

Poppy's Planet!

The author opens the story with:



**Poppy is a positively perfect penguin
All dressed in her best coat and tie,
But Pops holds a magical secret
She is a penguin, who can fly!**

This is a very strange description of a penguin, draw,
what it makes you think Poppy looks like.

A large, empty rectangular box with a black border, intended for a student to draw their interpretation of the penguin described in the text above.

Poppy's Planet!



In the story we hear about the effect on the planet.
In the box below write or draw about what your school could do to help the planet.

Poppy's Planet
Comprehension activity

Look at the book again; can you answer these questions fully?



- 1) What does the author say Poppy is wearing?
- 2) What does she do that other penguins cant?
- 3) Why are the fishermen's nets floating?
- 4) What does the farm need to help it grow crops?
- 5) Why are the birds homeless?
- 6) What are the causes of the pollution in the city?
- 7) What animals can you see in the icy picture?
- 8) Does Poppy really fly, where does she fly?
- 9) Can you name all of the areas that Poppy visits?

Poppy's Planet!

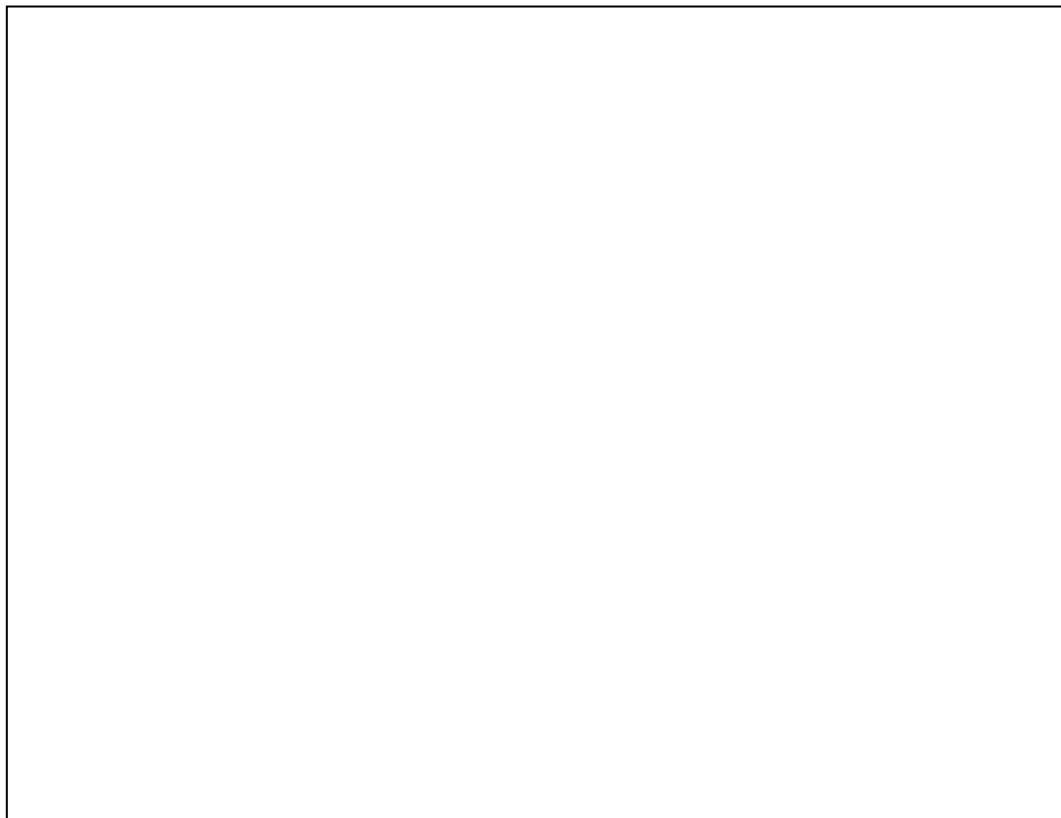


WRITTEN BY
RUSS BROWN

illustrated by
Jamie Cosley



This is the cover of the book; do you think you could create a better one? Draw it below.



Poppy's Planet!
Can you find the hidden words?



