

#### About this file....

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\*Feel free to pick and choose items you think your kiddos would enjoy. 0

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\*There are different versions of some of the pages to support different levels of learner.

## Table of Contents

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### Title

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Predicting Porter

\*While reading Porter the Hoarder and the Ransacked Room stop and discuss, or have students write, what their predictions are after each event. 0

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

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Stop and predict what will happen after each of the following events in the book:

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EVENT	PREDICT
"Porter's mother like any other, wants her room not to smell."	
Porter finds 8 wads of chewed-up bubble gum and is told she can not keep them!	
Porter finds 3 shiny dump trucks.	

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Stop and predict what will happen after each of the following events in the book:

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EVENT	PREDICT
"Thanks to you, Porter's room is finally clean."	
Porter finds a gold coin.	
Porter gets 3 dump trucks full of candy.	

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Porter Inventory 0

\*While reading Porter the Hoarder and the Ransacked Room, give students a clipboard and writing utensil. Have them keep track of the items as you find them together.

\*Three versions are included for various learning levels.

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

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7	ディーム Porter Inventory	+7
E	<b>U</b>	うえ
ע	remote control helicopter	
5	lightning fried lizard	
	sparkly ring	`.
	chewed-up bubble gum	
	snotty handkerchief	
1	manic monkey	h
$\Gamma$	rotting banana peel	S
	shiny dump truck	2
F	moldy sandwich	
	big gold coin	
メンド	HI! WHAT'S YOUR NAME ?	- 7

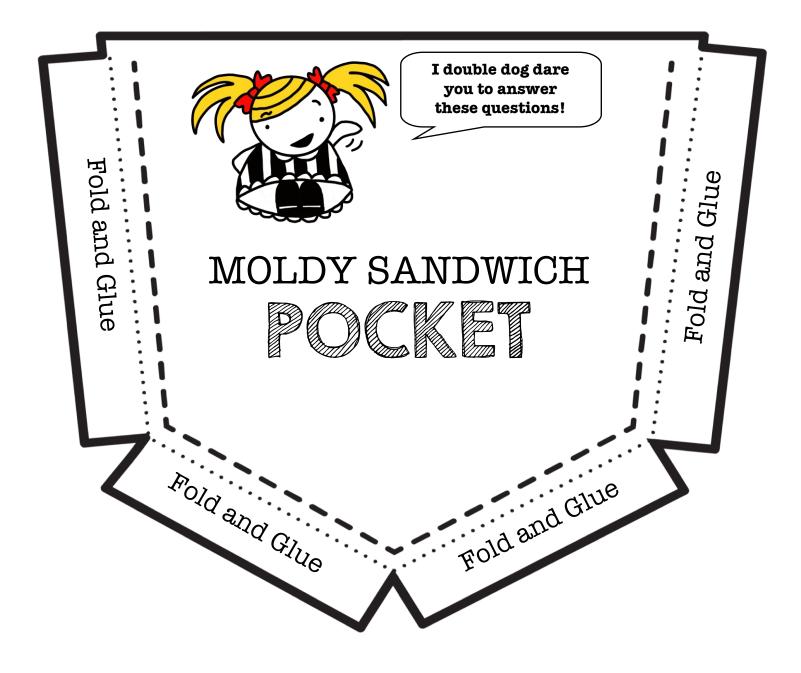
\*After reading Porter have students cut out the pocket shape and glue only the tabs to a separate piece of paper creating a pocket.

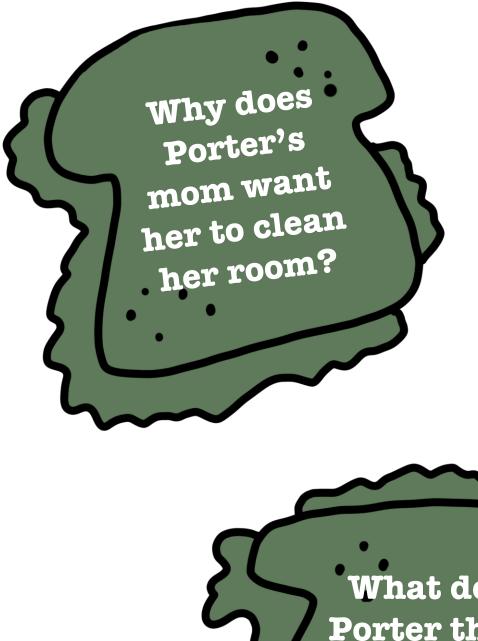
Moldy Sondwich

Pocket

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

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

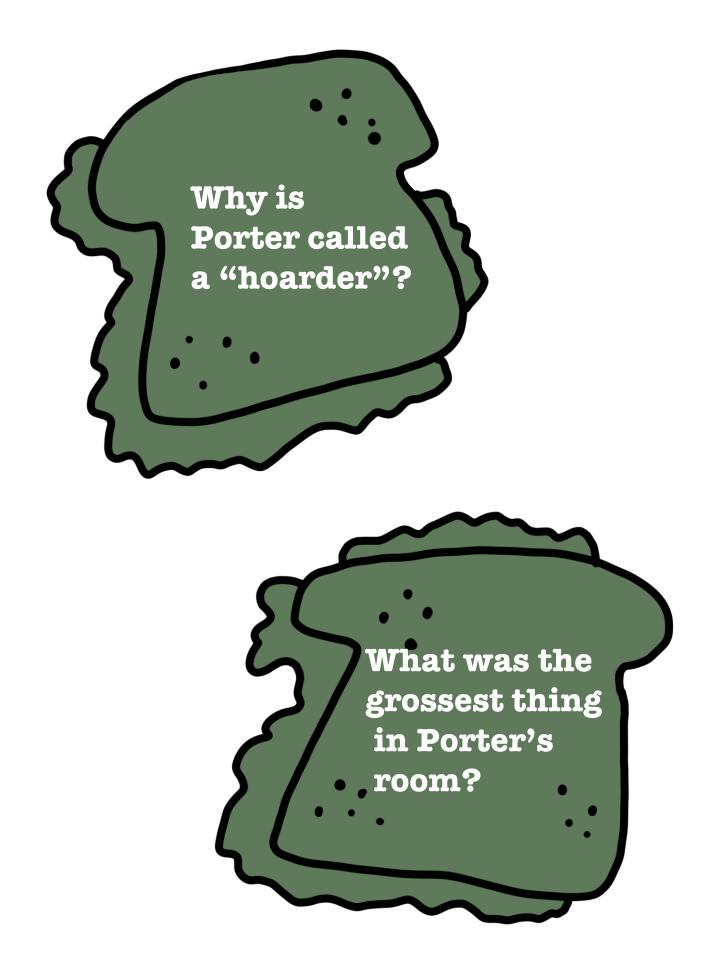


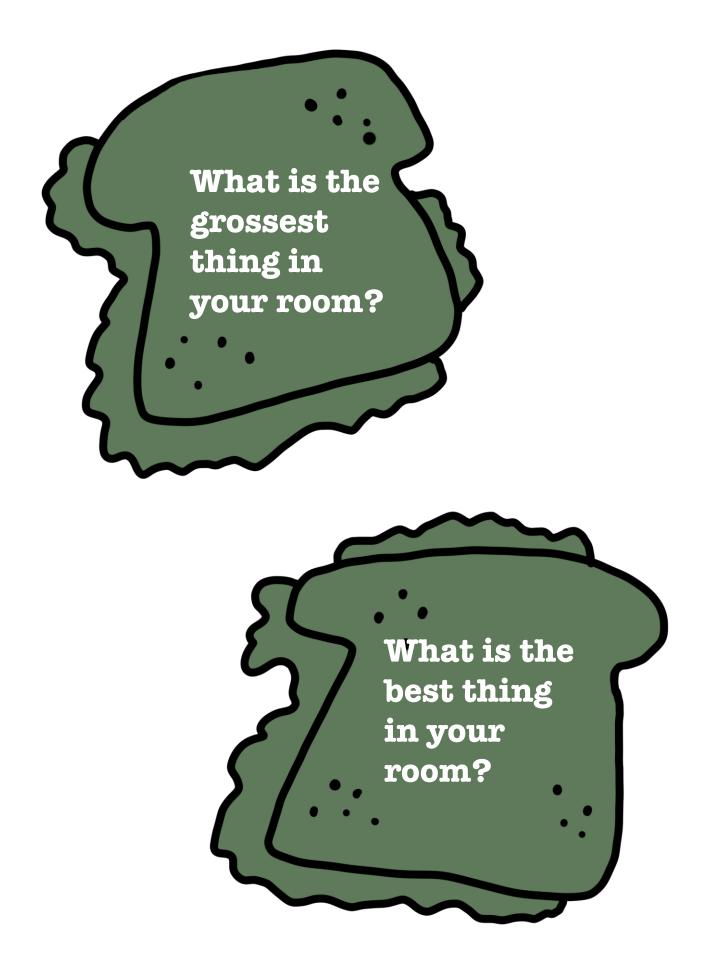


What does Porter think she has a world class collection of?









