

# Table of Contents

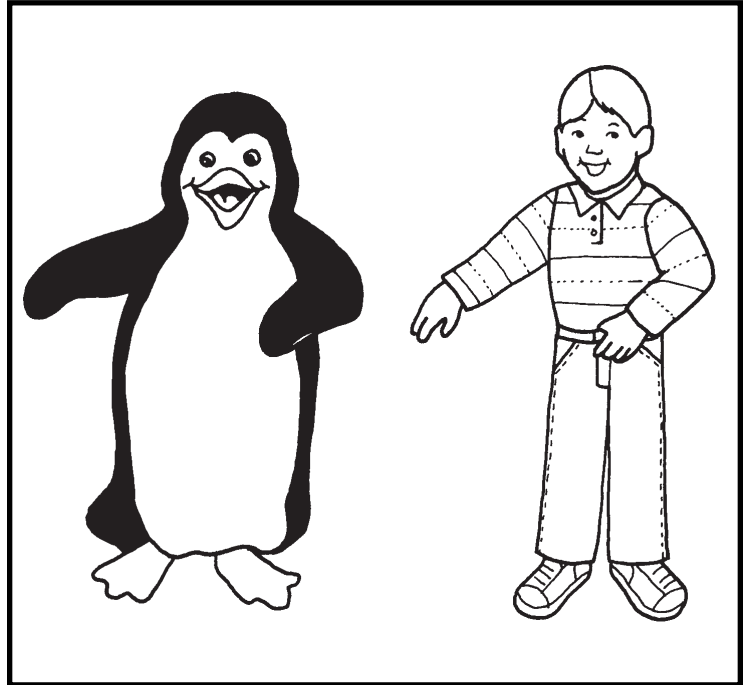
<b>Introduction</b> .....	3
<b>Sample Lesson Plan</b> .....	4
<b>Before the Book</b> ( <i>Pre-reading Activities</i> ) .....	5
<b>About the Authors</b> .....	6
<b>Book Summary</b> .....	7
<b>Vocabulary Lists</b> .....	8
<b>Vocabulary Activity Ideas</b> .....	9
<b>Section 1</b> ( <i>Chapters 1–4</i> ) .....	10
♦ Quiz Time	
♦ Hands-on Project—Writing a Narrative Story	
♦ Cooperative Learning Activity—Interior Decorating, Mr. Popper Style	
♦ Curriculum Connection—Is a Penguin a Bird?	
♦ Into Your Life—Reading Response Journals	
<b>Section 2</b> ( <i>Chapters 5–9</i> ) .....	17
♦ Quiz Time	
♦ Hands-on Project—Town Ordinance	
♦ Cooperative Learning Activity—Improvisation as Drama	
♦ Curriculum Connection—“Eggs”traordinary!	
♦ Into Your Life—Which One Would You Buy?	
<b>Section 3</b> ( <i>Chapters 10–13</i> ) .....	22
♦ Quiz Time	
♦ Hands-on Project—Writing Cinquains	
♦ Cooperative Learning Activity—So You’re Making a Newspaper	
♦ Curriculum Connection—What’s It Like Outside?	
♦ Into Your Life—Music Appreciation	
<b>Section 4</b> ( <i>Chapters 14–17</i> ) .....	27
♦ Quiz Time	
♦ Hands-on Project—You Be the Critic	
♦ Cooperative Learning Activity—Popper’s Penguins: Take 1	
♦ Curriculum Connection—Mapping It Out	
♦ Into Your Life—Let’s Talk	
<b>Section 5</b> ( <i>Chapters 18–20</i> ) .....	32
♦ Quiz Time	
♦ Hands-on Project—Vocabulary Review Crossword	
♦ Cooperative Learning Activity—Debate	
♦ Curriculum Connection—Make a Balloon Globe	
♦ Into Your Life—Letters Home	
<b>After the Book</b> ( <i>Post-reading Activities</i> )	
Any Questions? .....	37
Book Report Ideas .....	38
Research Ideas .....	39
<b>Culminating Activity</b> .....	40
<b>Unit Test Options</b> .....	43
<b>Bibliography of Related Reading</b> .....	46
<b>Answer Key</b> .....	47

# Improvisation as Drama

Improvisational skits in the classroom allow students to relieve stress and excess energy. They can also add a bit of humor to brighten a stressful or rainy day.

The only preparation needed for this activity is a discussion of emotions and related body language. With your class, list different emotions on the board. Once this is done, ask for volunteers to demonstrate how each emotion “looks.”

The next step is to explain improvisation as an acting technique. Then divide the class into small groups. Each group will go to the “stage.” Give each group a situation from chapter sections 1 or 2 to act out. Their only directions will be to perform the skit, showing the different emotions. You may want to allow a short period of time to let the students assign parts and gather props.



