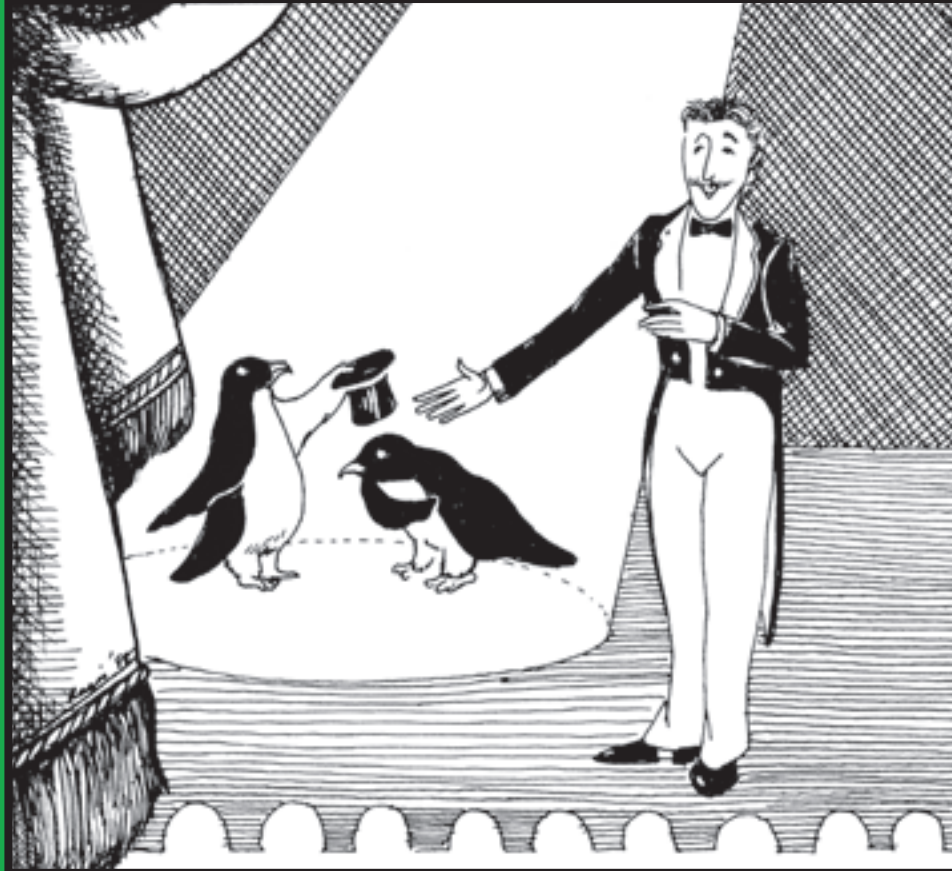


Novel·Ties

Mr. Popper's Penguins

Richard and Florence Atwater



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the book *Mr. Popper's Penguins* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. Look at the illustrations inside the book. What do you think the book will be about? Do you expect it to be funny or serious, realistic or fantastic?
2. **Science Connection:** Read the Background Information on penguins on page two of this study guide and do some additional research to learn more about these interesting birds. As you read *Mr. Popper's Penguins*, determine how much you read about penguins is factual and how much is fantasy.
3. Notice the copyright date of this book which can be found opposite the Table of Contents. What qualities do you think a book must have to be in print for so many years?
4. **Social Studies Connection:** Locate the following areas on a globe or world atlas: the Arctic, Antarctica, India, the Himalayas, and the South Seas. What do you know about each area? What does the geography of each region suggest about its living conditions?
5. Read the Background Information on Sir Francis Drake and James Cook on page two of this study guide. Do some additional research on the lives of these two men as well as the following people to find out how they influenced the history of world exploration:
 - Christopher Columbus
 - Ferdinand Magellan
 - Lord Nelson
 - Queen Victoria
6. Create a pet owner's chart, such as the one below. After an informal survey of your classmates, fill in the information required.

Student's Name	Kind of Pet	Care Required

After the chart has been completed, determine which is the most popular kind of pet, which pets need the most care, and what is the most unusual household pet owned by a classmate.

Chapter 1, 2 (cont.)

Questions for Discussion:

1. Do you think Mr. Popper is an unhappy man? Would you like to have him as a friend or neighbor?
2. What do you learn about Mr. and Mrs. Popper's life that shows that they live in the 1930s and not in the present?

Literary Element: Characterization

Choose a word from the Word Box that best describes Mr. Popper in each of the following statements. Write the word you choose on the line below the statement.

<i>WORD BOX</i>			
absent-minded	amiable	impractical	inquisitive

1. Mr. Popper thought it would have been nice if he could have traveled around the world before he settled down.

2. Once Mr. Popper painted three kitchen walls green, and the fourth wall yellow.

3. While Mrs. Popper worried about the long winter ahead, Mr. Popper thought about how nice it would be to have a whole winter to read travel books without being interrupted by work.

4. When describing the Drake Expedition to Mrs. Popper, he said, "But I think the nicest part of all is the penguins. No wonder all the men on that expedition had such a good time playing with them."

Writing Activity:

Imagine you are Mr. Popper and use your research on penguins as the basis for a letter to Admiral Drake in which you express your theory about penguins.