

From the Producer of **NAPOLEON DYNAMITE**

# PORTER

written by Sean Covel

illustrated by Rebecca Covel



I triple dog dare you and your students to have some fun!

# THE HOARDER

AND PAPPY'S PERFECT PIZZA PARTY

# ACTIVITY BOOK

Activities designed by Brittainy Covel

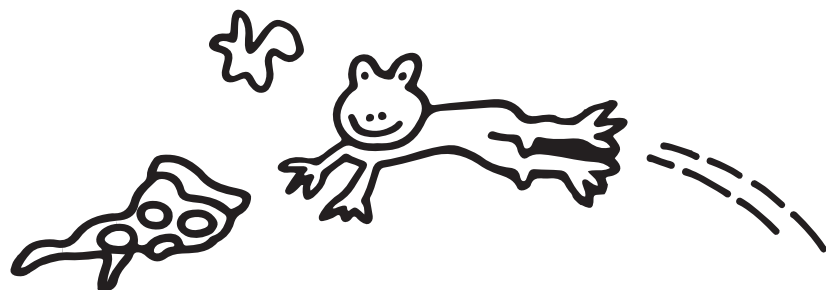


## About this file...

- \* State Standards are included after the cover page of each activity.
- \* Feel free to pick and choose items you think your students would enjoy, as well as those that best fit your teaching goals.
- \* There are different versions of some of the pages to support different levels of learner.

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# PREDICTING PORTER

\*While reading *Porter the Hoarder* and Pappy's *Perfect Pizza Party* stop and discuss (or have students write) what their predictions are after each event.

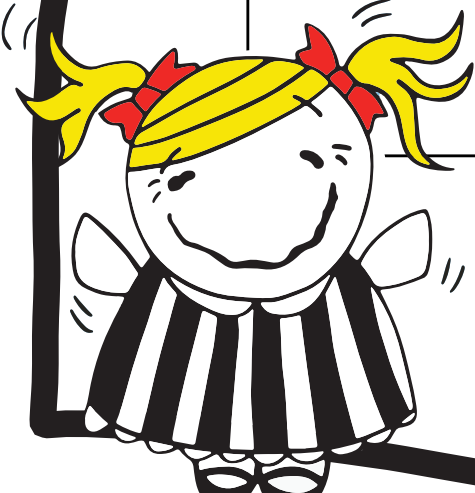
**GOAL:** Students will think creatively and become better readers by understanding the story and imagining how future events will unfold.



# I PREDICT....

Read the following events on the left column.  
Then stop and jot down in the “predict” column  
what you think will happen next.

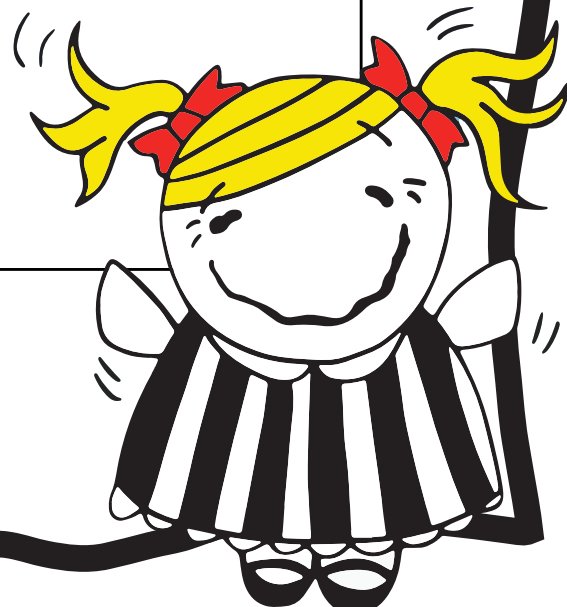
EVENT	PREDICTION
Porter goes to Gunther's Grotesque Grocery.	
Porter finds 10 picked pigs feet.	
Porter finds seven slices of spicy pepperoni.	



# I PREDICT....

Read the following events on the left column.  
Then stop and jot down in the “predict” column  
what you think will happen next.

EVENT	PREDICTION
You let Porter buy five full tubs of tangy tomato sauce.	
Porter finds her single favorite snack.	
Porter makes a pizza for her Pappy's Party.	





# PORTER INVENTORY

\* While reading the story give students a clipboard and writing utensil and have them keep track of the items as you find them together.

\* Three versions are included for various learning levels.

\* Use the remaining hidden items to practice addition and subtraction.

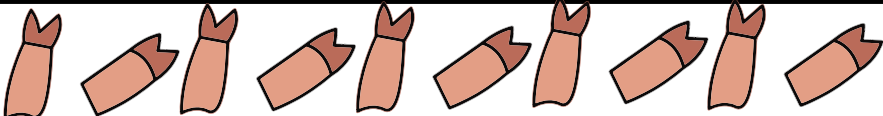


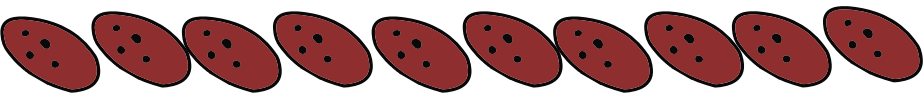

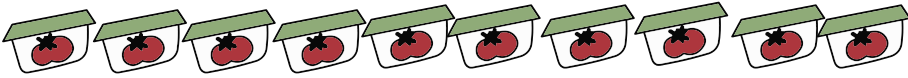




**GOAL:** Practice tracking and counting by taking info from the text and relating it to the real world.

# Porter Inventory

Cross off the following items below as you search and count to help Porter keep track of all the things she finds while cleaning her room!



This pretty much looks like your refrigerator, doesn't it?

<b>pickled pigs feet</b>	
<b>purple packages of mozzarella cheese</b>	
<b>salty salmon eggs</b>	
<b>slices of spicy pepperoni</b>	
<b>sizzling platter of liver and onions</b>	
<b>tub of tangy tomato sauce</b>	
<b>crispy chocolate covered grasshoppers</b>	
<b>roll of puffy pizza dough</b>	
<b>moldy meunster cheese</b>	
<b>can of anchovies</b>	



**HI! WHAT'S YOUR NAME ?** \_\_\_\_\_

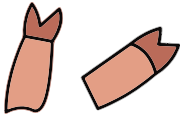











# Porter Inventory

Place tally marks for each item Porter finds while cleaning her room.



This pretty much looks like your refrigerator, doesn't it?

<b>Pickled pig's feet</b> 											
<b>Purple packages of mozzarella cheese</b> 											
<b>salty salmon eggs</b> 											
<b>slices of spicy pepperoni</b> 											
<b>sizzling platter of liver and onions</b> 											
<b>tub of tangy tomato sauce</b> 											
<b>crispy crunchy chocolate covered grasshoppers</b> 											
<b>roll of puffy pizza dough</b> 											
<b>moldy muenster cheese</b> 											
<b>Can of Anchovies</b> 											



HI! WHAT'S YOUR NAME ? \_\_\_\_\_

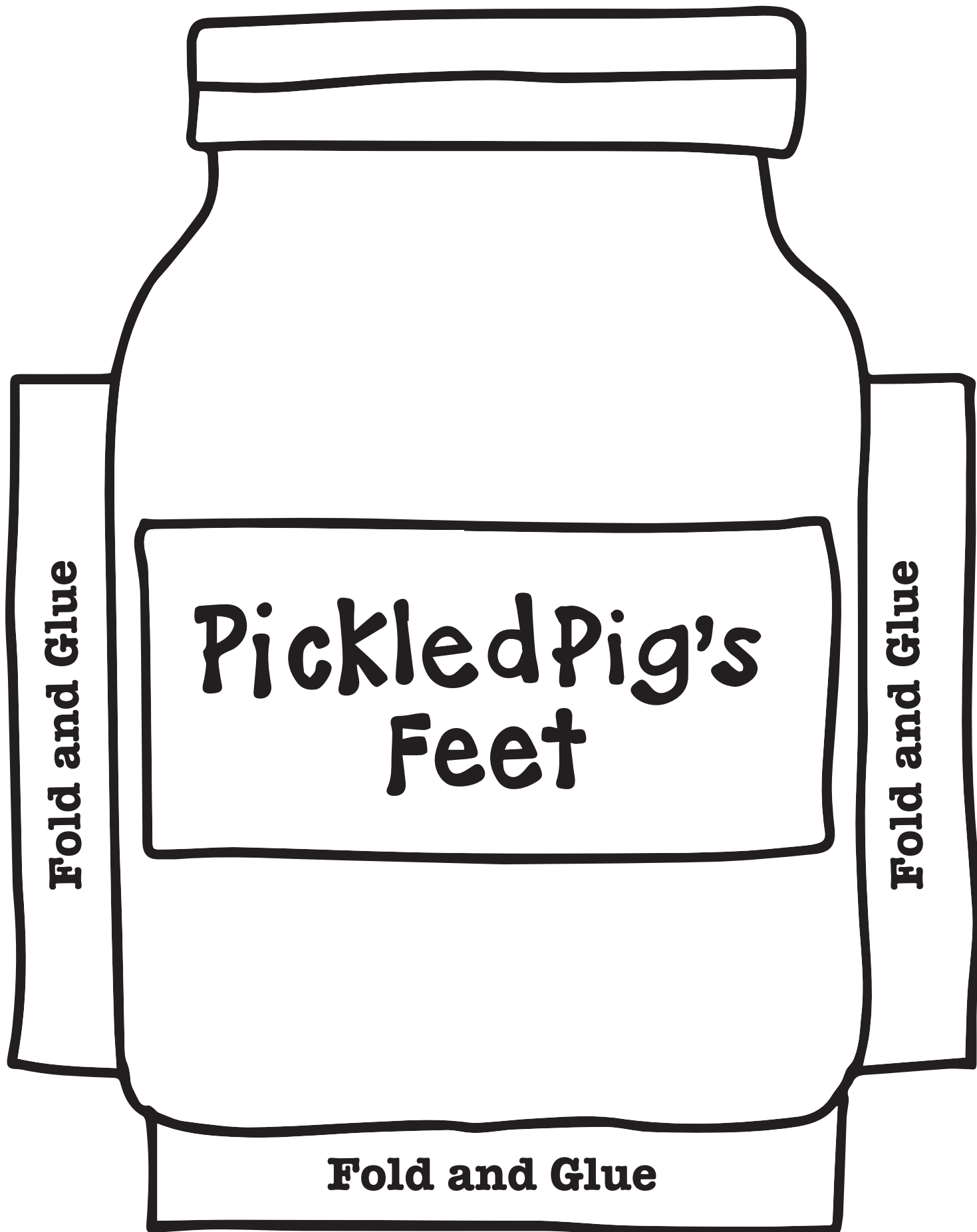


# PICKLED PIGS FEET

\*After reading Porter have students cut out the pocket shape on page 15, and glue only the tabs to a separate piece of paper creating a pocket.

\*Have students cut out the moldy sandwiches and answer questions verbally or by writing their answers on the back. Place the moldy sandwiches in their pocket for storage.

**GOAL:** Increase reading comprehension by processing and retelling the story.

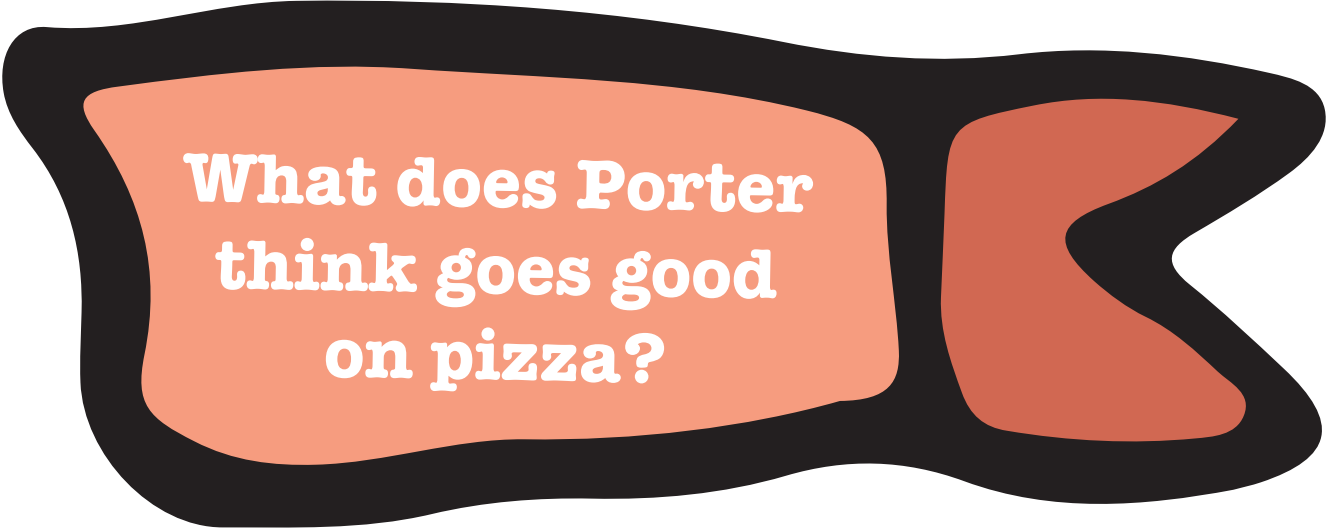


**Fold and Glue**


**Pickled Pig's  
Feet**

**Fold and Glue**

**Fold and Glue**



**What does Porter  
think goes good  
on pizza?**



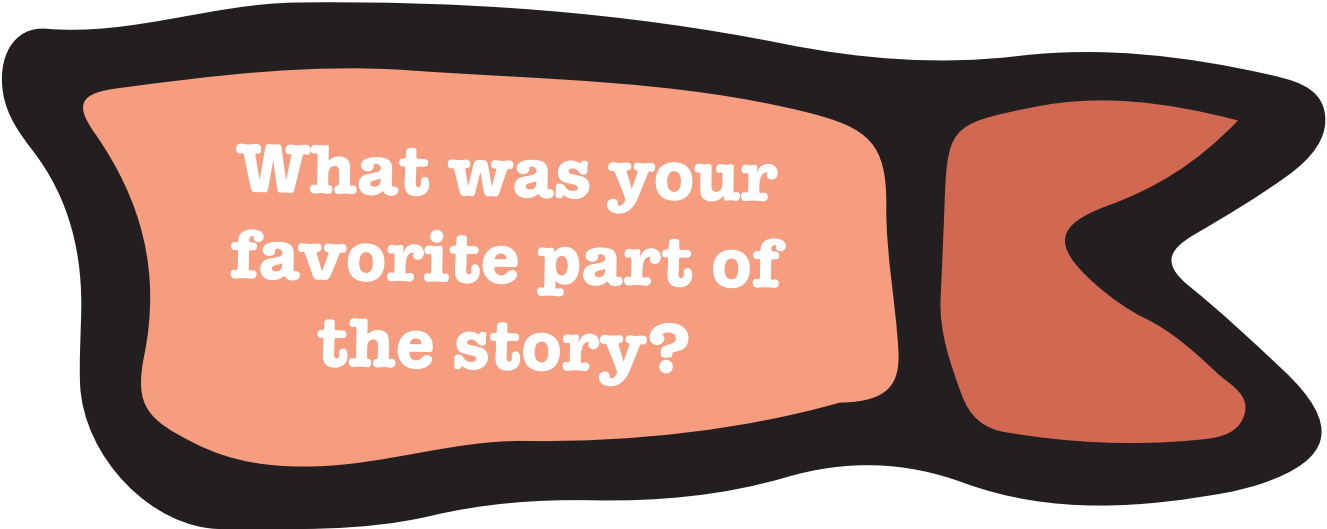
**What happens if Porter  
picks only the proper  
toppings for Pappy's  
Perfect Pizza?**





**List the items  
Porter needed to  
get rid of!**

**List items that  
porter needed  
to keep!**



What was your  
favorite part of  
the story?



What do you think  
was the grossest thing  
Porter wanted to put  
on Pappy's pizza?