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

Persuosive

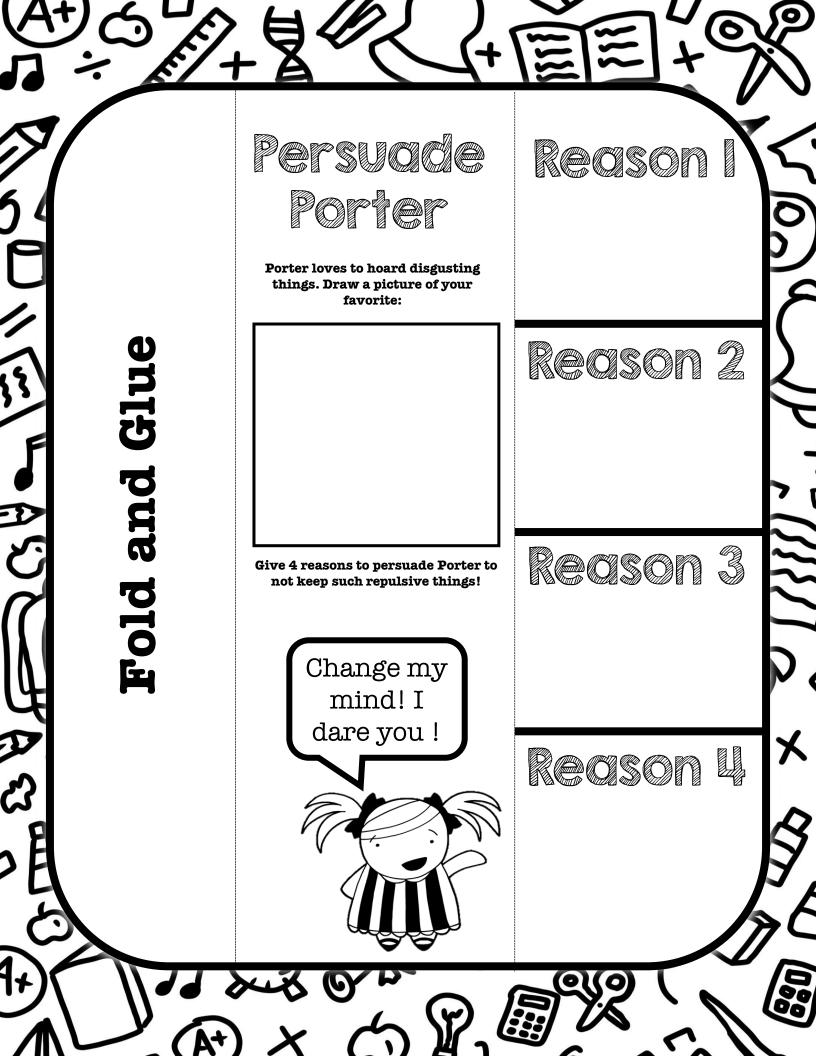
Porter

\*Why would Porter say she should be able to keep it?

\*On the next page, write 4 reasons to persuade Porter not to keep it.

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GOAL: To understand and practice persuasive writing. For early learners, reenforce the concept that good persuasion give an opinion followed by at least three reasons that support it.

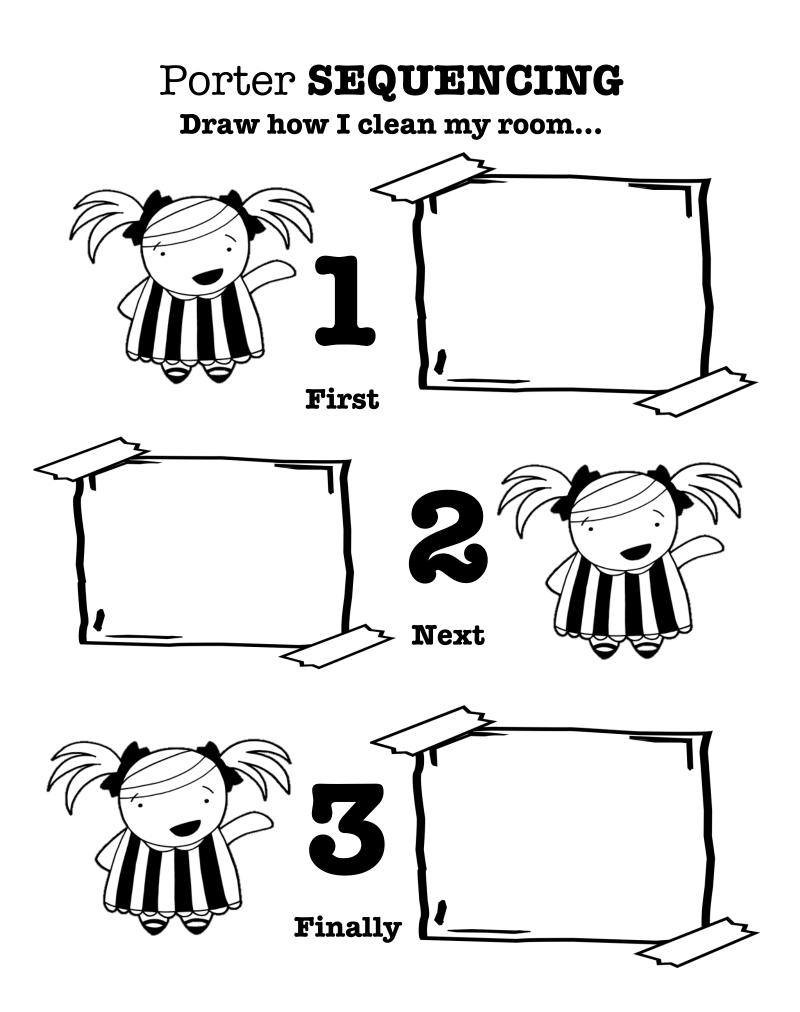


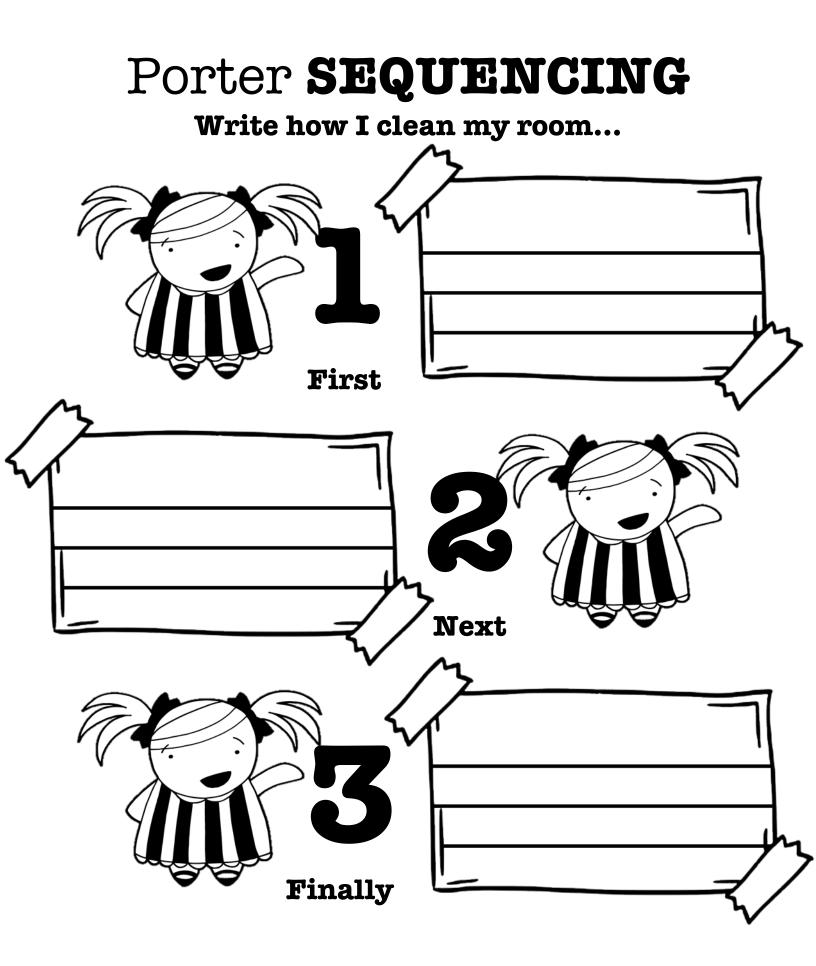
How-To Sequencing

\*Help students begin the phases of "howto" writing by using this pre-sequenced form on a task they are familiar with: cleaning their room!

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

**GOAL:** Practice informative writing.



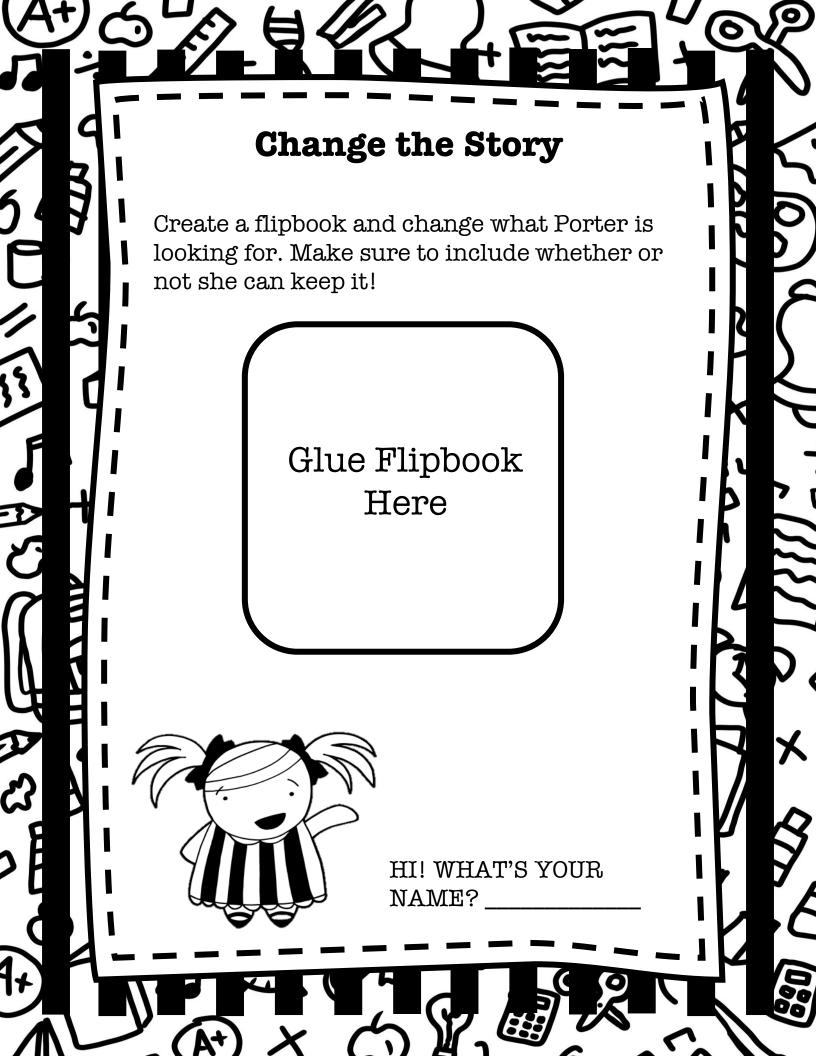


\*Students will have the opportunity to become the Author and Illustrator by creating their own flipbook of Porter's findings and reactions.

become the

\*Encourage students to follow the model of the Porter books by having her search for something, ask if she can keep it, and then give 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**: Connect the process of creative writing to making images that tell stories.



