THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2018-2019

Ideas with IMPACT

idea packet

sponsored by:

ASSURANT

Literacy in a Pot

Literacy in a Pot!

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About : Literacy In a Pot!

I created the project, *Literacy in a Pot!* to get my students excited about reading. I was thinking of ways to make instruction in my second-grade classroom more meaningful and engaging. I wanted ways to get my students up, out of their desks, and active during the reading process. I brainstormed ways to do this, I thought to myself "what is it that all students like to do?" The answer was clear- all students love to eat, they eat for nutrition and they also eat for fun, celebrations in the class are always a hit! So, I decided to write my ideas combining literature (grade level appropriate novels) and snacks, light meals, and delicious treats. This idea was originally done as an innovator grant and it turned out to be a hit! Students weekly assessments and overall fluency rocketed in my classroom. Then I wanted to take my idea even further and put together some more ideas that can be used throughout an entire unit and give you the resources that will take you through all chapters of the novel: Mr. Popper's Penguins. The ideas contained in this packet have kept my reading class buzzing and my students could not wait to read and see what we were going to do next. The ideas can be altered to fit the needs of your students as well as to meet grade level expectations and appropriateness.

Language Arts, Florida (LAFS) Standards:

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.2.RL.1.1 Ask questions: who, what, when where, why and how to understand key details in a text.
LAFS.2.R.F.4.4.b-Read with sufficient accuracy and fluency to support comprehension.

LAFS.2.SL.1.1-Collaborative Conversations
LAFS.2.SL.1.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Mr. Popper's Penguins

Sample Lesson Plan

Sample Lesson Plan for Chapter 1: Mr. Popper's Penguins

Chapter 1- Stillwater

Language Arts

Vocabulary –

Calcimine – a white wash made of whiting, or zinc white, with glue and water, for ceilings and walls.

Expedition – a journey or voyage for a definite purpose. Bungalow – a small house or cottage, usually with one or one and a half stories.

Absent-minded – Not paying attention to one's surroundings because the mind is preoccupied with other matters.

Comprehension Questions – 1. What kind of work does Mr. Popper do? (House painter) 2. Why was Mr. Popper always absent-minded? (Always dreaming of faraway places) 3. How many children did Mr. and Mrs. Popper have? (Two) 4. What did Mr. Popper wish he were instead of a house painter? (A scientist) 5. What was Mrs. Popper worried about, come fall? (Not having enough money)

Re-Read Chapter One-

When students re-read chapter one, on their own, they complete the portrait of Mr. Popper (worksheet).

Cooking-

Students and teacher will make the recipes for grilled cheese and white bean soup (this is perfect to introduce cooking as the meals are rather simple and not elaborate, students may not like the white bean soup, so we made grilled cheese with it. (Perfect for discussing the character Mr. Popper, as he is poor and cannot afford expensive foods).

Creative Writing –

Mr. Popper had wanted to travel the world, seeing exciting places.

Have your child create a travel brochure trying to convince Mr. Popper to come visit your town. What exciting things might one see in your town? Anything your town is known for? Have students write brief descriptions and draw pictures, or even use photographs he takes around your town.

Creative Thinking and Comprehension (Journal or Discussion) –

Mr. Popper is a painter, but he really wants to be an explorer. What would your student like to be when he grows up? Why? Social Studies

Geography/Map Skills – Mr. Popper had wanted to see the world, hunting tigers in India, climbing the peaks of the Himalayas, diving for pearls in the South Seas, and visiting the Poles.

Get out a world map with your child and locate these places.

Review or introduce the seven continents, Africa, Asia, Australia, Antarctica, North America, South America, and Europe.

What continents are the places Mr. Popper wants to visit on?

Different Kinds of Maps-- There are various kinds of maps and globes, each one with a specific use. A map shows a place from above. Different maps include world, state, and local maps, resource maps showing the things people make or grow in a certain area, a landform map which shows mountains, rivers, lakes, and oceans, and route maps which show the way to get to certain places. A book of maps is called an atlas. There are features that most maps have in common.

Introduce students to the different parts of a map, having him locate the following: Title – the title of the map tells you where the map is about. Compass Rose – A compass rose helps you tell the direction. North is always at the top. Map Key – Contains symbols that tell you what products are produced, kind of work people do, areas of special interest, capitals and cities, and/or what landforms exist in the place on the map. Scale – The scale tells you how many miles in the real world equal a certain distance on the map. The scale will help you to know distances between cities.

