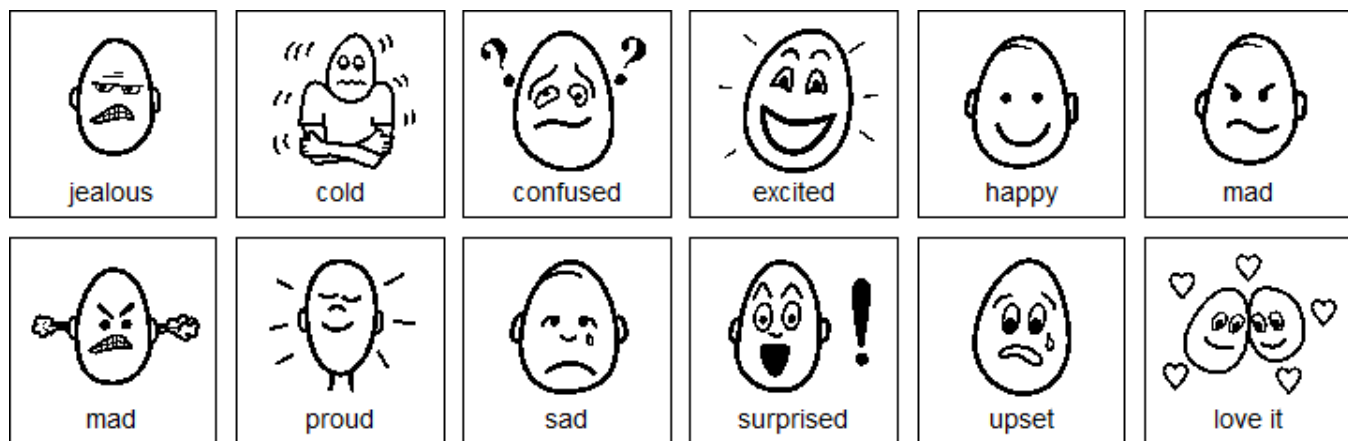
Pictures for second part of writing prompt.



Pictures for first part of writing prompt.



Pictures for second part of writing prompt.

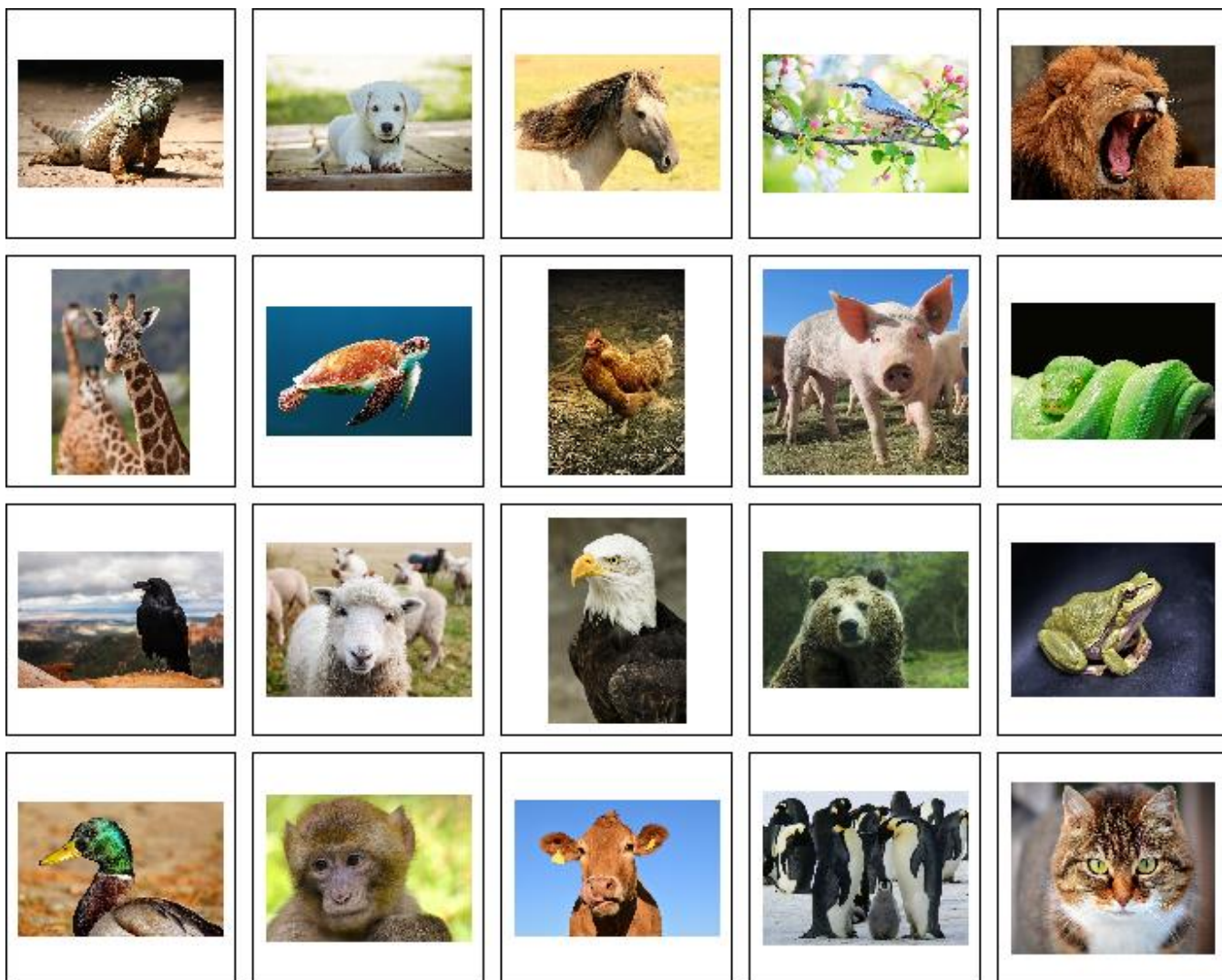


Sort the following animals on the next page into those that lay eggs and those that do not.