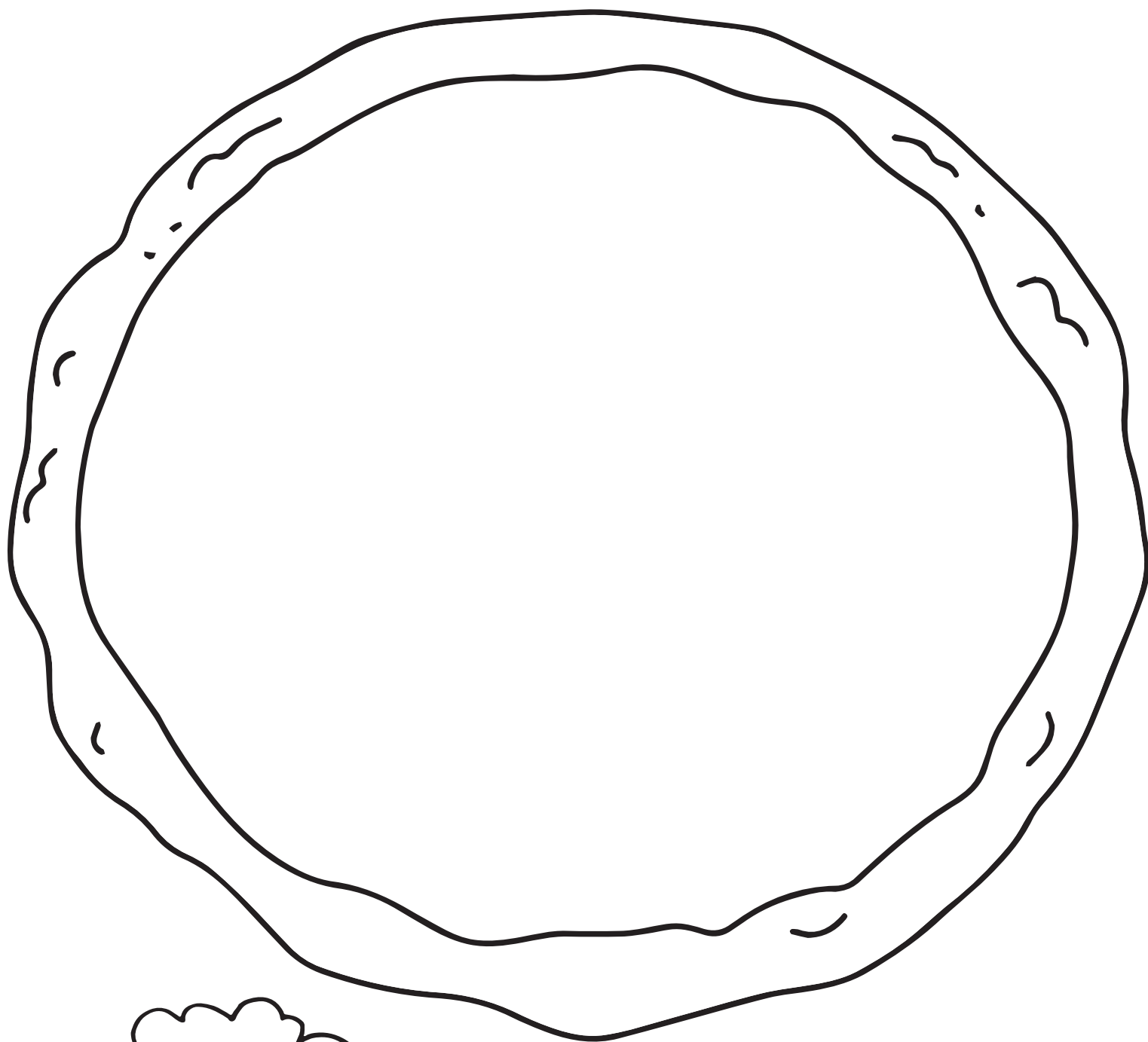


**List 3 things Porter  
said in the story that  
made you laugh.**



**What topping do you  
like on your pizza?**

**Create a drawing of your idea of the  
perfect Porter Pizza!**



**This great Pizza Chef's name is:**

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# PERSUASIVE PORTER

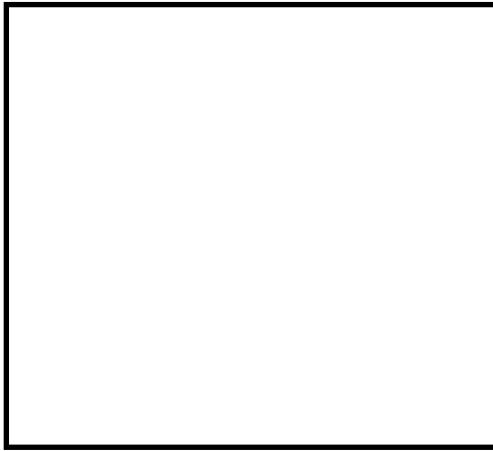
\*Persuasive means to try to change someone's mind about something. Porter gives lots of arguments as to why she should be able to keep some pretty disgusting things. Draw a picture of your favorite disgusting thing. Why would Porter say she should be able to keep your item?

**GOAL:** To understand and practice persuasive writing. For early learners: re-enforce the concept that good persuasive writing provides an opinion followed by at least three reasons that support it.

# Fold and Glue

## Persuade Porter

Porter loves to hoard disgusting things. Draw a picture of your favorite thing you like to hoard:



Give 3 reasons to persuade Porter to not keep such repulsive things!

Change my  
mind! I  
dare you!



Reason 1

Reason 2

Reason 3



# "HOW TO" SEQUENCE WRITING

\* Students will begin drawing and/or writing the 3 steps they take in order to clean their room using the "how-to" thought/writing process.

\* Students may use pictures and/or sentences to show readers the steps they take in order to clean their room.

**GOAL:** Practice informative writing.

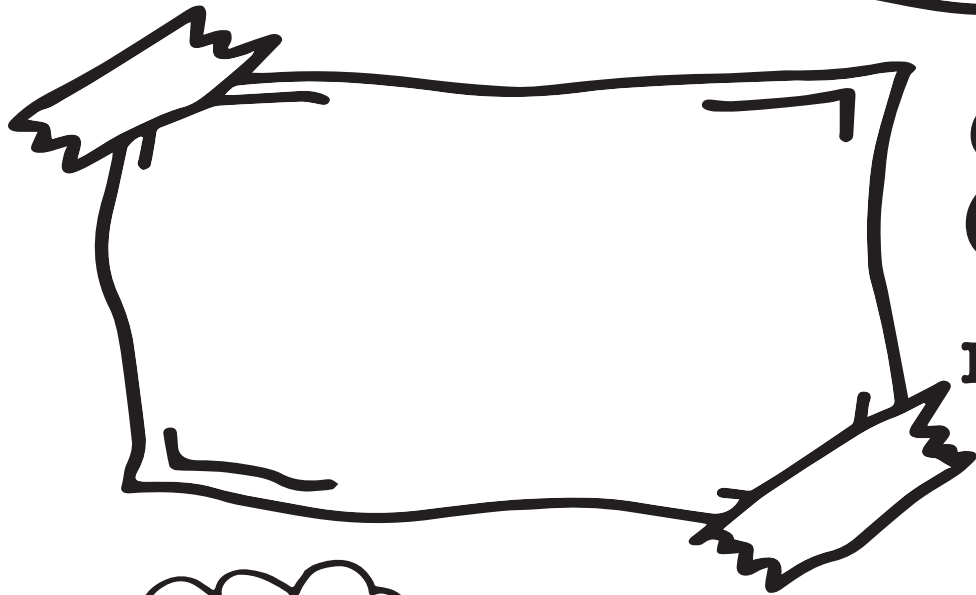
# Porter **SEQUENCING**

**Draw how I clean my room...**



**1**

**First**



**2**

**Next**



**3**

**Finally**





# Porter **SEQUENCING**

**Write how I clean my room...**



**1**

**First**

A large rectangular box with horizontal lines, intended for writing the first step of the cleaning process.A large rectangular box with horizontal lines, intended for writing the second step of the cleaning process.

**2**

**Next**



**3**

**Finally**

A large rectangular box with horizontal lines, intended for writing the third step of the cleaning process.



# BECOME AUTHOR & ILLUSTRATOR

\* Students will have the opportunity to become an author and illustrator by creating their own flipbook of Porter's findings and reactions.

\* Encourage students to follow the model of the Porter books by having her search for an item, asking, "If she can keep it?" and then providing her reaction to the answer.

\* After students finish drawing/writing they will cut out boxes and glue (or staple) only the top portion to create their book.

**GOAL:** Connecting the process of creative writing to images that tell stories.

## Change the Story

Create a flipbook and change what Porter is looking for. Then include whether or not she should keep it.

Glue Flipbook  
Here



HI! WHAT'S YOUR  
NAME? \_\_\_\_\_

\_\_\_\_\_'s Porter  
Adventure!

Draw what she finds.

Should she keep it?

Draw what she finds.

Should she keep it?

Draw The End!



# CHANGE ENDING

\* Students will have the opportunity to become the author and illustrator by changing what Porter's big prize IS to what THEY WOULD LIKE their big prize to be.

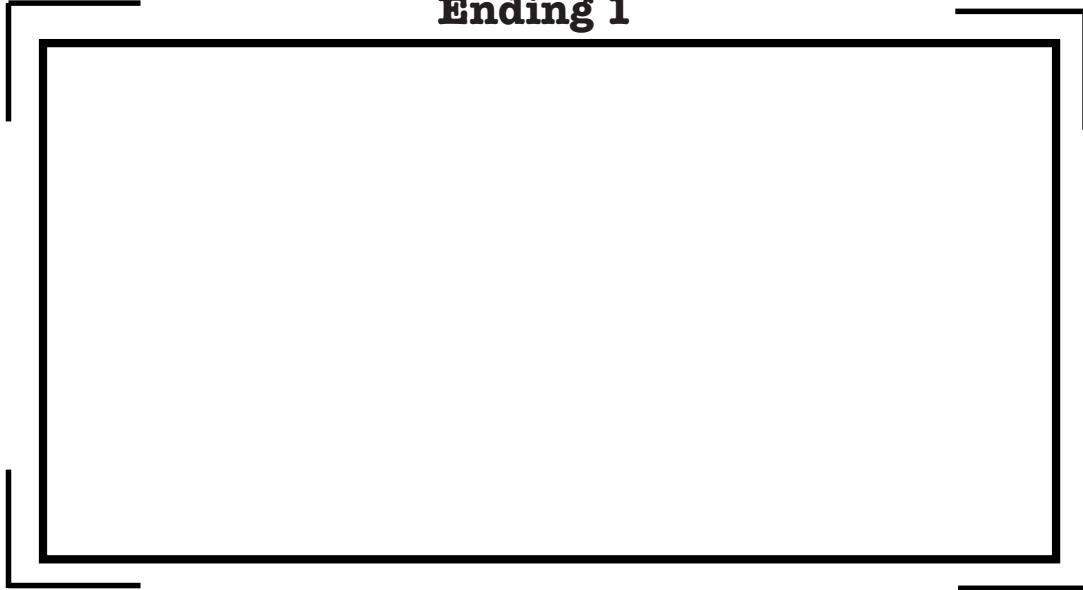
\* Have students write and illustrate Porter getting the big prize of their choice.

**GOAL:** Self-connection; make connections between the text and their own creative ideas.

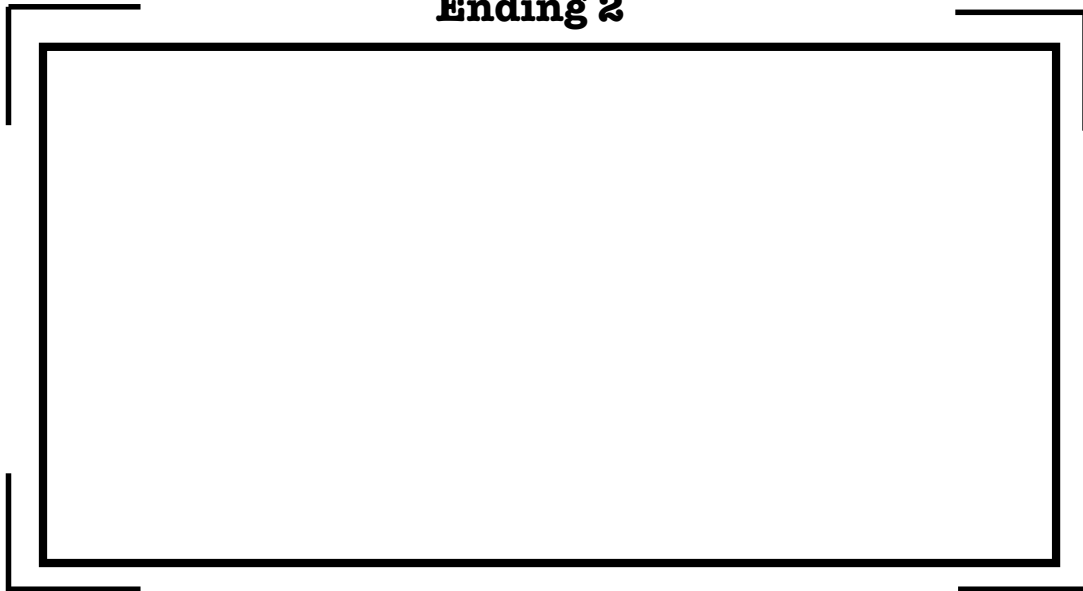
# Change the Ending

If you were Porter what would you want your big prize to be at the end of your adventure? Change the ending by drawing Porter winning the prize you would want!

**Ending 1**



**Ending 2**



HI! WHAT'S YOUR  
NAME? \_\_\_\_\_

# Change the Ending

Why did you choose this prize?

## Ending 1


## Ending 2






# JUST LIKE PORTER WE'RE ALL HOARDERS!

\* Define “hoarder” and have students to write or draw about different things they hoard/collect.


\* Students will then cut-out the pieces and stack them into a flip book.

\* Students can staple or glue the top pieces to hold the book together.

**GOAL:** Students can connect with characters, explore cleaning up their room, and explore their inner grossness!

## the Hoarder

**Porter loves to hoard all sorts of things! Write or draw about some of the things YOU hoard!**

[illegible][illegible]



# DIRECTED DRAWING

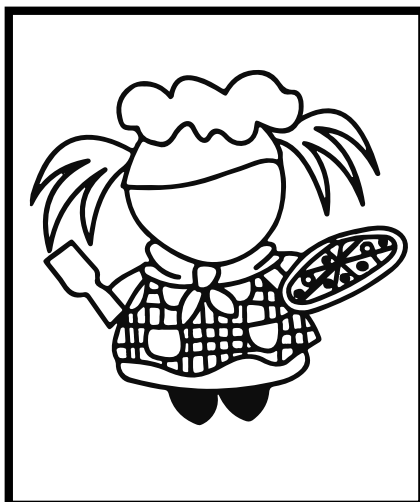
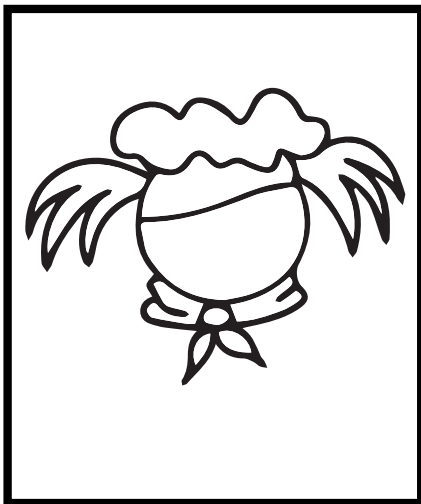
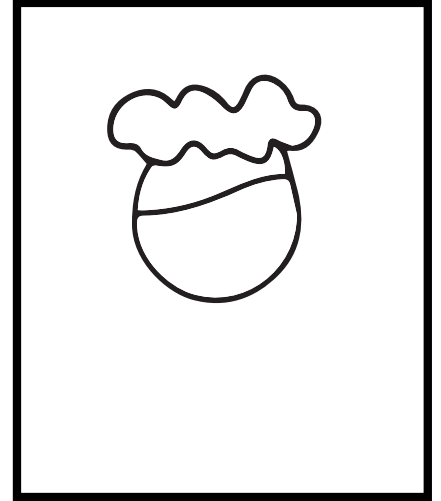
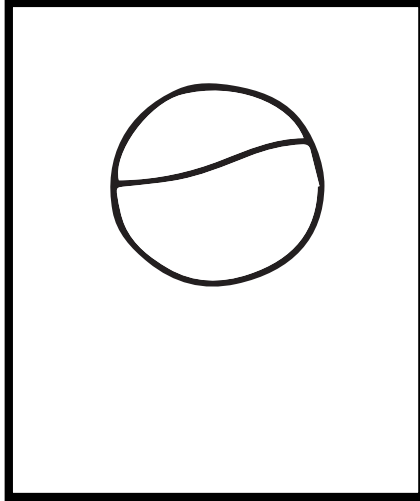
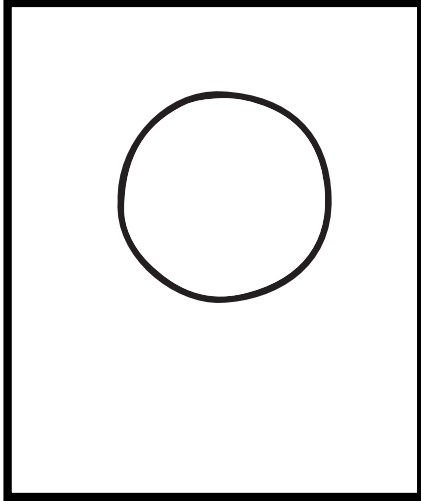
\* Students will have the opportunity to draw their very own Porter and pick which emotion they would like Porter to have.

\* Before students pick their final emotion let them try drawing a few on the “Try it Out” page.

**GOAL:** Practice creative writing while increasing the student’s emotional-social vocabulary.

# Draw PORTER

Here's an awesome resource to help you draw Porter step-by-step!



Porter is  
feeling....

Happy



Really Happy



Really, Really  
Happy



Mad!



Really Mad!



Really, Really  
Mad!



Scared!



Really Scared!



Really, Really  
Scared!



Up to  
something!



Really up to  
something!

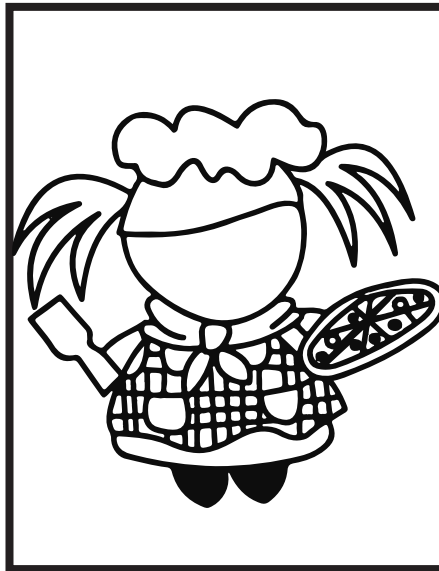


Crazy!!!



# Try It Out!

Before you choose which emotion for your final Porter drawing, use this page to practice a few and see which one you like best!



**Now that you can draw emotions, draw your favorite on the next page!**





The name of this great artist is: \_\_\_\_\_





# DIRECTED WRITING AND FREE-FORM WRITING

\* Using the stationery on the following pages, allow students to tell their own Porter stories.

