Welcome to Book Units Teacher ~ I love teaching! I especially love interactive notebooks, anchor charts, hands-on activities, great books, and making learning fun. Here is the place for me to share some of the things I love. ~ Gay Miller
Thank you for purchasing Mr. Popper’s Penguins Book Unit. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

This packet also includes links for the digital components for this unit. Boom Learning is used for the multiple choice, short answer, and fill in the blank questions. Activities that require more open ended responses may be found in Google Slides. This includes all the writing prompts with organizers for students to plan responses.

Mr. Popper’s Penguins
Genre: Classics, Comedy and Humor
Interest Level ~ Grades 3 – 5
Grade level Equivalent: 4.9
Lexile Measure®: 910L
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~ Page 5 © Gay Miller ~
Vocabulary Sample
Chapter I ~ Stillwater

**expedition (noun)** – a journey taken for a reason, or a group taking such a trip; voyage, mission, outing, exploration

How he wished that he had been a scientist, instead of a house painter in Stillwater, so that he might have joined some of the great Polar expeditions.

Chapter II ~ The Voice in the Air

**broadcast (verb)** – to send over television or radio, air, announce, transmit

Mr. Popper put down his book of *Antarctic Adventures* and moved hastily to the radio.

“What of it!” he repeated, pushing the switch. “Why, this is the night the Drake Antarctic Expedition is going to start broadcasting.”

Chapter III ~ Out of the Antarctic

**debris (noun)** – scattered pieces left after something has been destroyed; rubble, ruins, wreckage, remains, trash

“Ork,” it said again, and this time it held out its flippers and jumped over the packing debris.

Chapter IV ~ Captain Cook

**reprove (verb)** – to criticize, usu. mildly, for wrongdoing; accuse, admonish, chide, fault, reproach

“Bad, bad penguin!” *reproved* Mrs. Popper, glaring down at Captain Cook.
Chapter 1 [expedition]

1. Is expedition used correctly in the sentences below? True or False
   ________ We took an expedition to the concert in the city.
   ________ The expedition ran into trouble when the blizzard blew into the region.
   ________ The explorers made an expedition to the South Pole.

2. Circle five words in the box that are synonyms or closely related to the word expedition.

   - mission
   - team
   - journey
   - trip
   - control

   - operate
   - excursion
   - trek
   - company
   - function

3. Circle the word that does not belong.
   quest, expedition, undertaking, picnic, crusade

Page 1.
Chapter 20 [haggard]

1. Circle five words in the box that are synonyms or closely related to the word **haggard**.

worn    fresh

tired    lively

juicy    drawn

exhausted    faded

active    alert

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

2. _______ to get the better of by using one’s wits or by being more clever

   a. vex

3. _______ a person or thing that is annoying

   b. outwit

4. _______ to annoy or irritate

   c. haggard

5. _______ having a very tired, worried, or wasted look

   d. nuisance

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Chapter 1 [expedition]

1. Is **expedition** used correctly in the sentences below? True or False

   _______ We took an **expedition** to the concert in the city.

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mission    operate

team    excursion

journey    trek

trip    company

control    function

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quest    expedition    undertaking    picnic    crusade
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mission operate
team excursion
journey trek
trip company
control function

3. Circle the word that does not belong?

quest expedition undertaking picnic crusade
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students complete the organizer by writing complete sentences.
Unit Sample
Chapters 1-2
1. The main idea of Chapters 1-2 is ---.
   a. Admiral Drake mentioned Mr. Popper on the radio.
   b. Mr. Popper finished painting for the season, so he could spend time reading and studying about the North and South Pole regions.
   c. The Popper family would have to eat beans because money was tight without Mr. Popper working.
   d. Mr. Popper spent his time thinking about traveling to the Poles.

2. How does the reader know that Mr. Popper’s Penguins is told in 3rd person point of view?
   a. The narrator uses pronouns like I, me, and my.
   b. Only the thoughts of Mr. Popper are told.
   c. The narrator uses pronouns like he, she, it, and they.
   d. The narrator tells the story to another character using the word 'you.'

3. Which word best describes Mr. Popper?
   a. daydreamer
   b. genius
   c. creative
   d. determined

4. Which word describes Mrs. Popper’s feelings at hearing his name on the radio?
   a. annoyed
   b. surprised
   c. gleeful
   d. upset

5. Read this line from Chapter 2.
   She was not at all a disagreeable woman, but she sometimes got rather cross when she was worried about money.
   Which definition of cross is used in this sentence?
   a. annoyed or angry
   b. symbol
   c. to place one arm/leg/fingers over the other
   d. a mixture of two different things

6. Read this line from Chapter 2.
   There was a buzz, and then suddenly, from the South Pole, a faint voice floated out into the Popper living room.
   Which type of figurative language is used?
   a. metaphor
   b. simile
   c. proverb
   d. onomatopoeia

7. Name two ways that Mr. and Mrs. Popper are different and two ways they are alike.

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<tbody>
<tr>
<td>Mrs. Popper is a worrier, and Mr. Popper is a daydreamer.</td>
<td>Mr. and Mrs. Popper are married, live in the same house, and have two children.</td>
</tr>
<tr>
<td>Mr. Popper spends his free time reading about the Arctic and Antarctica.</td>
<td>Mr. and Mrs. Popper enjoy sitting down in the living room after the children go to bed to talk.</td>
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Chapter 1 ~ Constructed Response – Character Traits

Describe Mr. Popper and his family

Mr. Popper

Mr. Popper

Mr. Popper’s Family

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Chapter 1 ~ Constructed Response – Character Traits

Describe Mr. Popper and his family.