Poppy's Planet!

b b f a y x g n e q u f d m d
c l a m c i g e p u p o e a k
y g z o e a c m g h k r k j c
z a w z k r r r m q h e u d b
b m a c h i n e s d l s y e r
i h t r f t k h m u n t p e t
r p u r r y e s f a i s c m e
d j e e e a b i t c e y p r n
s h s n r e t f y c c r h a a
k e l t g u s f g l e s d f l
d l h j a u d y e c i t m o p
f p z e x c i p o p p y o r s
p l b j r w n n s t l e m r w
h s i b b u r d r c a r s v p
z x j z e m h j s h z a o j h

**Words in the
Puzzle**

beautiful, birds, care, cars, city, desert,
dream, earth, farm, fishermen,
fly, forests, help, ice, machines, melts,
penguin, planet, poppy, protect, recycle,
rubbish, trees

Solution



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+ + F + + + + N + + + F + + +
+ L + + C + + E + + + O + + +
Y + + + + A + M + + + R + + +
+ + + + + R R + + + E + + +
B M A C H I N E S + L S Y + R
I + T + + T + H M U + T + E T
R P + R R + E S F A I S C M E
D + E E E A + I T C E Y + R N
S H S N R E T F + C C R + A A
+ E + T G U S + + L E + D F L
D L H + A U + + E C I T + + P
+ P + E + + I P O P P Y O + +
+ + B + + + + N S T L E M R +
H S I B B U R + + C A R S + P
+ + + + + + + + + + + + + + +
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(Over, Down, Direction)

BEAUTIFUL (3, 13, NE)

BIRDS (1, 5, S)

CARE (5, 2, SE)

CARS (10, 14, E)

CITY (10, 8, NE)

DESERT (1, 11, NE)

DREAM (13, 10, NW)

EARTH (7, 7, SW)

FARM (14, 10, N)

FISHERMEN (8, 9, N)

FLY (3, 1, SW)

FORESTS (12, 1, S)

HELP (2, 9, S)

ICE (11, 11, W)

MACHINES (2, 5, E)

MELTS (13, 13, W)

PENGUIN (2, 7, SE)

PLANET (15, 11, N)

POPPY (8, 12, E)

PROTECT (15, 14, NW)

RECYCLE (15, 5, SW)

RUBBISH (7, 14, W)

TREES (3, 6, SE)



Poppy's Planet!