\* First pages have headings to kick-start the story. The following pages are blank to let imaginations run wild.

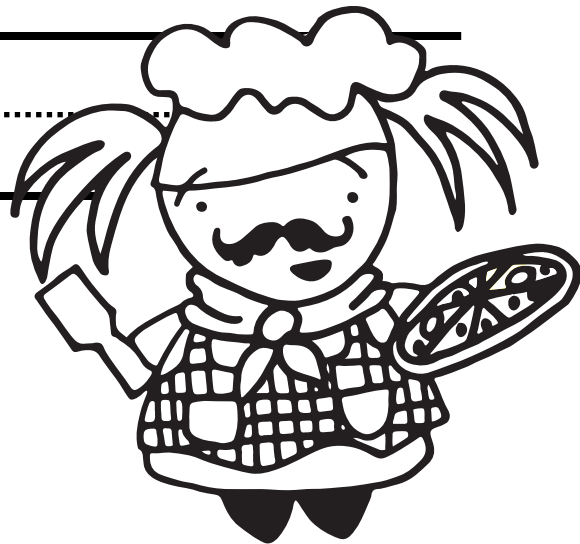
\* Various line spacings can be used for various levels of learners.

\* Have students compare and contrast their scenarios with those of their classmates.

**GOAL:** Practice creative writing through directed and un-directed storytelling.

# ONE DAY PORTER...

HI! WHAT'S YOUR  
NAME? \_\_\_\_\_



PORTER WOKE UP AND HER ROOM WAS  
MAGICALLY TRANSFORMED INTO...

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are ten sets of these lines for writing practice.



HI! WHAT'S YOUR  
NAME? \_\_\_\_\_

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are ten sets of these lines arranged vertically across the page.

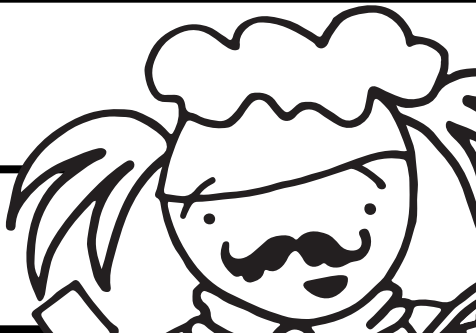
HI! WHAT'S YOUR  
NAME? \_\_\_\_\_



# ONE DAY PORTER...



HI! WHAT'S YOUR  
NAME? \_\_\_\_\_

A black and white line drawing of a cartoon character with a large, bushy mustache and a chef's hat. The character is peeking out from behind a vertical line on the right side of the page, with only their head and shoulders visible. They have a small, open-mouthed smile.

A black and white line drawing of a chef. The chef has a large, puffy white hat with a small tuft on top. He has a thick, dark mustache and a small, smiling mouth. He is wearing a white shirt with a large, dark, checkered apron over it. In his right hand, he holds a rectangular object, possibly a spatula or a piece of paper. In his left hand, he holds a round pizza with a visible pattern of toppings. The drawing is simple and cartoonish, with bold lines and no shading.

HI! WHAT'S YOUR  
NAME? \_\_\_\_\_

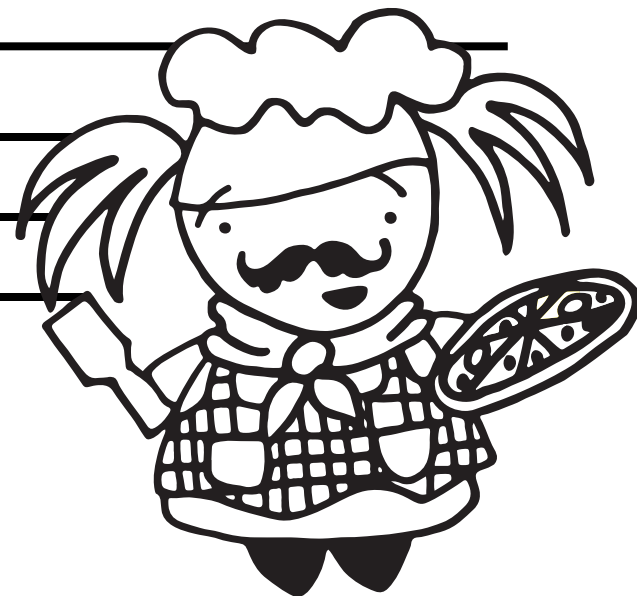




## A black and white line drawing of a chef's head with a mustache, peeking over the bottom edge of the lined paper. The chef has a large, puffy hat and a thick mustache. Only the top of the head and the mustache are visible, as if the chef is looking over the bottom of the page.

A black and white line drawing of a chef. The chef has a large, fluffy white hat with a small tuft on top. They have a thick, dark mustache and are smiling. They are wearing a white shirt with a large collar and a checkered apron with a bow at the neck. In their right hand, they hold a slice of pizza with toppings. The background consists of several horizontal lines.

PORTER WOKE UP AND HER ROOM WAS  
MAGICALLY TRANSFORMED INTO...



HI! WHAT'S YOUR  
NAME? \_\_\_\_\_

HI! WHAT'S YOUR  
NAME? \_\_\_\_\_





# ALL THE FEELS!

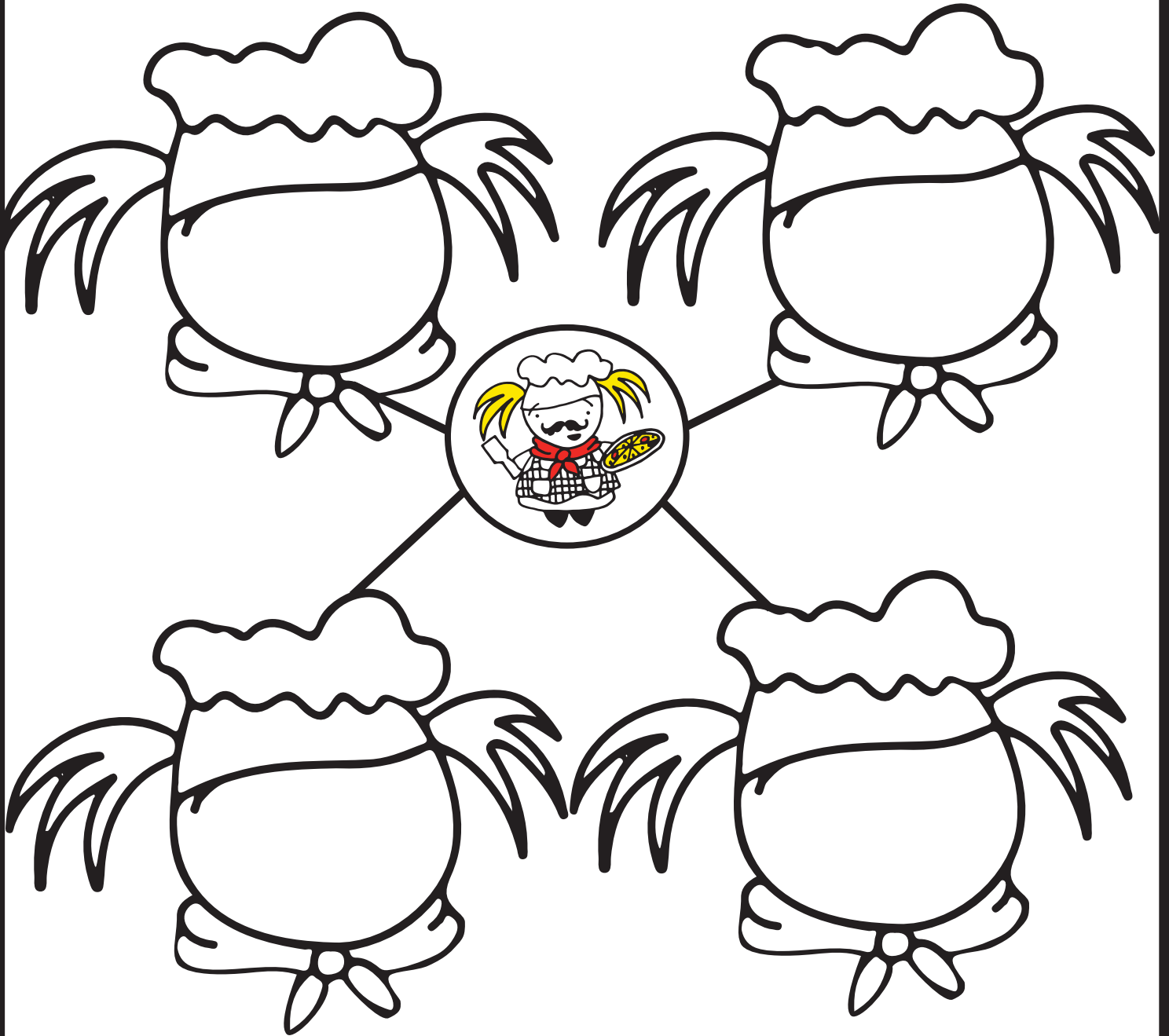
\* Student's will draw some of their favorite Porter emotions and connect the story to their own lives by giving an example of when they have acted like Porter.

\* After drawing their picture they will find the flap on the following page that matches Porter's emotion. Then glue the top portion to create a flap over her face.

**GOAL:** Connect Porter's emotions with their own to explore feelings and increase emotional-social vocabulary. Discuss what causes each emotion to explore empathy.

# All the Feels!

Porter had many different emotions in the story.  
Pick 4 and draw a picture of what her face  
looked like during each emotion.



When is a time you acted like Porter? Why?

# The Feels

Happy

Really  
Happy

Joyful

Upset

Mad

Furious

Annoyed

Confused

Frustrated

Anxious

Sly

Surprised

Scared

Sad

Crazy





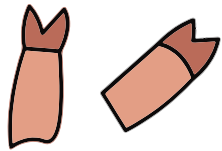
# WRITE THE ROOM!

\* Cut and laminate one copy of the “Write the Room” cards and place them in various locations around your classroom.

\* Copy 1 recording sheet per student, and allow students to “Write the Room” by giving them a clipboard and letting them walk around finding the pictures and writing the name of the objects they find on their recording sheet.

**GOAL:** Practice writing skills while getting to move around the classroom.

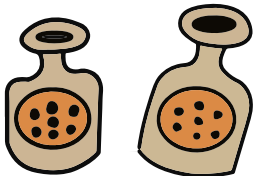
# Write the Room!



1. \_\_\_\_\_



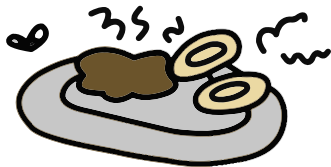
2. \_\_\_\_\_



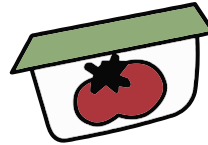
3. \_\_\_\_\_



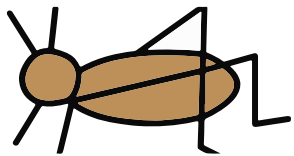
4. \_\_\_\_\_



5. \_\_\_\_\_



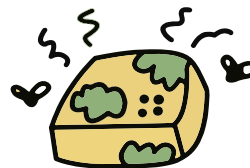
6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



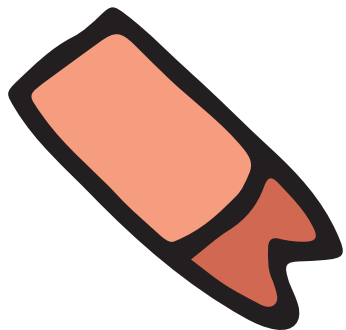
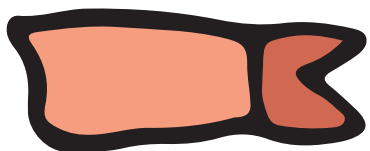
9. \_\_\_\_\_



10. \_\_\_\_\_



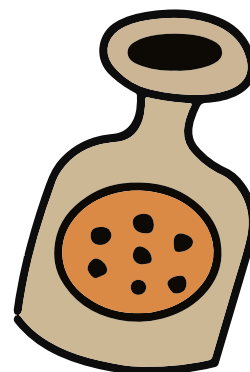
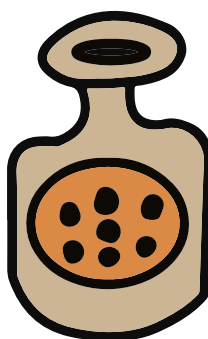
# Write the Room Cards



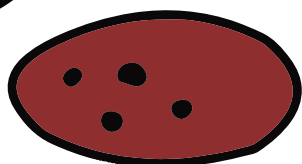
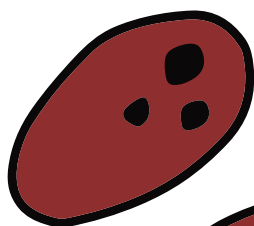
1.



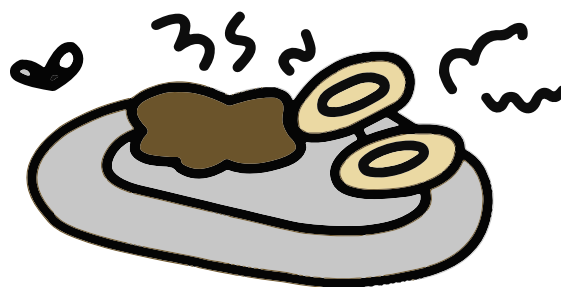
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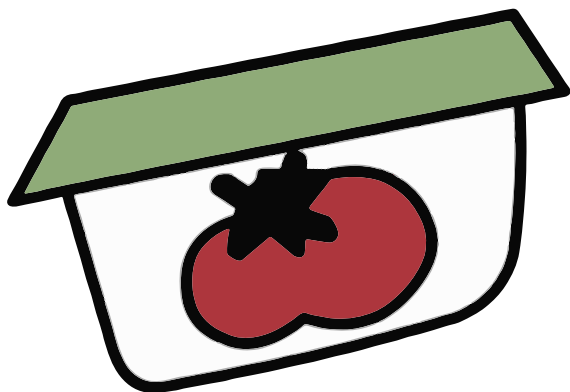
3.



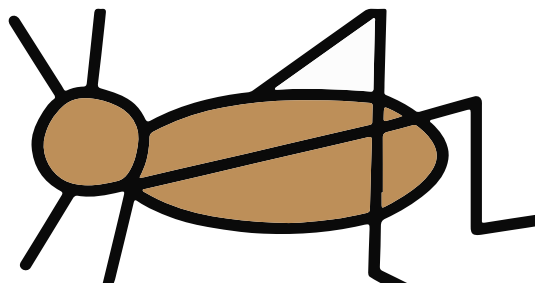
4.



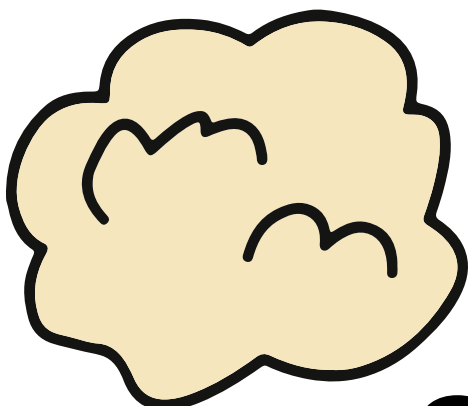
5.



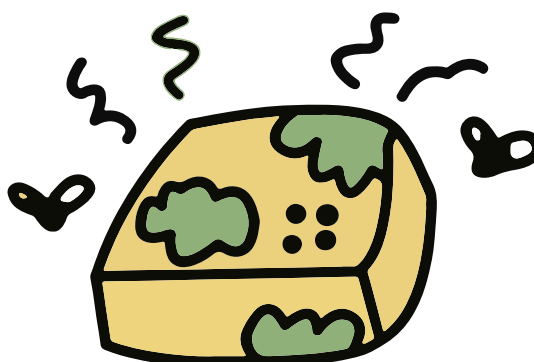
6.



7.



8.



9.



10.