Globes are three-dimensional maps in the shape of a sphere. They are divided into two halves, called the Northern and Southern Hemispheres, by the Equator. There are lines that run parallel to the equator called lines of latitude, which help you locate places north and south of the equator. Another important line on the globe is called the Prime Meridian. It is the imaginary line that goes from the North Pole to the South Pole. This line divides the world into the Eastern and Western Hemispheres. On each side of the Prime Meridian are curved lines called lines of longitude. They measure how far east or west a place is. Students can locate all these features on a globe.

Occupations – There are many careers mentioned throughout this story. As you come across them, discuss with students what the job may entail, and whether or not it sounds like something he may like to do.

Scientist – a person devoted to scientific study or investigation. There are many kinds of scientists, including those that study animals (zoologists), plants (botanist), environment, weather (meteorologist), rocks and earth (geologist), etc. Scientists explore and observe, test out data, and come to conclusions that will hopefully improve our world.

Explorer – a person who travels to new or strange places. Your child may be familiar with early explorers such as Columbus, John Smith, Lewis and Clark, or maybe Daniel Boone. As most of the world has already been explored, new explorers go to the far distant Poles, the bottoms of the seas, or into outer space.

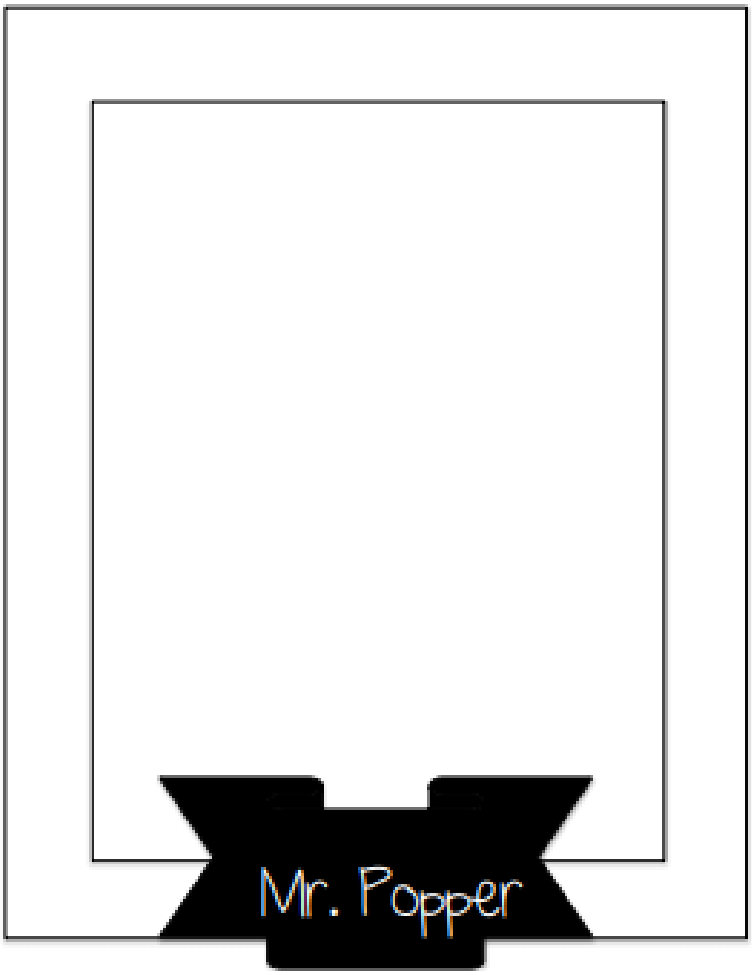
House Painter – a person who prepares and paints the interior and exterior walls of homes. A house painter should is someone who is mindful of details, neat, and can communicate well with his customers. Keep track of the various occupations throughout the book in student journals or notebook.