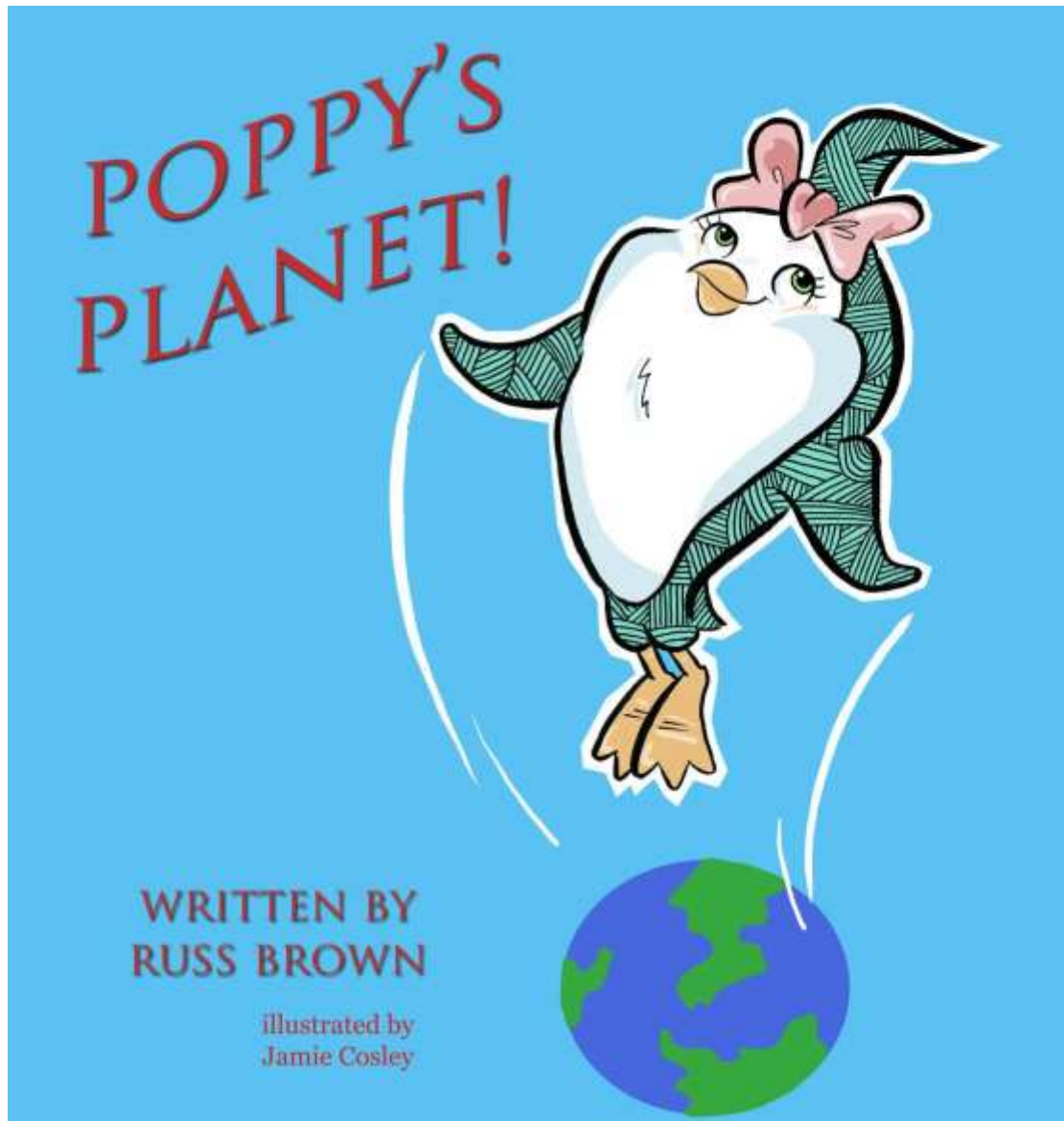
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|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PYOPP | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| LATENP | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 2 |
| PEUNIGN | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 7 |
| LFY | <input type="text"/> <input type="text"/> <input type="text"/> |
| SIFRENEMH | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| TEESDR | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| RAMF | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| SERFOTS | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 4 |
| RETSE | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 10 |
| SDRIB | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 9 |
| TCYI | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| RASC | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| CESHINMA | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 3 |
| CECRYLE | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 6 |
| RBBISUH | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 11 |
| ECRA | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 8 |
| TERAH | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| EIC | <input type="text"/> <input type="text"/> <input type="text"/> |
| STLEM | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 1 |
| MERAD | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| TCREPTO | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |
| ELHP | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 5 |
| LEIBUFATU | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |

V
1 2 3

4 5 6

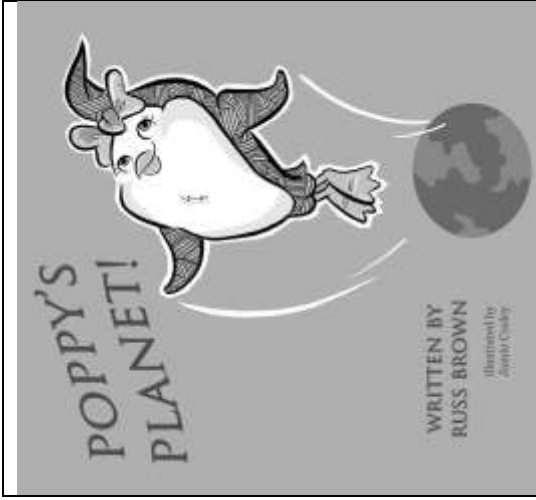
7 8 9 10 11

Poppy's Planet!
By Russ Brown
Guided Reading Teachers Planning and
Activities Pack



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or www.russbrownauthor.co.uk

Poppy's Planet! Can you storyboard the events of the story? You can write a sentence to go with it



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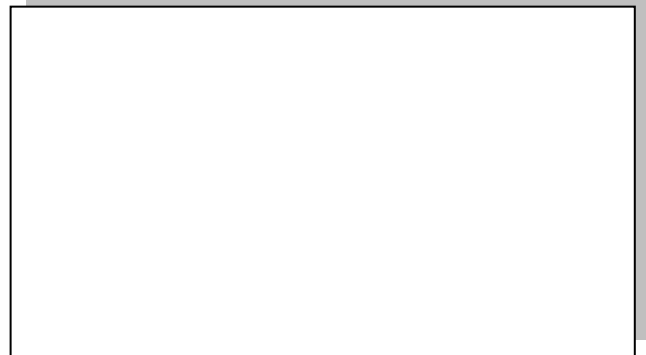
Animal Alliteration



Poppy the Penguin uses alliteration as the "p" sound is used in Poppy and Penguin.