**Write the  
Room  
Cards**



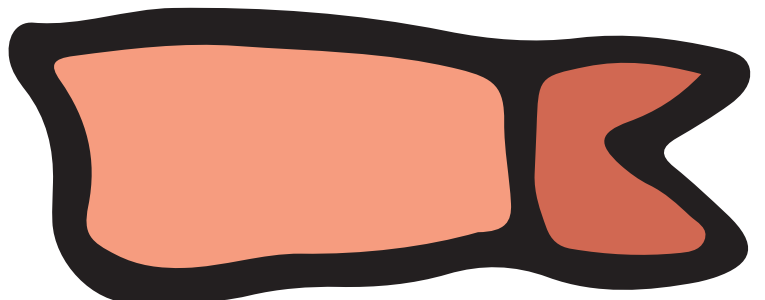
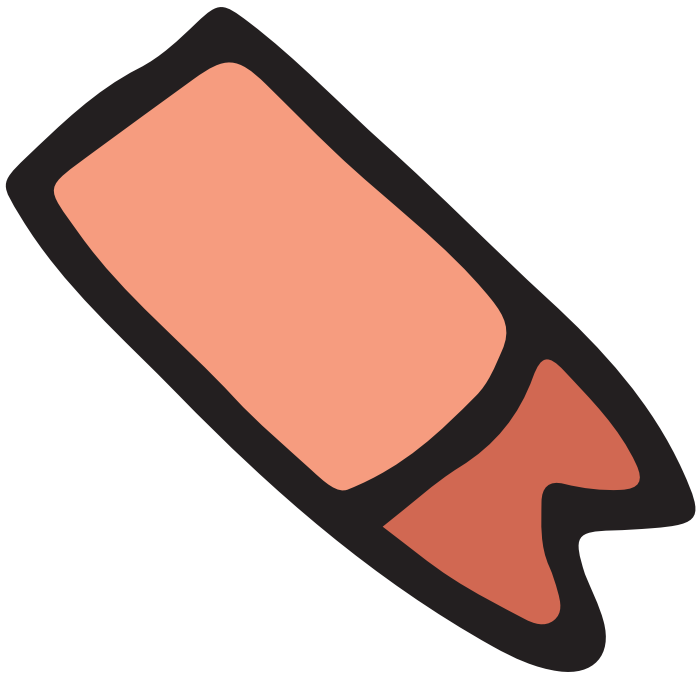
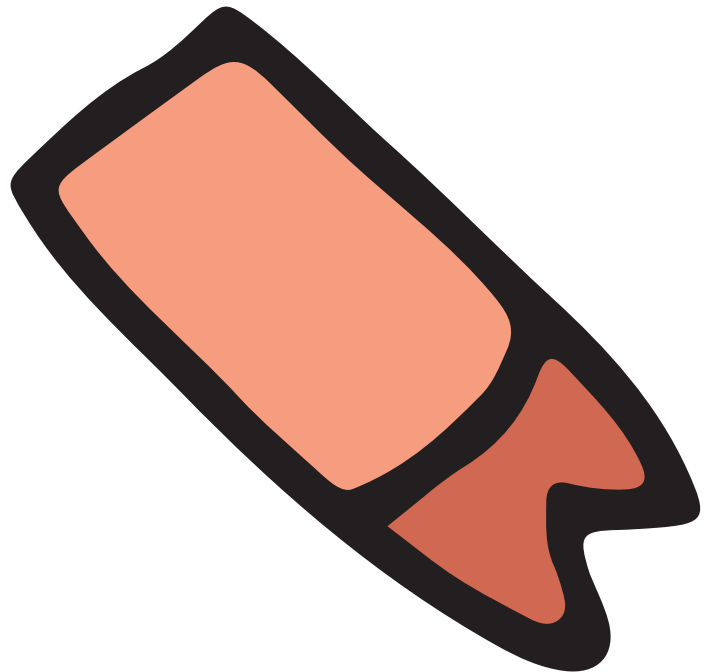
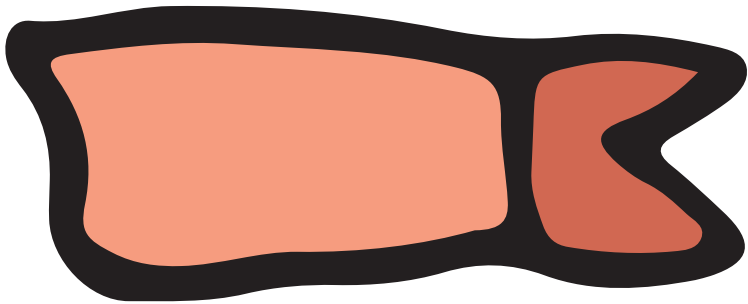
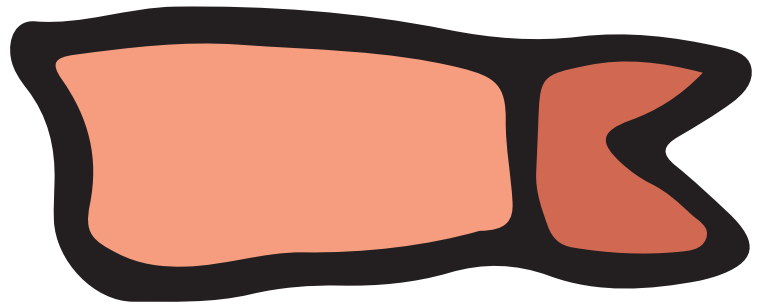
# SUPER FUN STUFF!

The following slides can be printed on cardstock, laminated, and cut out to use as:

- Sensory bins, math counter, look-and-find in the classroom.
- Write sight words on the back of items and have students read the words when they find the picture in the classroom.
- Write equations on the back of items and have students solve the math problems when they find the pictures in the classroom.
- Anything else you'd like!

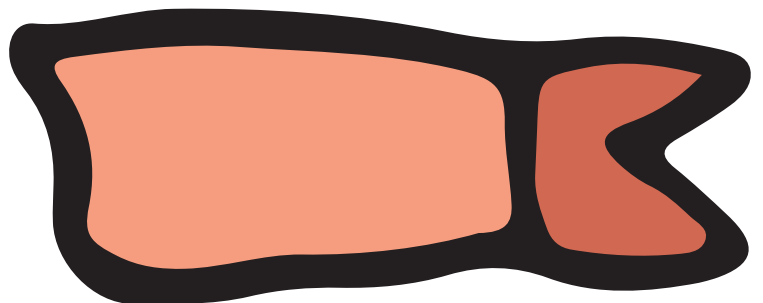
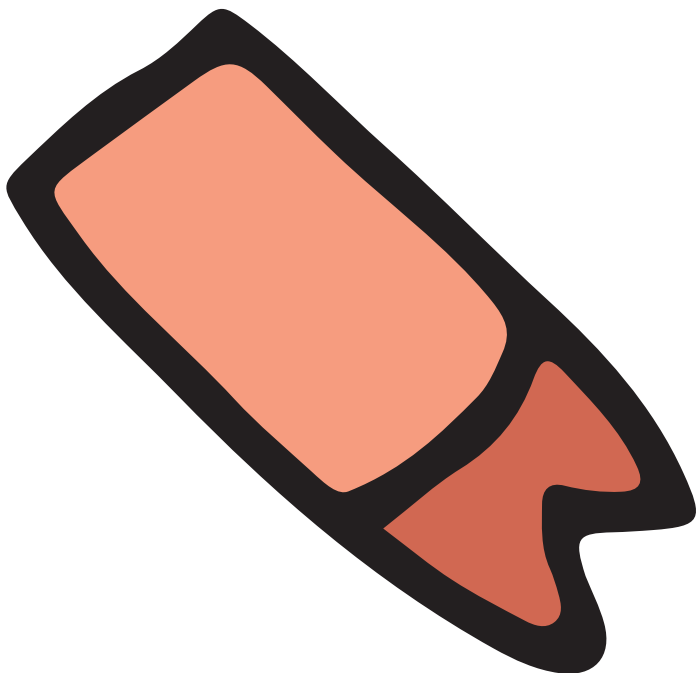
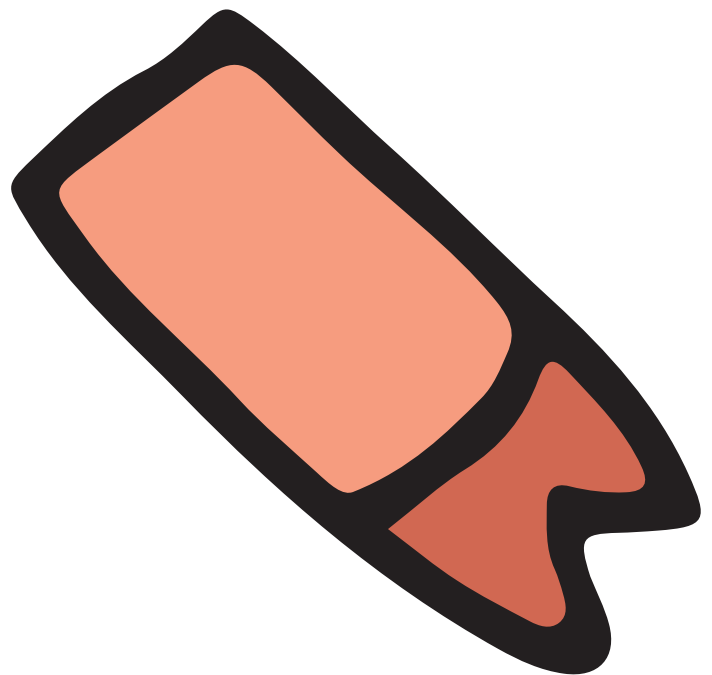
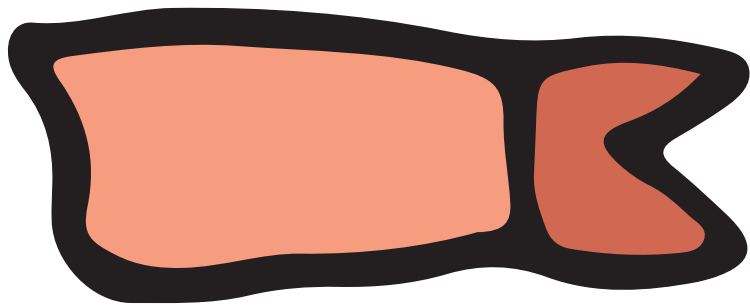
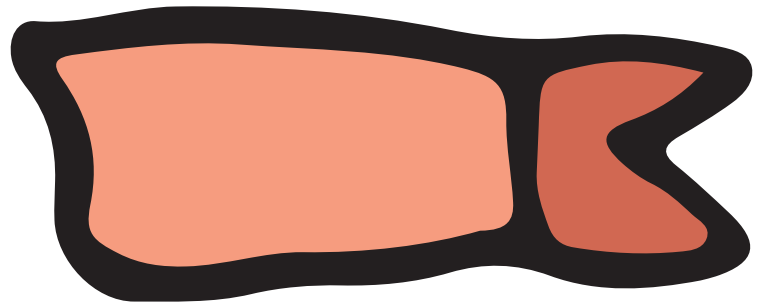
**GOAL:** Make learning physically active and fun!

# 10 Pickled Pigs Feet

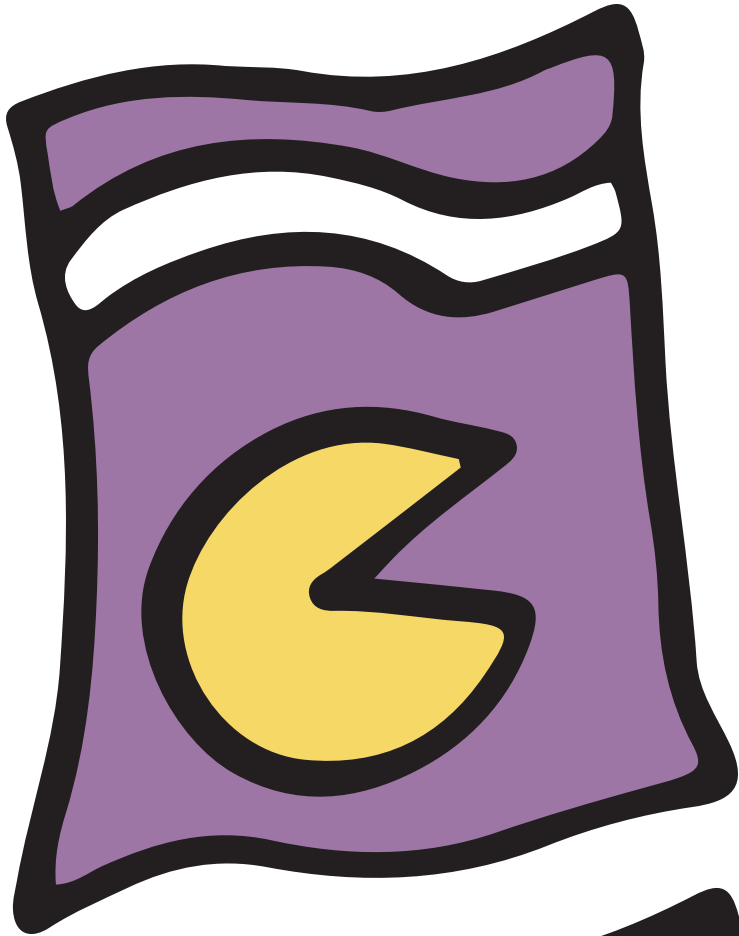




# 10 Pickled Pigs Feet



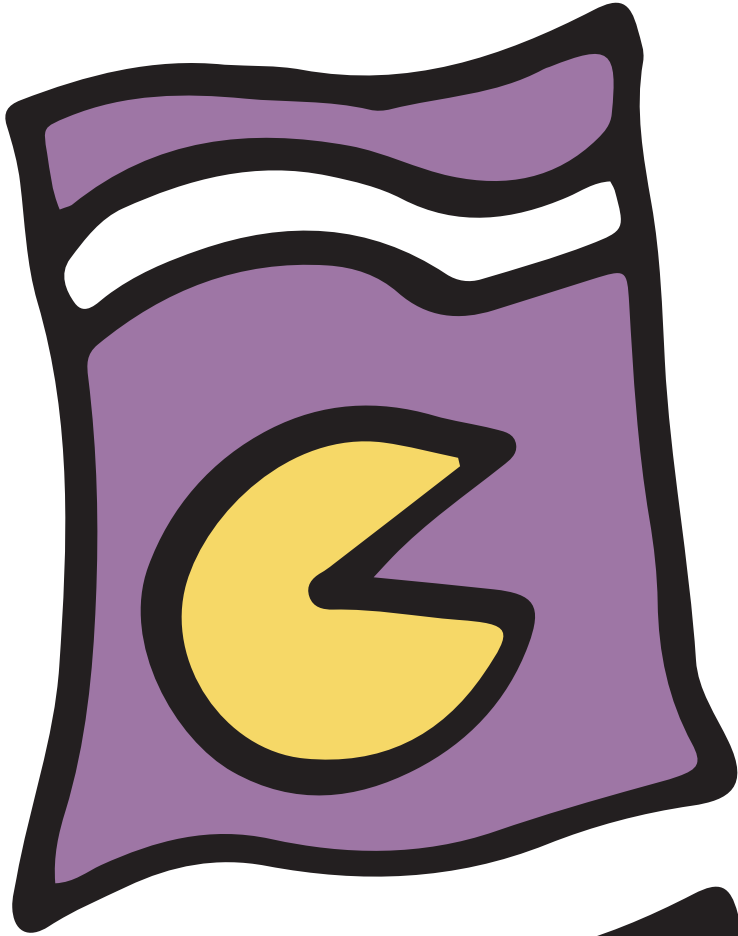
# 9 Purple Packages of Mozzarella Cheese



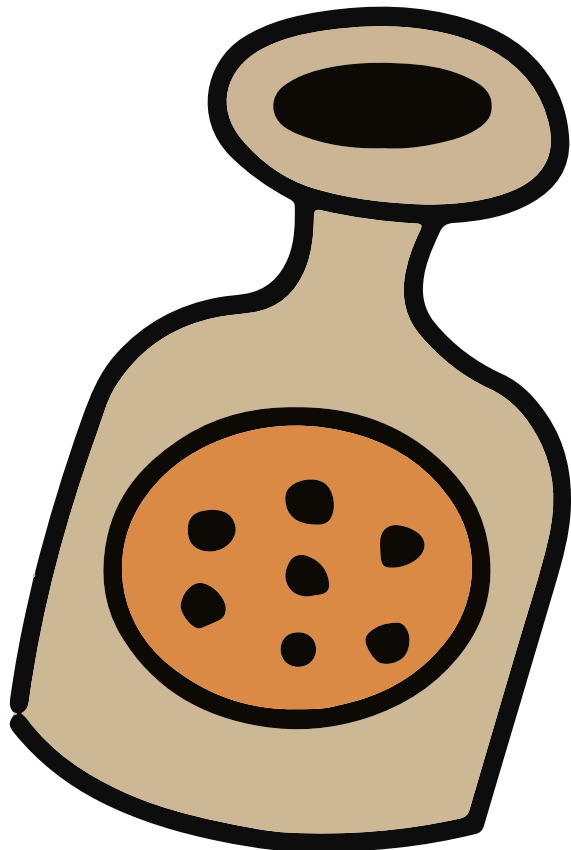
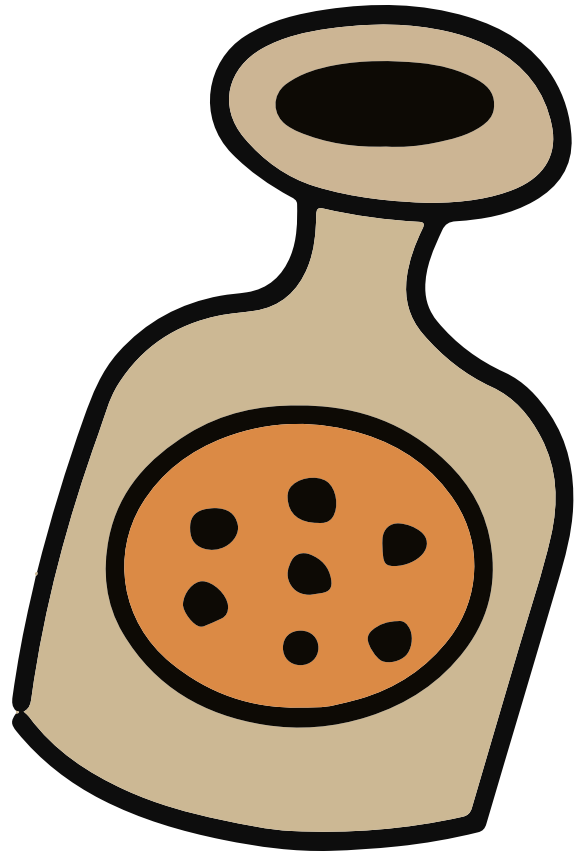
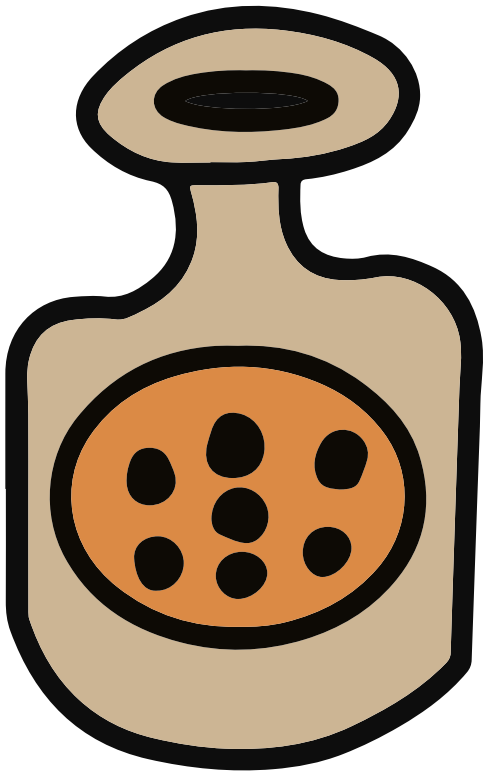
# 9 Purple Packages of Mozzarella Cheese