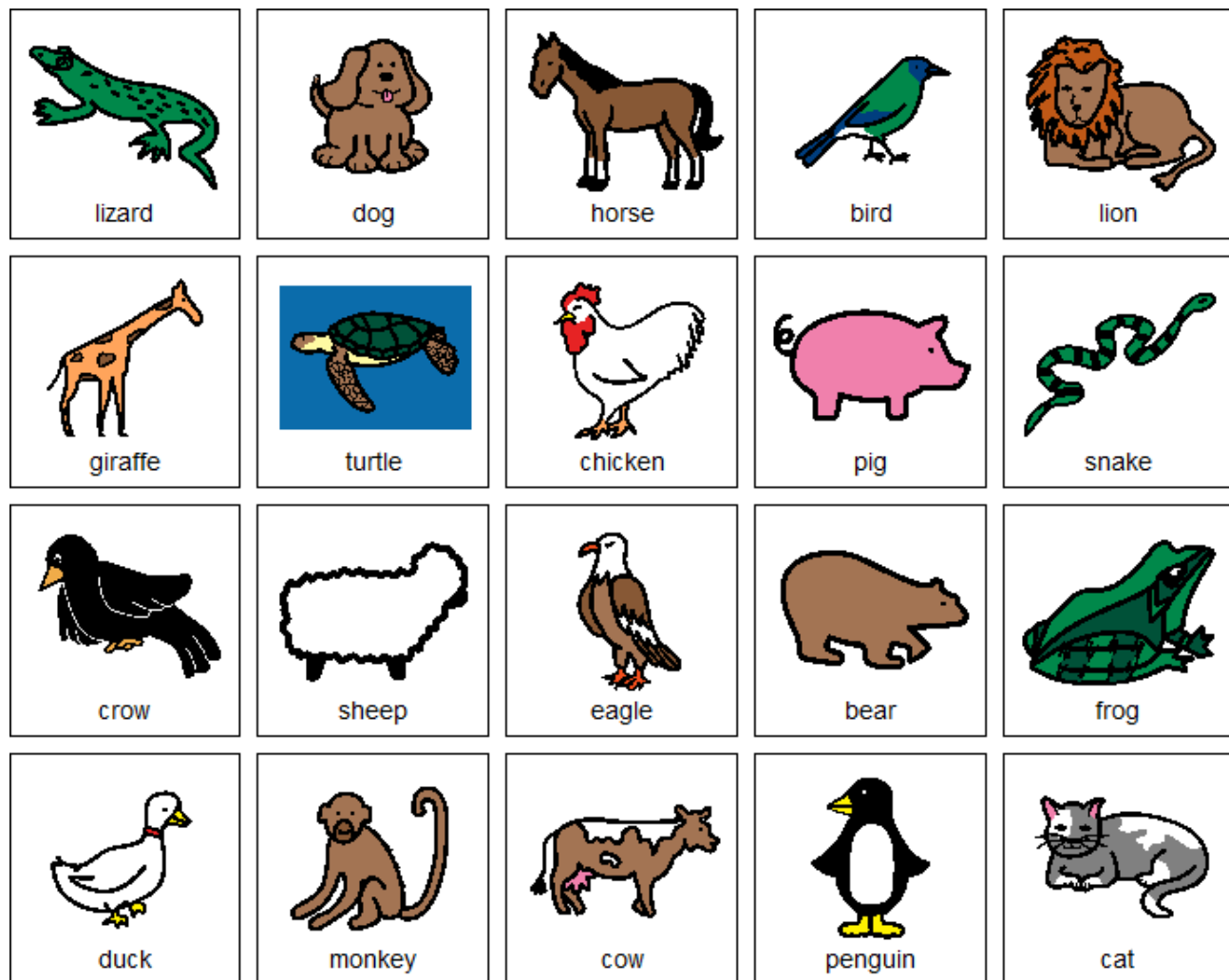




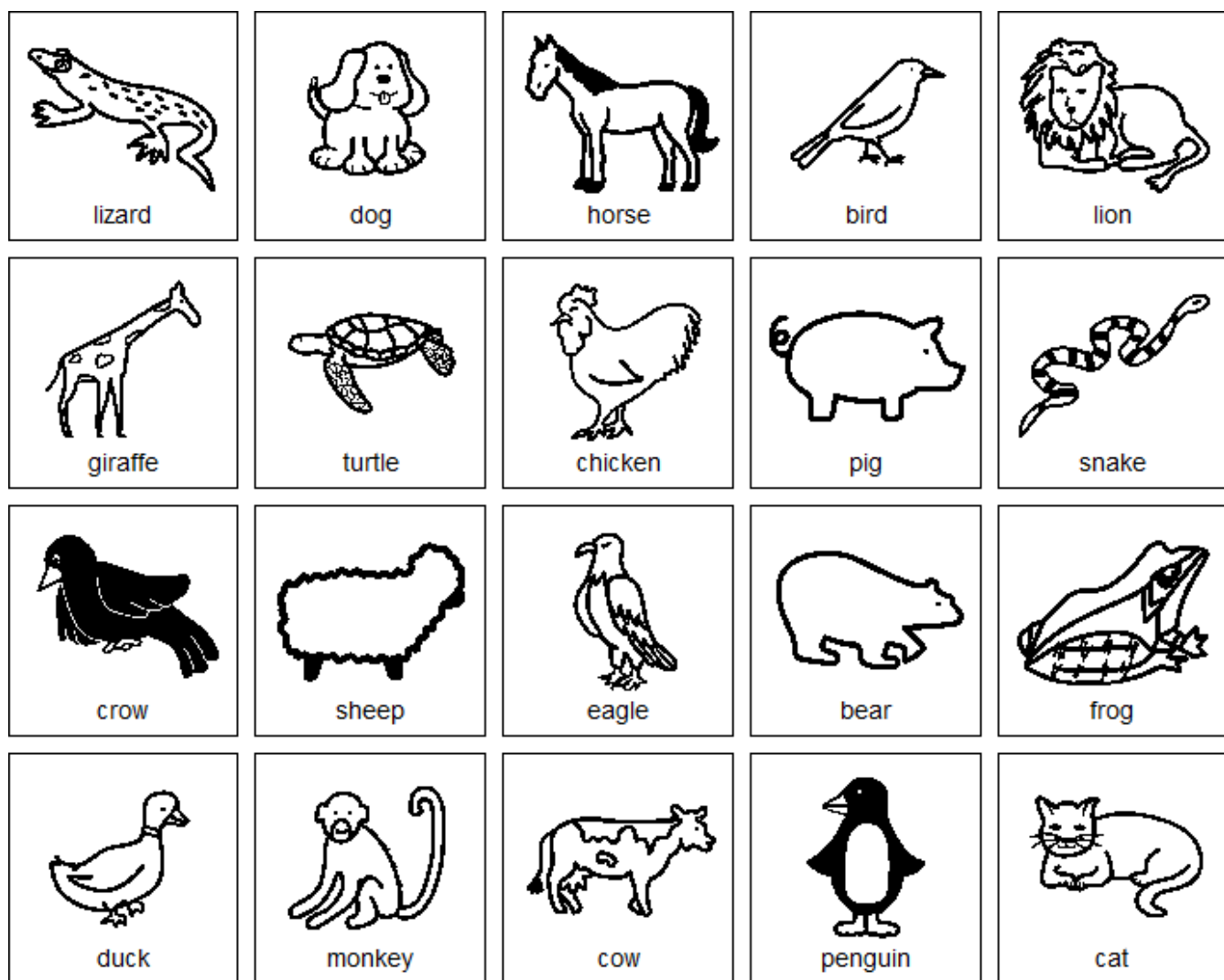
Sort the pictures into the correct column on the previous page.



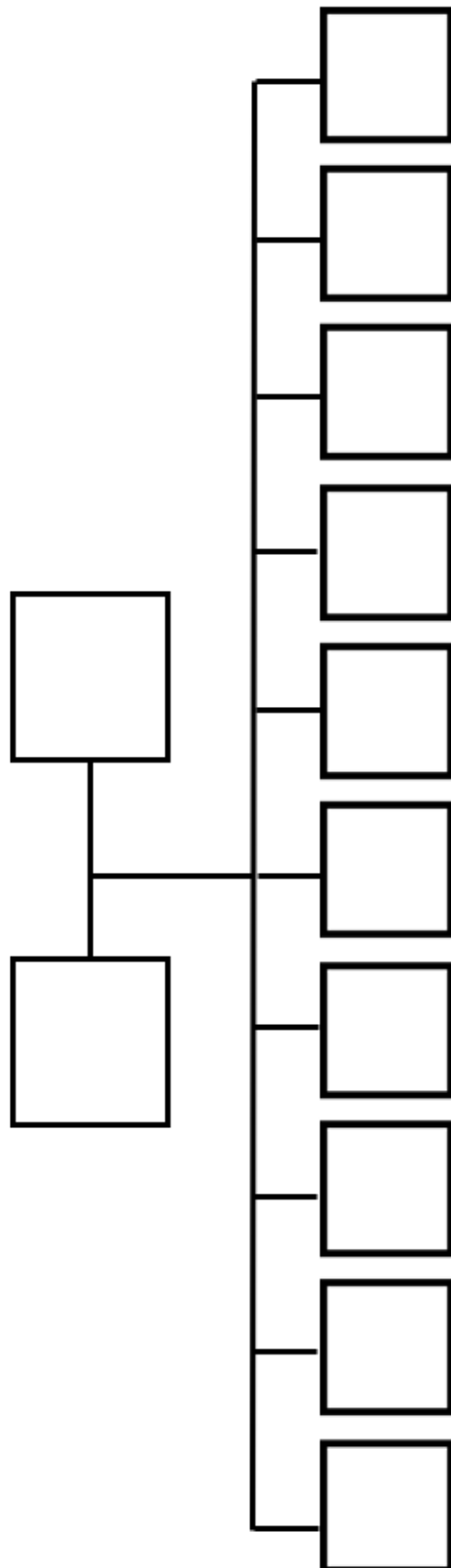
Sort the pictures into the correct column on the previous page.



Sort the pictures into the correct column on the previous page.



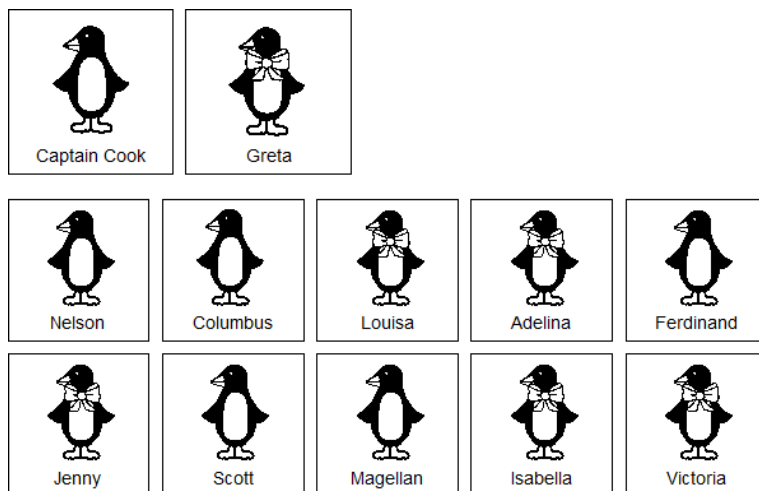
Complete the family tree for Captain Cook.



Place the penguins in the right location on the family tree on the previous page.



Place the penguins in the right location on the family tree on the previous page.



The bills are piling up and the Popper family is running out of money. One thing that is important is for the family to figure out what they really need rather than things they may just want. Sort the pictures on the next page into those things the Poppers would truly need and those things that would just be nice to have.










wants



needs




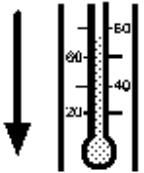




Sort the following into things the family needs rather than wants. Some answers may vary.