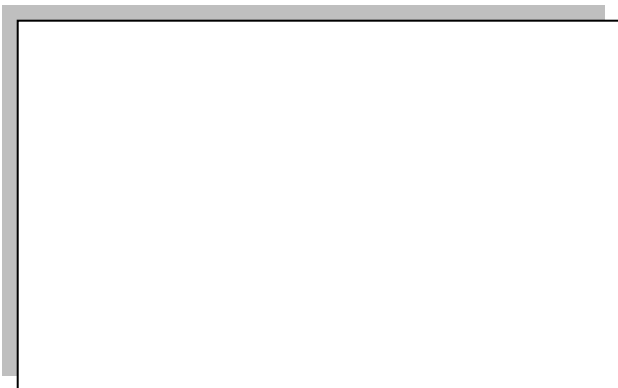
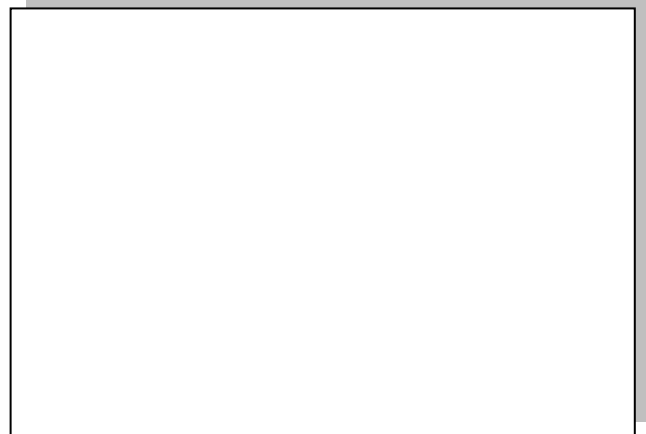
Can you think of any other animals that you could give names to? Here are a few to start you off. Draw a picture of the character in the box.

