

ONE COOL FRIEND

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Written by Tony Buzzeo and illustrated by David Small

Ages: 5-8

Themes: family, humor, animals

Runtime: 13 minutes

COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

• Specifically: **CCSS.ELA-Literacy.W.1.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SUMMARY

Elliot is a proper kind of boy, and the penguins in their neat tuxedos at the aquarium remind him pleasantly of himself. So naturally, he asks his father if he can have one, and his father, assuming that he wants a stuffed animal, gives him \$20. After popping the smallest one in his backpack, Elliot heads home to create the ideal environment for his new (living) friend. Students will love this silly story of an unusual boy and his even more unusual pet.

OBJECTIVES

- Students will use clues in the movie to make inferences about Elliot's and his father's character traits.
- Students will analyze and explain the humor in the movie.
- Students will share facts about penguins and their habitat.

BEFORE VIEWING ACTIVITIES

Activate students' knowledge about penguins. Guiding questions:

- What kind of environment do penguins live in?

- What kinds of foods do penguins eat?
- Where on the earth do penguins live?

Consider showing students a short informational video about penguins, or reading aloud an informational book. Tell students that they are going to see a movie about a boy who takes home a real penguin from the aquarium. Encourage students to watch and listen for ways that the boy tries to give the penguin what it needs to survive.

Tell students that we learn about characters by what they do and what they say. Introduce the movie and tell students to pay special attention to the things that Elliot does and says, and the things his dad does and says. Consider giving the students a graphic organizer to record their ideas on:

	Does	Says
Elliot		
Elliot's Dad		

Return to the organizer after viewing the movie to guide a discussion about the characters' traits.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Return to the character traits chart that students worked on during the movie. Have students compare their list with a partner's. After students have had some time to compare lists, ask various students to share something that both partners had written down. Record the students' responses on a group organizer. Then ask students to share something that their partner had written, but they had not. Foster discussion with the following questions:

- Do you agree with _____'s response? Why or why not?
- What does _____'s response tell you about Elliot or Elliot's dad? Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- *I agree/disagree with _____ because...*
- *I'd like to elaborate on _____'s comment...*
- *I understand what _____ is saying, however...*
- *_____ 's comment supports the idea that...*

Wrap-up the discussion by having students draw a picture of Elliot or Elliot's dad and write one sentence describing the character using the frame: *Elliot/Elliot's dad is _____ because in the movie he (does/says) _____.*

Read aloud and/or show an informational video about penguins to the students. Suggested resources:

- *The Arctic Habitat*, by Mary Aloian and Bobbie Kalman
- *Penguins and Antarctica (Magic Tree House Research Guide)*, by Mary Pope Osborne and Natalie Pope Boyce

- *Penguins! A Penguin Book for Kids* by Andrea Winters
- <http://kids.nationalgeographic.com/animals/emperor-penguin.html>

As you read, encourage students to listen for a new and interesting fact that they learned about penguins or their habitat, and to draw a picture or write a sentence about what they learned. Give students an opportunity to share their facts after reading. Scribe these on a class chart entitled, "Facts About Penguins and Their Habitat." Reread the chart aloud with the class. Culminate the read aloud by having each student draw a penguin (or providing a blackline master) and having them write one of the facts from the class chart on the penguin's body. Then glue the penguins on Antarctica on a large world map for a classroom display.

Re-watch, or read aloud, *One Cool Friend*. Before reading or watching, tell students that the author put in some sneaky, funny jokes throughout the story. Ask them to watch and listen for these jokes, and that you will stop the movie, or stop reading, to discuss them. Suggested stopping points and guiding questions:

- "At the aquarium, Elliot's father settled on a bench to read his *National Geographic*." Ask: *Why is it funny that Elliot's dad just sat down and started reading? Do you remember what day it was at the aquarium? (Family fun day) If it was family fun day, were Elliot and his dad having fun together? Did either one seem to care? What in the text makes you think that?*
- "His father asked, 'Where's your penguin?' 'In my backpack,' Elliot said. 'Thanks for asking.'" Ask: *Do you think that Elliot's dad thinks that Elliot has a real penguin? What in the story makes you think that? Do you think that Elliot thinks his dad knows that he has a real penguin? What in the story makes you think that?*
- "Unfortunately, Magellan forgot his manners overnight." Ask: *What does that mean? What did Magellan do? What do the pictures tell you that the words in the story do not?*
- "'Young man, where did this penguin come from?' Elliot's father demanded. 'The southern tip of Argentina,' Elliot said. 'That's right,' his father said. 'As for Captain Cook,' he added, 'he came from the Galapagos Islands.'" Ask: *What did we learn about Captain Cook at the end of the story that we didn't know before? Why is that funny? Go back to other parts of the story that reference Captain Cook. Ask: What does the author lead us to believe about Captain Cook earlier in the story? How does the ending of the story change how we think about Elliot's father?*

OTHER THEME-RELATED TITLES FROM WESTON WOODS

- *Antarctic Antics* by Judy Sierra, ill. by Jose Aruego and Ariane Dewey
- *I, Crocodile* by Fred Marcellino
- *What do you do with a Tail Like This?* by Robin Page, ill. by Steven Jenkins

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