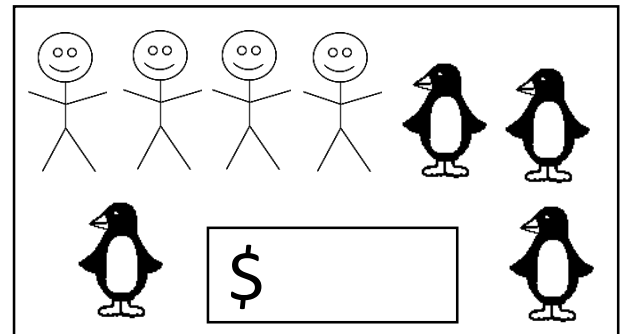
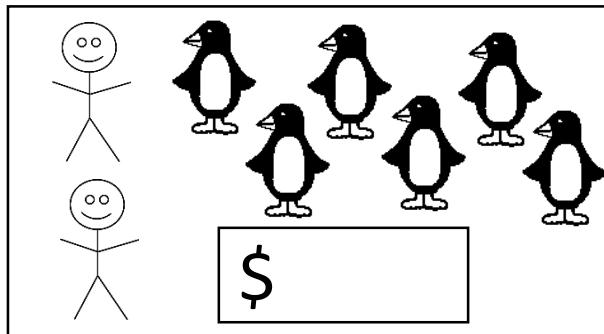
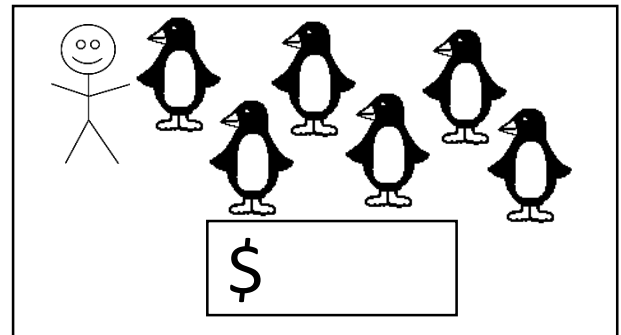
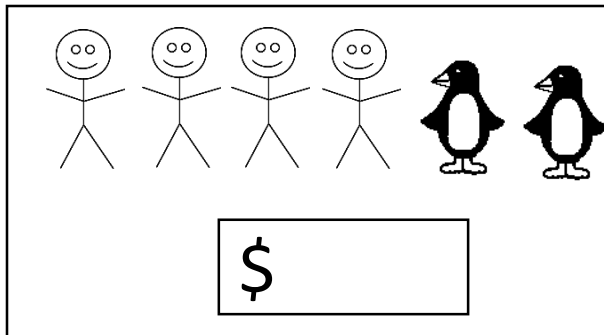
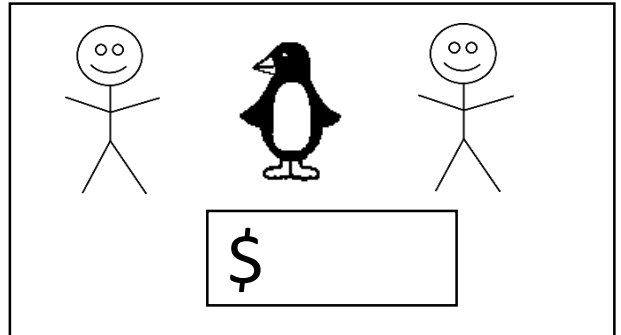
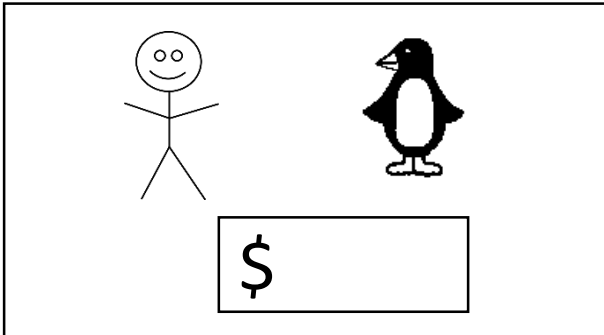
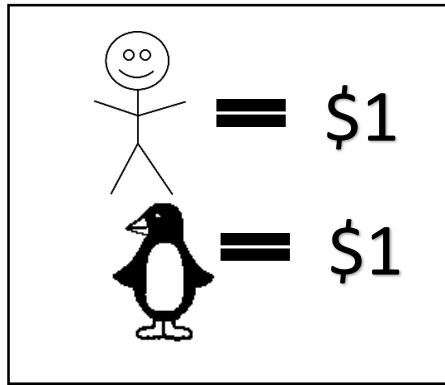
 shrimp for penguins	 movie ticket	 candy	 baseball glove	 water
 refrigerator	 nail polish	 newspaper	 ice blocks	 comics
 video game	 food for family	 television	 birthday cake	 fish for penguins
 cold air for penguins	 skateboard	 gum	 shelter	 soda



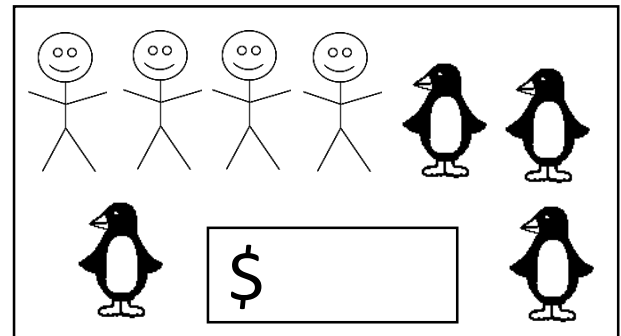
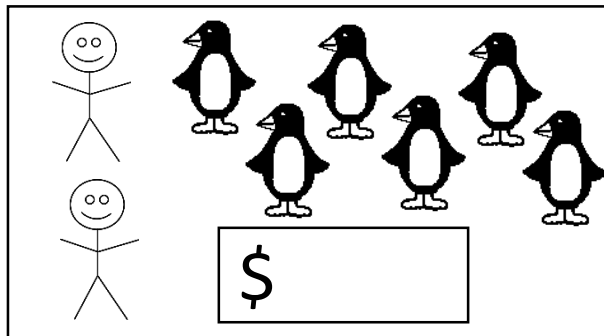
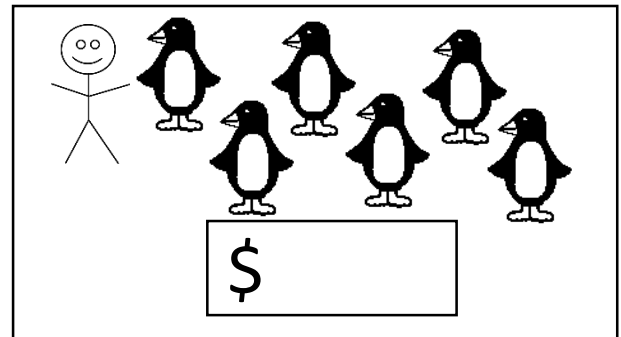
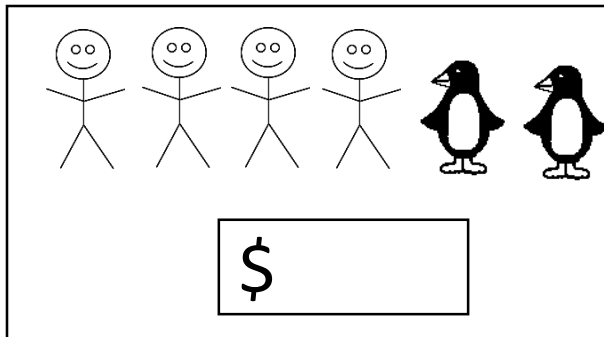
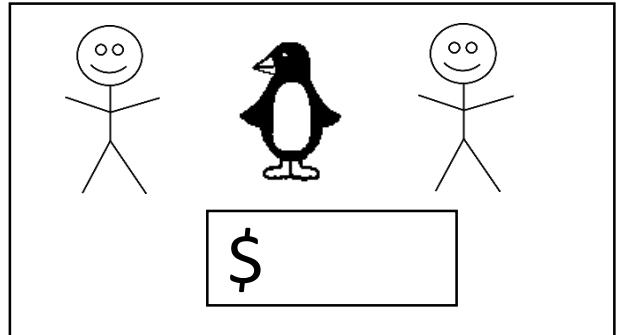
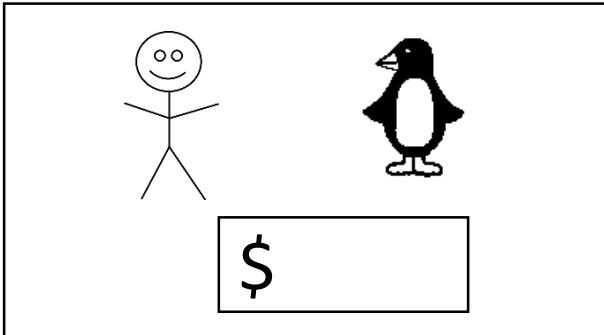
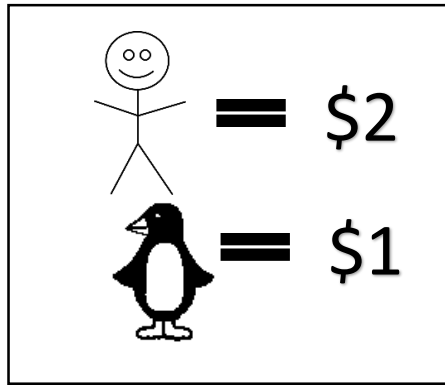
Sort the following into things the family needs rather than wants. Some answers may vary.

 shrimp for penguins	 movie ticket	 candy	 baseball glove	 water
 refrigerator	 nail polish	 newspaper	 ice blocks	 comics
 video game	 food	 television	 birthday cake	 fish for penguins
 cold air for penguins	 skateboard	 gum	 shelter	 soda

Calculate the total bus fare Mr. Popper would have to pay in each picture.