Should she keep it?	Draw The End!	
Draw what she finds.	Should she keep it?	
's Porter Adventure!	Draw what she finds.	



\*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.

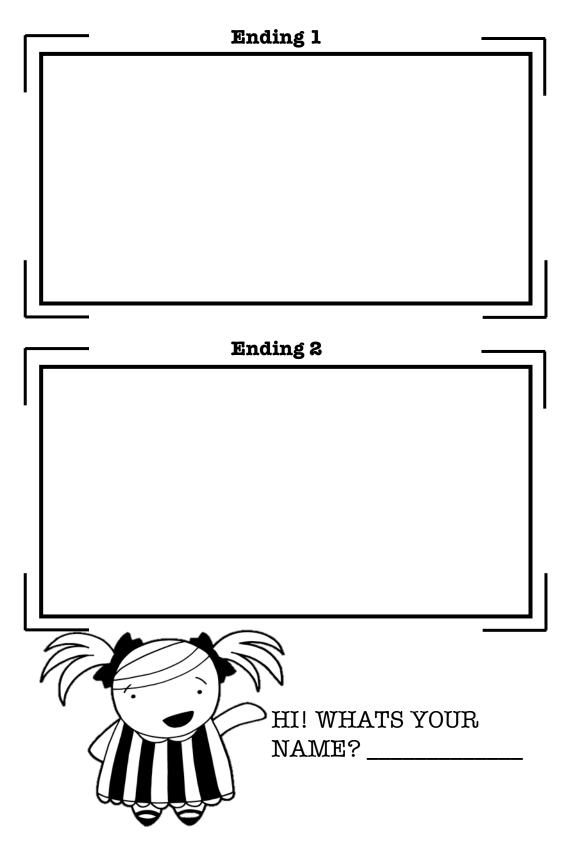
\*Have students write and illustrate Porter getting the big prize of their choice.

**GOAL:** Self connection. Make connections between the text and their own new creative ideas.

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## 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!



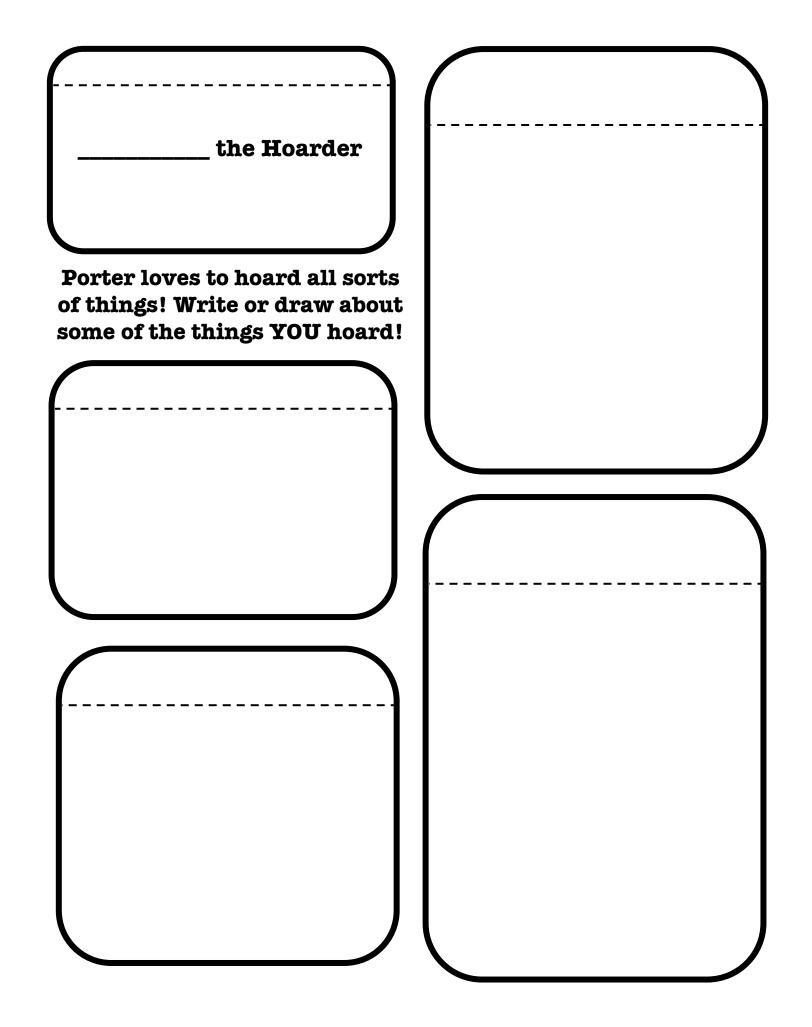
Just Like Porter • We're all Hoarders

\*Encourage students to write or draw about different things they hoard.

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

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

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



Directed Drowing

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

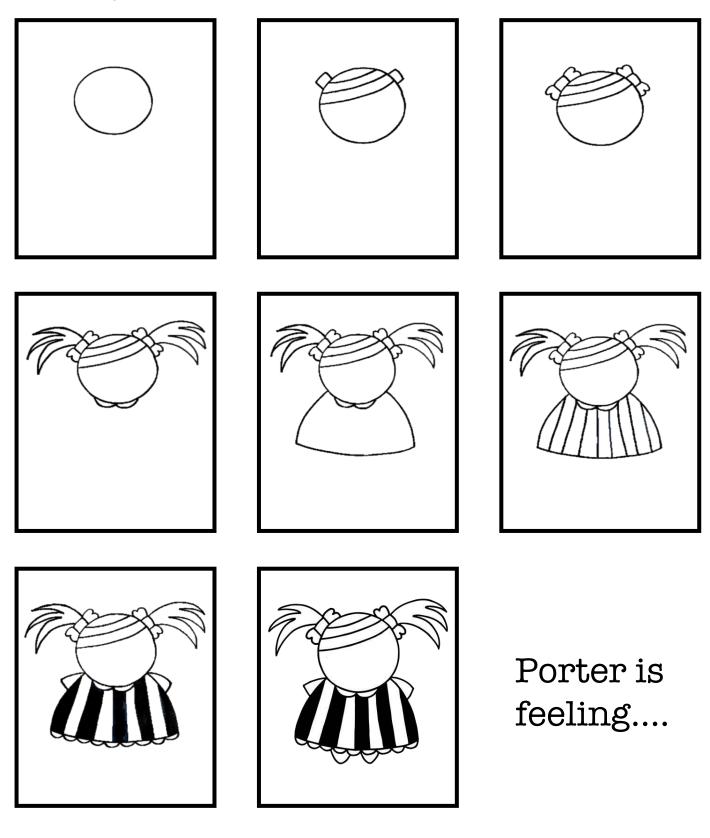
\*Before students pick their final emotion let them try drawing a few on the "Try it out" page.

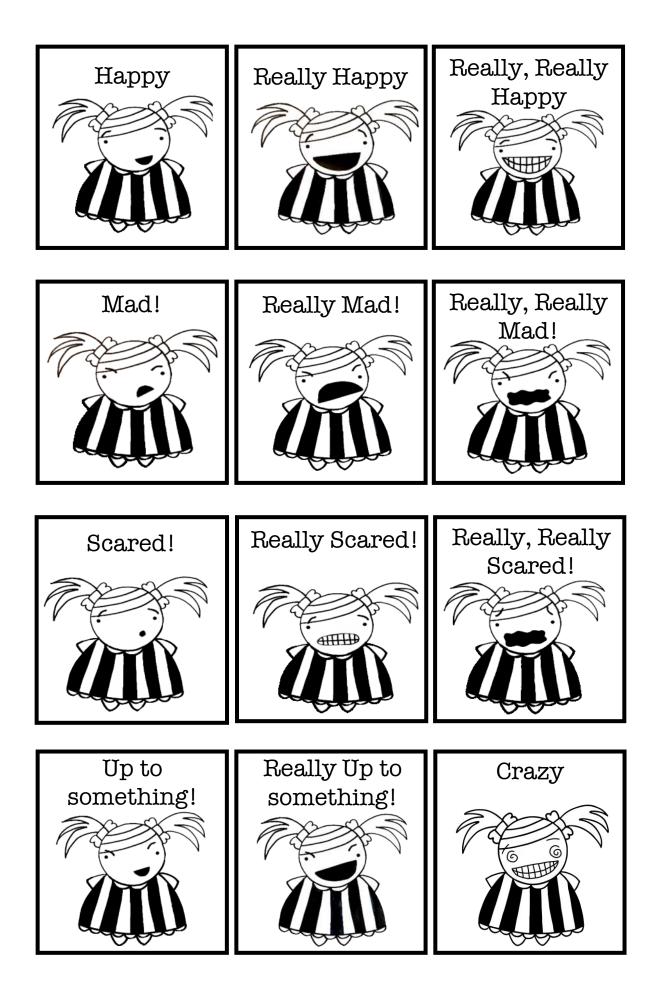
**GOAL:** Practice creative writing while increasing the student's emotional vocabulary.

