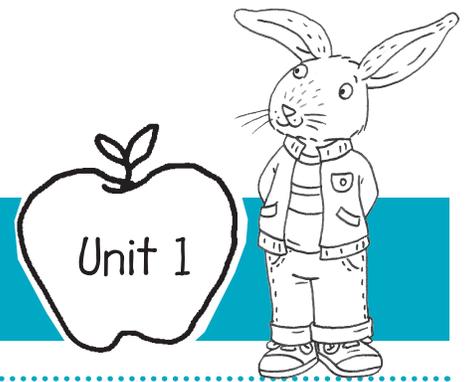


Build Literacy Skills



Materials:

- Practice Book, pp. 1–7
- BLM 1
- Poster 1
- Picture of a rabbit from a book or magazine
- Trade books as suggested

Interactive Read-Aloud

Before Reading

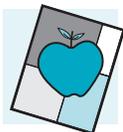
Build Background and Access Prior Knowledge

Show a picture of a rabbit. Say: *What do you know about rabbits?* (They have long ears. They have soft fur. They hop.) *Do you know what rabbits eat?* (Rabbits eat grass and leafy plants.) *They love vegetables. If they can find a garden or a vegetable patch, they will eat up all the peas, carrots, and lettuce. Sometimes farmers get mad because rabbits eat the vegetables that grow on the farm.*

Introduce the Story

Say: *Today I'm going to read you a story about a rabbit you may have heard of. His name is Peter, and he lives with his family. He's a good little bunny—a young rabbit—but sometimes he's naughty and gets into trouble. Please listen and see what happens.*

Read the Story



Poster

Story pictures are provided on pages 1–6 of the Practice Book, as well as on Poster 1. During the first reading, you may wish to have children listen while using the Poster as a visual aid. Therefore, you may wait to introduce the story pictures in the Practice Book until you do a repeated reading. However, this is up to you.

SAMPLE



Read the story *Peter Rabbit* aloud to children (Sourcebook pages 3–8). As you read, stress the highlighted vocabulary words. Short definitions of these words are given in the margins so you can supply their meanings as asides while you read. You may also demonstrate or pantomime some words.

Clarifying questions are provided at the bottom of each page to help you ensure that children are following and understanding the story. Use them, as well as your own questions, as you see fit and as your students need them.

SAMPLE



Peter Rabbit



Adapted from the original story by Beatrix Potter

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their mother in a rabbit hole under a tall tree in the forest.

stew: a soupy mixture of meat and vegetables

mischief: things you are not supposed to do that can get you in trouble

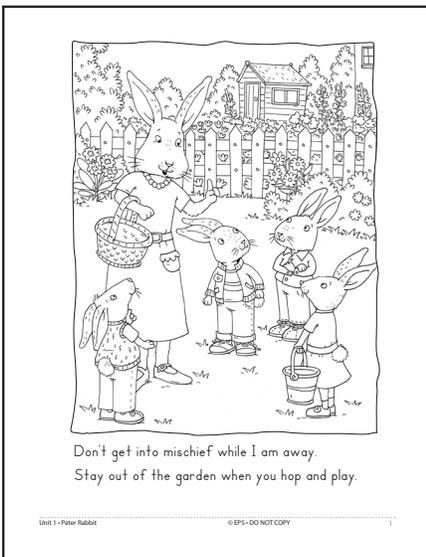
One sunny morning, Mother Rabbit said, "Now, my bunnies, you may go outside to play. But I'm warning you. Don't go into McGregor's yard! You know he loves to eat rabbit stew for dinner. I'm going shopping, so do not get into any mischief while I am away." And off she hopped, her basket on one arm.

Flopsy, Mopsy, and Cotton-tail listened to what their mother said. They took a small pail and went into the woods to pick blackberries for supper. No mischief for Flopsy, Mopsy, and Cotton-tail!

But Peter was a naughty little bunny. As soon as his mother left, he ran straight to McGregor's yard and crawled under the gate.



Clarifying questions



- *Why does Peter's mother think that McGregor's yard is a dangerous place for rabbits?*
(because McGregor likes rabbit stew and might catch Peter to make some)
- *Did Peter pay attention to his mother's warning? How do you know?*
(no, because he ran straight to McGregor's yard after Mother Rabbit left)
- *What do you think Peter's brother and sisters said when they saw Peter run toward McGregor's yard?*
(They probably said that he was being naughty and might get in trouble.)

Practice Book, p. 1

SAMPLE



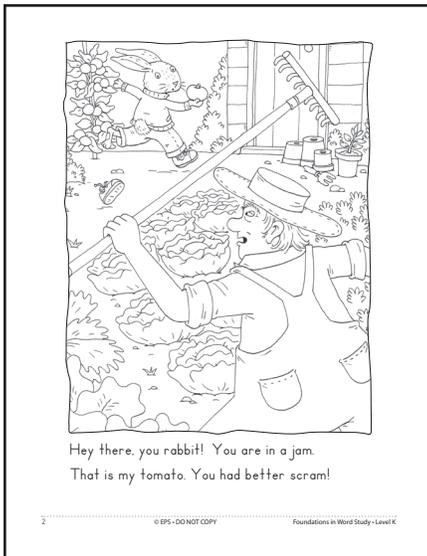
nibble: take little bites (*demonstrate*)

doze: take a nap

Peter quickly found the vegetable garden in McGregor's yard. First he ate some lettuce. "Yum! That's delicious," he thought. "Now I'll nibble on some green beans and some orange carrots." Everything tasted so good that Peter ate too much. Afterward he felt a little sick. He curled up near a tomato plant and started to doze. But just as his eyes closed, he heard footsteps coming his way. Oh, no! It was McGregor!

Peter leaped up and started to hop away. "Stop, thief!" shouted McGregor, as he chased Peter around the vegetable patch. "Stop stealing my vegetables!"

McGregor waved his rake at Peter. Peter was so scared that he couldn't remember the way home! He ran fast through a patch of cabbages and lost one of his shoes.



- *What made Peter feel a little sick?*
(He ate too many vegetables.)
- *Why was McGregor mad at Peter?*
(because Peter was stealing his vegetables)
- *What made Peter forget his way home?*
(He got scared when McGregor chased him and yelled at him.)