Calculate the total bus fare Mr. Popper would have to pay in each picture.

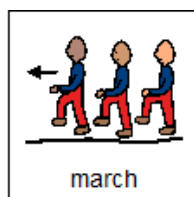
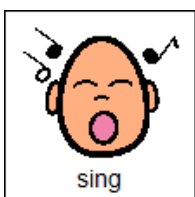


# The Performance

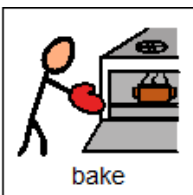
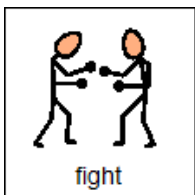
1. How many acts were there in the performance?



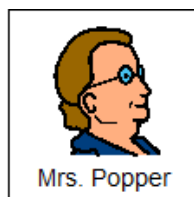
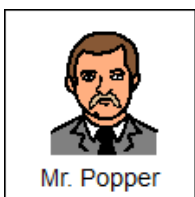
2. In Act 1 all the penguins:



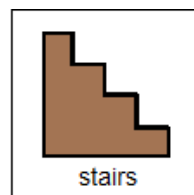
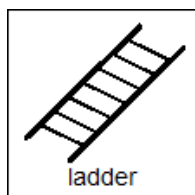
3. In Act 2, Nelson and Columbus pretend to :



4. Who plays the piano in Act 3?



5. What do the penguins climb in Act 3?

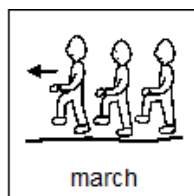
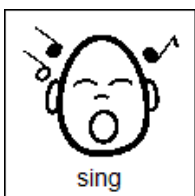


# The Performance

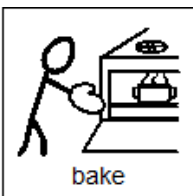
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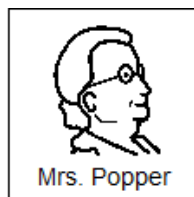
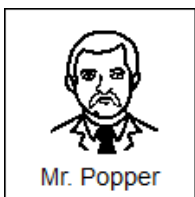
2. In Act 1 all the penguins:



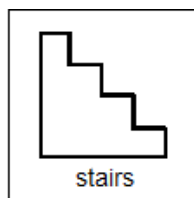
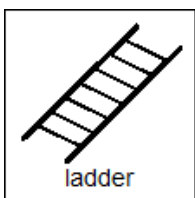
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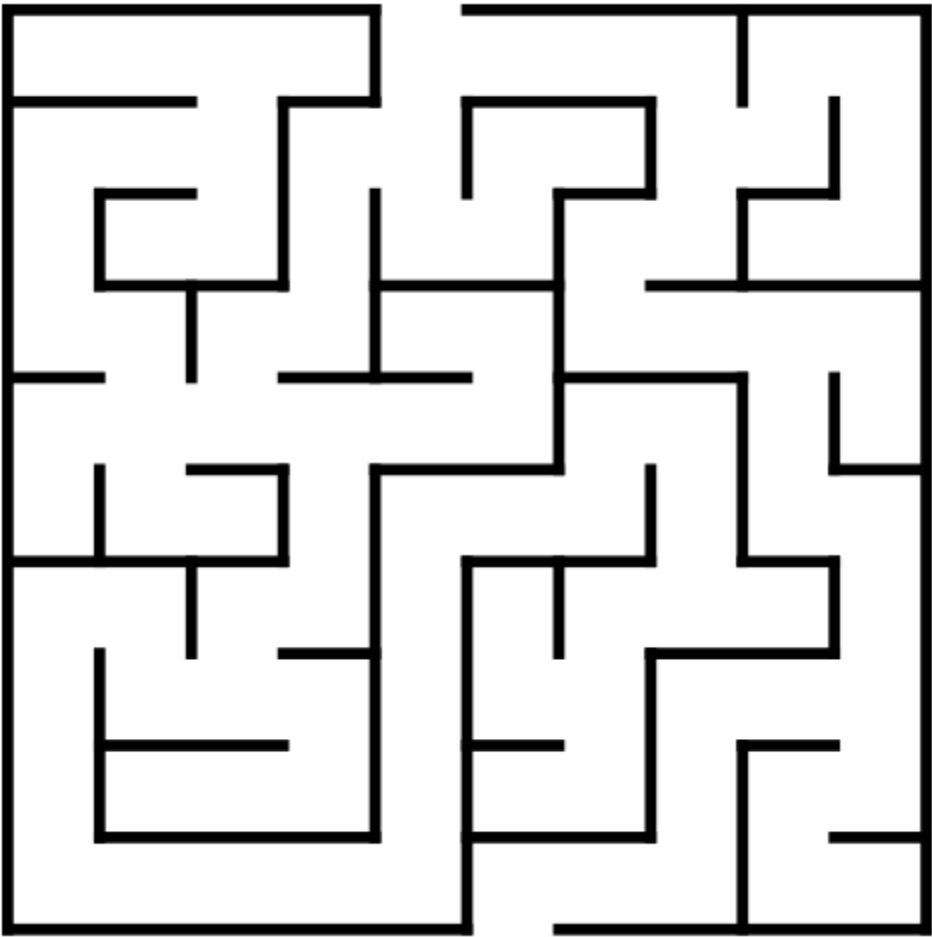
4. Who plays the piano in Act 3?



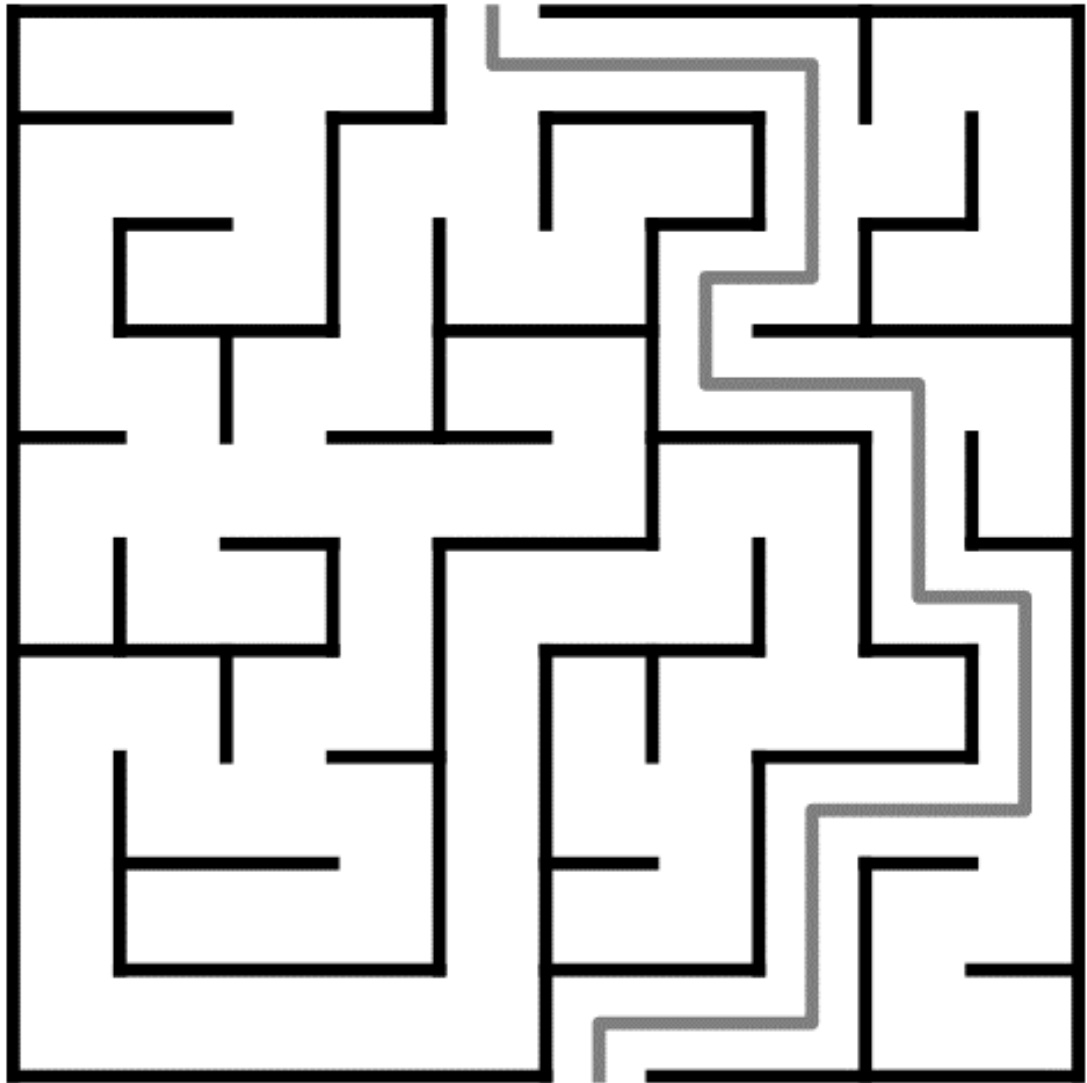
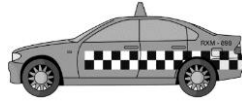
5. What do the penguins climb in Act 3?