Mr. Popper's Penguins

Portrait of Mr. Popper

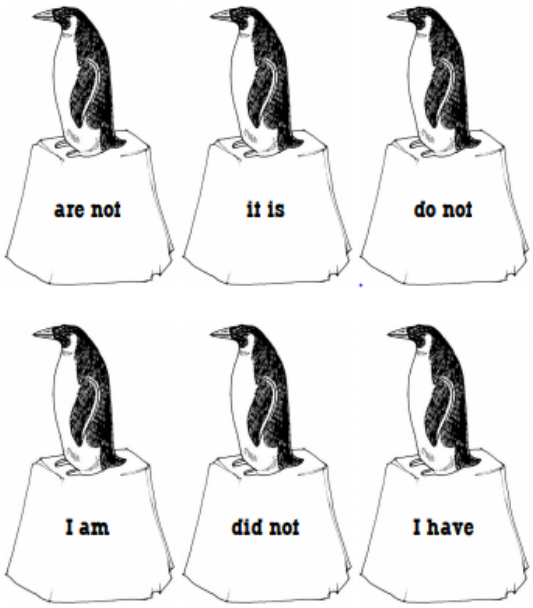
Portrait of Popper

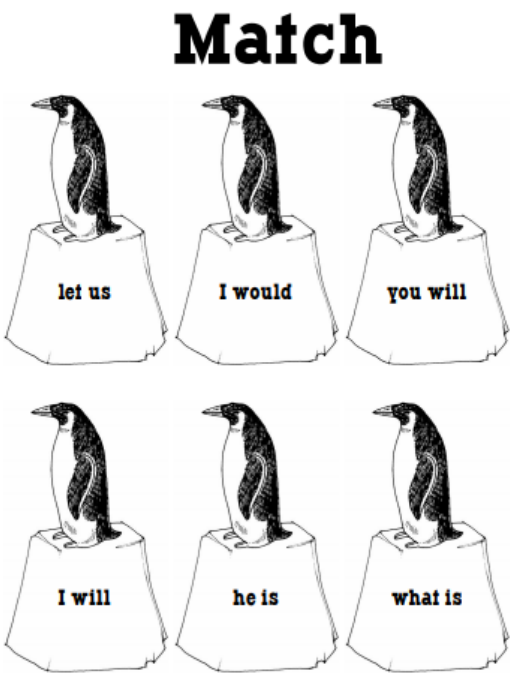
Directions: Even though you don't always have illustrations, a good book can still help you "paint a picture" in your mind. Books do this by using good descriptive words. Mr. Popper's Penguins is no exception. The authors give us a glimpse of What Mr. Popper looks like on the very first page. Reread page 3 and draw a portrait of Mr. Popper.



Mr. Popper's Penguins

Contraction Match





I'll	I'd	let's	you'll
I've	aren't	didn't	I'm
don't	it's	he's	what's

Cut extra sides off file folder as demonstrated in video. Three hole punch.

Open file folder. Glue "Contraction" page on the left side and "Match" page on the right. Glue cover piece on front of file folder, if desired. Paste the front of an envelope to the front of the file folder. Store game pieces inside the envelope.

To play, have your student match the contraction to the appropriate penguin.

Popper's Penguins

Student Notebook Alliteration Foldable

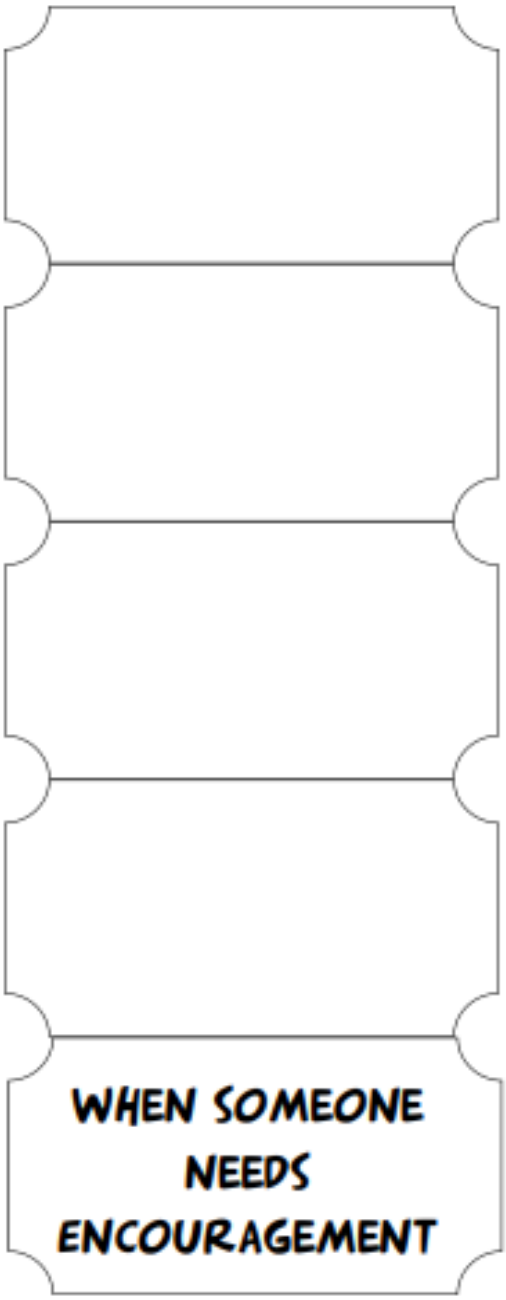
My Example(s)