Clarifying questions

Practice Book, p. 2

SAMPLE

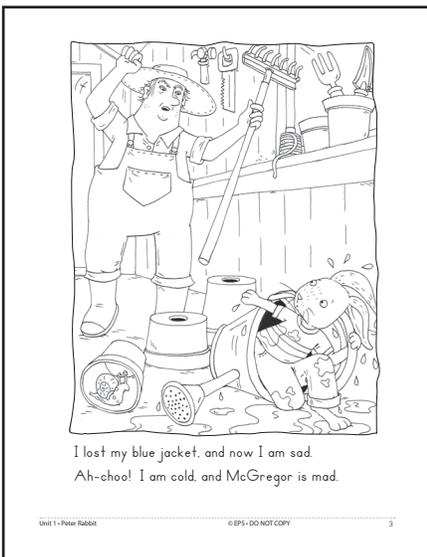


thorn: a little, pointy part of some plants

wriggle: twist and turn from side to side (*demonstrate*)

As Peter hopped away, he didn't look where he was going and ran right into a raspberry bush! A sharp thorn scratched him, and he began to cry. McGregor heard Peter's sobs and raced after him. Peter was able to wriggle out of the bushes just before McGregor could catch him. But thorns caught his new blue jacket, and he had to leave it behind.

Peter looked for a safe place to hide from angry McGregor. He ran to the tool shed and hopped into a watering can. It would have been a good place to hide—if there had not been so much cold water in it. In fact, McGregor might not have known Peter was in the shed if Peter had not sneezed. Ah-choo! McGregor kicked over the watering can, and out tumbled Peter. McGregor tried to grab him, but Peter hopped out the window. Shaking his head, McGregor gave up and went back to his vegetable patch.



Practice Book, p. 3

Clarifying questions



- *What happened to Peter that made him cry?*
(He got scratched by a sharp thorn of a raspberry bush.)
- *What two things has Peter lost since he left home?*
(his jacket and shoe)
Have you lost something before? What was it?
(Answers will vary.)
- *Was the watering can a good place to hide? Why?*
(no, because it had water in it.)

SAMPLE



damp: a little wet

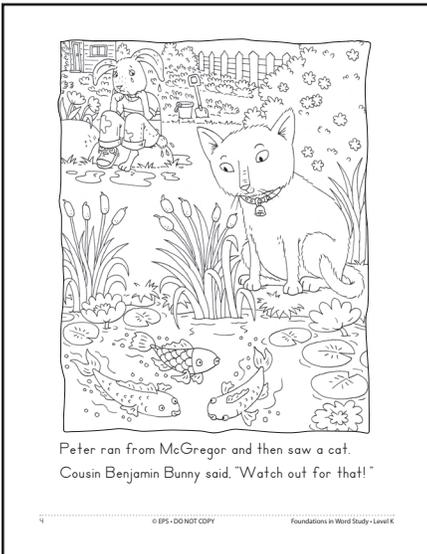
Peter ran far from the tool shed and then sat down to rest. He was out of breath and trembling with fright. He was damp from being in the watering can, and he was cold, too. It didn't help that he'd lost his jacket and shoe. Poor Peter did not know how to find his way home, and he was crying so hard he could barely see.

twitch: move just a tiny bit

Peter hopped around the yard, and soon he came to a little pond. A big, fluffy white cat sat by the water. She was staring at a goldfish swimming in the pond. She sat very still, her eyes following each move the fish made. Now and then, Peter saw her tail twitch. Peter was not about to bother her. He had heard about cats from his cousin Benjamin Bunny. Benjamin said they could be very dangerous to a small rabbit. Peter hopped away slowly and quietly.



Clarifying questions



- *How was Peter feeling when he finally sat down to rest?*
(out of breath and frightened)
- *Why do you think the cat was so interested in watching the goldfish?*
(Cats like fish, and they like to watch things move.)
- *Do you think Peter made a good decision not to bother the cat? Why?*
(yes, because his cousin Benjamin Bunny had warned him that cats could be dangerous to a small rabbit)

Practice Book, p. 4

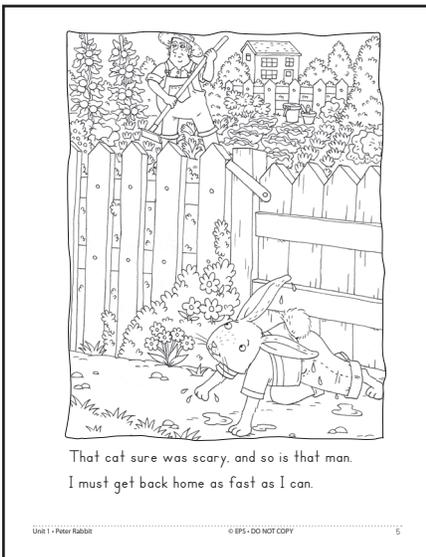
SAMPLE



Peter hopped all over the yard, but he could not find the gate. Suddenly, Peter heard a noise—scritch-scratch! He leaped into a wheelbarrow and peeked over the side. There, with his back toward Peter, was McGregor, scraping his hoe in the dirt. Peter was so scared that his heart pounded in his chest—thumpity, thump, thump.

dash: run very fast

Peter decided to dash across the yard and look for the gate. Maybe he would be lucky, and McGregor would not see him. Quickly, Peter hopped down from the wheelbarrow. He ran as fast as he could. Soon he found the gate and crawled under it. Peter did not stop running until he was safe in his rabbit hole under the tall tree.



- *Where did Peter hide when he heard the scritch-scratch noise?*
(in a wheelbarrow)
- *What made Peter's heart pound "thumpity, thump, thump"?*
(seeing McGregor in the garden scraping his hoe in the dirt)
- *Why didn't McGregor see Peter this time?*
(He had his back toward Peter.)

Practice Book, p. 5

SAMPLE



Mother Rabbit was busy cooking supper when Peter got home. She noticed that his jacket and shoe were missing. "Oh, dear," she said to herself. "I think Peter has been up to some kind of mischief again. I'll have a talk with him about it in the morning."

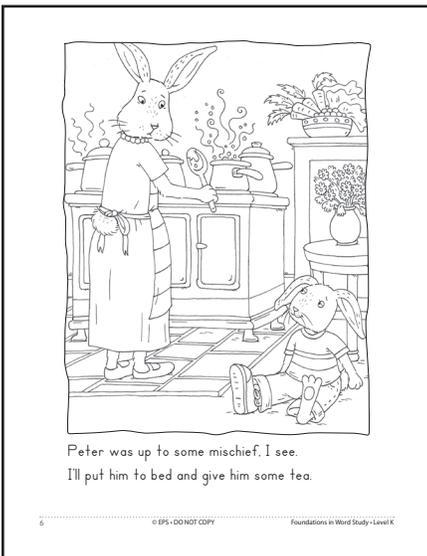
Peter did not feel very well. He was tired, and he knew that his mother would be angry that he'd lost his clothes. He also knew that being naughty had put him in real danger!

