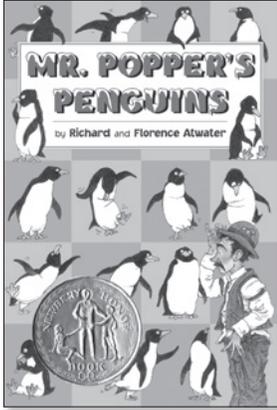




HC 978-0-316-05842-1 • PB 978-0-316-05843-8



Mr. Popper's Penguins by Richard and Florence Atwater

COMMON CORE CONNECTIONS—FOURTH-GRADE FOCUS

Every book can meet most, if not all, CC State Standards. However, we have found that some books speak directly to a few standards with strength. These applications seek to make the connections between a particular text and the Common Core Standards as written for fourth graders—leaning on this text's literary strengths.

Reading Literature

RL.4.3

Mr. Popper is an endearing, main character. In Chapter 1, he is described as a “dreamer.” Ask students to identify Mr. Popper's actions, words and thoughts that show that he is a dreamer. Encourage students to identify other character traits they would use to describe Mr. Popper using evidence from the text to support their thinking. Use character traits to describe Mrs. Popper. Compare and contrast the personalities of Mr. and Mrs. Popper using examples from the book.

RL.4.4

The authors use rich vocabulary throughout the text. Students should keep track of new words on sticky notes or in notebooks. Ask students what they think the new words mean based on the context clues from the text. After determining the actual definitions, have students share the words they collected in small groups or keep track on a word wall in the classroom.

Examples of vocabulary words: meekly (p.16), pompously (p.23), solemnly (p.26), idle (p.45), indignantly (p.50), despair (p.66), and indulgence (p.93).

RL.4.1

As students read, have them keep track of their thinking in reading journals or on sticky notes. Students should note places in the text where they have questions, predictions, connections, or need clarification. Have students use details from the text as they discuss the events from the story in small groups or with the whole class.



Possible discussion questions include...

- What happens when Mr. Popper takes Captain Cook for a walk in Chapter 8? Do you think the walk was a success? Why or why not?
- *Mr. Popper's Penguins* uses exaggeration and humor throughout the story. What is an example of an exaggeration from the text?
- How do the penguins change the lives of the Popper family? Do you think their lives better or worse after the penguins arrive? Use examples from the text to support your answer

RL.4.2

Mr. Popper's carefree lifestyle, desire to see the world, and excitement about the penguins could lead to some interesting discussions about the theme of the book. What could readers learn from the Popper family? Use examples from the text.

Ask students to summarize the story orally or in writing. A strong summary concisely includes who (characters), when/where (setting), what (major events), why (theme) and how (author's style) without re-telling the story.

Writing (Text Types and Purposes)

W.4.1

On page 131, Mr. Popper must decide if he will allow a movie studio to create a film about the penguins or if he should send them to the North Pole with Admiral Drake. Have students write opinion pieces about what they think Mr. Popper should do. Students should use reasons and details to support their choices.

Reading with Fluency

RF.4.4

Much of the story is told through lively dialogue among the characters, which works well for reader's theater. Choose a chapter and assign students characters from the chapter. Provide students with opportunities to practice their passages before reading the chapter together as a class. Students should pay attention to punctuation, focus on reading smoothly and with expression.

Chapter 6 "More Troubles" would make an amusing reader's theater performance.

Characters from Chapter 6:

- Narrator
- Police Officer
- Mr. Popper
- Bill
- Janie
- Captain Cook
- City Hall Official
- Automobile License Bureau Official