Sam the _____



_____ the Giraffe

Maureen the _____

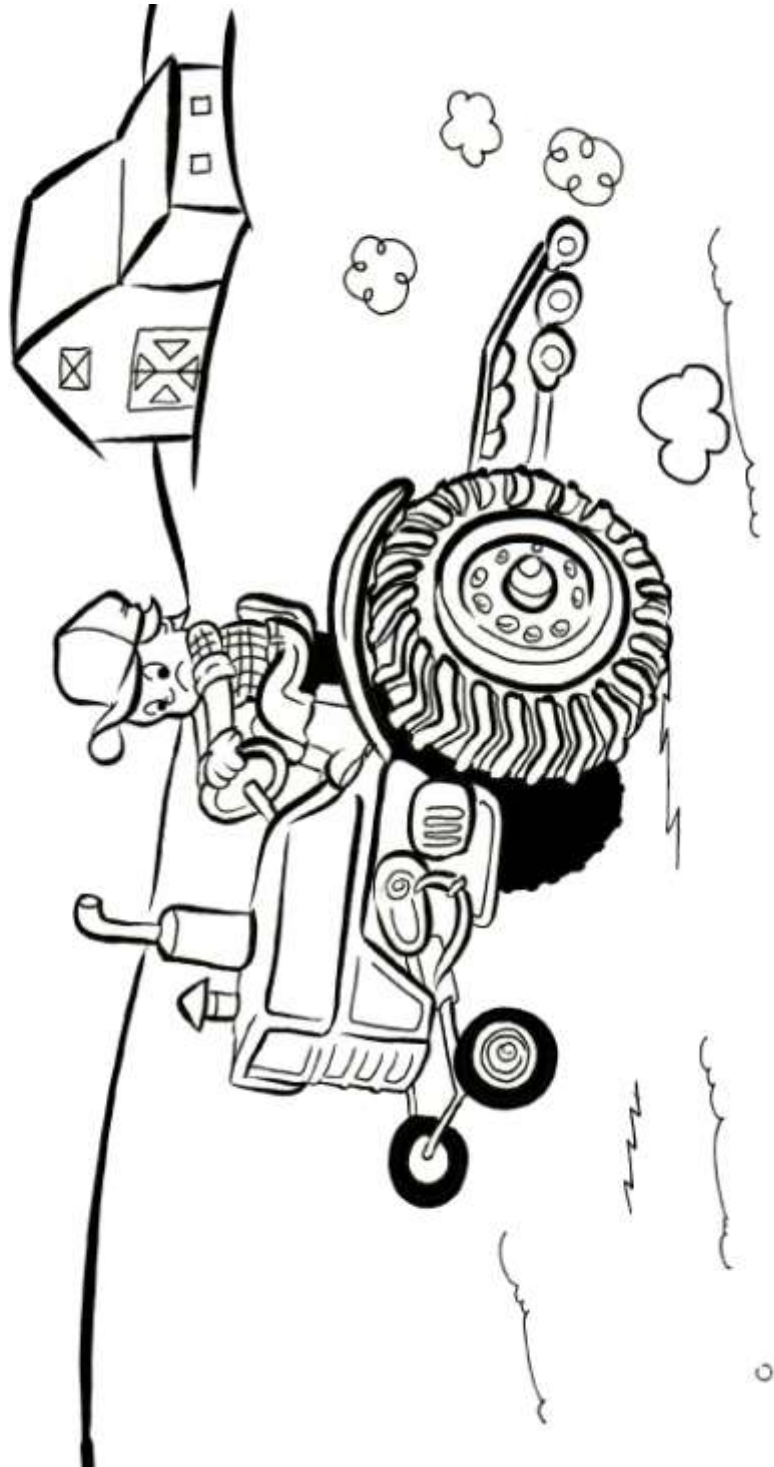