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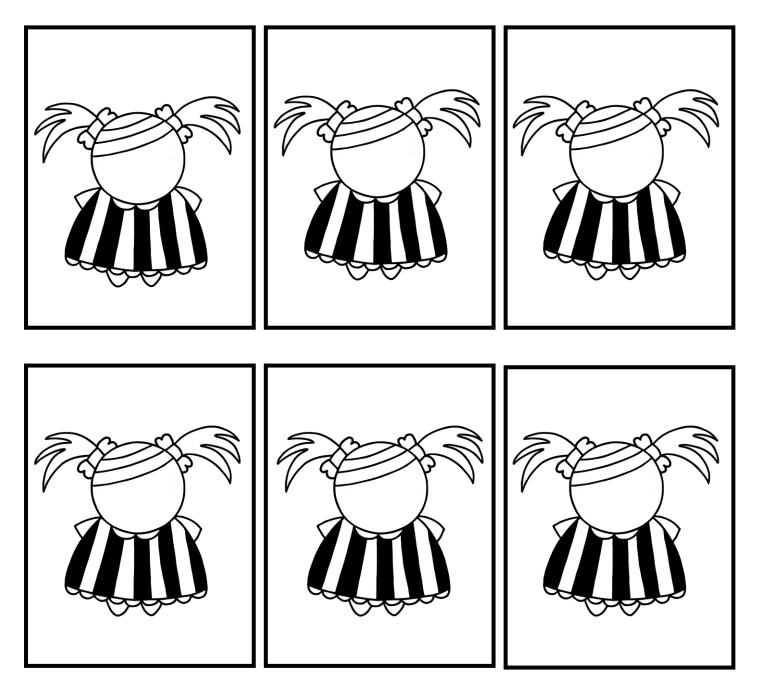
Use this page to show students how to draw Porter step by step.





# Try If Out!

Before you commit to one emotion on your 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!



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. Following pages are blank to let imaginations run wild.

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

# ONE DAY PORTER...

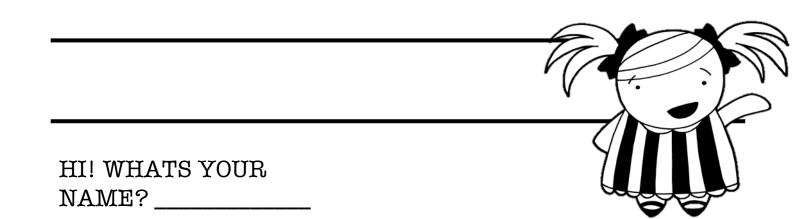
HI! WHAT'S YOUR NAME?	

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

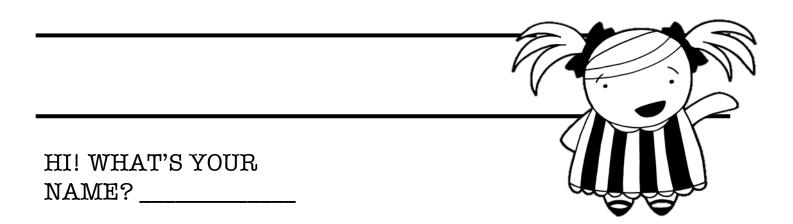
HI! WHAT'S YOUR NAME?	

HI! WHAT'S YOUR	
NAME?	where the second

## ONE DAY PORTER...



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



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

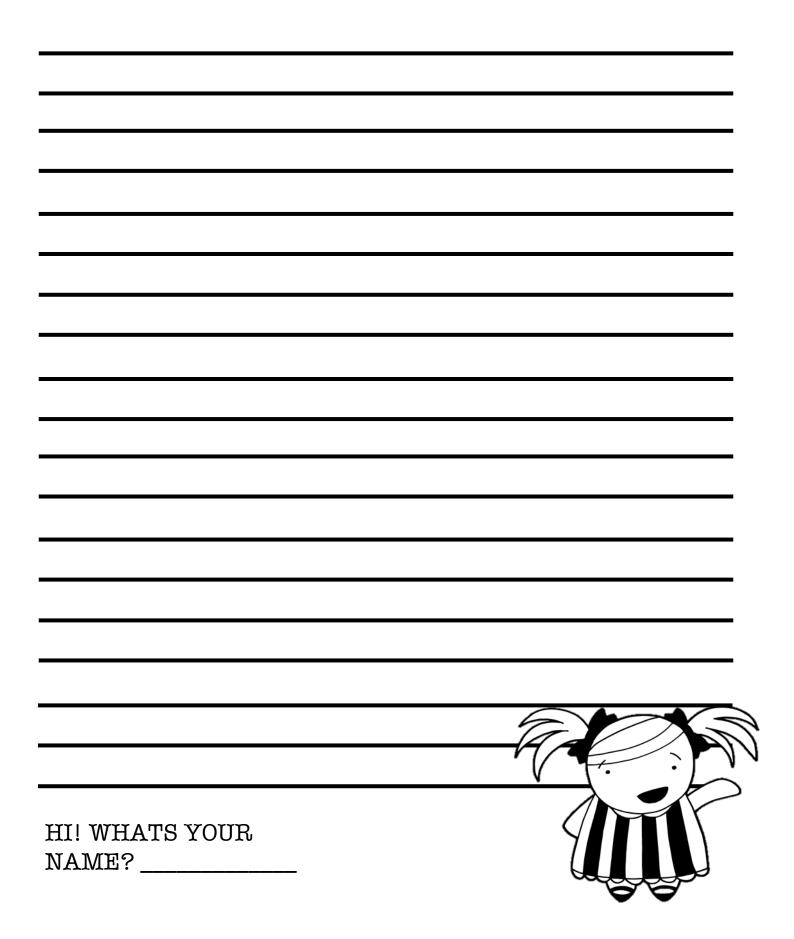


## ONE DAY PORTER...

HI! WHAT'S YOUR	$\forall \blacksquare \blacksquare \blacksquare \blacksquare$
NAME?	

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

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



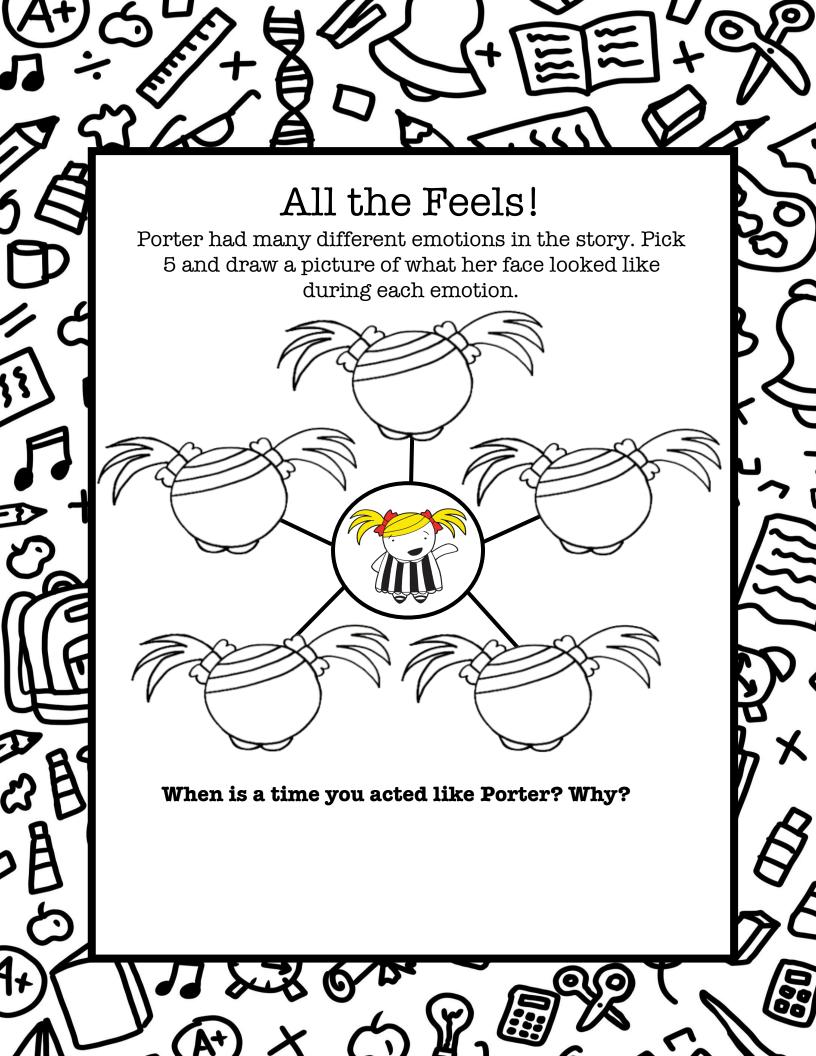
\*Student's will draw some of their favorite Porter emotions and connect the story to their own lives by giving an example of when they have acted like Porter.

All the Feels

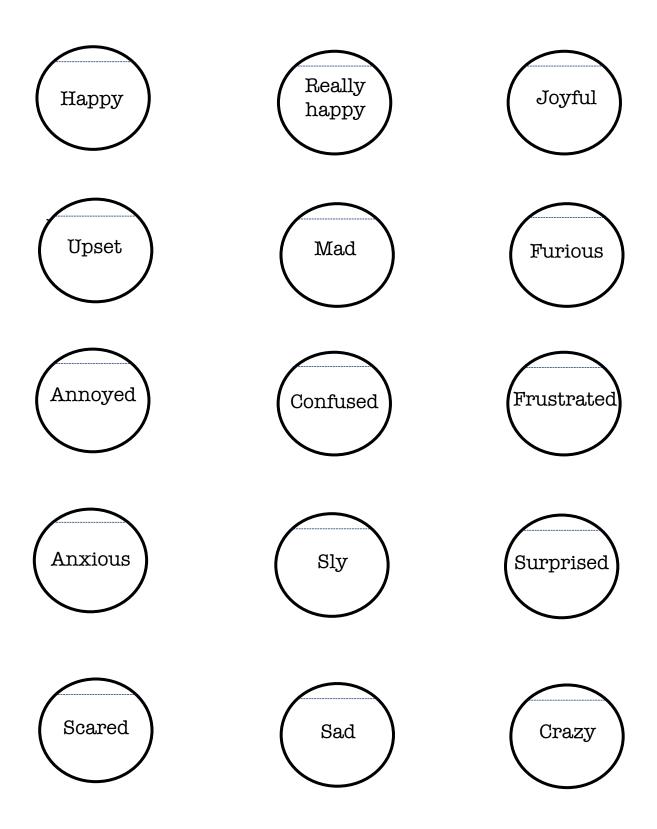
\*After drawing their picture they will find the flap on the following page that matches Porter's emotion and glue the top portion to create a flap over her face.