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



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

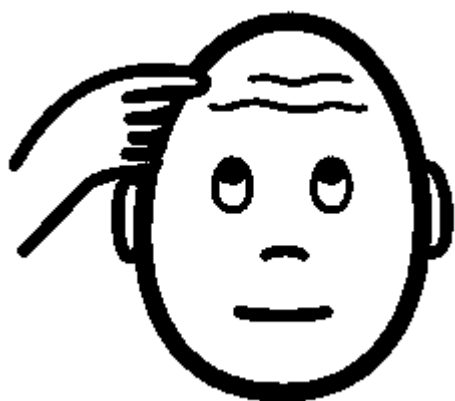


- This short booklet helps students understand why it means to be curious like the penguins.
- Cut pages apart and staple together. Students can color in the pictures.

# Curiosity

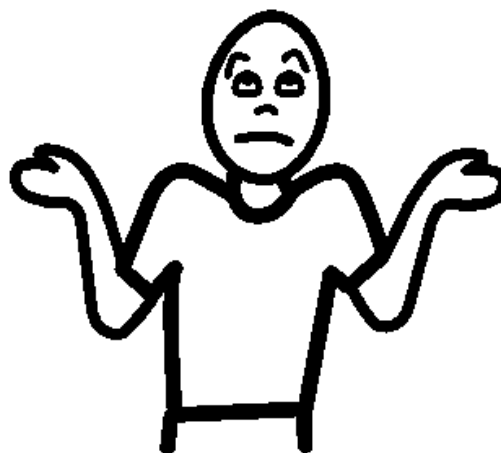


Have you ever been curious?



Page 2

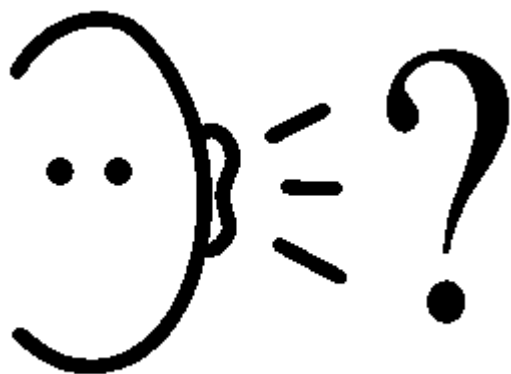
But, what does being curious mean?



Page 3

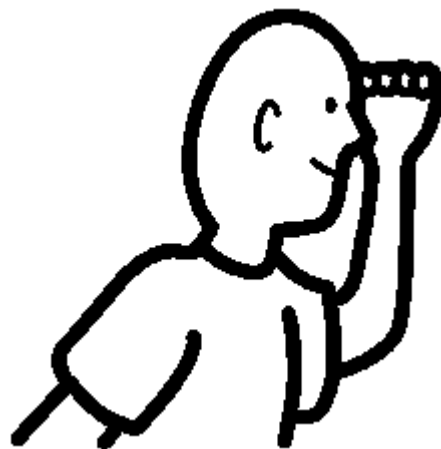


When you hear something  
odd, it may make you  
curious.



Page 4

When you see something  
odd, it may make you  
curious.



Page 5

Being curious means you  
want to know MORE.



Page 6

Being curious can be a  
good thing.



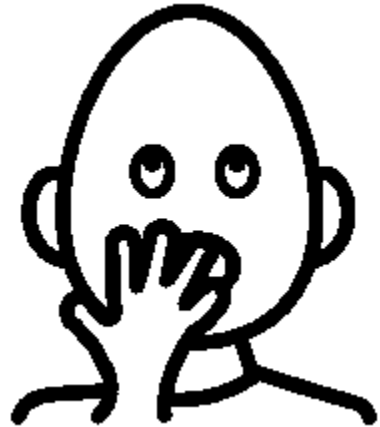
Page 7

You can learn something new when you are curious.



Page 8

But, being curious can also get you into trouble.



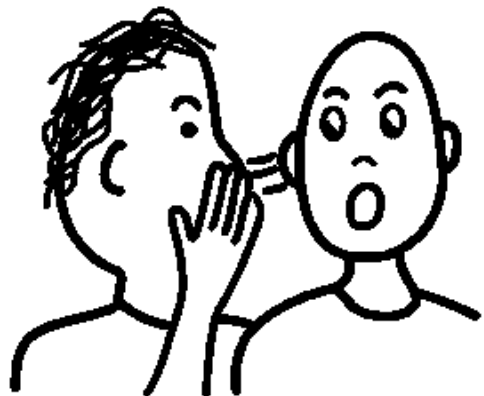
Page 9

Sometimes, when you are curious, you may go places you are not supposed to.



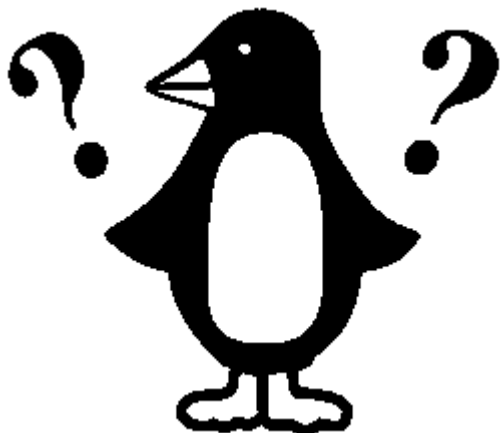
Page 10

Sometimes, when you are curious, you may find out things that you are not supposed to, like a surprise or secret.



Page 11

Mr. Popper's penguins  
were VERY curious.



Page 12

This got them in trouble  
sometimes.



Page 13

But, most of the time it is  
okay to be curious.



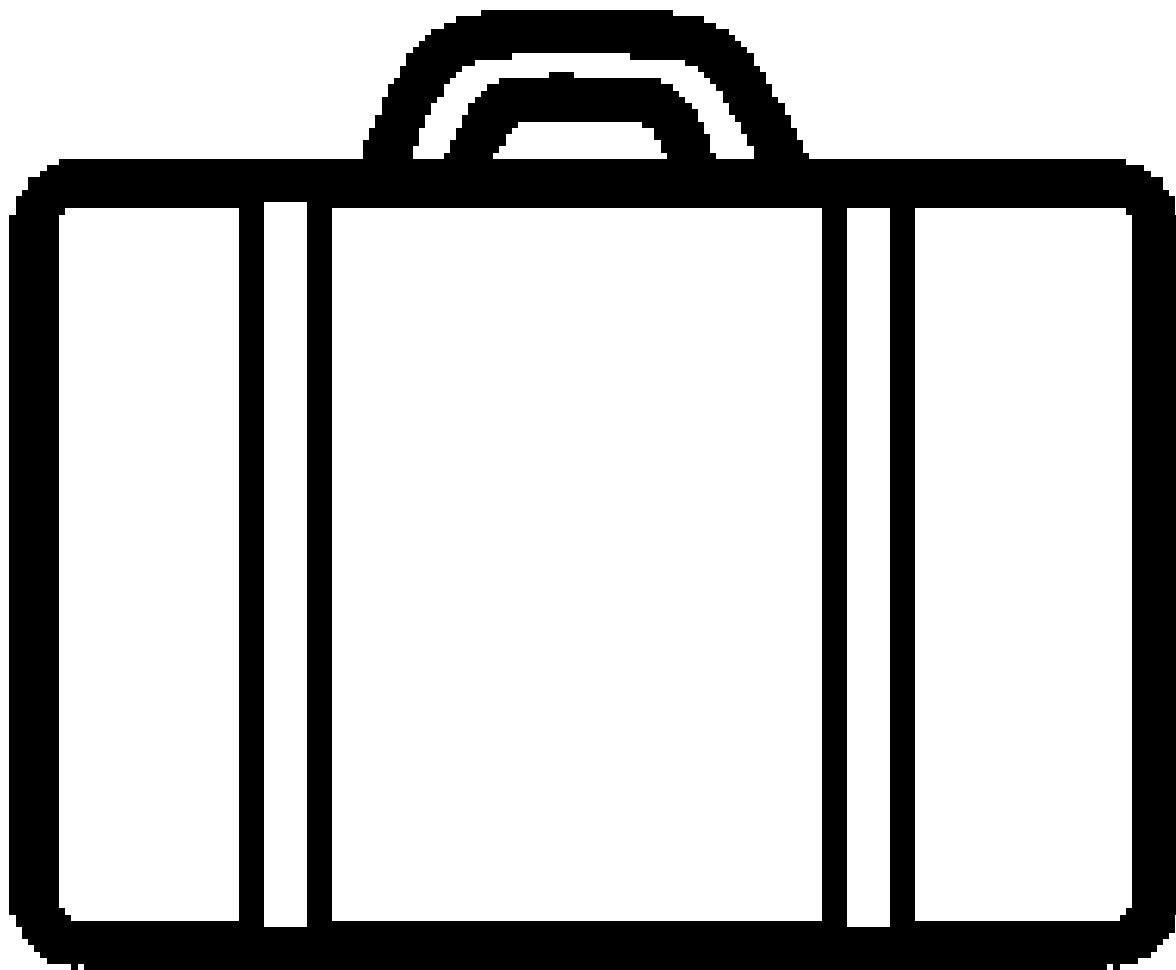
Page 14

You might learn something  
new!