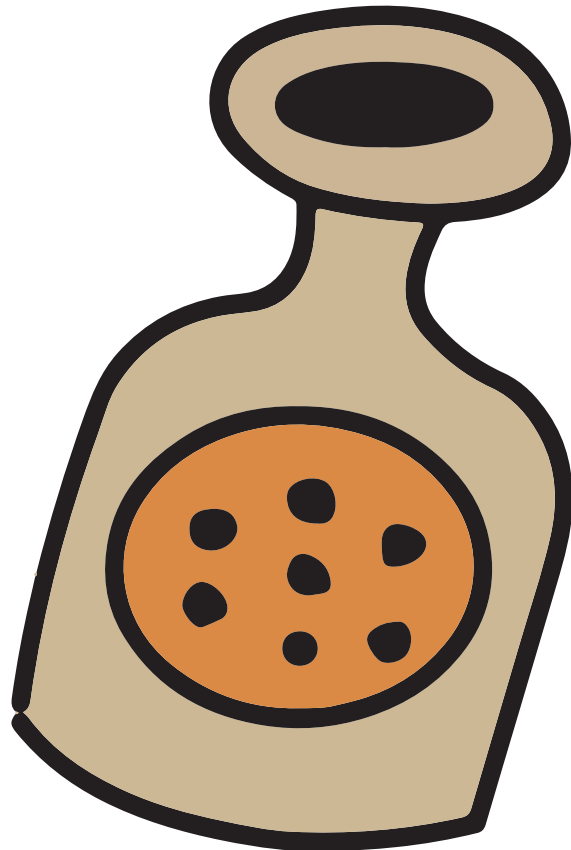
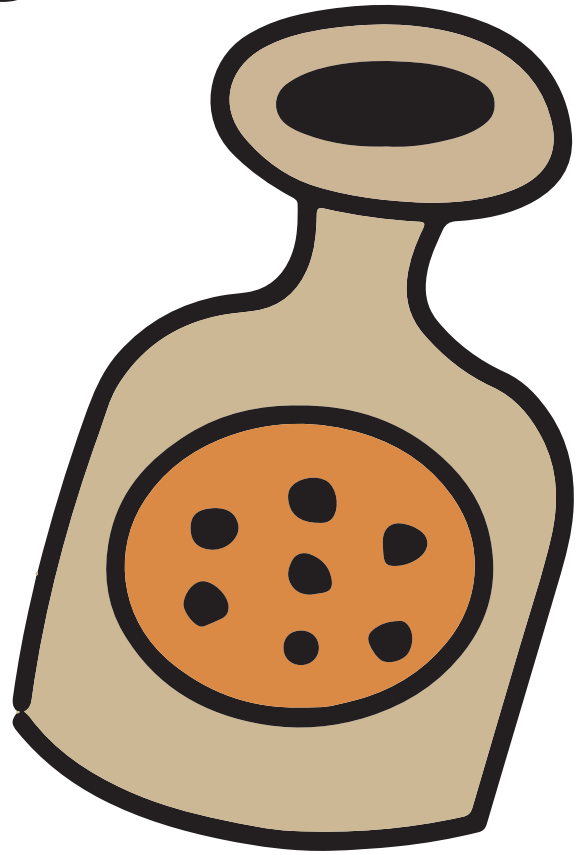
# 9 Purple Packages of Mozzarella Cheese



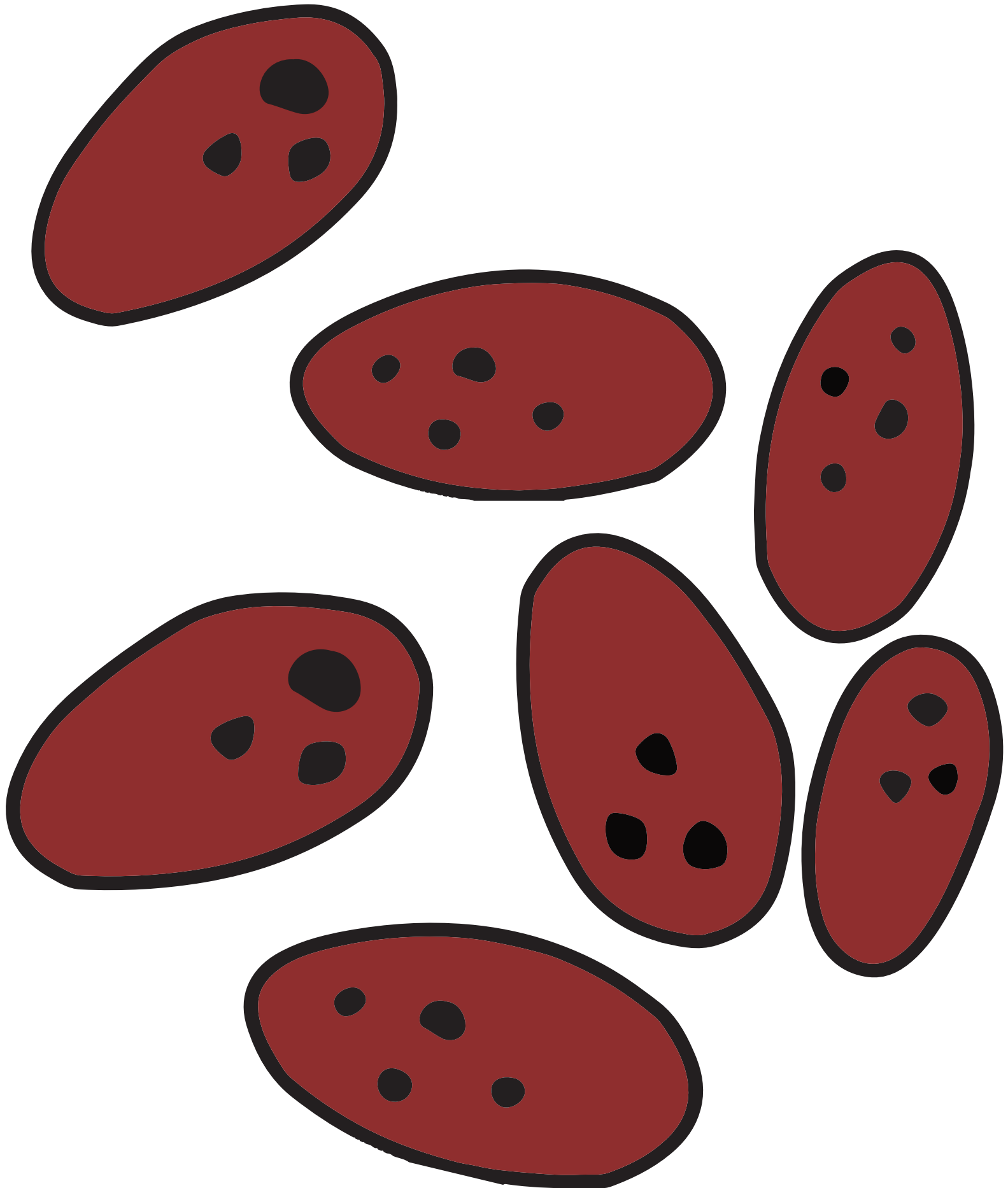
# 8 Salty Salmon Eggs



# 8 Salty Salmon Eggs

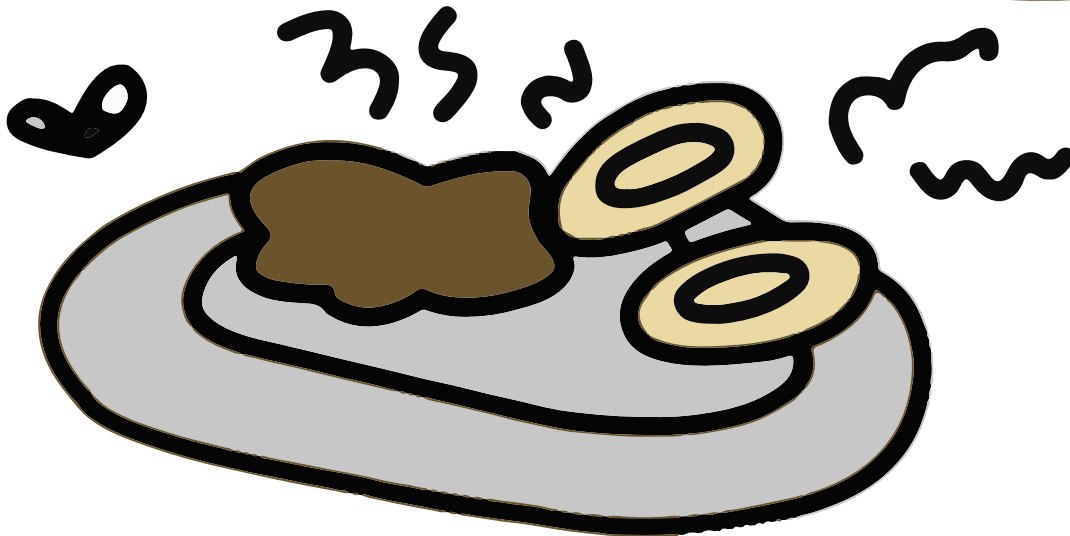
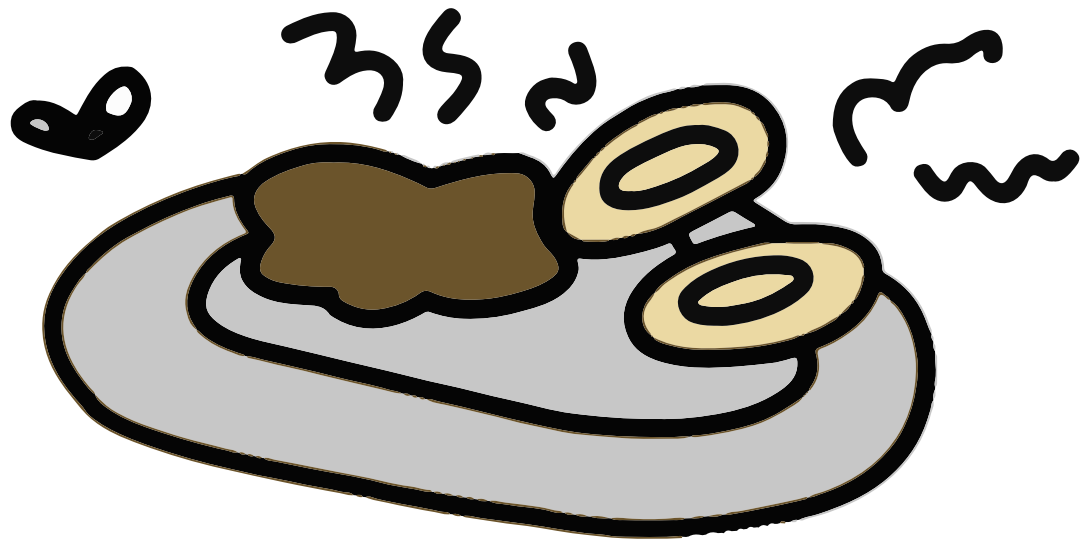
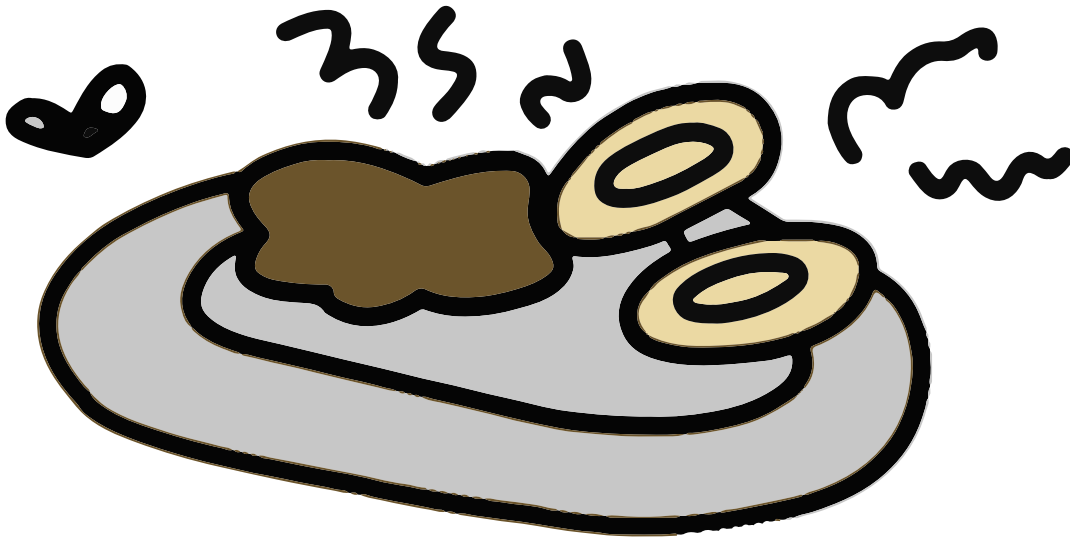


# 7 Slices of Spicy Pepperoni

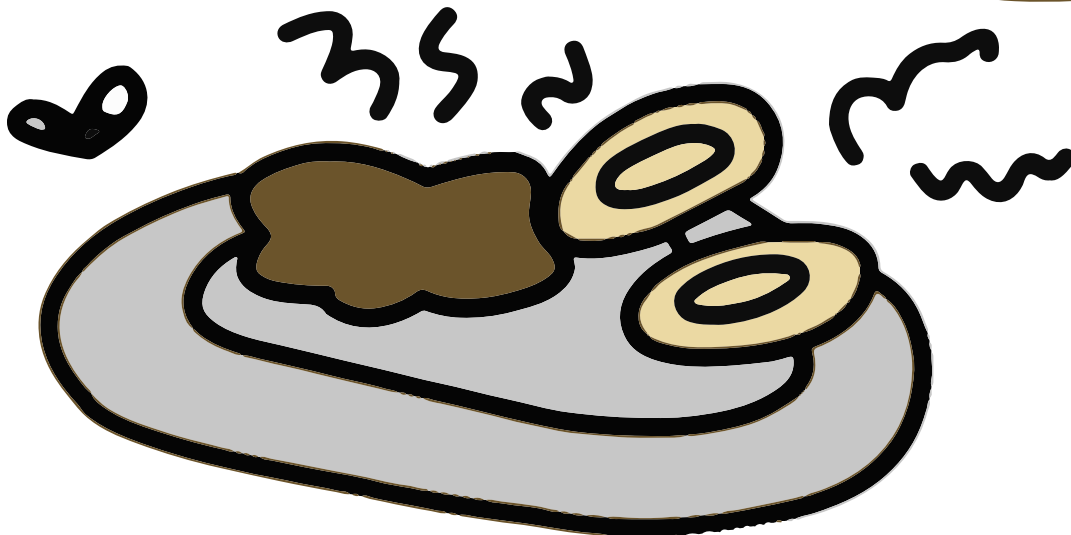
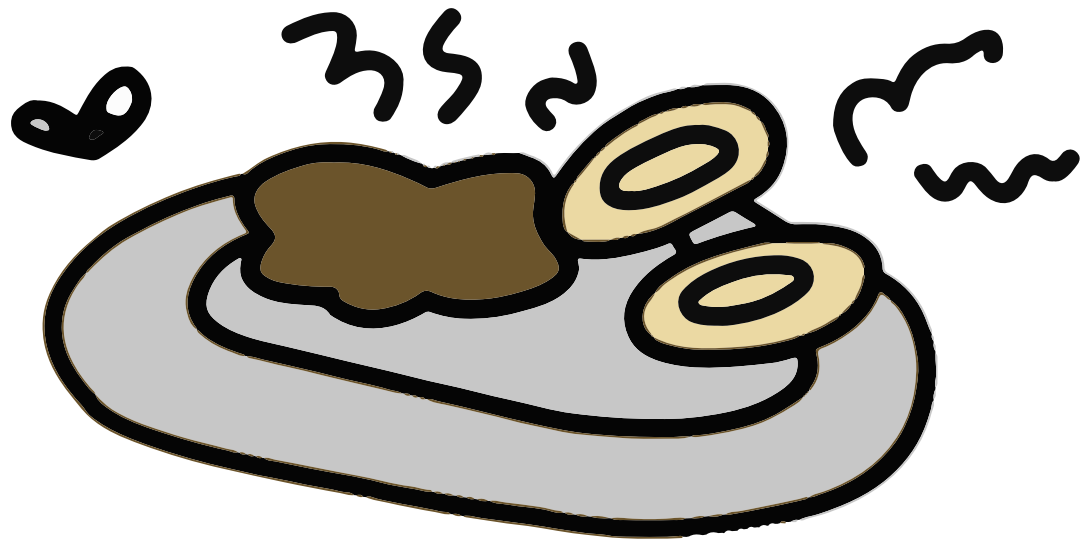
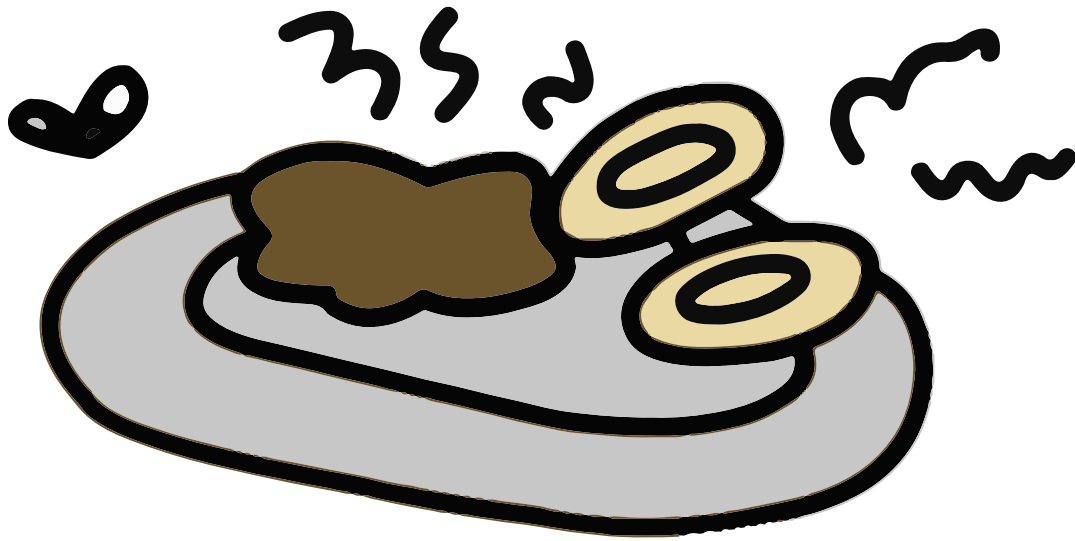