Example From Story

Definition of Alliteration-
Repetition of the first consonant sound in a phrase

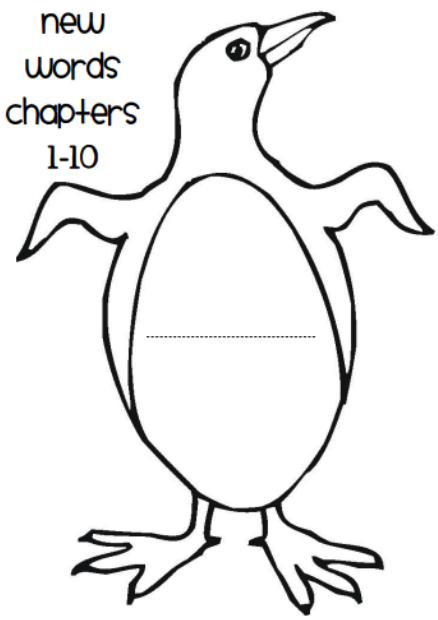
Penguin Alliterations

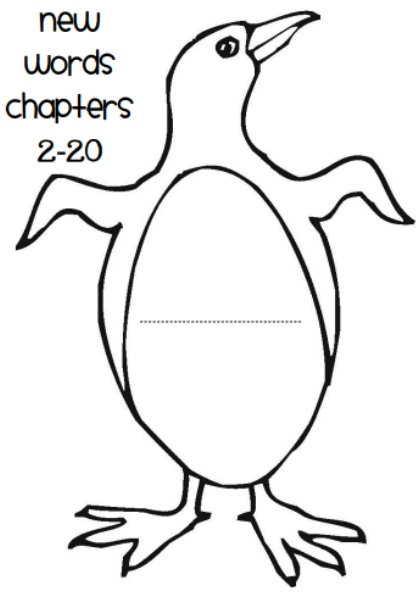
Student Notebook Encouragement Foldable



Cut out book as one piece. Write one way to encourage others on each piece. Fold like an accordion. Paste back of last piece to your lapbook or notebook.

www.homeschoolshare.com





not paying attention to one's surroundings because the mind is preoccupied with other matters	eyeglasses	
gently, mildly, kindly	a journey or voyage for a definite purpose	
a written acknowledgement of payment for or delivery of goods	a small house or cottage, usually with one or one and a half stories	

Mr. Popper's Penguins White Bean Soup Recipe

Ingredients:

- 1 teaspoon extra virgin olive oil
- 1 small or medium onion, diced
- 2 garlic cloves, crushed
- 2 15-ounce cans white beans, drained and rinsed
- 24 ounces (3 cups) chicken or vegetable stock
- 4-5 sprigs of thyme
- 1 bay leaf
- 1 ounce grated parmesan cheese, plus more for passing
- 1 teaspoon freshly squeezed lemon juice
- 1 teaspoon kosher salt
- 1/2 teaspoon freshly ground black pepper

Directions:

1. Add the oil and water and oninond into the crockpot
2. Add the garlic, beans, chicken stock, thyme, and bay leaf. reduce the heat, cover. 8-10 hours.
3. Remove the bay leaf and thyme, and the soup should be a smooth consistency add lemon, salt and pepper to taste.
4. Serve with extra parmesan cheese for sprinkling on top.