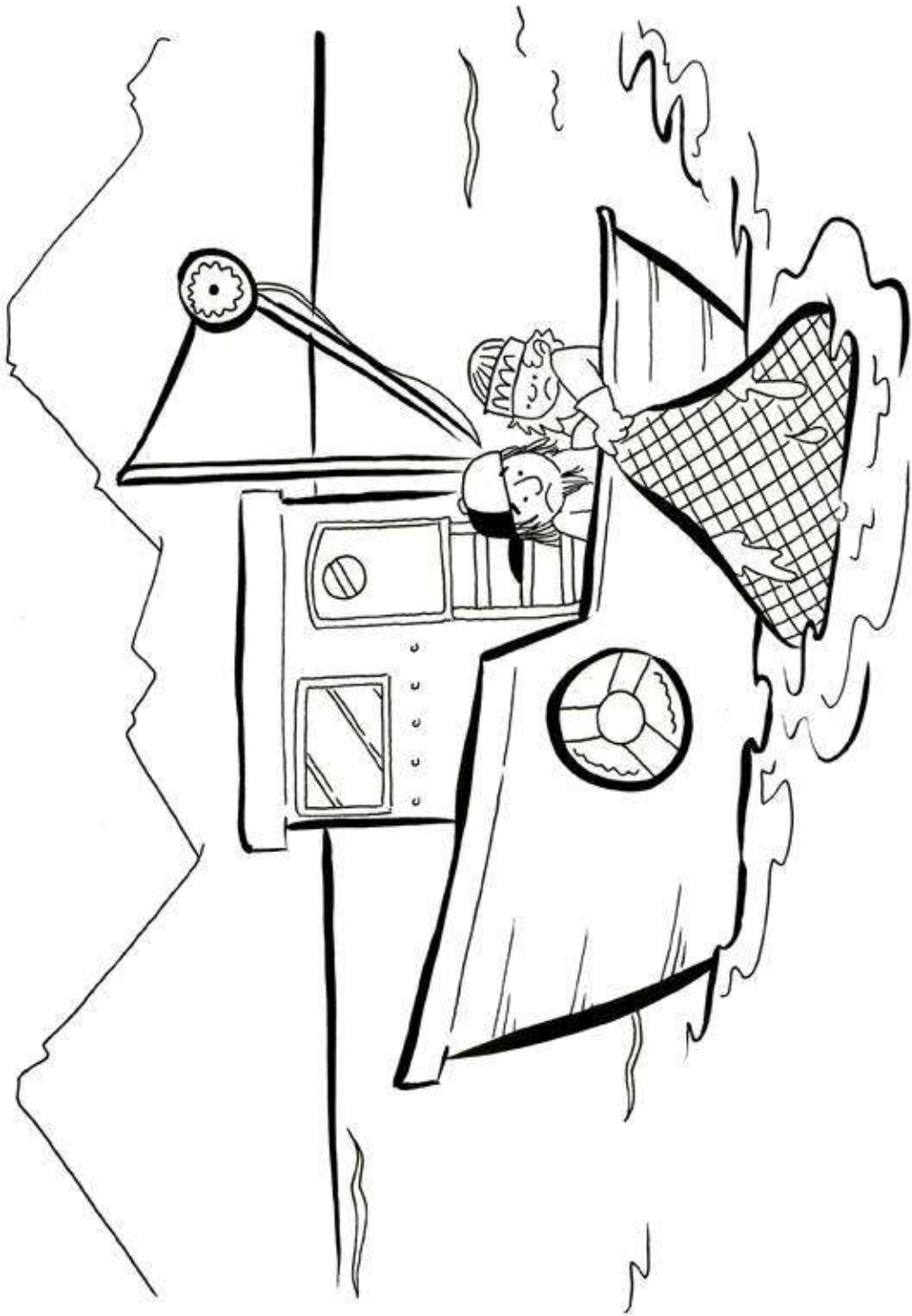
_____ the Cow

Design a poster about saving the Environment.