Page 15

Things are very different when you are traveling with 12 penguins. What are some things Mr. Popper has to worry about?



Place the following pictures in the suitcase.



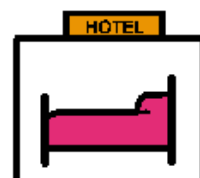
Have to take at least 2 taxis



Cannot walk.  
Too much attention.



Buy canned shrimp



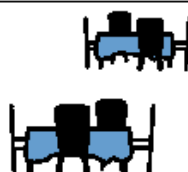
Stay at fancy hotels



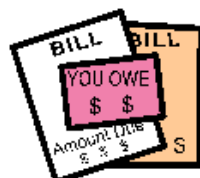
Need blocks of ice



Travel by train



Eat at fancy restaurants



Have to pay the bills



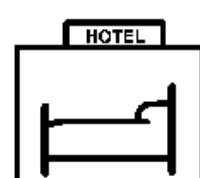
Have to take at least 2 taxis



Cannot walk.  
Too much attention.



Buy canned shrimp



Stay at fancy hotels



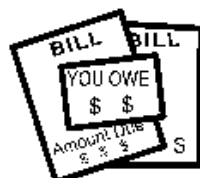
Need blocks of ice



Travel by train

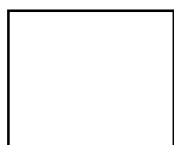
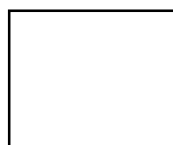
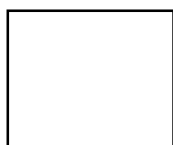
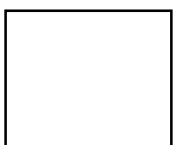
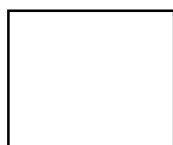
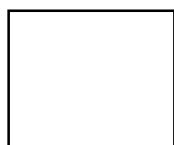
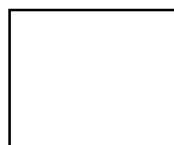
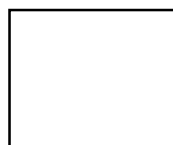
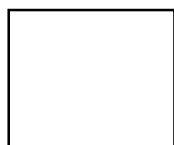
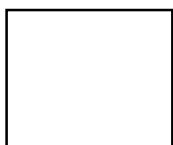
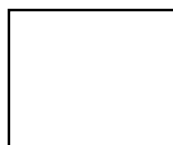
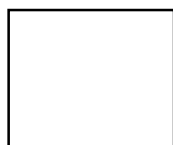


Eat at fancy restaurants

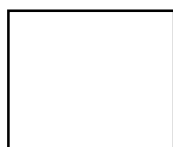
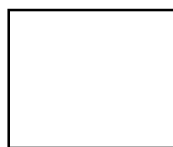
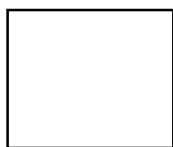


Have to pay the bills

Put the right hat on each performer.



Put the right hat on each performer.



Match the hat to the performer.





Calculate the total amount of bail needed to get Mr. Popper and the penguins out of jail.



= \$500



= \$100



=

TOTAL =



=



=



=



=



=



=



=



=



=



=

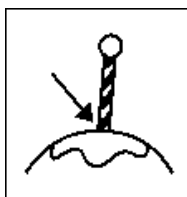


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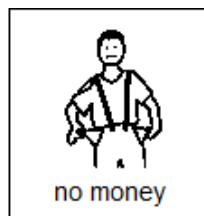
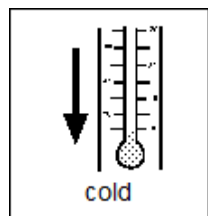
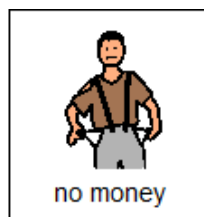
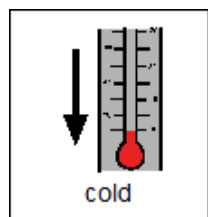
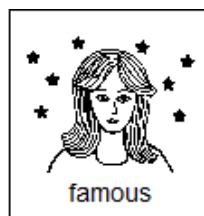
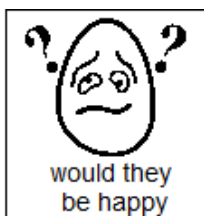
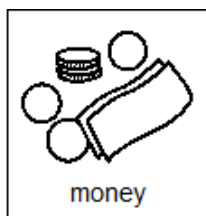
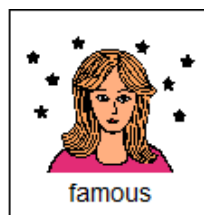
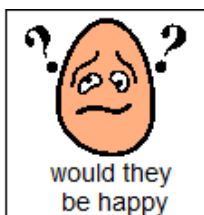


=

What will Mr. Popper decide to do? Will he make a movie or go to the North Pole? Help him sort the good and bad of each decision.

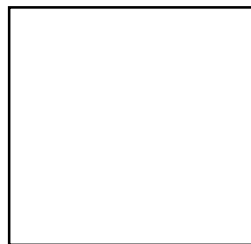


Place each factor into the + or – column. Use color coding as needed.

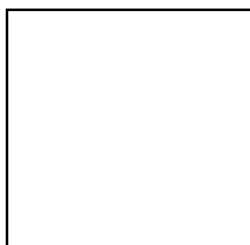


What will the North Pole be like for Mr. Popper?

1. I think the North Pole will be:

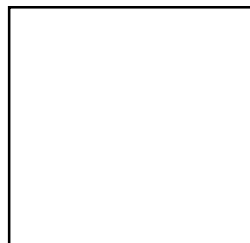


2. I think Mr. Popper will

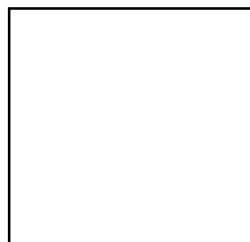


it there.

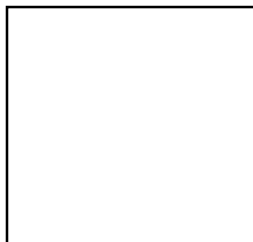
3. I think the penguins will be:



4. I think Mr. Popper will stay:



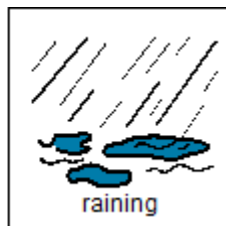
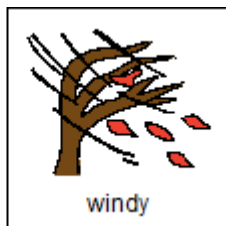
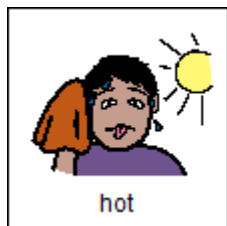
5. I think it was a  
Popper to go.



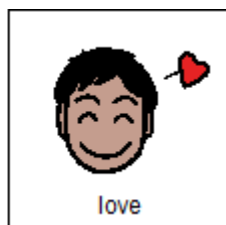
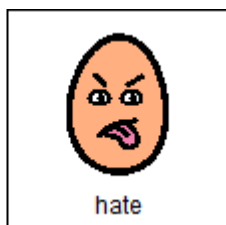
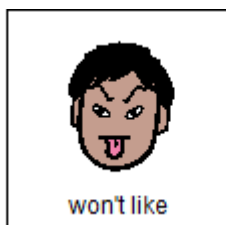
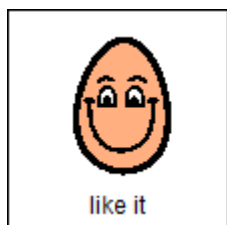
choice for Mr.

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!