Mr. Popper's Penguins

Grilled Cheese Recipe

Ingredients:

1. American Cheese Slices, 2 per sandwich
2. Butter (Spread like Country crock works best)
3. Slices of bread, 2 per sandwich: white or wheat

Directions:

Preheat griddle over medium heat. Generously butter one side of a slice of bread. Place bread butter-side-down onto skillet bottom and add 1 slice of cheese. Butter a second slice of bread on one side and place butter-side-up on top of sandwich. Grill until lightly browned and flip over; continue grilling until cheese is melted.

Mr. Popper's Penguins

Hot Chocolate

Ingredients:

1/4 cup unsweetened cocoa powder
1 (14 oz.) can sweetened condensed milk
6 cups whole milk
2 cups heavy whipping cream
2 teaspoon pure vanilla extract
2 cups semi-sweet chocolate chips
mini marshmallows, *for topping*

Directions:

In a 4-quart (or larger) slow cooker, combine all the ingredients. Give it a good stir. *Updated to add:* Some folks felt it was easier to heat up a cup of milk, then stir in the cocoa. It was mentioned that the cocoa blends in better this way. Then the warm milk mixture is then stirred in with the rest of the ingredients. Cover and cook on low for about two hours as it warms up.

Mr. Popper's Penguins

Penguin Pancakes

Ingredients:

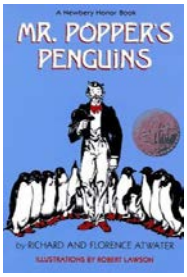
1 1/3 cups flour
2 tablespoons sugar
3 teaspoons baking powder
3 tablespoons oil
1 large egg
3/4 teaspoon salt
1 1/4 cups milk
Penguin Shaped Cookie Cutter

Directions:

1. Whisk all the ingredients just until smooth.
2. Lightly grease a skillet with cooking spray, butter, or oil. Heat stovetop or griddle to 350 degrees.
3. Pour batter into cookie cutter and fill ¾ full.
4. Cook each pancake until it is puffy and bubbly, turning to brown on the other side.
5. Serve hot with butter and your favorite syrup!

Poppers Penguins Literature and Websites:

Mr. Popper's Penguins is a children's book written by Richard and Florence Atwater, with illustrations by Robert Lawson, originally published in 1938. It tells the story of a poor house painter named Mr. Popper and his family, who live in the small town of Stillwater in the 1930s. The Poppers unexpectedly come into possession of a penguin, Captain Cook. The Poppers then receive a female penguin from the zoo, who mates with Captain Cook to have 10 baby penguins. Before long, something must be done lest the penguins eat the Poppers out of house and home.



Book: Mr. Popper's Penguin, can be purchased at Amazon.com:

https://www.amazon.com/s/ref=nb_sb_ss_fb_1_14?url=search-alias%3Dstripbooks&field-keywords=mr+poppers+penguins+book&sprefix=mr+poppers+pen%2Cfashion%2C396&crid=3IECD02U12T2W&rh=n%3A283155%2Ck%3Amr+poppers+penguins+book

The current price is $4.99

Website: Public Domain Resources, University of Delaware:
http://www.deaccessproject.org/3-5-ela-mr-poppers-penguins/

Website: Novel Study and lesson plans for the novel: Mr Popper's Penguins:
https://www.achieve.org/files/mr_popper_s_penguins_2_chap_book_0.doc

Materials needed for this project:

Text: Mr. Popper's Penguins, preferably one for each student (approx. $5.00 each)

Materials Packet- contains vocabulary, comprehension questions and other meaningful activities for each of the chapters in the book. (I will provide to you)

An electric griddle

CrockPot

Plenty of Plastic cutlery and paper plates for your students

Colored Pencils

Markers

Notebooks or Journal (1 per student)

All of the food ingredients listed in the four recipe cards in this packet

White Copy Paper (one ream)

Chart Paper

Map

Globe

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THE EDUCATION FUND

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Apply for an Ideas with IMPACT Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors, or assistant principals may request funds to implement any project idea, teaching strategy, or project from the 2018 Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2018-19. Most catalogs can be viewed on The Education Fund's website at educationfund.org under "Ideas with IMPACT Catalog Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the Disseminator, communicating via email or telephone, by visiting the Disseminator in their classroom, or by having the Disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Monday, June 3, 2019.

APPLICATION DEADLINE:
December 13, 2018

Apply online at educationfund.org

For more information, contact:
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audrey@educationfund.org