**Mr. Popper**
- house painter in Stillwater
- only works from spring to fall
- hard worker
- loves to read
- dreamer
- wants to have adventures such as going to the Arctic and Antarctic
- absent-minded

**Mr. Popper's Family**
- has a wife
- has two children (Bill and Janie)
- Mrs. Popper saves money, but winter months are difficult.

**CCSS.ELA-Literacy.RL.3.3**
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**CCSS.ELA-Literacy.RL.4.3**
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3**
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Chapter 2 ~ Constructed Response – Characters’ Viewpoints

Describe Mr. and Mrs. Popper’s viewpoints on penguins.

Mr. Popper’s Viewpoint

Mrs. Popper’s Viewpoint

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Describe Mr. and Mrs. Popper’s viewpoints on penguins.

**Mr. Popper’s Viewpoint**
- fascinated by penguins
- called them funny
- thinks penguins would make nice pets
- says the penguins are intelligent – explains by telling how they watch for sea leopards

**Mrs. Popper’s Viewpoint**
- thinks any pet would be too costly
- Mama thinks all animals would create more work for her because they make too much dirt in the house.
- called penguins heathen birds

---

**CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
This resource is easy for students to use. All the teacher must do is share the link with students. Students make a copy in their own Google Drive. Text boxes are provided on each form. Students just click to type their answers.
In this **Book Unit Interactive Notebook Series** [Note: This series is set up differently from my products that simply say Book Units.] each unit will have seven sets of skill practice. Each practice will include one or more graphic organizers and an activity. The activities will not be worksheets as most of us have plenty of those, but will instead be a hands-on type of activity. Here is how it works:

1) Each unit will focus on **two prefixes, two suffixes, and one Greek or Latin root word**. Both graphic organizers and a practice activity will be provided. The affixes selected will repeat once in another book unit. Root words will appear only once in the series. A total of 9 prefixes, 9 suffixes, and 9 roots will be covered.

2) Each unit will practice with one or more of the following: **figurative language, idioms, proverbs, and/or adages**. Each unit will include a set of response cards, graphic organizers going over definitions, and a practice activity. Activities will be based on the writing style of the book’s author.

3) Each unit from this series will contain practice using **context clues**. An organizer explaining six types of context clues -- definition, synonym, antonym, example, cause/effect, comparison, lists/series and description – plus task cards will be provided.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

4) Each unit will contain an organizer going over **capitalization and/or punctuation rules**.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

5) Each unit will contain an organizer going over rules and a practice activity with a **grammar** practice.

6) Each unit will contain an organizer going over rules and a practice activity practicing **spelling rules**.

7) Each unit will contain an organizer going over rules and a game-like practice with **synonyms, antonyms, confusing set of words, and/or homophones/homographs**.
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### Common Core State Standards Reading: Language

#### 5th Grade

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Example of **Google** Digital Resources

Printable

Google Digital Files

Text boxes are added for students to type words, definitions, and sentences. Students drag movable parts.
This set practices with the prefixes **de-** and **dis-** and the suffixes **–al/-ial** and **-en**. Different books in this series will focus on different prefixes and suffixes.
Root words may be different from those pictured here.
Prefix/Suffix Game

Instructions for Playing the Games

- Players determine who goes first with the roll of a dice.
- During a play, the player spins the spinner. The player must then look at the base/root words on the trail game and move his/her marker to the first space on the trail that forms a real word by adding the prefix/suffix from the spinner to the base/root word on the game board.
- If a player reaches the last few spaces of the trail and a real word cannot be formed, the player must wait and try again during his/her next turn.
- The first player to reach the finish line is the winner.
Example of **Google** Digital Resources

**Figurative Language**
- *like two peas in a pod*
- *let the cat out of the bag*
- *when pigs fly*

**Digital**
- Example of Google Digital Resources

**Printable**
- Example
  - raining cats and dogs
- Definition
  - Idioms are a group of words that convey meanings by combining the individual elements.
- Example
  - When two dogs fight over a bone, a third one carries it away.
- Definition
  - Proverbs are short, pithy sayings that express truth or useful thought.
- Example
  - A leopard can't change its spots.
Figurative Language Response Cards
“All you people crowding around the door, go back where you belong,” said Mr. Greenbaum. “This is a private conference.”

Conference most likely means
a) telephone
b) meeting
c) fight
d) building

And the way you helped out my friend the manager, here, shows that you’re real troupers — the kind we need in the show business.

Troupers most likely means
a) singers
b) sloppy
c) uncomplaining people
d) part-time

In the sleeping cars, however, where the porter was already making up some of the berths, there was trouble.