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

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# **The Feels**



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

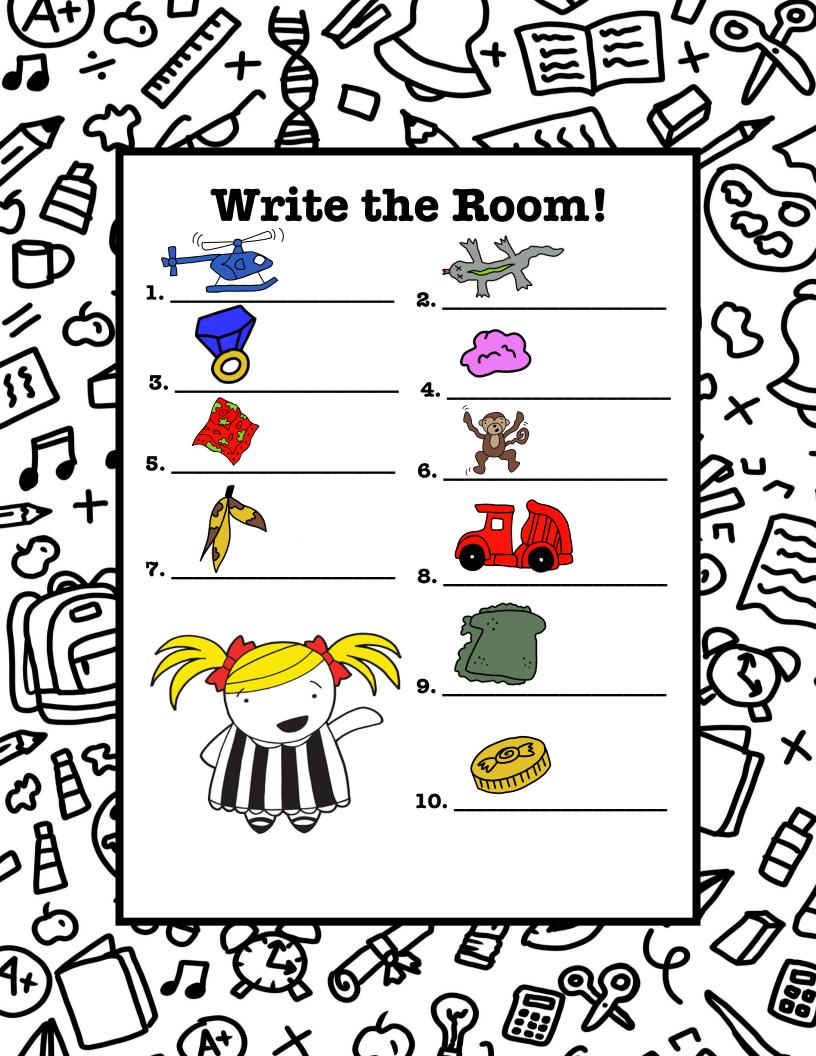
Write the Room!

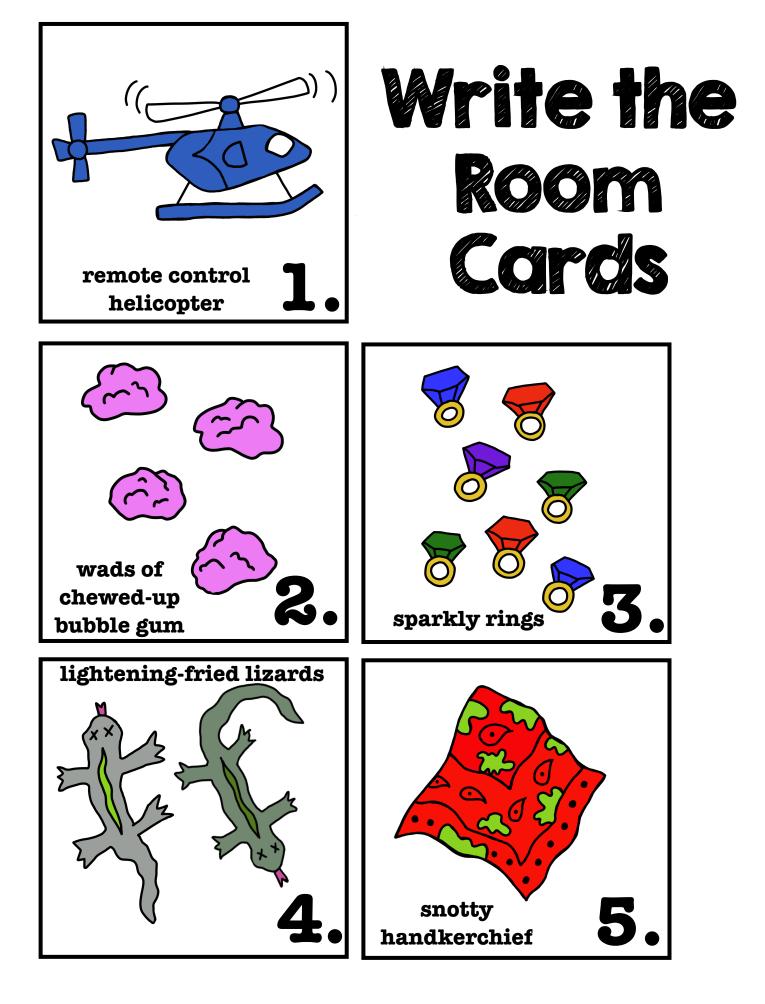
\*Copy 1 recording sheet per student and allow students to "write the room" by giving them a clipboard and letting them walk around finding the pictures and writing the name of the object on their recording sheet.

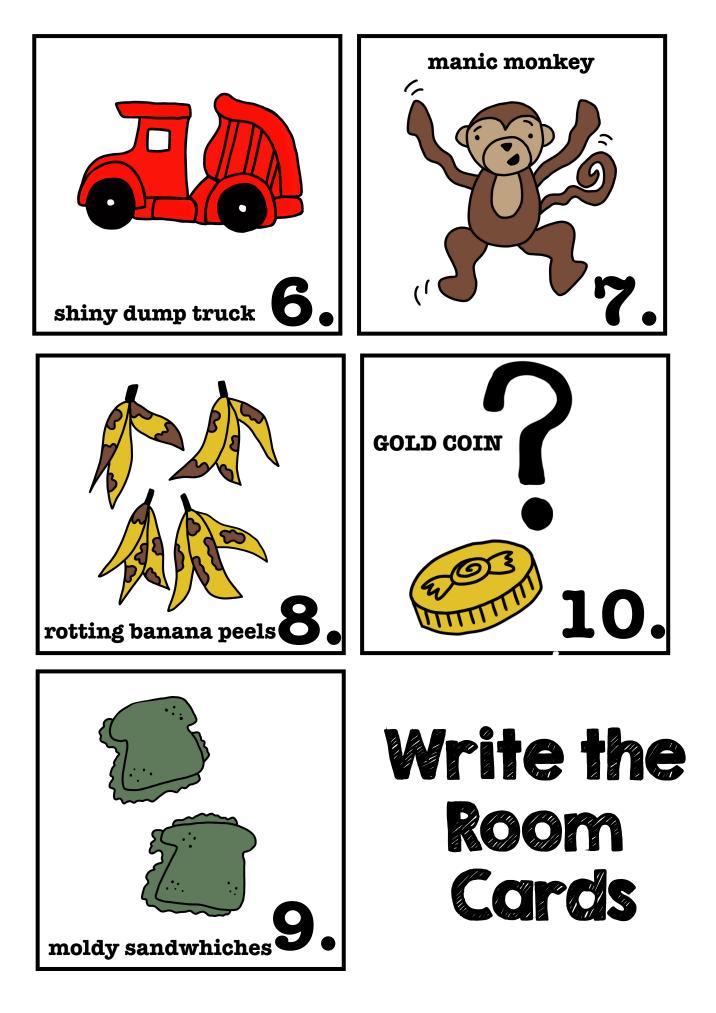
**GOAL:** Practice writing skills while getting to move around the classroom.

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

Super Fun Stuff!

-Sensory bins, math counter, look-andfind 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 do the math when they find the pictures in the classroom.

-Anything else you'd like!

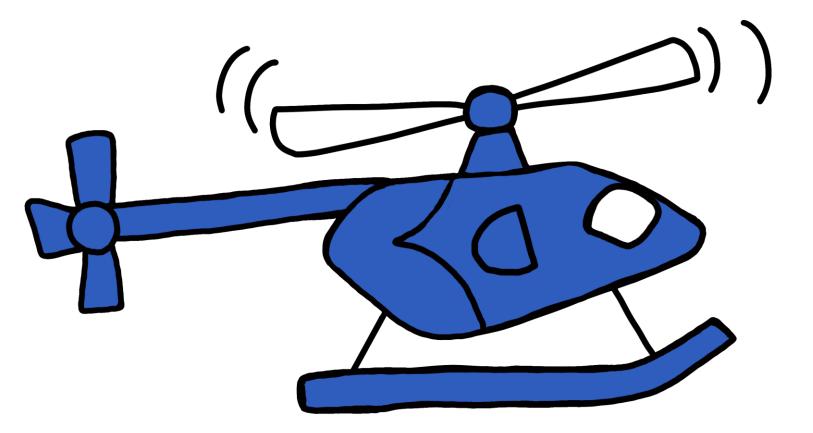
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**GOAL:** Make learning physically active and fun!