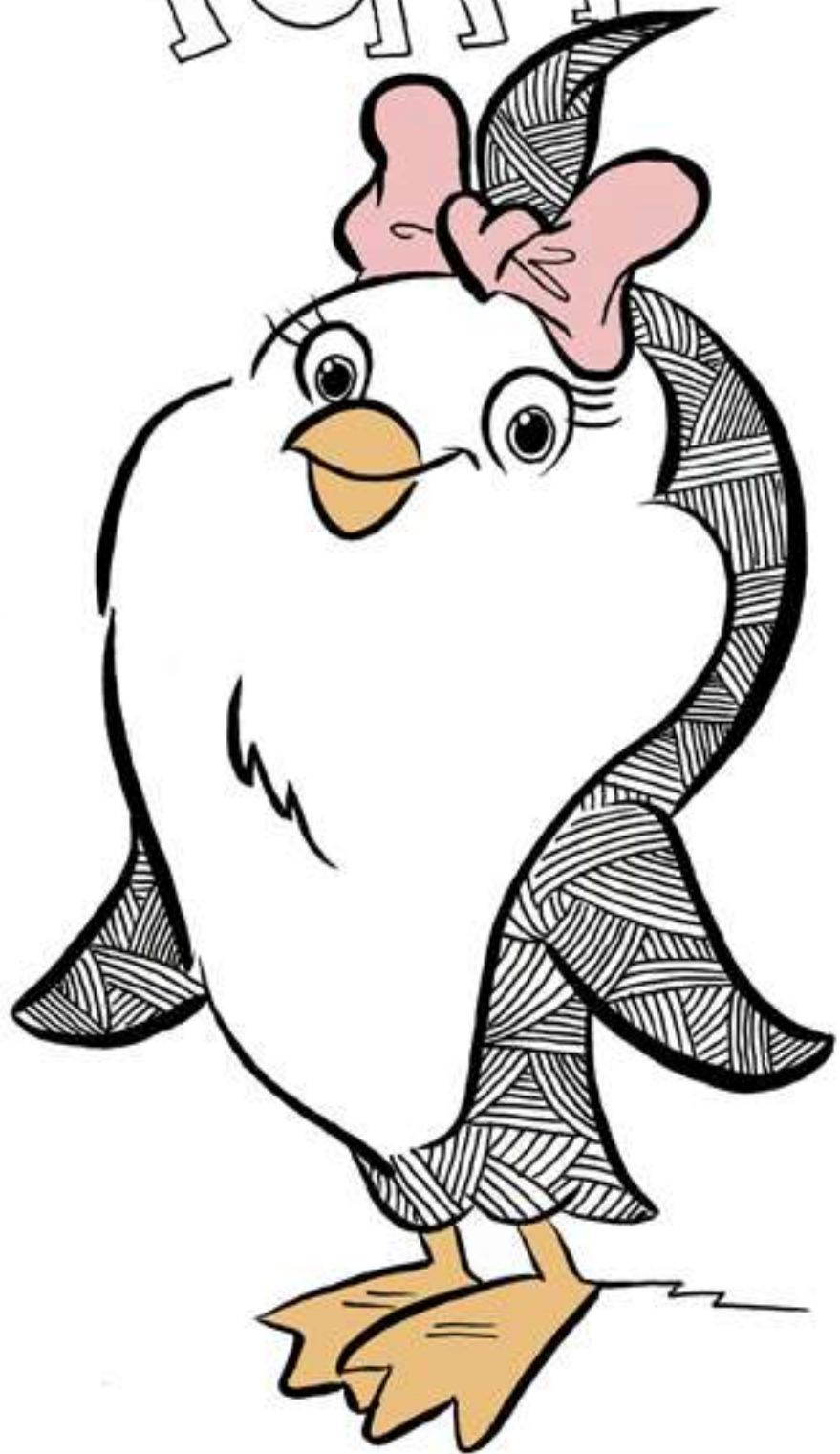


Some sketches





POPPY





Poppy's Planet!



Try these questions about the book; use the letters to help you.

1. Poppy is a p_____.
2. She can f_____.
3. The fisherman's nets are e_____.
4. The f_____ cannot grow crops.
5. Poppy hears the chainsaws b_____.
6. C_____ of gas fill the city sky.
7. Landfill is full of r_____.
8. The ice is m_____.

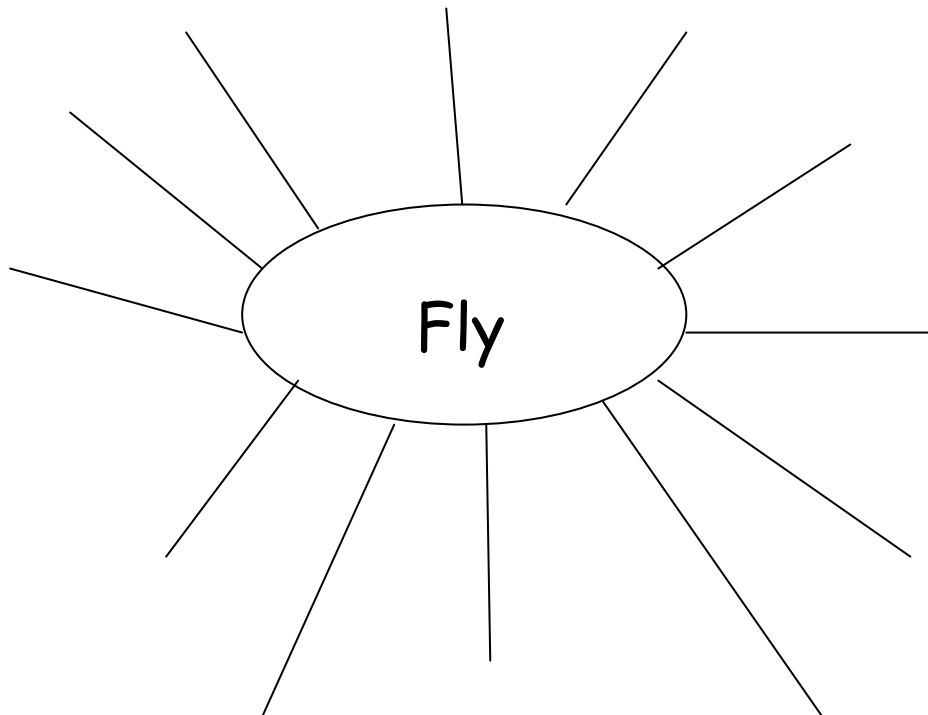
Rubbish, penguin, melting, buzz, fly,
farmer, clouds, empty

Poppy's Planet



Poppy's Planet uses a rhyming pattern of
A,B,C,B

All of the rhyming words rhyme with fly. What
words does the author use? Can you think of
anymore that rhyme?