Peter's mother gave him a cup of tea and sent him to bed. Then she and the good little bunnies, Flopsy, Mopsy, and Cotton-tail, had a tasty meal of bread, milk, and juicy, fresh blackberries.

tasty: yummy or delicious



Clarifying questions



Practice Book, p. 6

- *What clue told Peter's mother that Peter had gotten into mischief?*
(She saw that Peter's jacket and shoe were missing.)
- *Do you think Peter will go into McGregor's yard again? Why or why not?*
(Answers will vary, but may include the fact that Peter is too scared to go into McGregor's yard again.)
- *What do you think Mother Rabbit will say to Peter in the morning?*
(Answers will vary, but may include that she will probably tell him that he put himself in a dangerous situation and that he should not do that again.)

After Reading

After the initial reading, discuss the characters and what happened in the story. Ask:

- *Do you think the story would have been as exciting if Peter hadn't gone into the garden and instead went berry picking with the other bunnies?*
- *Do you think Peter learned his lesson? What did he learn?*
- *Have you ever done something you knew you shouldn't have done? What lesson did you learn?*



Take
Home

Distribute and discuss Blackline Master 1. Then send it home to encourage family participation in their children's learning.

This is a good time to end the first session. Depending on the needs of your students, you may want to reread the story aloud before you begin Guided Story Retellings during the next session.

Guided Story Retellings



Assessment

Having children retell a story is one of the best ways to assess comprehension. Children benefit from opportunities to recall, retell, and explain the story themselves. Guide children through a retelling of the story. Focus on story sequencing as well as on children's oral language development by encouraging responses in complete sentences. Children's retellings also serve the purpose of review, so this is a good way to begin the next session. Here are some questions to guide retellings:

- *Who can tell me what happens first in the story—at the very beginning?*
- *What happens next?*
- *Who recalls what happened after that?*
- *What happened to Peter at the end of the story?*



ELL
Note

English Language Learners benefit from rereadings and retellings of stories. Their vocabulary and level of understanding increase with each opportunity to revisit the story.

SAMPLE



Interactive Rereading

Repeated readings improve comprehension and vocabulary. Prepare for the second read-aloud by discussing a few key points children remember about the story. For example, ask:

Who remembers what the story Peter Rabbit was about?

Who were the most important characters?

What kind of mischief did Peter get into?



Practice
Book

Have children open their Practice Books to pages 1–6 and look at the pictures as you reread the story aloud. As you did during the first reading, you may wish to ask some of the clarifying questions supplied at the bottom of the pages, or make up more of your own, depending on children’s needs and understanding.

Optional Retelling

If you haven’t done so already, now would be a good time to invite children to retell the story of Peter Rabbit in their own words. Guide children to focus on story sequencing and to use complete sentences in their retellings.

Before and After

Refocus children’s attention on Peter at the beginning and at the end of the story. How did he act at the beginning and then at the end? How did Peter look at the beginning and at the end?



Practice
Book

Have children open their Practice Books to page 7 where they will draw “before” and “after” pictures of Peter. When they have finished, discuss the changes in Peter’s appearance and why they took place. (*He lost his shoe and jacket, got wet in the watering can, and looks frightened and upset.*)

SAMPLE



Related Read-Alouds



Quality children’s literature provides kindergarteners (and their teachers) a rich resource for further developing and fostering their love of reading. Use an interactive technique such as that modeled for *Peter Rabbit* to extend children’s experience with stories, words, and the ideas they engender.

Other Beatrix Potter titles that feature Peter Rabbit and his friends are:

The Tale of Peter Rabbit

The Tale of Benjamin Bunny

The Tale of the Flopsy Bunnies

The Tale of Mr. Tod

The Tale of Mrs. Tittlemouse

Cottontails: Little Rabbits of Field and Forest – by Ron Fisher

Stunning National Geographic photographs highlight facts about cottontail rabbits.

Imagine Harry – by Kate Klise

In this story, Little Rabbit shares adventures with his imaginary friend, Harry—that is until Little Rabbit doesn’t need him anymore. This book makes for a good introduction to discussions about the difference between real and imaginary.

Muncha! Muncha! Muncha! – by Candace Fleming

Three mischievous bunnies—like Peter—nibble vegetables in a garden. The gardener, Mr. McGreely, tries to keep the rabbits out, with humorous results.

Rabbits, Rabbits, and More Rabbits – by Gail Gibbons

Information about rabbits (physical characteristics, eating habits, habitat) is paired with accurately detailed illustrations.

Zomo the Rabbit: A Trickster Tale from West Africa – by Gerald McDermott

In this trickster tale from Nigeria, a clever little rabbit outwits several animals in order get wisdom from the Sky God. Bold, colorful African-style art make this story a delightful read-aloud.

SAMPLE

Build Word Skills

Unit 1 Skills

Consonants: *m, t, s*

Word Families: *am, at*

Short Vowel: *a*

Core Words: *and, you*

Materials:

• Practice Book, pp. 8–12

• Consonant Cards (BLM 28)

• Word Family Cards (BLM 29)

• Core Word Cards (BLM 30)



Read the Rhymes



Practice Book

1. Help children find page 1 in their Practice Books. Tell them to point to the picture on that page. Explain that the lines of print under it tells about something that happened at the beginning of the story.
2. Explain that words at the end of the lines are rhyming words and that the lines of print are called rhymes. Tell children to listen for the rhyming words in each of the rhymes you will read.



Rhyme 1

3. Read the rhyme aloud in the voice of Mother Rabbit a few times, then have children read along with you. Emphasize the rhyming words.

Don't get into mischief while I am away.

Stay out of the garden when you hop and play.

4. Option: You may wish to have children color the picture in their Practice Books now, or save coloring for another time, such as when children have finished other work.

Follow the same procedure for the rest of the pictures and rhymes, pages 6 in the Practice Books.