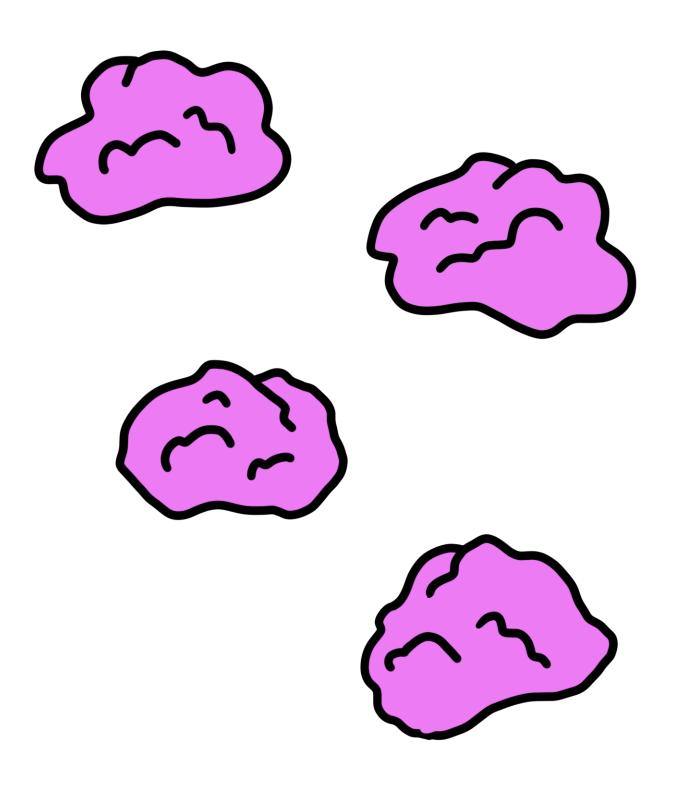
## **10 Snotty Handkerchiefs!**

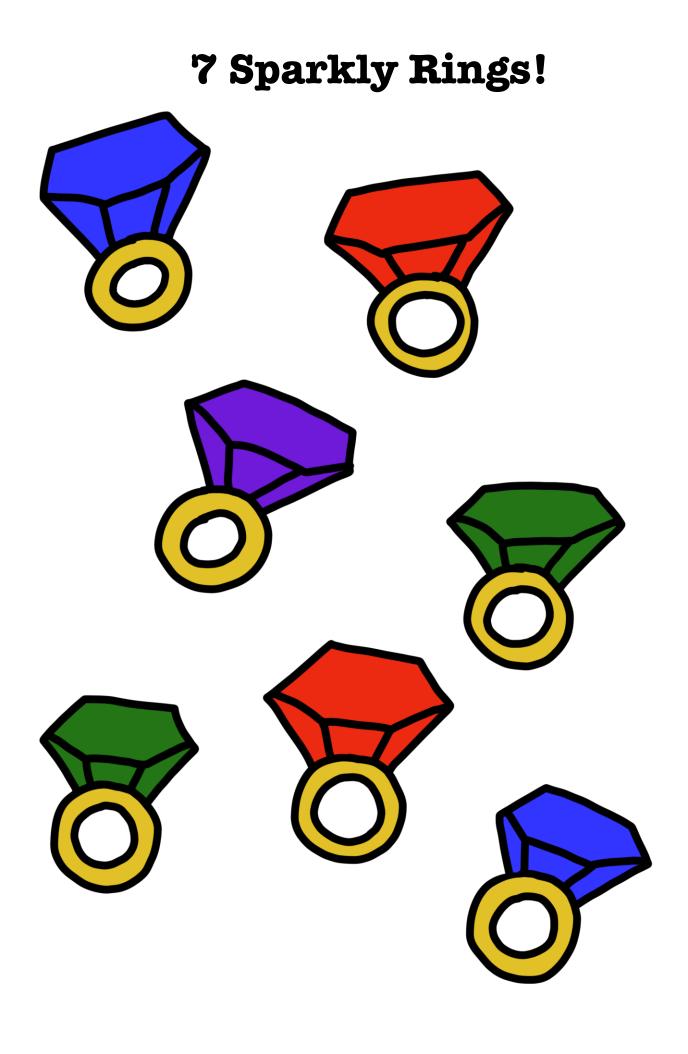


### 9 Remote Control Helicopters!

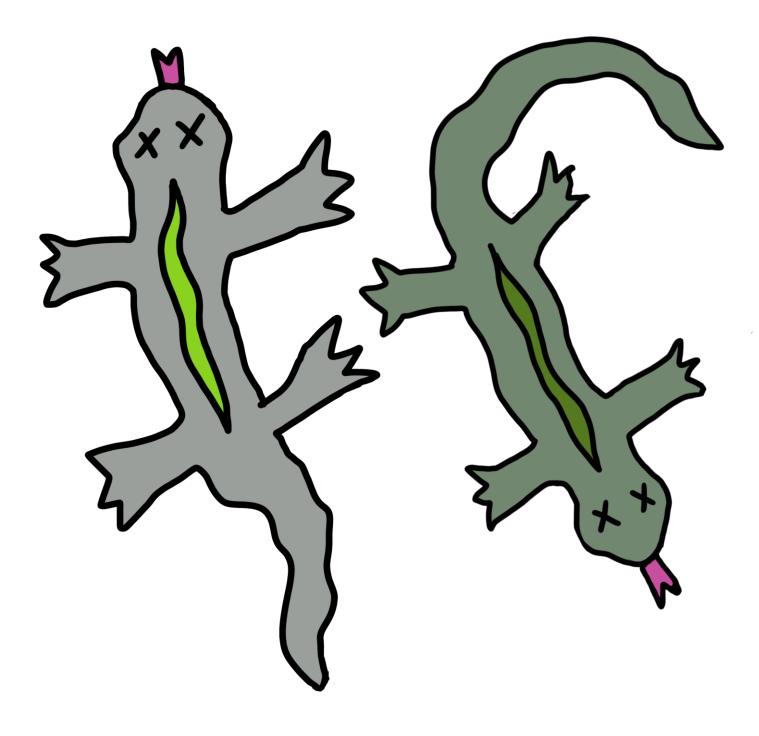


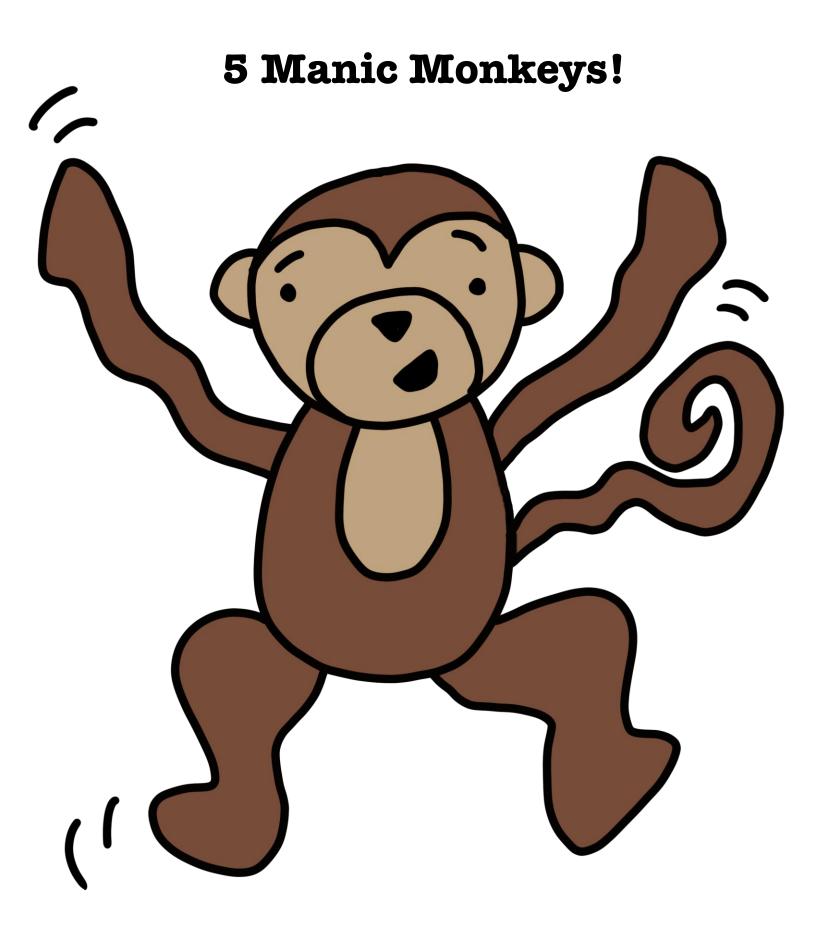
## 8 Wads of Chewed-Up Bubble Gum!





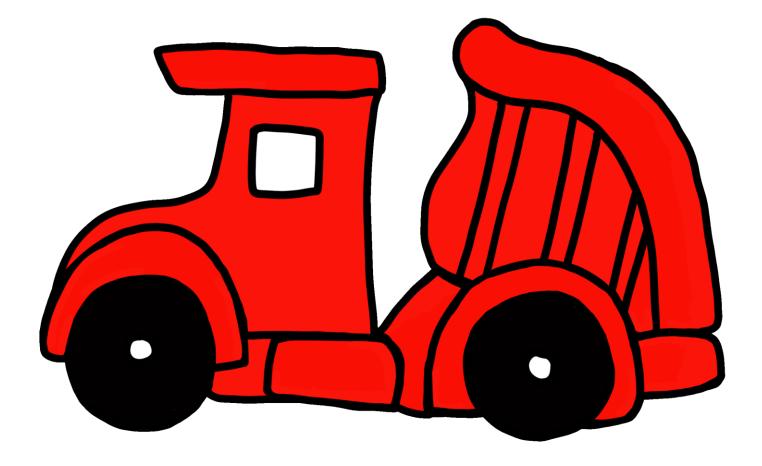
### 6 Lightning-Fried Lizards!