Poppy's Planet!
Letter Writing



We can often help by making people aware of the changes we can make to the environment.

Write a letter to someone important letting them know about the issues of Poppy's Planet!

Address: _____

Dear: _____

Thank you.

From

Poppy's Planet
Our class ECO Poppy Promise



IN CLASS _____
WE POPPY PROMISE WE WILL:

TO HELP SAVE THE PLANET!

SIGNED:

Poppy's Planet Promise certificate

Awarded to: _____

For trying to save our planet just like

Poppy!



Signed _____

Poppy's Planet



Penguin Fact File

What do you know about penguins?
Create a fact page about penguins, here
are some ideas to help you.



Penguins

Where they live

What they eat.

What they look like.

Other facts.

Poppy's Planet!

Poppy's Planet is a rhyme about the environment. Could you write a four line rhyming poem about the environment?

Cars and machines fill the landscape
Clouds of gas bring tears to the eye
Smog and pollution fills the city
Poppy is forced to soar high.

Your own 4 line poem:



Teacher's resources



Thank you for purchasing Poppy's Planet! I have created this free resource pack to enable you to use the book to its full potential. As a teacher I wrote it for KS1 and early KS2 children. Although I have tried it with my year 6 class and was amazed by their reaction! I think it works as a book on a number of levels and have provided some activities which could be incorporated into your planning. I hope you find it useful and if you create any resources in relation to the book let me know and I could add it to this pack. Contact me via: my website

www.russbrownauthor.co.uk

Thanks

Russ

Literacy:

Writing & Guided reading activities.

Cloze procedures, using words from the text to complete sentences the words can be given or allow the children to scan the text to find the correct word.

Story board the story, this can allow the children to fill in the story using relevant pictures in order, or the children could have a mixed up picture story board and be asked to sort it.

Writing the story from the viewpoint of someone who watched Poppy fly.

Create a list of animal alliteration, My characters use alliteration Daisy the Donkey & Poppy the Penguin. What other names can the children think of?

Story writing write another famous story from a different viewpoint, imagine being the dove on the Ark, a servant in the palace for Cinderella's ball, a soldier at the fall of Humpty Dumpty get the children to look at the insignificant characters in famous stories do they change the story we love and know, (this could be in the form of a shared write.)

Comprehension The children can be asked direct questions from the text and can also use the text to answer questions such as the author describes Poppy as can you draw a picture of what you think she looks like?

Spelling and Handwriting Use of word search to develop spelling looking at starting and ending letters. Can the children handwrite a number of sentences from the book? Can we create a spider diagram to list other words in place of said/sadly etc...

Book making In groups the children are given one page can they create a new page written by them (reducing the page to one or two sentences) and a picture. Then all pages can be collated to create a class book. Use the sketches resource and allow the children to create the book again using one or two sentences under each.

Review Once the story has been read and enjoyed and questioned can the children review it? Recall events, favourite character, best part and favourite picture.

Blurb As a class can we write a new blurb for the book, do we like the blurb? Does it tell us enough? Can we write a better one?

Letter writing Imagine we could write a letter about the environmental issues in the book, what would we say and who would we write to.

PSHE

The influence of man on our environment: What can we do to change/help our environment, reduce reuse recycle, what can we do at home, around school to help our environment? Create a poster or class charter to improve our environment.

Being helpful When are we helpful? Think about the people who are helpful to us, can we create a poster or write about what helpful jobs people do, around school, outside, at home? Think about those who help us all the time, the Police, Fire and Ambulance services etc... Can the children think of anymore?



Create an eco club. You school/class could create a group of children and teachers to form an eco club to highlight the way in which your school and individuals can help the environment.

Poppy's Planet Promises. Perhaps create Poppy's Promise eco certificates for classes or individuals who are seen to be ECO friendly.

Art

Design a new book cover Can we think of a better picture for the book? The real one does not tell us much about the story can we create a better one?

I know how creative Teachers are and I am sure you can think of more and better ideas than mine today with my book, if you do please let me know and I will add it to my pack contact via my website:

www.russbrownauthor.co.uk