SAMPLE

Rhyme 2

Read this rhyme aloud in the voice of McGregor:

*Hey there, you rabbit! You are in a jam.
That is my tomato. You had better scam!*

Rhyme 3

Read this rhyme aloud in the voice of Peter:

*I lost my blue jacket, and now I am sad.
Ah-choo! I am cold, and McGregor is mad.*

Rhyme 4

Read this rhyme aloud in the voice of a narrator:

*Peter ran from McGregor and then saw a cat.
Cousin Benjamin Bunny said, "Watch out for that!"*

Rhyme 5

Read this rhyme aloud in the voice of Peter:

*That cat sure was scary, and so is that man.
I must get back home as fast as I can.*

Rhyme 6

Read this rhyme aloud in the voice of Mother Rabbit:

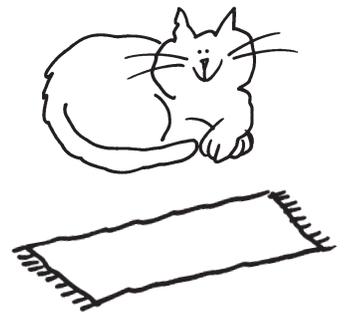
*Peter was up to some mischief, I see.
I'll put him to bed and give him some tea.*



Activity Idea

Identifying Rhyming Words

Display several pairs of rhyming pictures, a cat and a mat, for example. Ask children to name the items in the pictures. Then invite them to come to the front of the room to put the two pictures whose names rhyme together.



SAMPLE



Teach the Skills

Once you have discussed the story pictures with children and read the rhymes, you are ready to teach the unit skills.

Teach the skills over a period of several days, using the rhymes to help children discover, in context, the consonants, word families, short vowel, and Core Words they will learn in the unit.

Consonant *m*

Phonemic Awareness

1. Reread the first rhyme and say: *What sound do you hear at the beginning of the word mischief? (Elongate the /m/ as you say mischief.) Mmmm. This is the sound you hear at the beginning of mischief.* Have children practice saying /m/.
2. Give other examples of words that begin with /m/, including words from *Peter Rabbit*: *Mopsy, McGregor, mother.*
3. Continue to point out /m/ words, such as the names of children (*Mandy, Marcus*) and objects in the room (*markers, milk carton*).
4. Say the following words, and ask children to gesture “thumbs up” when they hear a word that begins with /m/: *may, rabbit, magnet, book, Matthew, paper, mat, Mom, top, Melissa.*
5. Ask children to raise their hands when you say a word that begins with the same sound as Mopsy and mother: *many, moose, cat, McGregor, father, Maggie, mail, cup, mug, May.*



Phonics

6. Write the lowercase letter *m* on the board or chart paper. Point to it and say: *This is the letter m. It makes the sound you hear at the beginning of mother, Mopsy, McGregor, and mischief.* Elongate the /m/ as you say the words.
7. Encourage children to practice making the letter *m* in sand tables, whipped cream, shaving cream, or with finger paint.

Have children turn to page 8 in their Practice Books. Read the directions, and help them complete the page.

SAMPLE



Practice
Book

Consonant †

Phonemic Awareness

1. Reread the second rhyme and say: *What sound do you hear at the beginning of the word tomato?* (Emphasize the /t/ as you say tomato.) */t/ is the sound you hear at the beginning of tomato.* Invite children to practice saying /t/.
2. Give other examples of words that begin with /t/, including words from *Peter Rabbit*: *time, tall, to, took, and tea.*
3. Continue to point out /t/ words, such as names of animals (*tiger, toad, turtle*).
4. Say the following words, and ask children to raise their hands when they hear a word that begins with /t/: *Tommy, turnip, man, tail, today, top, monster, tomorrow, funny, terrible.*
5. Say each pair of words. Have children tell you which word in each pair begins with /t/:
tummy, mouse
Daisy, tongue
Teddy, hair
can, turtle
jacket, tan
tomato, rat

Phonics

6. Write the lowercase letter *t* on the board or on chart paper. Point to it and say: *This is the letter t. It makes the sound you hear at the beginning of tomato, turnip, time, and tea.*
7. Encourage children to practice forming the letter *t* using bendable straws or pipe cleaners.



Practice
Book

Have children turn to page 9 in their Practice Books. Read the directions, and help them complete the page.

SAMPLE

Consonant s

Phonemic Awareness

1. Reread the third rhyme and say: *What sound do you hear at the beginning of the word sad? (Elongate the /s/ as you say sad.) Ssssss. This is the sound you hear at the beginning of sad.* Have children practice saying /s/.
2. Give other examples of words that begin with /s/, including words from *Peter Rabbit*: *supper, soon, some, and sick.*
3. Continue to point out /s/ words, such as names of foods (*soup, salsa*) and sports or games (*soccer, Simon Says*).
4. Say the following words, and ask children to stand up when they hear a word that begins with /s/: *super, playground, garden, sand, sell, table, Simon, tiger, Sarah, mother.*
5. Say the following groups of words, and ask children to tell you which of the words does not begin with /s/:



soon, fly, sandy
supper, sing, Maggie
song, tooth, saw
Tony, summer, sun
sail, silly, moon
sunny, funny, Sadie

Phonics

6. Write the lowercase letter *s* on the board or on chart paper. Point to it and say:

This is the letter s. It makes the sound you hear at the beginning of sad, supper, and sick. Elongate the /s/ as you say the words.

7. Encourage children to practice skywriting the letter *s*.

Have children turn to page 10 in their Practice Books. Read the directions, and help them complete the page.



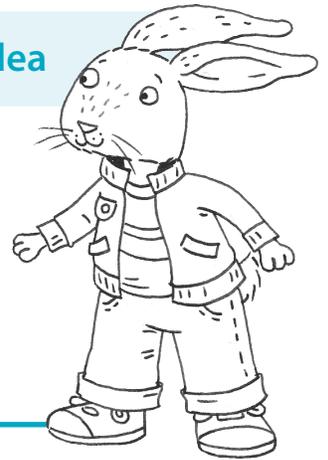
Practice
Book

SAMPLE

Activity Idea

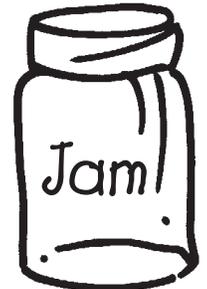
Beginning Sounds

Provide children with used magazines and catalogs with pictures. Have them cut out pictures of things whose names begin with the same sound—/m/, /t/, or /s/.—Then paste the pictures on paper. Provide time for children to share their beginning-sound pictures with the class. Pictures can be posted on a bulletin board or compiled into books of pictures with the same beginning sound.

Word Family **am**

Phonemic Awareness

1. Read the first rhyme again, and say the word *am*.
2. Give examples of how the word *am* is used, such as “I *am* Ms. Lopez.” Encourage children to answer the question “Who are you?” by saying “I *am* Jenna,” “I *am* Jaden,” going around the group so everyone gets a chance.
3. Tell children that *am* can also be part of a word. Say the words from the second rhyme *jam* and *scram*.
4. Encourage children to tell you other words that rhyme with *am*: *Pam*, *Sam*, *ram*.