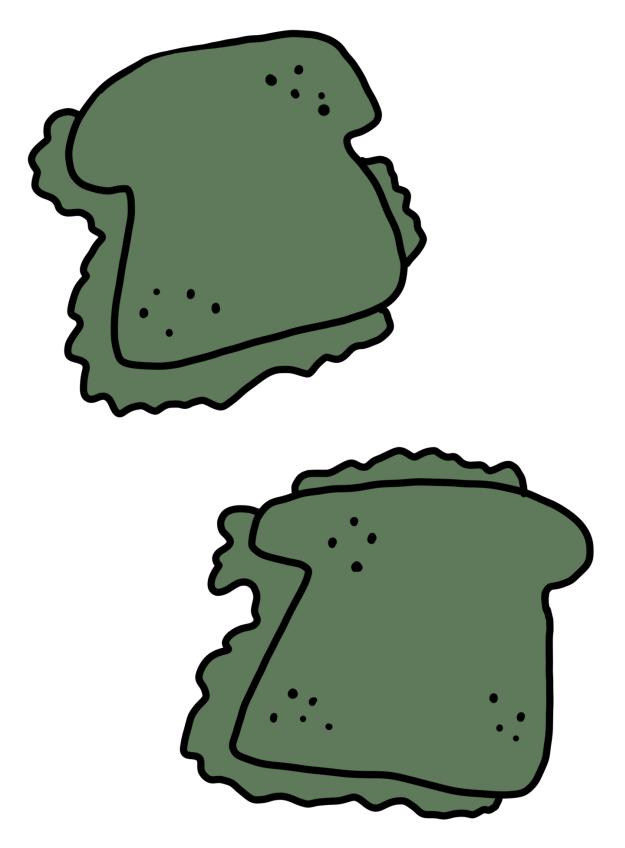




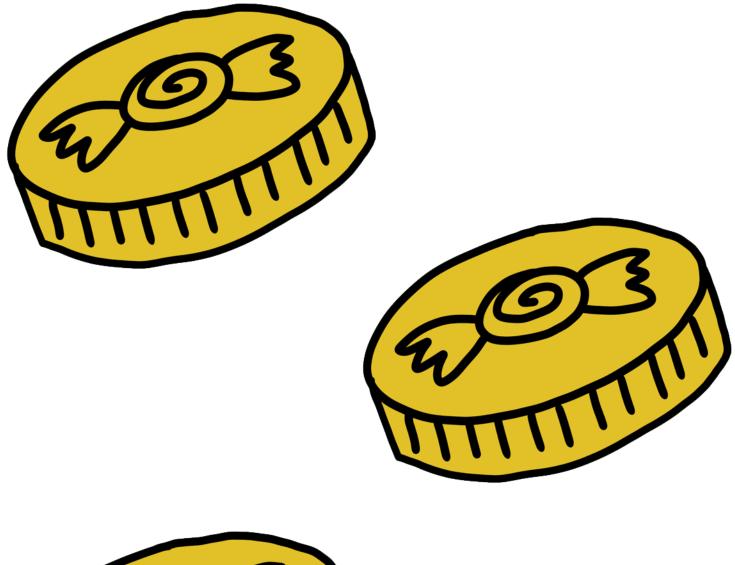
## **3 Shiny Dump Trucks!**

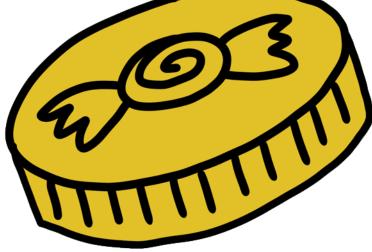


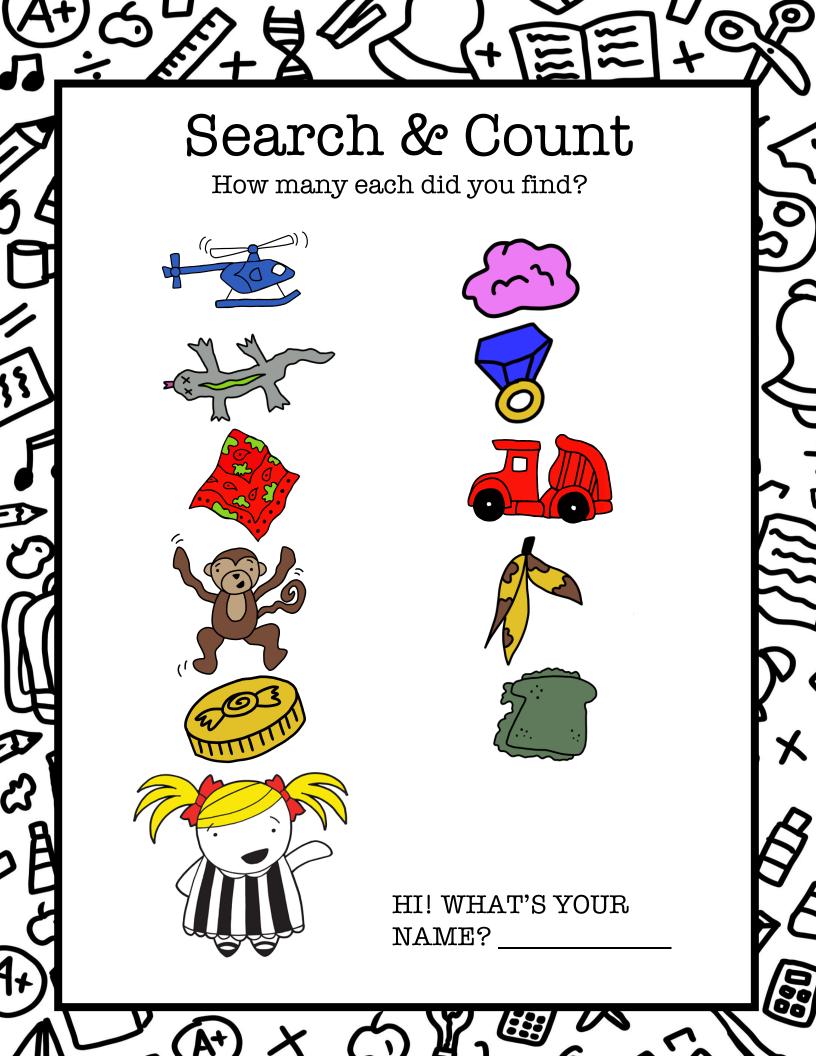
### 2 Moldy Sandwiches!



### 1 Gold Coin!







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

Porter Mot

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

\*Behavior Management-Place in your cool down center to allow students to make Porter show how they are feeling.

**GOAL:** Explore emotions and expand feelings vocabulary.

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Porter Puzzle

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\*Option 1-Print on cardstock in black and white and have students color then cut and solve.

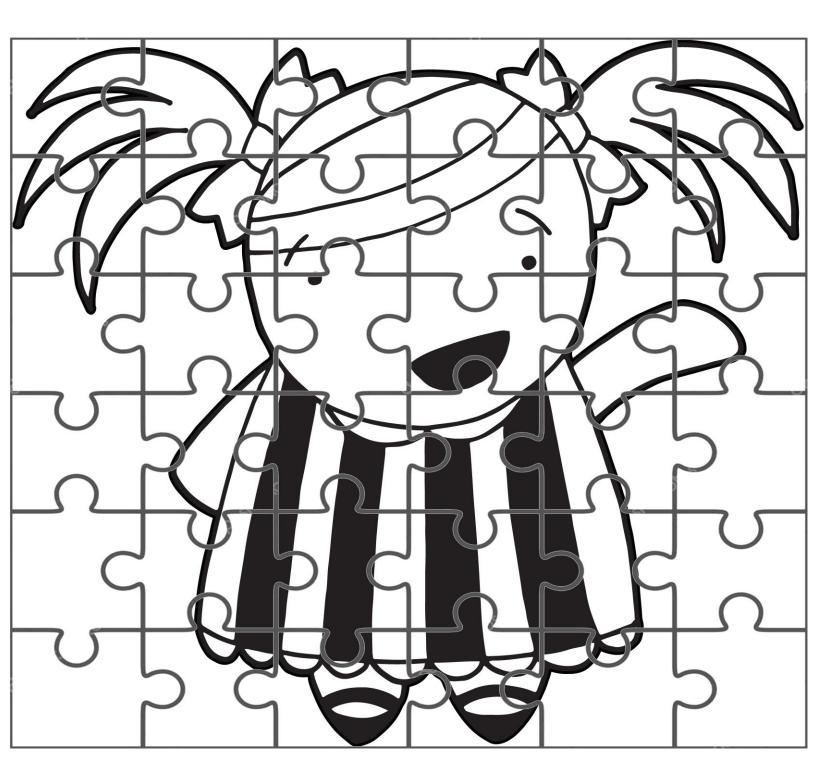
\*Option 2-Print on cardstock in color and have students cut and solve.

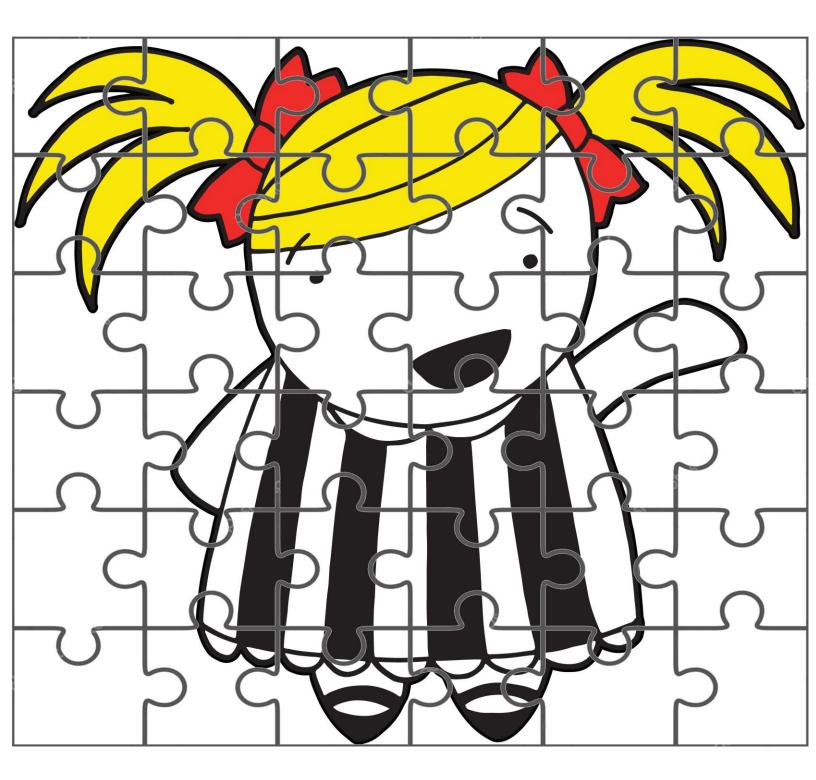
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\*Option 1:

- Print and laminate the gameboard, character playing pieces, and playing cards.

