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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  Mr. Popper’s Penguins  <http://achievethecore.org/page/2428/mr-popper-s-penguins> | **Synopsis of Text:**  Mr. Popper, a seasonal house painter in the small town of Stillwater, dreams of expeditions to the Arctic and the Antarctic. He loves learning about penguins most of all. In response to a letter he wrote to Admiral Drake, Mr. Popper is surprised when he receives a real, live penguin from the Antarctic; he names the penguin Captain Cook. The family soon becomes attached to the charming Captain Cook and they go out of their way to make him comfortable in their home. When Captain Cook becomes ill, a curator from a large aquarium suggests that Captain Cook is lonely and sends another penguin, Greta, to join the Popper household. Before long, there are a dozen penguins living in the household and the cellar is turned into a penguin wonderland--complete with an ice castle, skating rink, and diving pool. When faced with money worries, Mr. Popper decides to train the penguins to perform, secures an agent, and takes the penguins and the family on the road to theaters across the country. Finally, Mr. Popper is faced with the decision of allowing the penguins to be in movies in Hollywood or sending them to the Arctic to form a penguin colony. |
| Related Text 1:  Penguin Power  <https://www.readworks.org/article/Penguin-Power/c2f1a1a2-b288-4951-beed-759435ca6b0a#!articleTab:content/> | **Synopsis, highlighting related learning:**  This short article gives some basic information about penguins, including what they eat, where they live, and how they raise their young. This will reinforce some of the information that they students learn in *Mr. Popper’s Penguins* especially about how penguins slide to get around and how male and females work together to raise their young. |
| Related Text 2:  Penguins  <https://www.dkfindout.com/us/animals-and-nature/birds/penguins/> | **Synopsis, highlighting related learning:**  This webpage explains more about a penguin’s anatomy and how they move in water and on land. Because the penguins in *Mr. Popper’s Penguins* spend a lot of time on land, students may not realize that penguins are primarily water birds. |
| Related Text 3:  Polar Regions of the Earth  <https://www.raz-plus.com/projectable/book.php?id=690&lang=1&type=book> | **Synopsis, highlighting related learning:**  This text gives students information about both Antarctica and the Arctic, including information about animals that live in each region. Because this is a long and challenging text, consider focusing on pages 4-7 (which explains some background on the polar regions) and 13-14 (which focuses on emperor penguins). Students could read pages 8-12 to consider what life may be like for Mr. Popper and penguins when they move to North Pole at the end of the book. |

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| **Optional Supporting Resources** | |
| Inside the largest penguin facility in the world, Detroit Zoo's new Polk Penguin Conservation Center  <https://www.youtube.com/watch?v=nyGvB2zTLVo> | **Description/rationale for inclusion:**  This video explains how the Detroit Zoo has created a penguin habitat. In *Mr. Popper’s Penguins,* Mr. Popper must create a place for his penguins to live.  Consider asking a local zookeeper to come in and talk to the class (or be interviewed via the internet) about how their zoo creates a suitable penguin (or other polar animal) habitat. Students could then draw a diagram of the penguin habitat for the zoo. |
| Penguins…Ice Skating  <https://www.youtube.com/watch?v=eQquEh6zQ5c> | **Description/rationale for inclusion:**  This video will help students see how the penguins move on land. This will help them visualize the penguin show they put on in *Mr. Popper’s Penguins*. Students may also enjoy this blooper video: <https://www.youtube.com/watch?v=Tcx6YyXvvRI> |
| **Writing/Culminating Tasks** | |
| Text Type 1: Informational | **Description of task:**  What have you learned about penguins from reading Mr. Popper’s Penguins and the other texts? What other questions do you have about penguins?  Write at least 3 or 4 sentences to answer the prompt and at least 2 questions.  *Note: The student-generated questions from this prompt could provide the foundation for a short research project.* |
| Text Type 2: Informational | **Description of task:**  What would you do to make your house more comfortable for a penguin? Draw and label a map of your house to explain how you would make a penguin habitat in your house. Remember that an adequate habitat needs to provide water, food, shelter, and space for an animal to live. |
| Task Type 3: Review | **Description of task:**  Pretend you attended one of Mr. Popper’s penguin shows. Write a review of the show. In your review answer at least three of the following questions:  What happens in the show?  What is entertaining about it?  What is not entertaining about it?  Should others go see the show? Why or why not? |
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