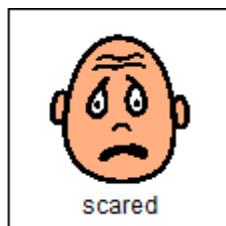
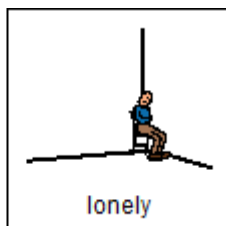
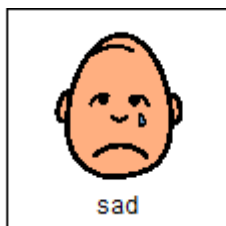
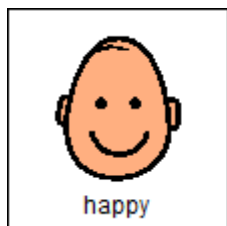
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2



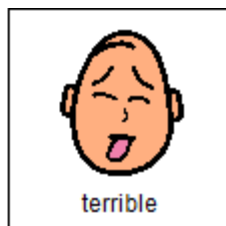
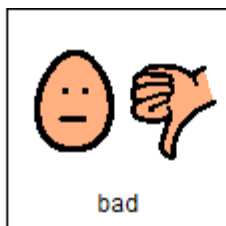
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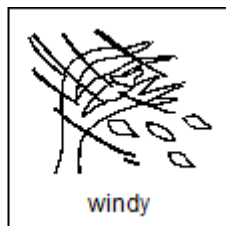
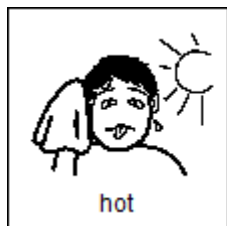


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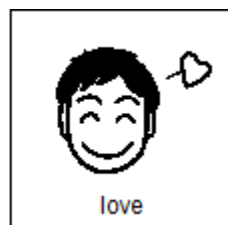
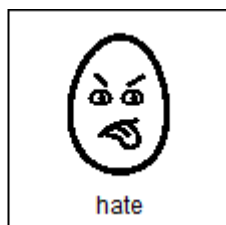


Have students pick one choice for each question to complete the writing prompt on the previous page. They could also come up with their own answers!

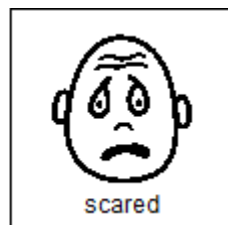
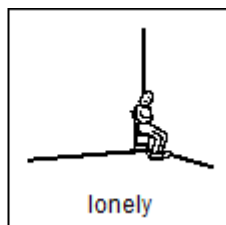
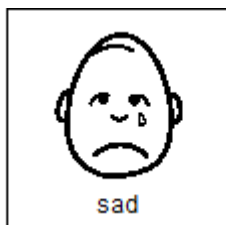
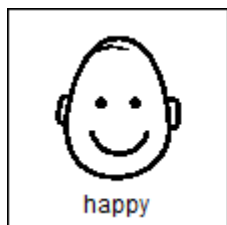
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2



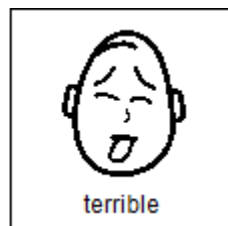
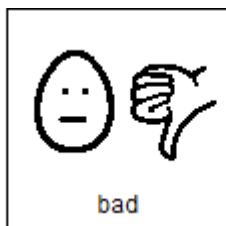
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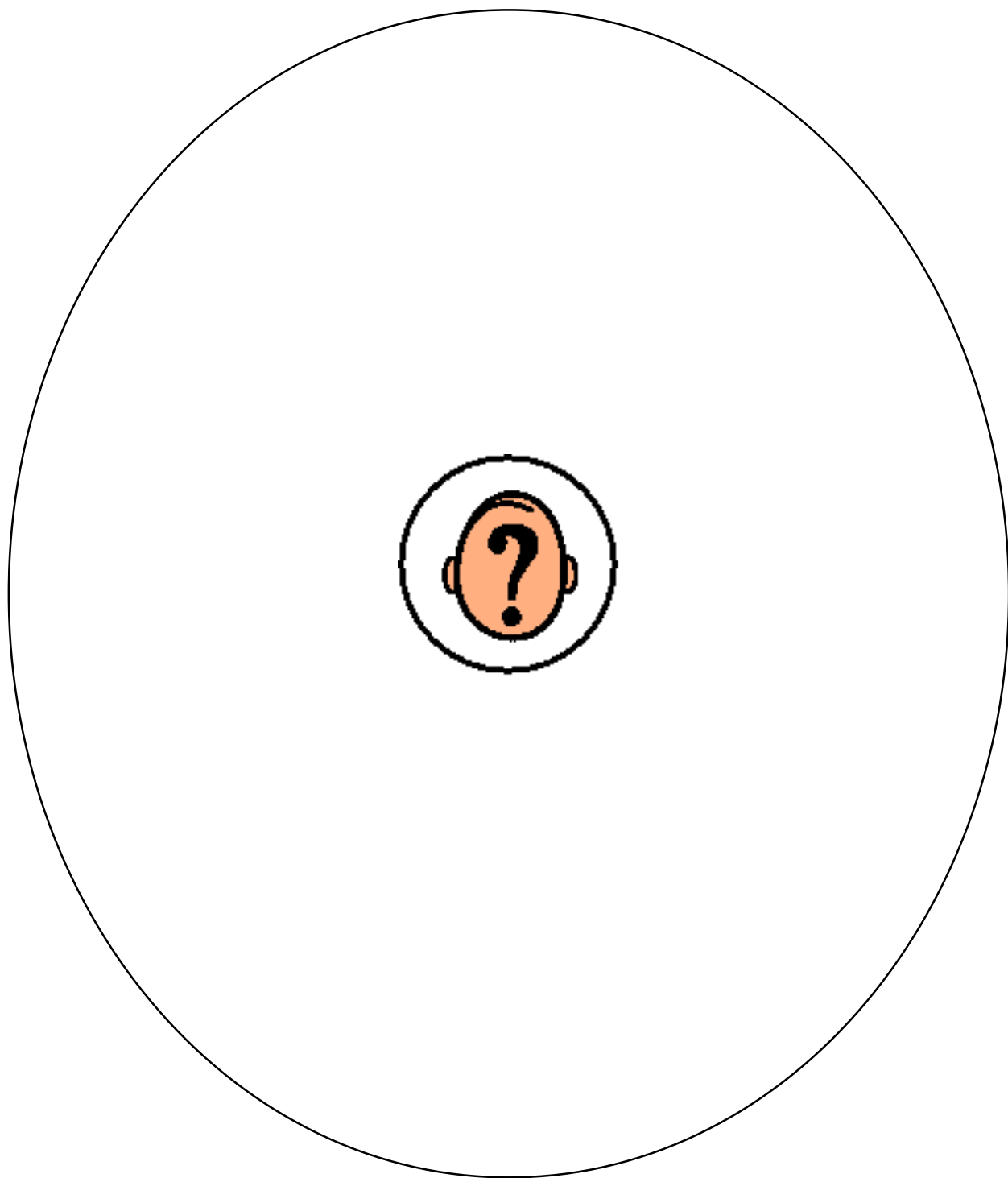
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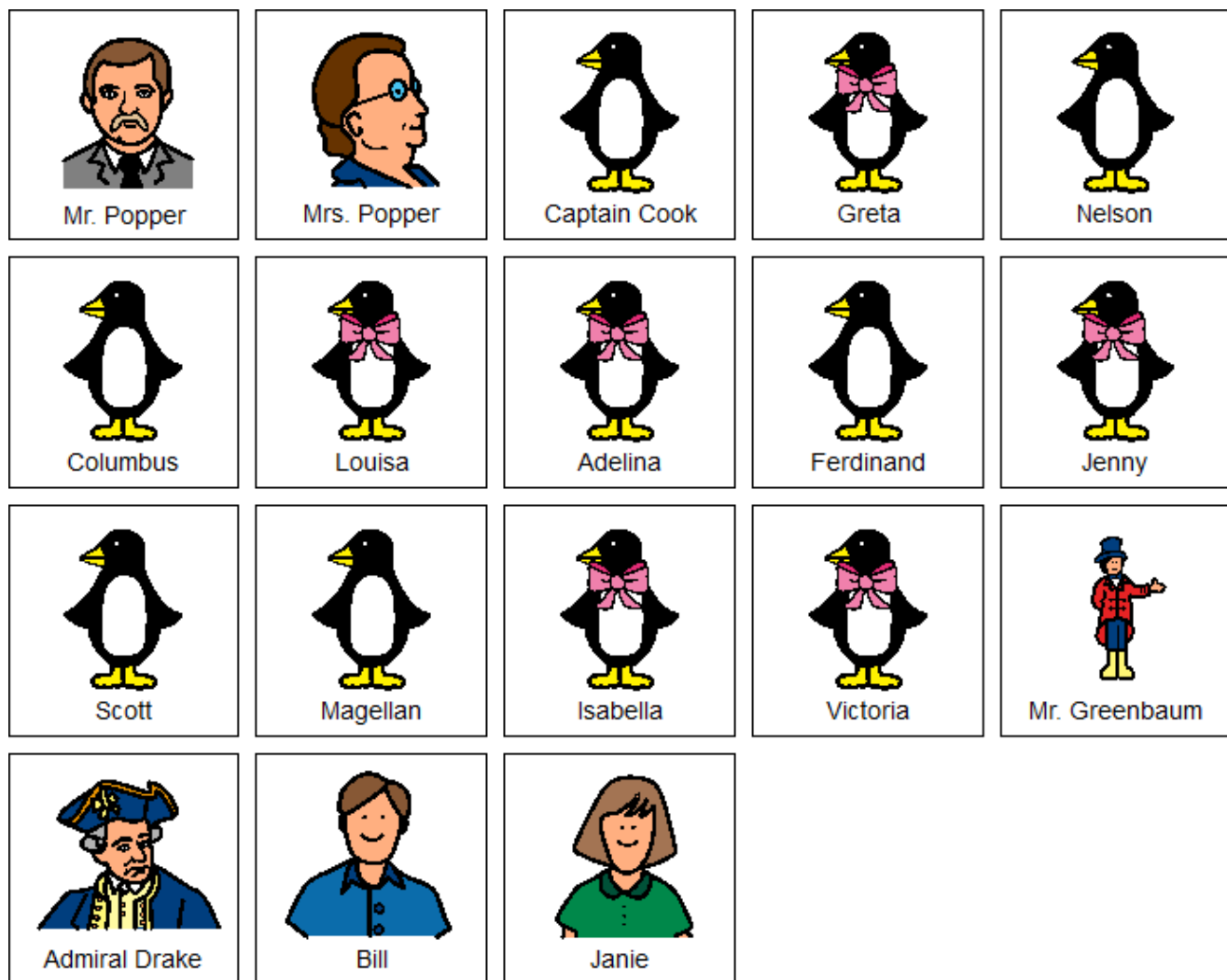
5



Complete the circle map showing the main characters in the story, Mr. Popper's penguins.