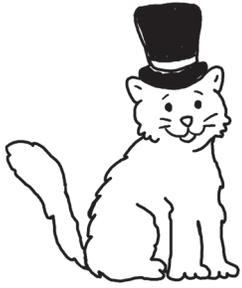
Phonics

5. Write the word *am* on the board or on chart paper. Help children find the word on page 1 in their Practice Books.
6. Read the rhyme again, and say *am* as children point to the word in their books. Pronounce it with them several times.
7. Ask children to look for the word *am* in the third rhyme on page 3 in their Practice Books.



Practice
Book

SAMPLE



Practice Book

Word Family at

Phonemic Awareness

1. Read the fourth rhyme again, and say the words *cat* and *that*. Ask children if they think these two words rhyme. Encourage them to say both words several times.
2. Encourage children to tell you other words that rhyme with *at*: *bat, rat, sat, hat*.

Phonics

3. Write the phonogram *-at* on the board or on chart paper. Help children find the *at* in two words on page 4 in their Practice Books. (*cat* and *that*) Have children point to the words. Pronounce the words with them several times.
4. Have children look at the second rhyme and find the word *That*.
5. Have them look at the fifth rhyme and find *That cat*.

Short vowel: a

Phonemic Awareness

1. Remind children that they have learned the word families *am* and *at*. Say the words *am* and *at*. Ask children to listen for what is the same about both words as you say them again. Say: *Yes, both words begin with /ă/.*

Phonics

2. Write *am* and *at*, one above the other, on the board or on chart paper. Say both words aloud with children. Ask: *What letter do you see at the beginning of both of these words? (a) What does that letter say? (/ă/)*

Blending and Making Words

1. Make and distribute the Consonant Cards *m*, *t*, and *s*, and the Word Family Cards *am* and *at* (from BLMs 28 and 29).



2. Spend a few minutes reviewing the sounds that the letters and word families make, pointing to various cards and having children tell you the sounds they make.

SAMPLE

3. Model blending the consonants with the word families, placing the cards or letters on a flat surface.
 - Say each of the sounds aloud as you blend them to make words. For example, move the letter *s* in front of the word family *-am* and say /s/ /am/. Model using your finger to sweep from sound to sound and as you blend the sounds to make the word *Sam*. Encourage children to do the same.
 - Use the same routine to make *tam* (a kind of hat), *mat*, and *sat*.
4. Tell children that now that they know a few sounds and letters, they can not only read, but spell some words. Congratulate them on the fact that they are actually spelling words, and explain that as the year goes on, they will learn to spell more and more words!



Practice Book

Have children turn to page 11 in their Practice Books. Read the directions, and help them complete the page.

Core Words: *and, you*

1. Tell children that there are some words that are important to learn to read, write, and spell because they are used a lot—words children will need to learn by just looking at them and remembering the order of the letters that make them up.
2. Tell children that one of the Core Words they need to know is *and*. Discuss the fact that *and* means one thing added to another. If you run *and* play, you do both things. Encourage children to tell you things they did, connected by the word *and*. Here are some samples to get them started:

Kavi sang and danced.

David drew and colored his paper.

3. Write the word *and* on the board or on chart paper, and then read the third rhyme, emphasizing the word *and*.
4. Help children find the word *and* on page 1 in their Practice Books.



Practice Book

SAMPLE

5. Two more of the rhymes (4 and 5) feature the word *and*. Have children try to find this word in each of these rhymes.
6. Tell children that another important word is *you*. Demonstrate its meaning by pointing and contrasting yourself to the child, *me* to *you*. Say, for example: *I am Mr. O'Hara. Who are you?*
7. Have children say their own names and ask the question of you or other children: *I am Liam. Who are you?*
8. Print and distribute the Core Word Cards *and* and *you* from BLM 30.
9. Have children say sentences aloud with *and* and *you*, holding up the appropriate card as they say these words.
10. Have children turn to page 76 in their Practice Books, the Core Words List.

Practice
Book

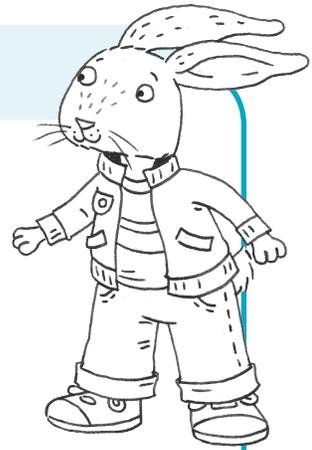
- Point out the lines at the top of the page following the word *Name*: Print each child's first and last name on the lines for them to use as a model. (You may wish to do this before handing out their Practice Books for the first time.) Explain that they can refer to this page any time they want to write their names, for example, if you choose to do any of the activities on Sourcebook page 21.
- Point out the first two words on the page, *and* and *you*. Tell children that they may refer to this page any time they need to write these words.

Practice
Book

Have children turn to page 12 in their Practice Books. Read the directions, and help them complete the page.

SAMPLE

Activity Ideas



Writing Your Name

Help children learn to write their names. Use Peter's name from the unit story as a model. Print *Peter* on the board, saying the name of each letter. Note that when words—like Peter's name—are written, the letters are all in a row.

Identify the first letter in the word *Peter*. Note that the first letter in Peter's name is called *capital P*. Point out that the first letter in anyone's name is a *capital* letter. Then write *Rabbit*. This is Peter's last name. It also begins with a capital letter.

Finally, help children write their own names, using the Core Words List page of their Practice Books for reference. You may wish to save each child's first attempt at writing his or her name as a baseline assessment.

Variation: Have children make their first names using a variety of materials such as letter cards, magnetic or felt letters, clay, shaving cream, sand, or finger paints.

Clapping Syllables

Have children clap out the number of syllables in each of their names.

The Name Train

Make a Name Train of the names of the teacher and all the children in the classroom. Begin with rectangles of colored construction paper in two sizes (one large enough for a name, and the other large enough to write the word *and*). These will be used to create the "cars" and "connectors" for the train.



Have children write their first name on one of the larger paper cars. Then, on a smaller card, have each child write the Core Word *and*, using Practice Book page 12 as a model.

Have children help you assemble the Name Train to run along the wall of the classroom or in a hallway. Have a volunteer draw an engine on which you write your name. Once assembled, let children take turns reading the Name Train, including the word *and*.