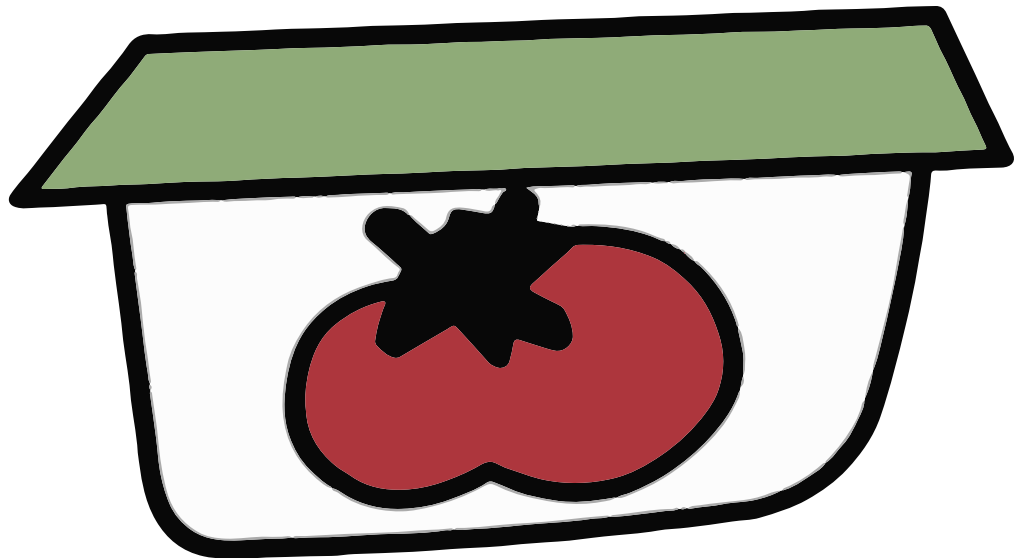
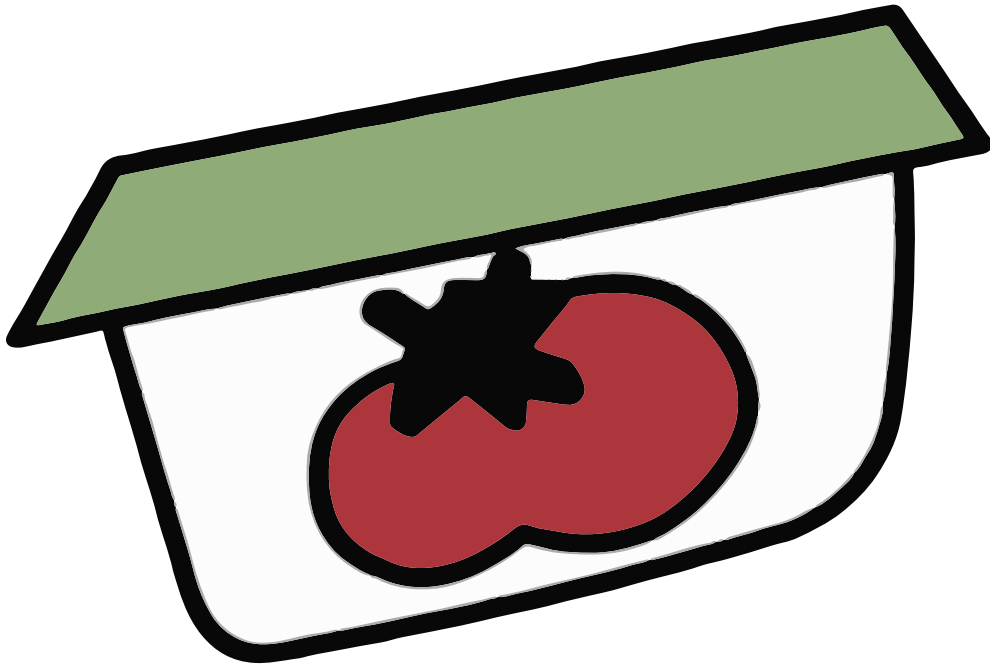
# 6 Sizzling Platters of Liver and Onions



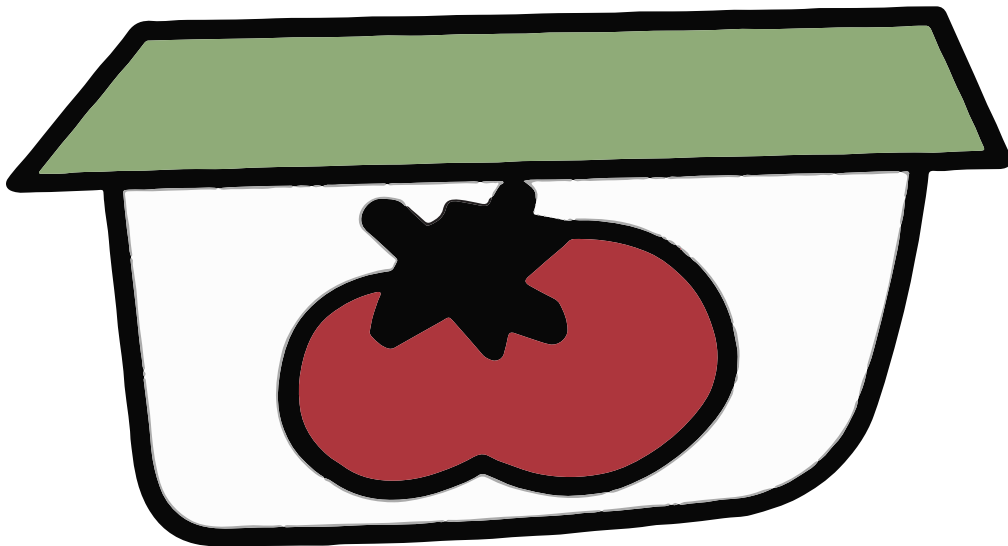
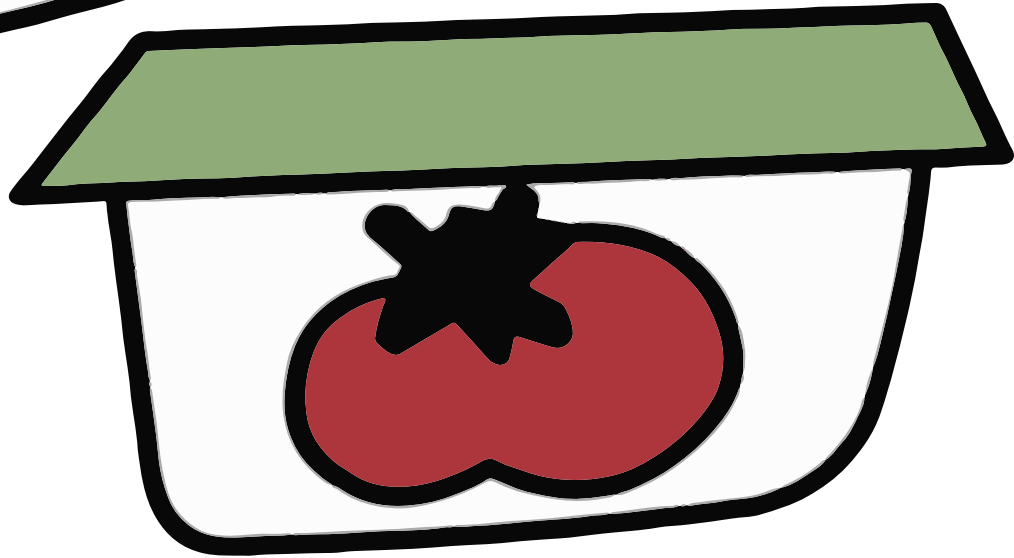
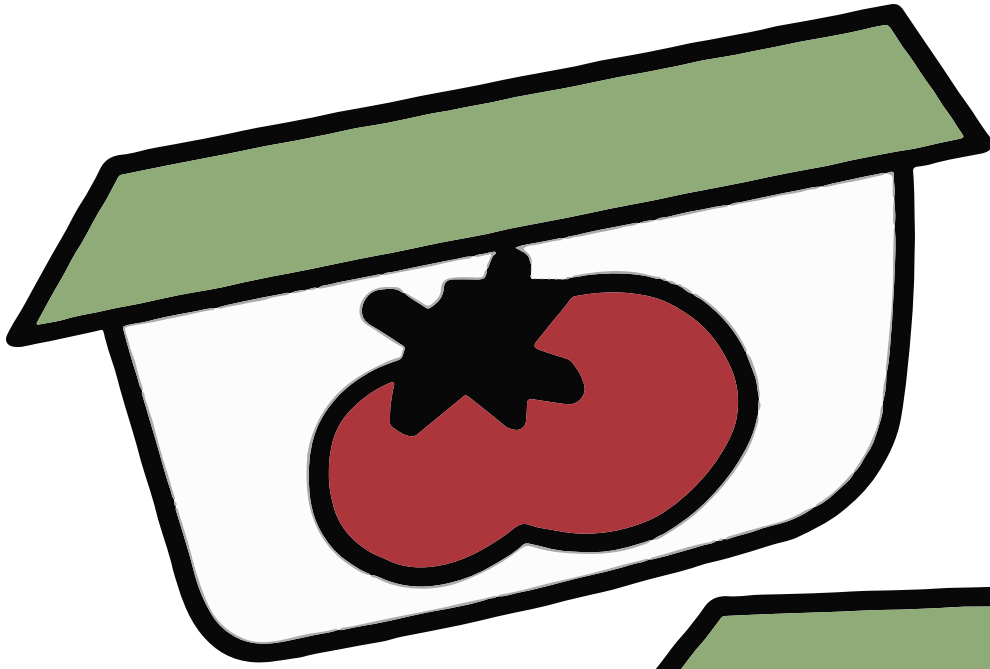
# 6 Sizzling Platters of Liver and Onions



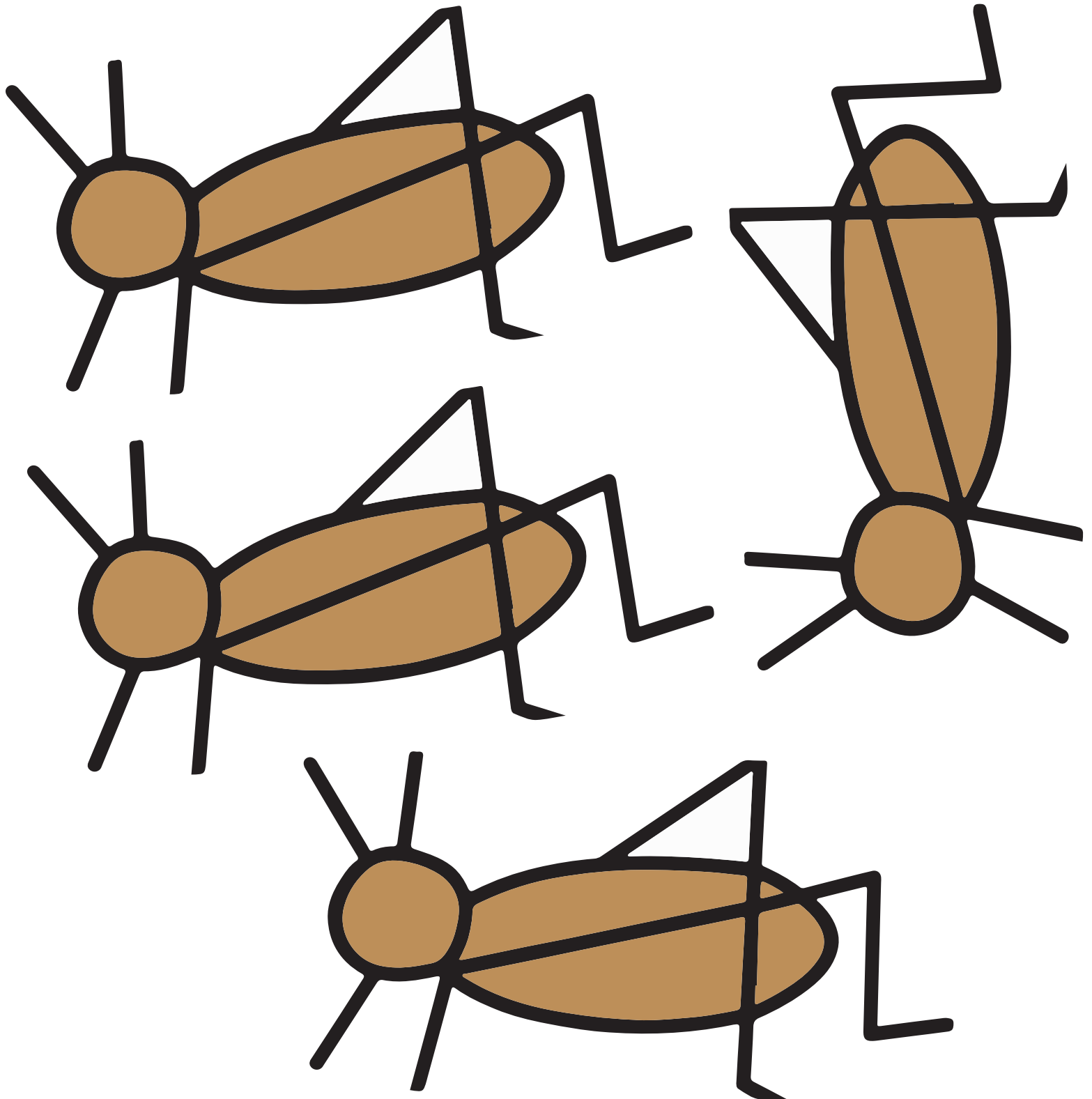
# 5 Tubs of Tangy Tomato Sauce



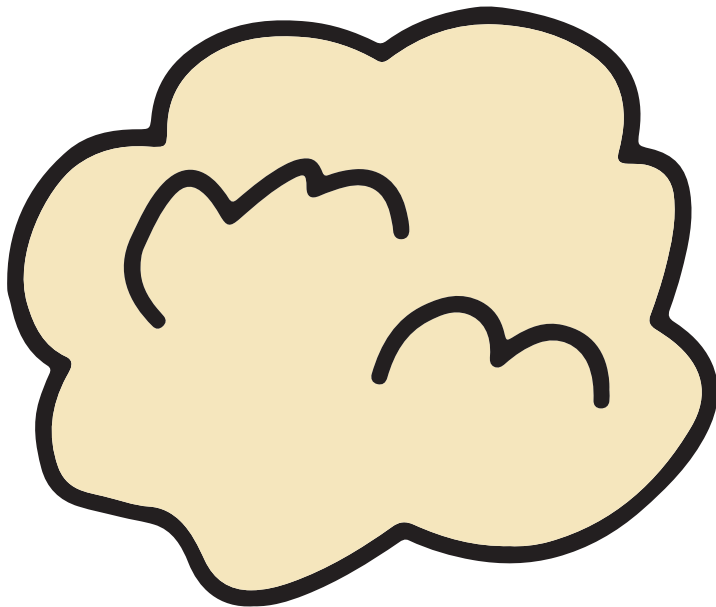
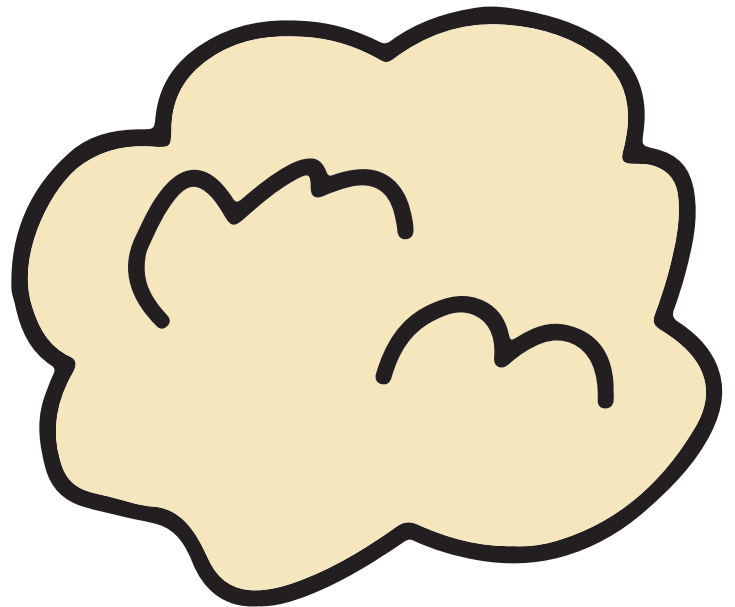
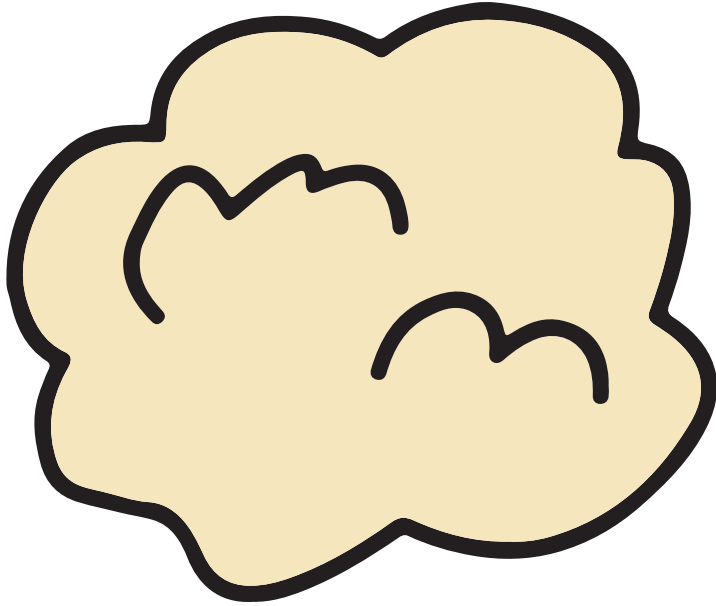
# 5 Tubs of Tangy Tomato Sauce