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





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



Mr. Popper



Mrs. Popper



Captain Cook



Greta



Nelson



Columbus



Louisa



Adelina



Ferdinand



Jenny



Scott



Magellan



Isabella



Victoria



Mr. Greenbaum



Admiral Drake

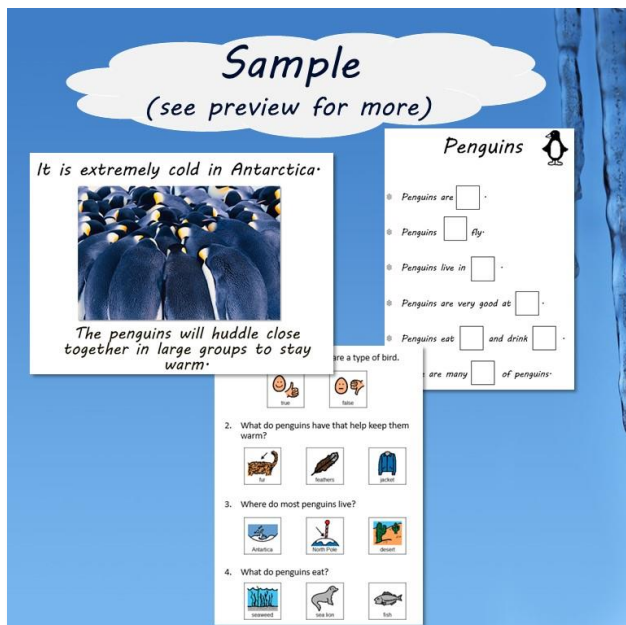
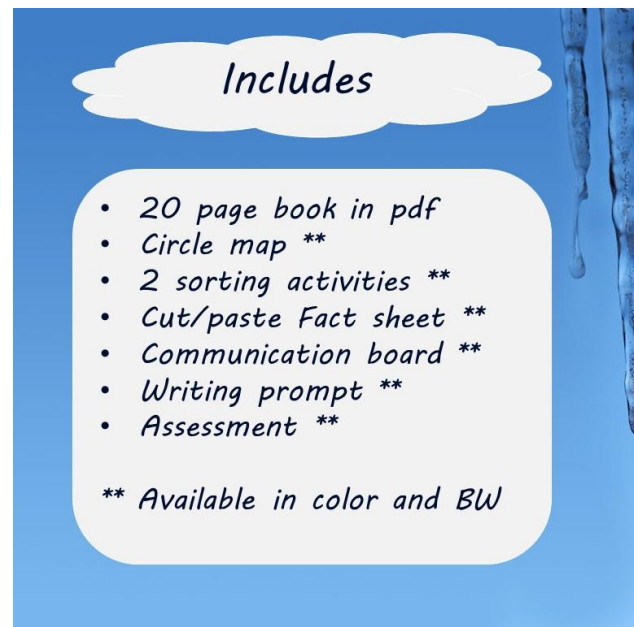
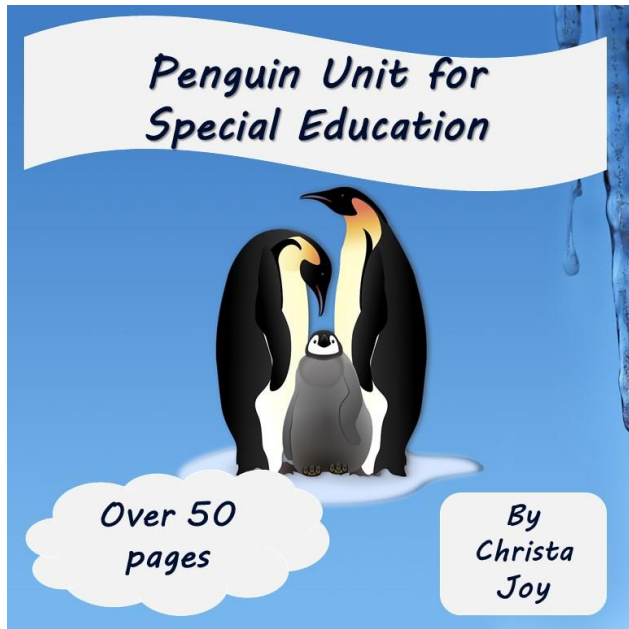


Bill

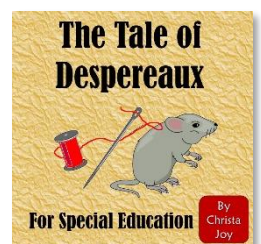
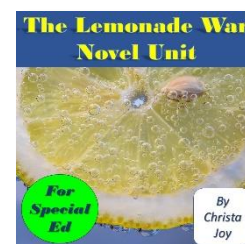
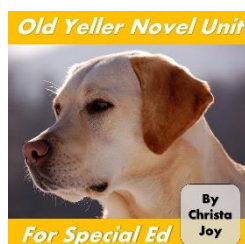
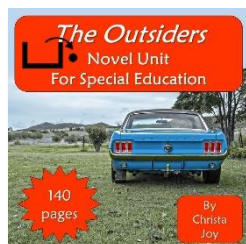
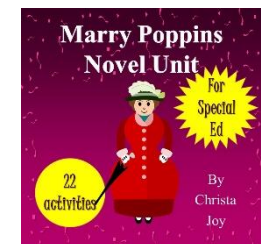
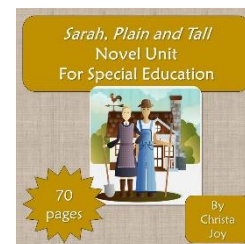
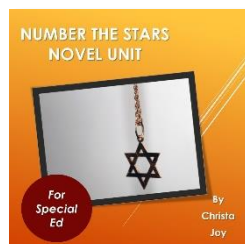
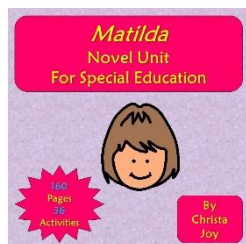
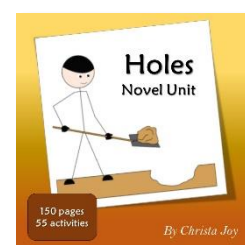
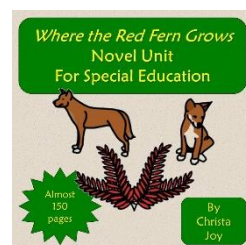
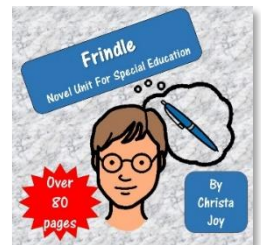
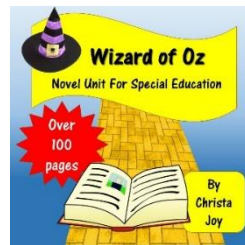
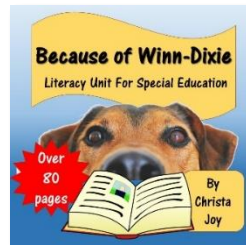
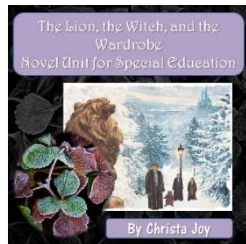
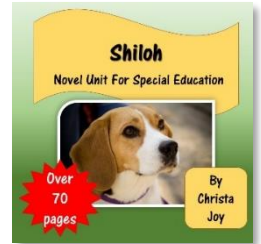
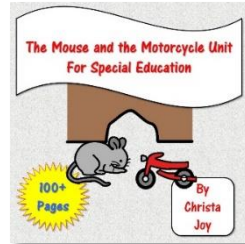
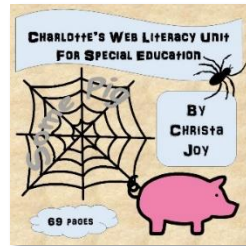
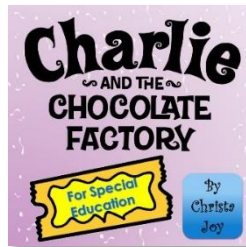


Janie

Looking for more penguin activities? Check out my non-fiction unit on penguins.



If you enjoyed this novel unit, be sure to check out the others I have available in my store. Also, let me know if there is a novel you would like to see me create a unit for. Thanks!!



And More....

# Special Needs for Special Kids



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