Spelling Mix-up

Use a pocket chart or chalk tray to randomly display the letter cards to spell *and* and *you*. Ask children to arrange the letters to spell these Core Words, and then read them, fingerpointing as they do so.

Concepts of Print

1. Use the rhymes to teach children concepts of print:

- Tell children that words are made up of individual letters and that there are spaces between the words. Since children know the words *and* and *you* by sight, use these words as an example, showing them how these words are separated from the other words in the rhymes by a space.
- Remind children that when they read, they begin at the left-hand side of the page and move to the right and at the top of the page and move to the bottom.

NOTE: Make sure that children know left from right and top from bottom by asking them to hold up their left hands, then their right hands, and by asking where the top of an object is and where the bottom is. For children who have difficulty with the concept, use some of the suggestions in the Activity Idea box.

2. Read aloud the rhymes again, and tell children to fingerpoint each word as you say it aloud.
3. Have children read along chorally with you as you read the rhymes again several times.

Activity Idea

Right and Left

To help children learn right and left, do some activities that focus solely on one or the other to begin. Tie a string around children's right wrists and right ankles each day, and engage children in activities such as the following:

- Do the Hokey Pokey using just the right side of the body—right hand, right foot, right elbow, right knee.
- Play Simon Says using just right-side directions—touch the person on your right, put your right hand on your head, jump up and down on your right foot.
- Walk around the school making only right turns.
- Provide directions several times a day that require right-side orientation—put your pencil on the right side of your desk, put your name on the top right side of your paper, look at the picture on the right, show me the first word on the page on the right, take off your right shoe first, raise your right hand, shake hands with me using your right hand. Once children have had a few days of right-hand activities, do the same with the left.



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Extend Vocabulary and Background Knowledge

Materials:

- Trade books as suggested
- Chart paper
- Old magazines
- Clothes for the dress-up center



Extend Meaning Vocabulary

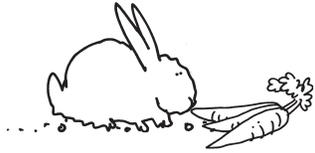
As you read the story *Peter Rabbit* aloud, you gave short definitions of some of the words. Help deepen and solidify meaning by using the following procedure. A model dialogue is given for the first two words. The first model indicates that the child understands the meaning of the word; the second model indicates that the child does not understand its meaning. In the latter case, more questions and explanation must be given to clarify word meaning. Dialogue prompts are given for the remaining words.



| | | | |
|----------|---------|--------|--------|
| mischief | stew | nibble | doze |
| thorn | wriggle | damp | twitch |
| dash | tasty | | |

1. Teacher: *Peter got into mischief. What do you think? Is that a good thing?*
Student: *No.*
Teacher: *Why do you say that?*
Student: *When you get into mischief, you could hurt yourself or be in trouble.*
Teacher: *Did that happen to Peter? Tell me how.*
Student: *Peter didn't stay out of McGregor's garden like his mother told him to do. McGregor almost caught him, and he lost his jacket and shoe.*
Teacher: *So if you get into mischief, that means trouble. It's not a good thing.*
2. Teacher: *Did you ever eat stew?*
Student: *Yes*
Teacher: *What kind? What was in it?*
Student: *I don't know.*
Teacher: *Did it have meat and vegetables in it?*
Student: *I don't think so.*
Teacher: *Maybe you had something else. Stew usually has meat and vegetables in it, all cooked together. It sounds yummy, doesn't it?*

SAMPLE



Say:

3. If you nibble on a carrot, do you take great big bites? Show me how you would nibble on a piece of food.
4. If you doze, does that mean that you are feeling full of energy?
5. Would it hurt if you got a thorn in your finger?
6. Show me how you might try to wriggle under a fence like Peter did.
7. Is it comfortable to sit around in damp clothes all day?
8. What is something that might make your nose twitch? Show me how it twitches.
9. When you dash across the room, are you moving slowly? Show me how you would dash across the room.
10. What do you think? Would onion cookies be a tasty treat?

Extend Background Knowledge

At the beginning of this unit, you provided some background knowledge about rabbits before reading *Peter Rabbit*. Use this section and its What We Know, What We Want to Know, What We Learned (KWL) format to extend children's knowledge about another topic in the story—clothing.

Ask children if they think *Peter Rabbit* is a story about a real rabbit or if they think it is a make-believe story. Ask what things in the story help them know that it is make-believe. (*rabbits that talk and wear clothing*)

Use a KWL chart to record what children know about clothing, what they want to know, and finally, what they have learned.

You may want to use this same KWL format to extend children's knowledge of rabbits or to address other topics touched on in the story, such as vegetables and gardens.

What Do We Know about Clothing?



Writing

Ask children to recall two pieces of clothing that played a big part in *Peter Rabbit*. Then as a group, brainstorm a list of all kinds of clothing.

Use the K column of a KWL chart to record what children know about clothing



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What Do We Want to Know about Clothing?



Writing

Ask children to think about some things they want to learn about clothing. Record their questions in the W column of the KWL chart.

Possible questions might include:

- *How can clothing protect you from different kinds of weather?*
- *What is clothing made of?*
- *What clothes do children in this class like to wear?*

Work with children on some of the following learning activities:

 Have children cut out pictures of various kinds of clothing from old magazines or catalogs. Then invite them to sort the pictures into categories, such as things you wear on your feet (shoes, boots, slippers). Do the same with clothing you wear on your head, the top of your body, and bottom part of your body.

 Ask questions that promote comparisons:
What is the difference between gloves and mittens?
How are slippers and boots different? How are they alike?
Which articles of clothing have sleeves, and which do not?

 Create a dress-up center with various articles of clothing—the sillier the better. The clothing may also be used for costumes in the end-of-unit play. (You may wish to ask children's families to contribute old clothing to the center.)



Challenge

 Invite children to find a picture in a book or magazine of a person who wears a special kind of clothing for a job. For example, this might be the protective clothing firefighters wear, or a uniform worn by a postal worker. Have children tell their classmates about this clothing and why it is used.

 Ask children to name kinds of clothing they wear for different occasions. For example, what do they wear to school? to play soccer? to swim? As a shared writing activity, record children's responses in complete sentences.



SAMPLE



Writing



 Read aloud one or several of the following books:

The Jacket I Wear in the Snow – by Shirley Neitzel

Winter clothing is the focus of this rebus poem read to the rhythm of “The House that Jack Built.” Predictable text helps children “read” along.