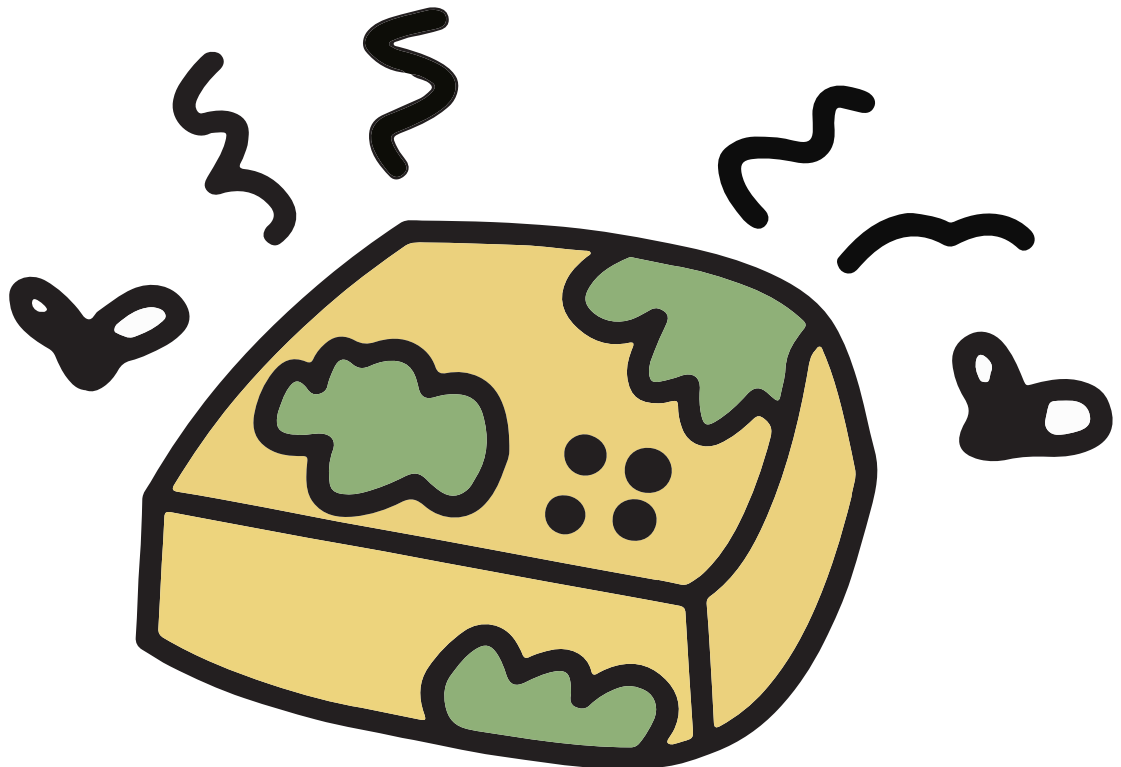
# 4 Crispy Crunchy Chocolate-Covered Grasshoppers



# **3 Rolls of Puffy Pizza Dough**



# 2 Chunks of Moldy Meunster Cheese



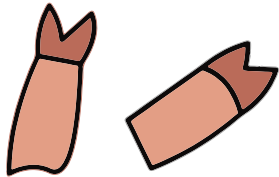


# 1 Can of Anchovies

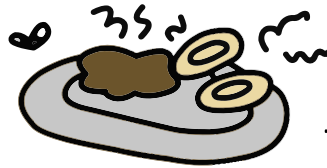


# Search & Count

How many items did you find?



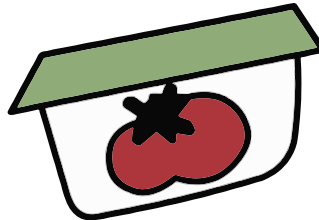
\_\_\_\_\_



\_\_\_\_\_



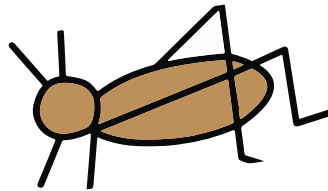
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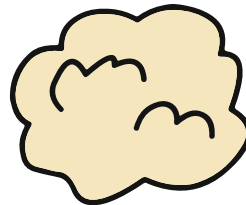
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

HI! WHAT'S YOUR NAME? \_\_\_\_\_



# PORTER MAT

Option 1: Print and laminate the mat and expression cards. Allow students to use play dough or dry erase markers to create various Porter expressions on the mat.

\* Option 2: Print the Porter mat and expression cards for each student. Have students cut out the expressions and place them on Porter's face to show different emotions.

\* Option 3: Place the mat and expression cards in your cool-down center to allow students to make Porter show how they are feeling.

**GOAL:** Explore emotions and expand social-emotional vocabulary.



# EYES



# BROWS



# MOUTHS

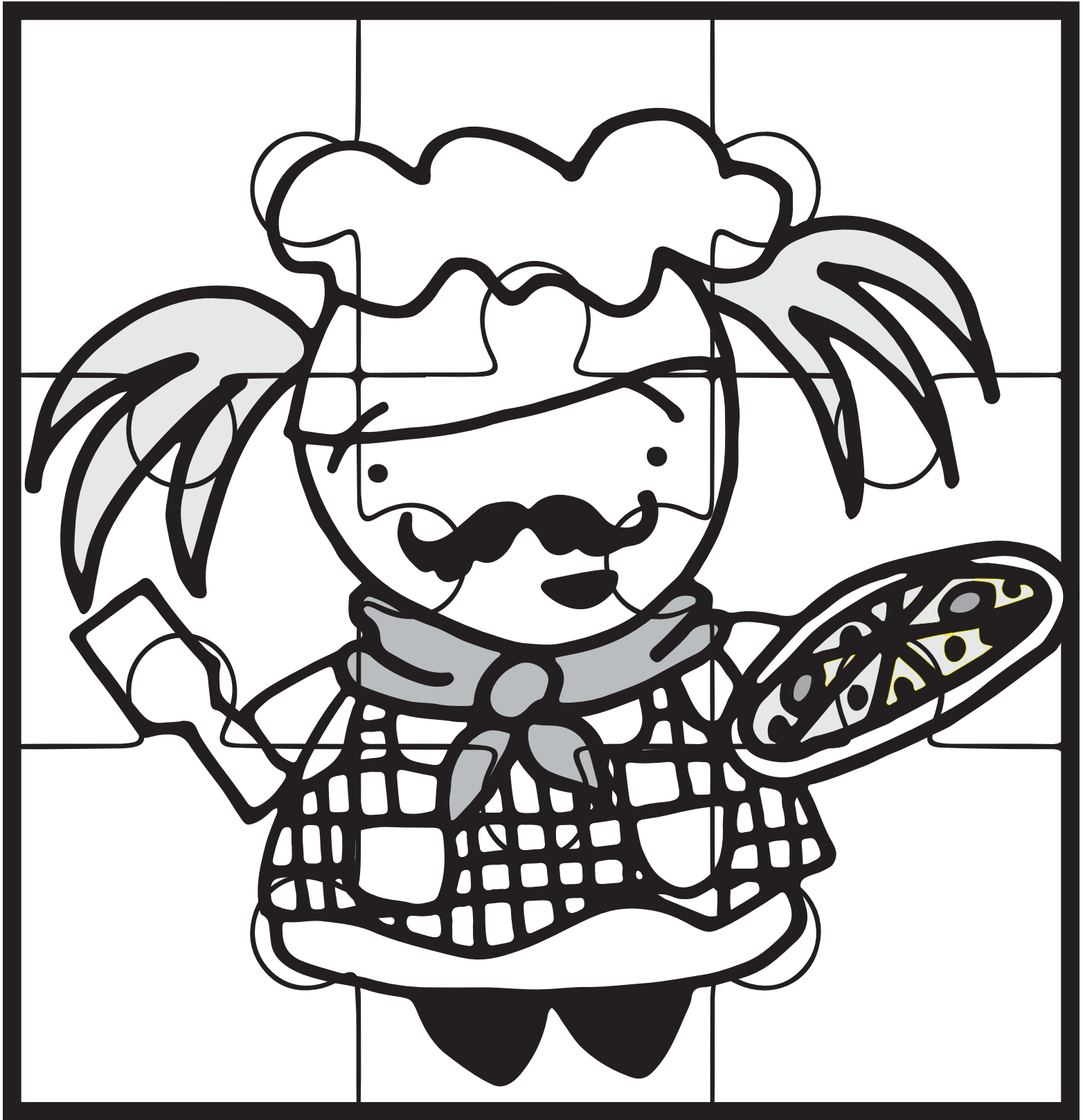




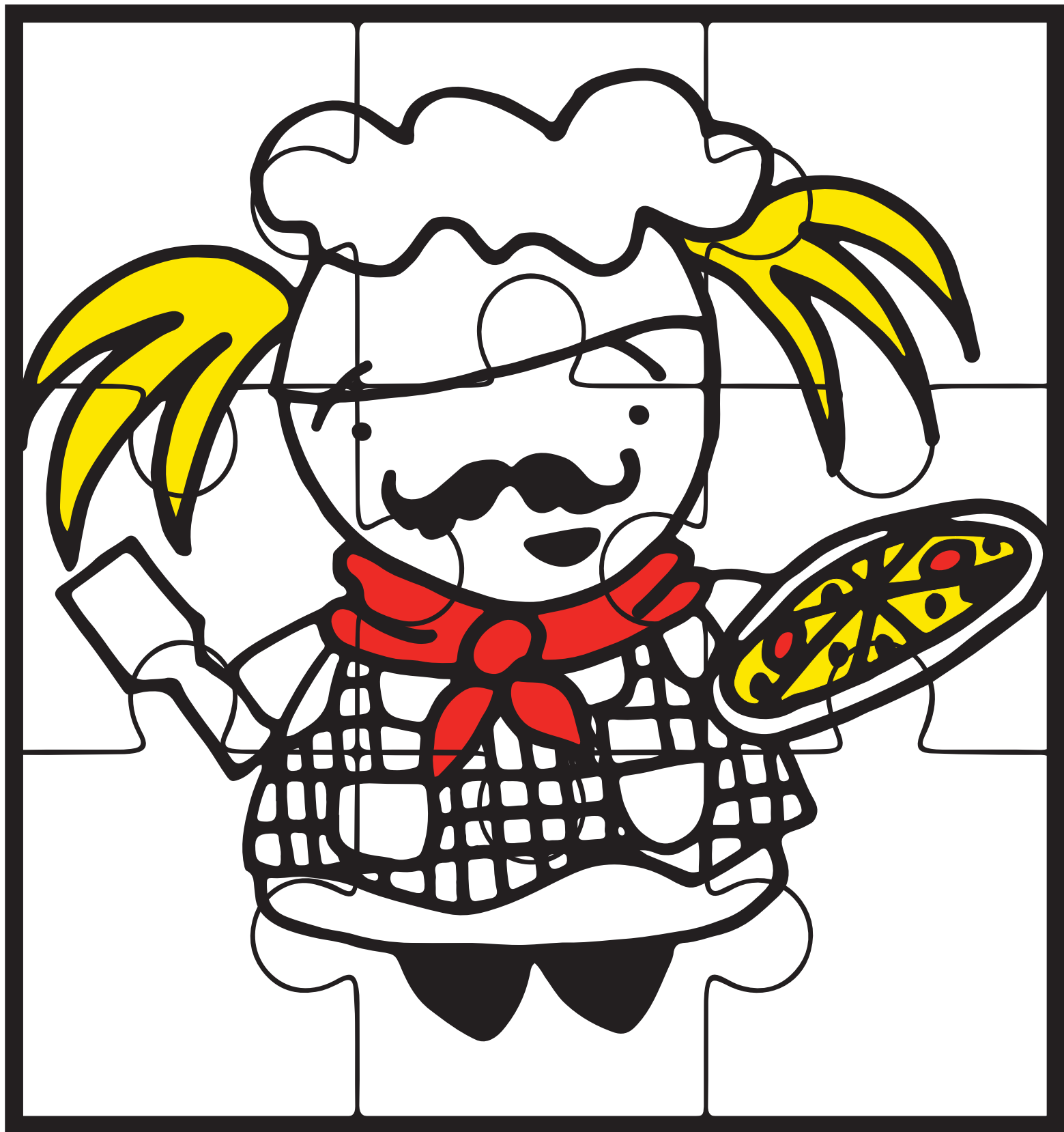
# PORTER PUZZLE

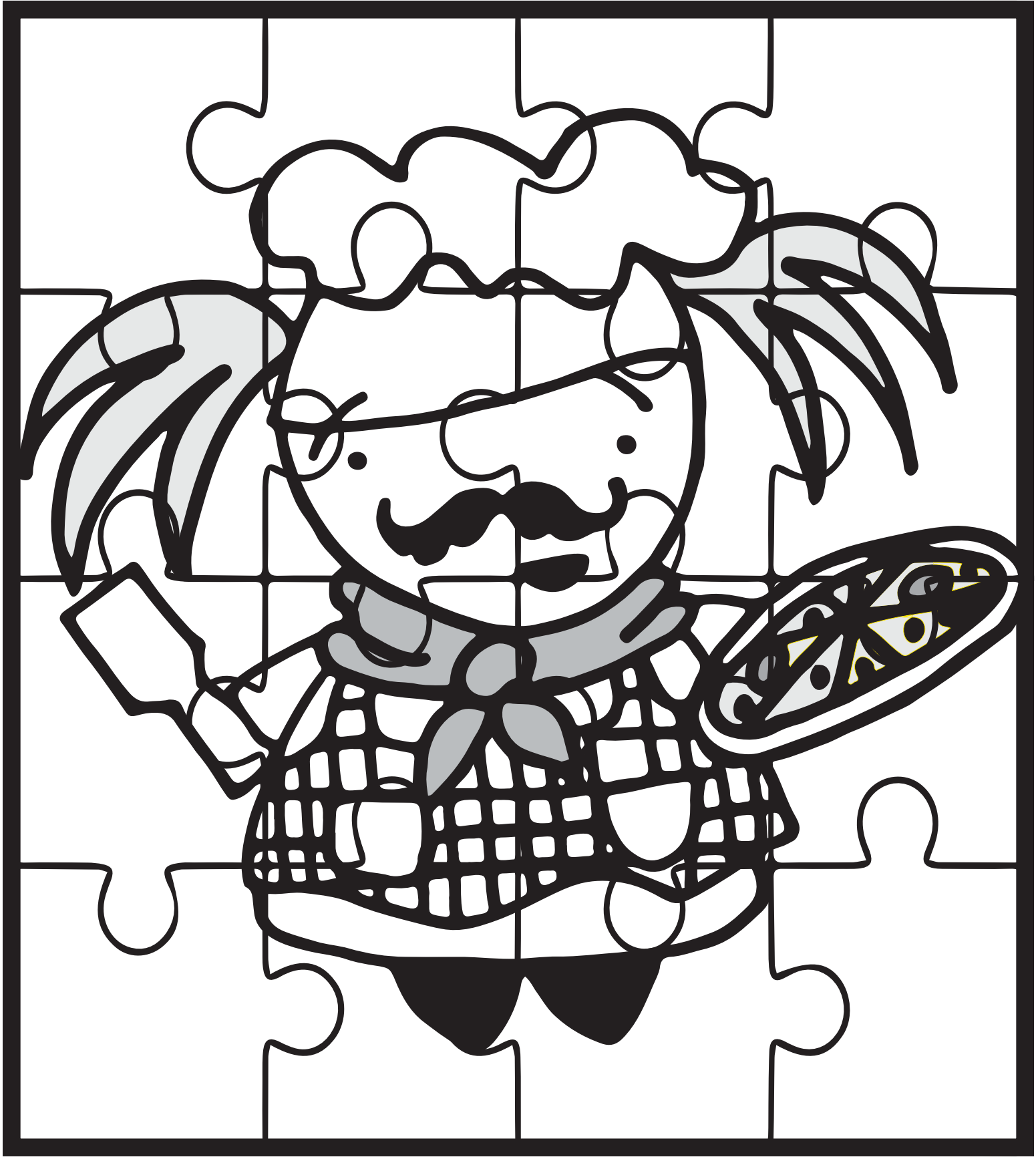
\*Option 1: Print the puzzle on cardstock in black and white. Then have students color, cut, and then solve the puzzle.