Berths most likely means
a) exercise
b) anger
c) sleeping compartments
d) happiness

This cost them absolutely nothing, for Mr. Popper had written a testimonial saying: “Popper’s Performing Penguins thrive on Owens’ Oceanic Shrimp.”

Testimonial most likely means
a) recommendation
b) commercial
c) reward
d) honor

And when they were all settled in the Popper rooms at the hotel, with the penguins clustering round to listen, Admiral Drake began.

Clustering most likely means
a) disappearing
b) radio
c) scattering
d) gathering

It was a pale and haggard Mr. Popper who was ready to announce his decision the next day.

Haggard most likely means
a) active
b) juicy
c) renewed
d) worn-out
Quotation Organizer

Three versions of the organizer rule cards are offered: one with blanks for students to write the rule and example sentences; one with the rule provided but with blank spaces for students to write in key words; and one with the answers provided. The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have cards already completed.
WELL MY LOVE HE SAID, SETTING DOWN HIS BUCKETS AND LADDERS AND BOARDS AND KISSING MRS POPPER, THE DECORATING SEASON IS OVER

WHAT ARE YOU READING ASKED MRS POPPER

PENGUINS ARE VERY INTELLIGENT CONTINUED MR POPPER

DEAR ME SAID MRS POPPER IN A SHOCKED TONE THEY SOUND TO ME LIKE PRETTY HEATHEN BIRDS

WOULD YOU LIKE THE LIVING ROOM PAPERED OVER HE ASKED MRS POPPER

PERHAPS THOUGHT MR POPPER ALL THAT WHITE TILING REMINDS HIM OF THE ICE AND SNOW AT THE SOUTH POLE
## Adjectives Organizers

### Two Flap
Two versions of this organizer are provided depending on the needs of your students.

- Students will list types of adjectives.
- The second copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.

![Two Flap Organizer](image)

### Penguin Reference Chart
Two versions of this reference chart are provided. On the first the students list the order for the adjective types. The second is completed. Students can glue these into their interactive notebook to use as a reference when ordering adjectives.
In ____ city of Stillwater, Mr. Popper, the house painter, was going home from work.

He had never seen ____ expanses of ice and snow.

Mr. and Mrs. Popper settled down for ____ evening.

It looked much more like a fine gentleman, with ____ waistcoat in front and its long black tailcoat dragging a little behind.

Down the hall it went and into the bedrooms, with ____ strut.

He was ____ explorer who lived about the time of the American Revolution.
Comparative and Superlative Adjectives

Ending in e

Two or More Syllables Ending in Y

Two-Syllables or Longer

Irregular Adjectives

Descriptive Adjectives

Limiting Adjectives

Adjectives are often placed in a string of two to three before a noun. When this occurs, the adjectives must be listed in order based on type:

1. limit
2. opinion
3. size
4. shape
5. age
6. color
7. material
8. purpose
Ways to Use the Cards

The following cards have singular nouns. To complete a turn, students must correctly spell the plural form of the word.

I like to place one card at a time under the document camera for viewing on the SmartBoard. If you do not have a document camera, you can achieve this same result opening this file on your computer and enlarging the screen size so that one card fills the screen at a time. Students take correcting the sentences. This can be made into a game activity by simply dividing the class into teams and awarding points for correct answers.

I like to use a soft ball. Students pitch the ball from one to another. The person holding the ball must answer the question (correct the sentence) before tossing the ball to a student who has not had a turn. The ball rotates until all cards have been used or all students have had a turn.
Homophone Activities

Organizer

Activity #1 ~ Drawing

Have students write and illustrate a sentence containing a pair of homophones. These may be humorous. The next three pages contain samples.

Following the examples, you will find a page with a border that may be printed for this purpose.

I have included a reference chart with a list of homonyms.

The baby started to bawl when David took away his ball.
**Activity #2 ~ Spoons**

*Object*

Be the first player to hold a set of four cards of the same set.

*What You’ll Need*

I recommend dividing the class into small groups of 4 to 6 players. You will use only the matching sets of cards for the amount of players. You will also need spoons equaling one less than the number of players. For example, if you have five players you will need four spoons.

*Playing the Game*

The spoons are placed in the center of the table within reach of all players and four cards are dealt to each player. Players take one card from the four dealt and pass it the player on the left. The player then receives a card passed from the player on their right. All players simultaneously pass a single unwanted card face down to their left, and then take the card that the player to their right passed to them. This continues until someone collects a matching pair.

*Winning the Game*

When a player collects a matching pair, nothing is said. Instead the player quietly reaches to the spoons in the center of the table and as slyly as possible moves one to his/her front. Once a player has taken a spoon, all the other players must do the same, even if they themselves do not have four of a kind.

The player left empty handed is out. When there are only two players left, they are the joint winners.
Credits

Font

Walk in the Park Dotty Font

Clipart

Microsoft Office Clipart Gallery

Creative Clips

Digital Clipart

Created by Krista Waldek

Nikki

graphics from the pond

ClipArtEngine.com

Scrappin' doodles

Kari Bolt

children's illustrator

SELLING CLIP ART ON TPT

Primary Polka Dots