New Shoes for Silvia – by Johanna Hurwitz

Silvia loves the bright red shoes Tía Rosita sends as a gift. There’s only one problem—they’re too big! Colorful illustrations by award-winning illustrator Jerry Pinkney contribute to the warmth of this story.

Rembrandt’s Hat – by Susan Blackaby

Rembrandt the bear has lost his lucky baseball cap and tries on all kinds of hats (including a live, smart-alecky bird) looking for a replacement. The softly colored illustrations are adorable in this funny and endearing story.

Something from Nothing – by Phoebe Gilman

When Joseph’s favorite blanket becomes old and worn, his grandfather, a tailor, makes it into a jacket. The blanket is transformed several times until all that is left is enough to make a button. This Jewish folktale has an enjoyably predictable pattern and beautifully painted illustrations.

Whose Coat Is This? – by Laura Purdie Salas

This book helps readers make connections between clothing and jobs. Readers use picture and text clues to guess who wears each kind of cover-up before turning the page to find the answer.

What Did We Learn about Clothing?



Use the L column of the KWL chart to record answers to questions children posed. If you wish, have children draw a picture of themselves in their favorite outfit. Provide time for sharing and for children to explain why it is their favorite. Encourage children to dictate sentences to you for shared writing, for example, *Quentin likes his blue hoodie and tan pants.*

Tell children to be on the lookout throughout the school year for more facts about clothing that can be added to the KWL chart. Review the chart periodically to allow children to revisit the information. Review the new words that emerged in children’s study of clothing.

SAMPLE

Celebrate with Children's Theater

Materials:

- Practice Book, pp. 1–6
- Selection of children's work from the unit
- BLMs 6, 11–13

Optional:

- Props
- Costumes
- Paper to make programs
- Music CDs

Children's confidence with language soars as they prepare for and present *Peter Rabbit* to family, friends, and schoolmates. In addition to rereading the rhymes, which will serve as a script, children learn to work together and practice social behaviors necessary for entertaining their guests.

Practice and Prepare



Practice Book

The rhymes on Practice Book pages 1–6 will serve as the script for the performance. You may wish to tear out the perforated pages and staple them together for each child. Encourage children to create a decorative cover. This little book now becomes the child's own story book, as well as a script to use for practice.

Reread all the rhymes with children several times. Divide the class into six groups, one group for each story rhyme. (See Challenge note below.) Then assign performance parts:

Page 1—Mother Rabbit Page 3—Peter Rabbit Page 5—Peter Rabbit
Page 2—McGregor Page 4—Narrator Page 6—Mother Rabbit



ELL Note

Some children, including English Language Learners, may not be ready to say their rhymes independently. For these children, you might read their lines aloud while they act them out. Or designate some children in each group to say the lines while others act them out.

You may want to prepare and present a short introduction. Here is an example:



Challenge

Once upon a time, there was a family of rabbits that lived at the bottom of a tall tree. One day, Mother Rabbit was going shopping. Her children Flopsy, Mopsy, and Cotton-tail were going to pick blackberries. But naughty Peter had other ideas . . .

Assign the introduction to one or more children.

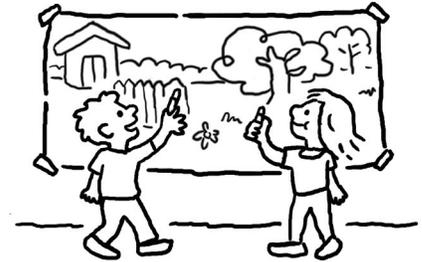
SAMPLE

Have children work in their assigned groups to practice the rhyme. You may wish to set aside 20 minutes a day for a few days before the performance for these practice sessions. Rotate among the groups, helping students with the delivery of their lines, making sure they say them with fluency and expression.

Copy and hand out BLMs 11–13 to children. The pictures of Peter, Mother Rabbit, and McGregor can be cut out, colored, and pasted to craft sticks for children to hold up or strung on yarn and hung around children's necks.

You can also use props, such as real or plastic vegetables, to create McGregor's garden and baskets for the children playing Mother Rabbit to carry on their arms. Simple costumes, such as blue jackets for the Peter Rabbit groups, are optional but fun.

Children who are artistic may help to create a backdrop for the presentation area using an old sheet or large sheets of paper and markers or crayons. Discuss what the background might show, such as a tree, a fence, or a garden.



Music adds a nice touch to the performance. If you play an instrument, you may wish to do so to begin the performance. Another option is to play a CD to signal that it's time to sit down and watch the play.

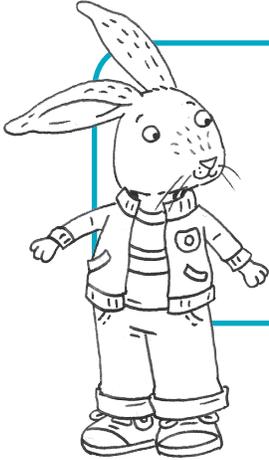
Make Invitations and Programs

Discuss with children who should attend their performance of *Peter Rabbit*. Talk about who might be interested in coming and how many guests the room can hold. Guests may include parents or other family members, the principal, and other school workers.

Make enough copies of the invitation (BLM 6) for all those to be invited, and distribute them to children. Write the date and time of the performance on the board. Point to the words and numbers as the class reads it chorally. Have children copy the date and time on the invitations. If family members are invited, discuss the importance of returning the response that appears below the cutting line.

You may wish to create programs for the play, with children's help. On the front "cover" of a folded piece of 8 ½ x 11 paper, have children draw their own pictures of Peter. Remind them to sign their artwork. On a blank sheet of paper, write or type the date and time of the performance, the title of the play, and a list of children and their roles. Photocopy this list for children to paste inside their program covers.