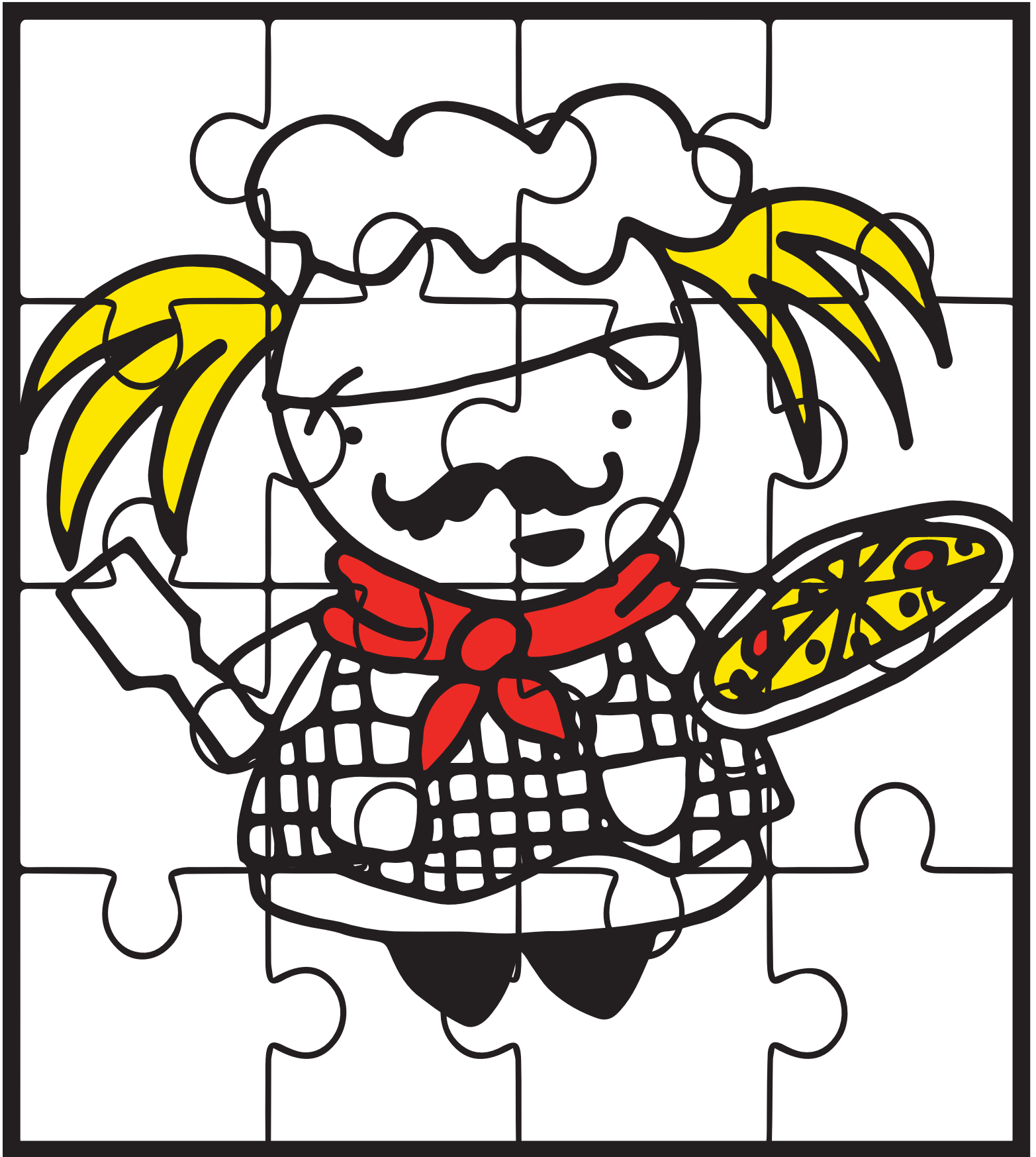
\*Option 2: Print the puzzle on cardstock, in color, and have students cut and solve.













# PORTER GAME

**\*Option 1:**

- Print and laminate the gameboard, the character playing pieces, and playing cards.
- Place the Porter cards face down. Students will take turns drawing cards.
- If they draw an item that Porter should keep, then they move their character to the closest YES space. If they draw an item Porter should not keep, their character should move to the closest NO space.
- Students can re-stack cards if needed by re-shuffling. The first player to the end wins!

**\*Option 2:**

- Print and laminate the Porter playing cards and allow students to play memory games or "go fish." Note: at least 2 of each card is necessary to play memory games and "go fish."

**GOAL:** HAVE A BLAST WHILE PLAYING PORTER'S BOARD GAME(S)!

YES

YES

NO

NO

YES

NO

YES

NO

NO

YES

NO

Should She Keep It?!

NO

NO

YES

NO

YES

YES

NO

YES

NO

YES

YES

PLACE  
CARDS  
HERE

YES

YES

NO

NO

NO

YES

NO

YES

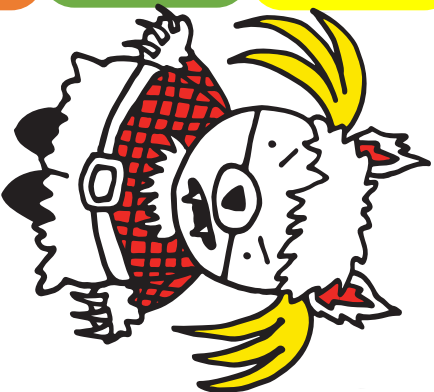
NO

NO

YES

NO

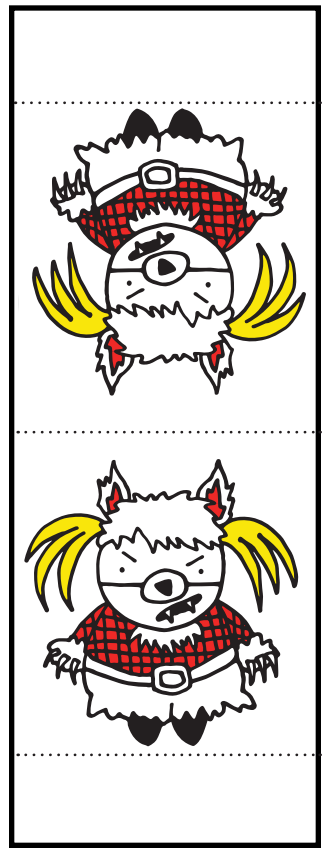
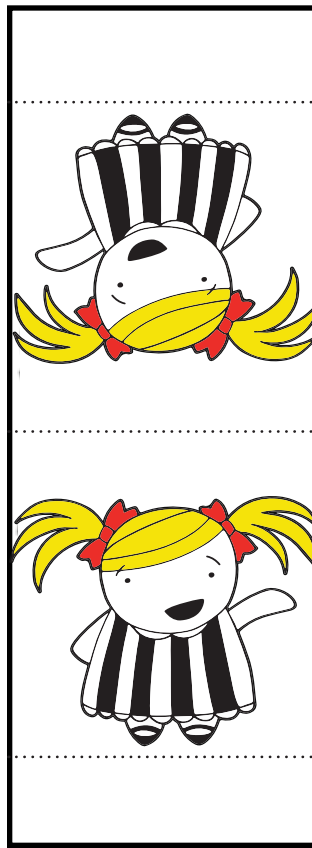
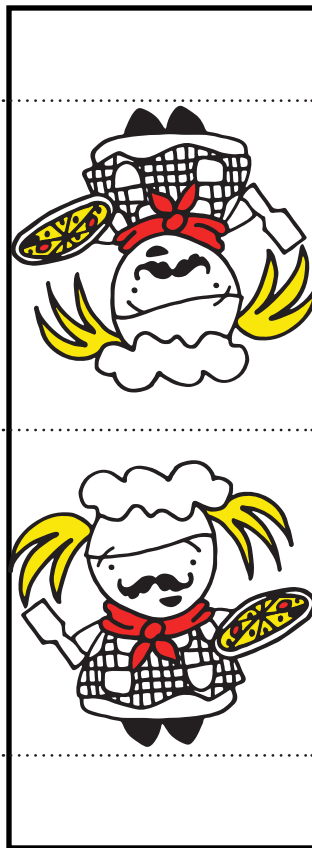
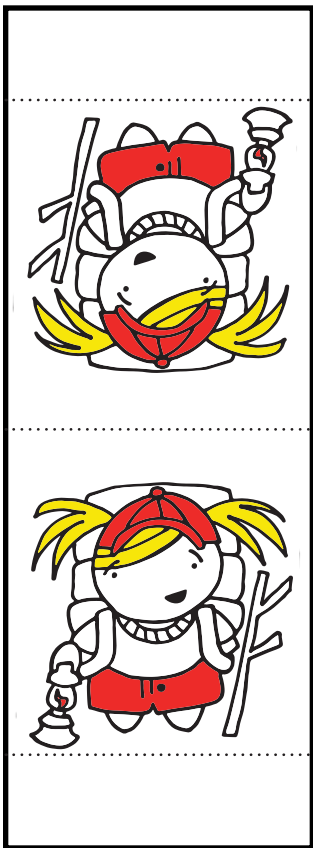
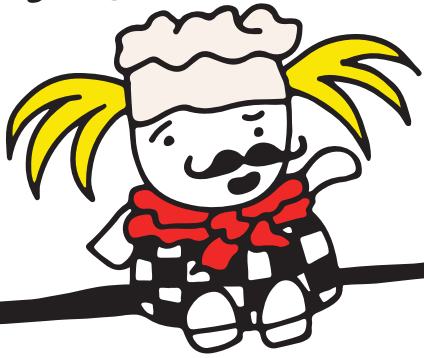
YES



STOP

START

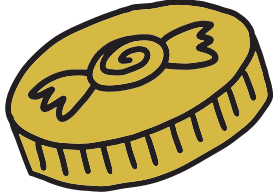
# Porter Playing Pieces



- \* Cut and fold pieces in half.
- \* Next, fold along dotted lines to create a tent.
- \* Tape or glue the bottoms to make sure they stay together and stand up.

# Porter Playing Cards

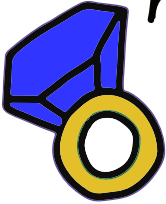
GOLD  
COIN!!!



**From:**

***Porter the Hoarder and the  
Ransacked Room.***

Sparkly  
ring



Snotty  
handkerchief



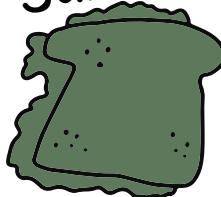
manic  
monkey



remote  
control  
helicopter



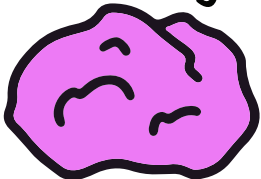
moldy  
sandwich



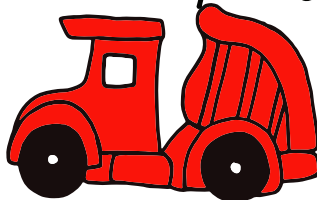
rotting  
banana  
peel



chewed-up  
bubble gum



Shiny dumptruck



lightning-  
fried  
lizard





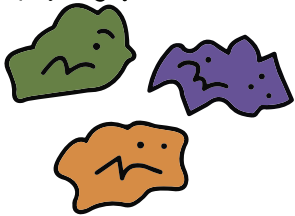
# Porter Playing Cards

**From:**  
**Porter the Hoarder**  
**The Nature Explorer**

Pet  
chinchilla



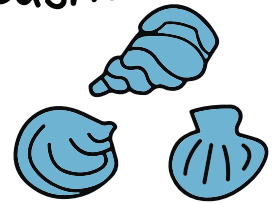
rainbow  
river rocks



Slimy  
squiggly  
earthworms



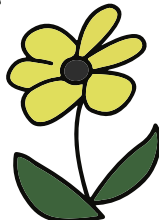
shiny  
seashells



smelly skunk



fragrant  
forest  
flower



flatulent  
flying  
fish



topsy-turvy  
turtle



twisted  
vines  
of poison  
ivy



fossilized deer  
dookie

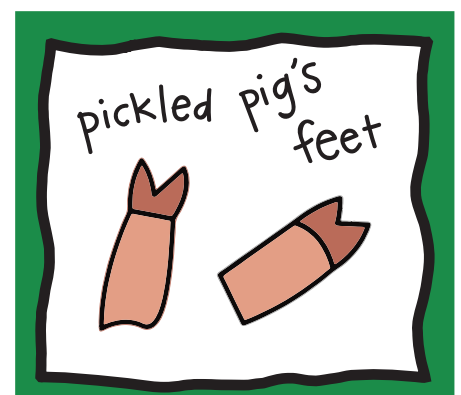
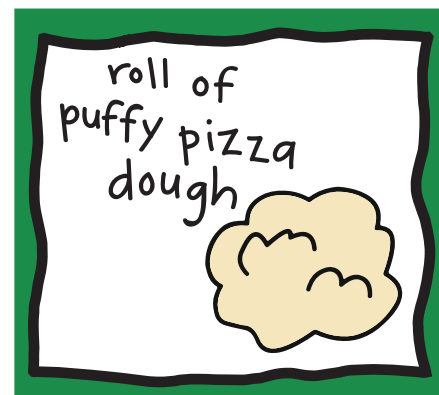
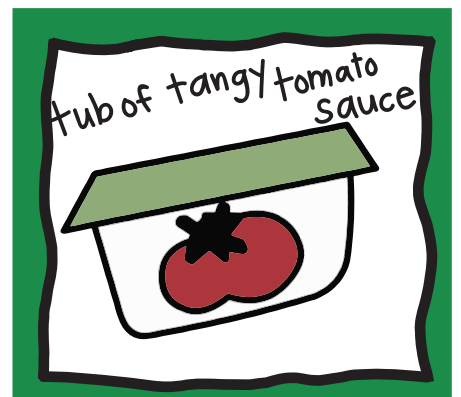
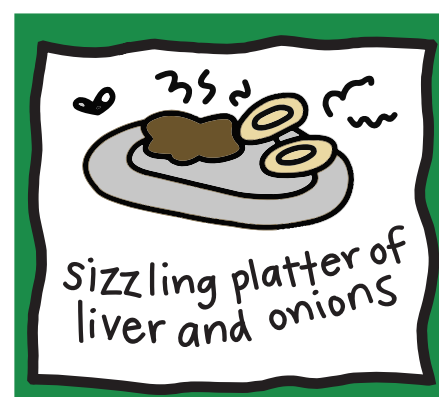
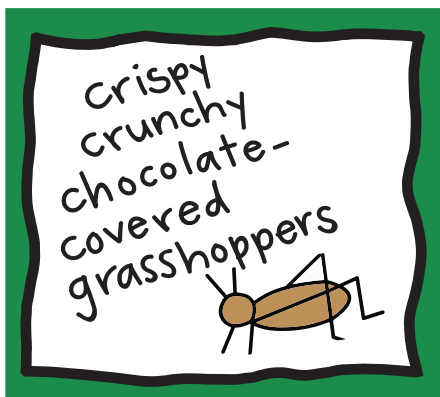




# Porter Playing Cards



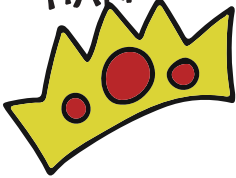
**From:**  
**Porter the Hoarder**  
**and Pappy's Perfect**  
**Pizza Party**



# Porter Playing Cards

**From:**  
**Porter the Hoarder and  
the Halloween Happening**

Glimmery Shimmery  
Tea Party  
Tiara



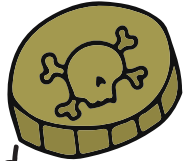
Crispy crunchy  
freshly  
flamed  
s'mores



pickled  
patchwork  
pigeons



gold-  
wrapped  
chocolate  
coins

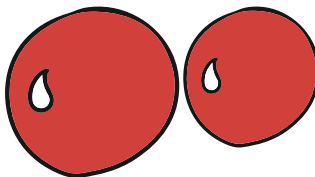


blood-sucking

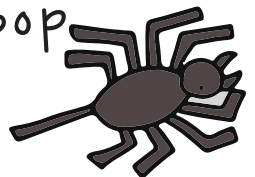


biting bats

Squeaky  
clown noses



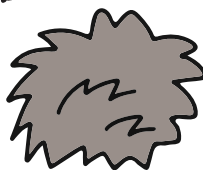
freshly fried  
tarantula  
pop



puffy  
purple  
popcorn ball



phlegmy  
furballs



candy-covered  
eyeball kabobs





MOLDY CHEESE  
ANYONE ?

\*Just like Porter, your room can have moldy cheese too!

Get three pieces of non-processed cheese.

Place one one piece of cheese indoors near a window, with the sun shining on it.

Place the second piece of cheese next to it in a well-sealed sandwich bag.

Place the third piece of cheese outside.

Watch the cheeses over the course of 1 week to see which rots fastest. If the cheese outside disappears, where do you think it went?

**GOAL:** Learn about the process of biodegrading and food safety.