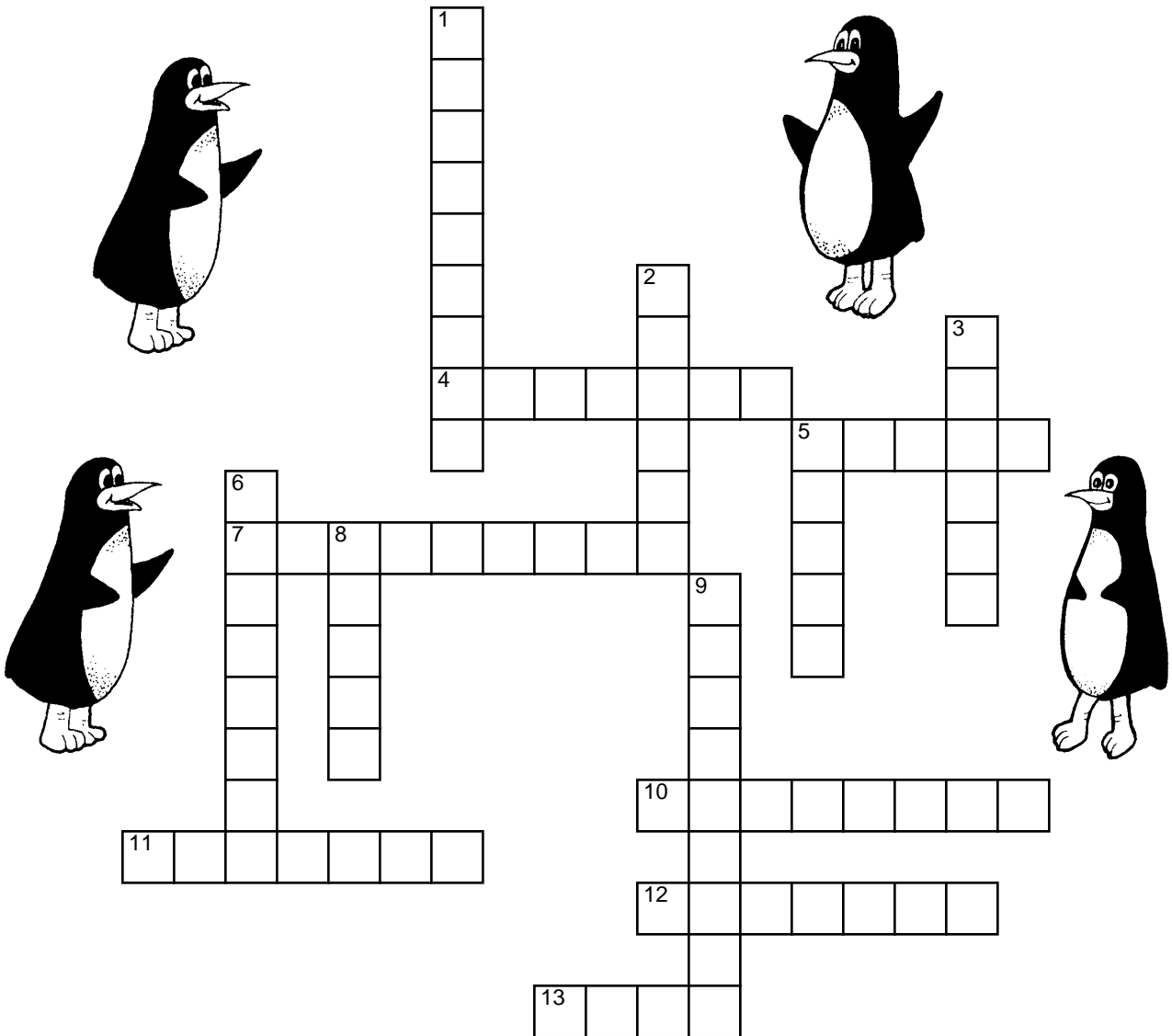
This activity is particularly good because it will assess the students' overall comprehension. Remember, it is improvisation! There is not a great deal of preparation that goes into an improvisational performance.

Here are some suggested scenes to perform from chapter sections 1 and 2:

- **Mr. Popper and Captain Cook meet a neighbor on their walk.**
- **Captain Cook is in the barber shop.**
- **The service man comes to the house.**
- **Janie and Bill meet Captain Cook for the first time.**
- **The policeman talks to Mr. Popper.**

After each scene is performed, ask students in the audience to identify which emotions were portrayed and how. For a little fun, the teacher may consider handing out a “Quick Thinking” award to all who participated.

# Vocabulary Review Crossword



### Across

- 4. weather conditions of a region
- 5. to produce offspring
- 7. better position or chance
- 10. obvious
- 11. to supply
- 12. worn appearance
- 13. be without something

### Down

- 1. power to change something
- 2. low and husky in sound
- 3. mean or violent
- 5. strong
- 6. common
- 8. irritated
- 9. used as a ramp on a ship