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Other Jobs

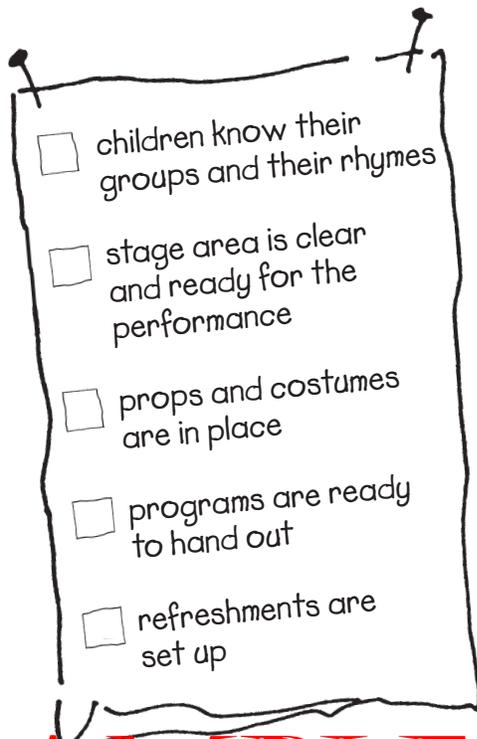
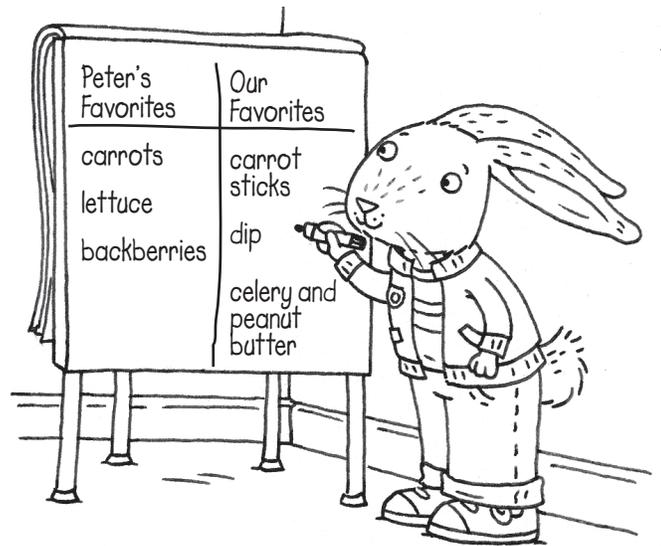
You may wish to assign some of these additional jobs:

- greeters to welcome the guests to the room and hand out programs
- tour guides to show and tell about items on display in the classroom
- servers to help at the refreshment table by handing out napkins or cups

Choose Refreshments

Discuss snacks that could be served to celebrate the story. For example, ask children what foods were Peter's favorites. Discuss their own favorite vegetables. On the chalkboard or on a chart, use a shared writing format to list possible refreshments.

NOTE: You may wish to send home a note to solicit volunteers or contact room parents to help with the refreshments.



Create a Unit Activities Display

Discuss the activities children worked on during the *Peter Rabbit* unit. Have children help you decide which of these to display around the room for guests to see on the day of the performance.



Give the Performance

On the day of the performance, make sure everything is in order before the guests arrive.

Either before or after the performance, be sure to allow time for guests to visit the displays and talk with children. Don't forget to serve the refreshments and thank everyone for coming!

SAMPLE



Games, Routines, and Practice Ideas

Many of these activities can be used with any of the units in Sitton K. Use them to assess, review, and solidify knowledge.

Names Review

Review your study of names from Unit 1. Display children’s names (first and last names, or first names only) on the board. Have children take turns finding their name. Then have children show what they know about their name to the class from the following list of options:

- Fingerprint spell the letters in your name.
- Tell us a word that begins with the same sound as your name.
- Tell us how many letters are in your name.
- Show how many claps (syllables) are in your name.
- Point to the first/last letter in your name.

Alphabet Knowledge

Distribute Letter Cards A–Z (or plastic letters) among five or six children. Have them work together to display the letters from left to right in the chalk tray in alphabetical order. Allow children to discuss and rearrange the letters until the class agrees that they are displayed in correct alphabetical order. Sing the alphabet song to verify, fingerpointing the letters.

SAMPLE

Alphabet/Writing

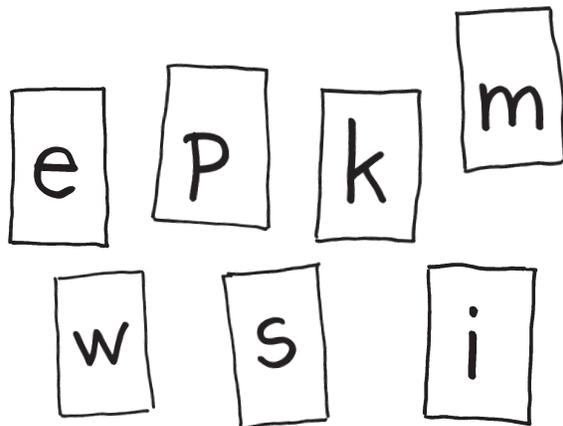
This activity works well as an informal assessment.



Assessment

Use the Letter Cards and provide children with paper and pencil to review and evaluate alphabet letter knowledge and writing skills.

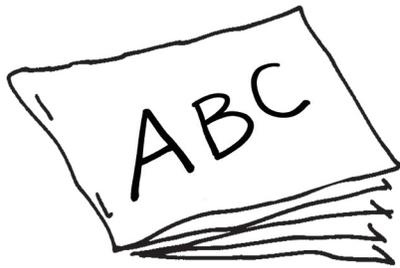
- Show me the letter that begins your name.
- Find a letter that is the same as this letter. (Show a letter. Display several letters for matching.)
- Find the letter _____. (Show several letters, one of which is the letter named.)



- Tell me the name of this letter.
- Write your name and fingerpoint the letters.
- Write the letter _____.

Alphabet Book

Help children make a class alphabet book. Staple fifteen sheets of paper together to make a book.



The front and back of the first and last sheets of paper will be the cover. Write a title for the book, such as "Our Alphabet Book," on the front cover. Label each interior page with a letter and place the book in a center. Provide magazines and catalogues from which children can cut out pictures that begin with each letter in the alphabet. Have children double-check their choices with a partner before pasting the pictures on the appropriate page. When the book is complete, share it with the class and have children "read" the letter and items on each page.

This project can also be used to explain concepts of book (all books have a front and back cover, books have pages).

Bingo

Create a bingo sheet. Fill the boxes with letters or Core Words you want the children to practice, making different versions of each set of letters/words for each game. Make copies and give one to each child. To play, call out a letter/word. If children have that letter/word on their sheets, they should trace it with a crayon. The first children to trace every letter are the winners!

SAMPLE

Concepts of Print

Use classroom print to review and assess these essential understandings about print. This activity could also be done as an informal assessment.



Assessment

- Show me a word.
- Where is the first/last letter in this word?
- Point to a word that begins/ends a sentence.
- Show me a space between two words.
- Show me the word where I should start reading on this page. (Show page of print.)

Play Concentration with Core Words

Use two copies of the Core Word Cards to play Concentration. Place all the cards face down on a table and have pairs of children take turns flipping the cards over to find two Core Words that match.

This activity is recommended for later units when children have learned several Core Words.