Porter Gome

- Place the Porter cards face down. Students will take turns drawing cards.

- If they draw an item Porter should keep they move character to the closet YES space. If they draw an item she shouldn't keep they move to the closet no space.

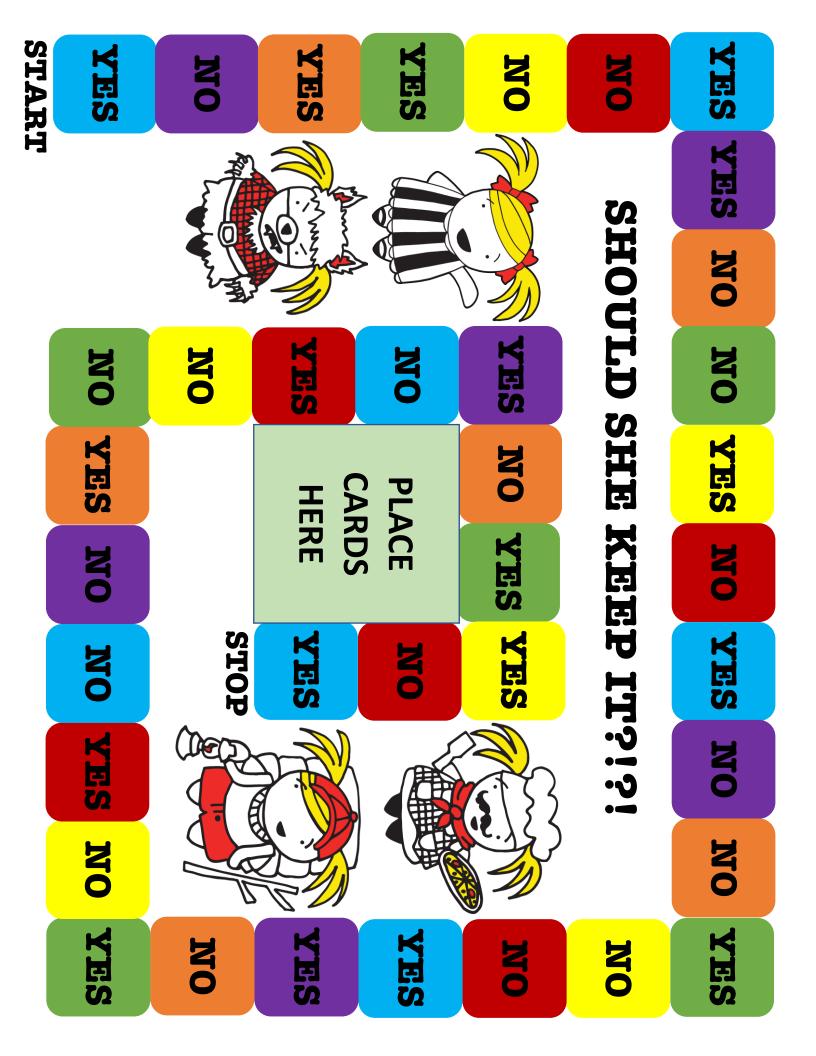
- Students can re-stack cards if needed. The first player to the end wins!

\*Option 2:

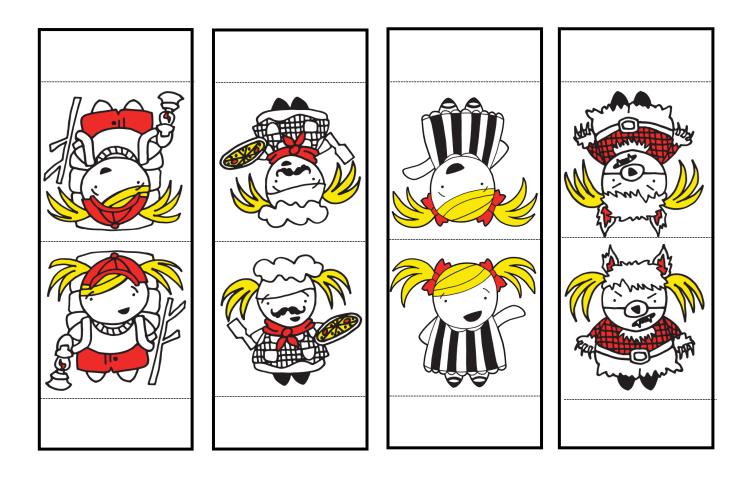
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-Print and laminate the Porter playing cards and allow students to play memory games or "go fish." Note that a least 2 of each card is necessary to play memory games and "go fish."

**GOAL:** HAVE A BLAST!



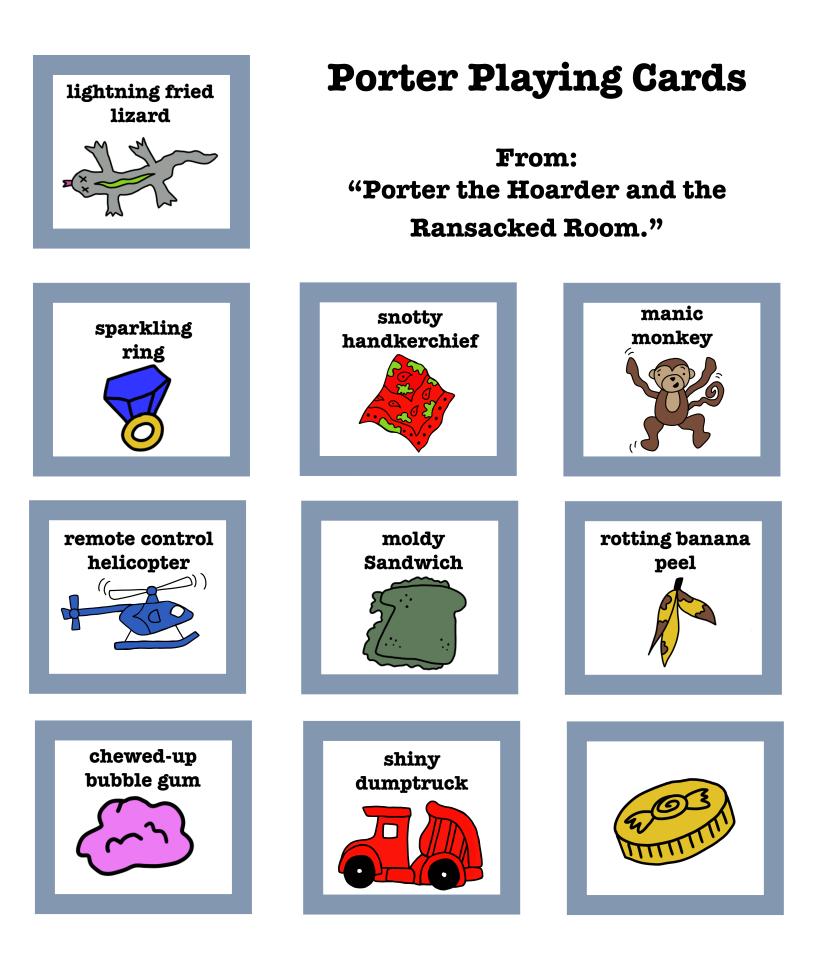




\*Cut and fold pieces in half.

\*Next fold along dotted lines to create a tent.

\*Tape or glue the bottoms to make sure they stay together and stand up.



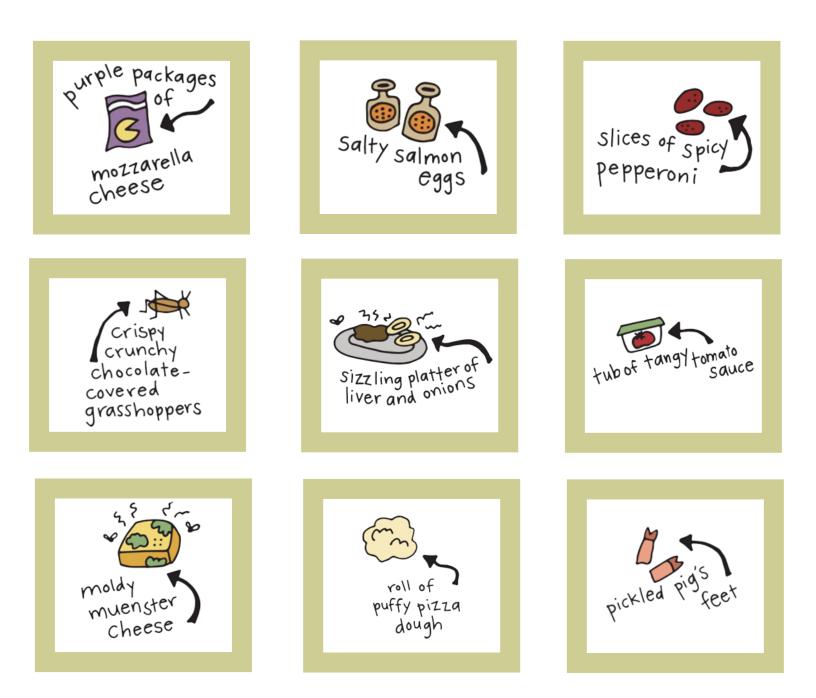
#### **Porter Playing Cards**

From: "Porter the Hoarder The Nature Explorer"



#### **Porter Playing Cards**

#### From: "Porter the Hoarder Pappy and Perfect Pizza Party"



#### **Porter Playing Cards**

From: "Porter the Hoarder and the Halloween Happening"

