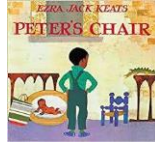


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| <p>Unit 1</p>  <p>Week 1</p> | <p><i><b>Peter's Chair Read Aloud</b></i></p> | <p><b>Standards:</b><br/>         ELA.SL.CC.PS.1.a<br/>         ELA.SL.CC.PS.1.b<br/>         ELA.SL.CC.PS.2<br/>         ELA.SL.CC.PS.3</p> |
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| <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>Peter's Chair</i>, Ezra Jack Keats</li> <li>● Vocabulary word picture cards</li> </ul> | <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● <b>cradle:</b> a small bed for a baby that rocks</li> <li>● <b>crib:</b> a small bed with high sides to keep a bay from falling out.</li> <li>● <b>crocodile</b></li> <li>● <b>stretch:</b> reach</li> <li>● <b>fuss</b></li> <li>● <b>mutter</b></li> <li>● <b>signs:</b> clues</li> <li>● <b>high chair:</b> a chair for a baby to sit in for eating</li> </ul> | <ul style="list-style-type: none"> <li>● <b>rascal:</b> a person who plays tricks on someone</li> <li>● <b>dog biscuit:</b> dog cookie</li> </ul> |
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**Preparation:** Set up materials.

**First Read:**

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice. If none of those are possible, by inserting a short definition.
- Give comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.

- Model analytical thinking when appropriate – e.g. “I’m thinking....”

“The title of this book is *Peter’s Chair*. The author, the person who wrote the story, is Ezra Jack Keats. He is also the illustrator, the person who drew the pictures.”

“On the cover of this book we see a boy named Peter. Peter lives with his mother, father, and baby sister. He also has a dog, named Willie.”

“In this story Peter discovers that the furniture he used when he was a baby is painted pink for his new baby sister. This upsets Peter and he decides to run away with his old chair, so his father can’t paint that too. Let’s read the story and find out what happens to Peter and his chair.”

“Peter stretched as high as he could...”

‘Look at Peter’s face; he looks upset.’

“His mother was **fussing** around the **cradle**.”

“Would you like to help paint sister’s **high chair**?”

“He saw his **crib** and **muttered**...”  
 “My crib. It’s painted pink too.”,

“Peter filled a shopping bag with cookies and **dog biscuits** – dog cookies.”

“Peter is upset because they painted his **cradle**, his **high chair** and his **crib**. He decides to run away with his blue chair, so they can’t paint that too.”

“Soon his mother saw **signs** that Peter was home.”  
 “That **rascal** is hiding behind the curtain.”

*Point to the title and underline each word with your finger.*

*Introduce the main characters*

*State the story problem.*

*Page 2: model stretching*

*Point at Peter’s face.*

*Page 6: make “fussing” motions  
point to cradle*

*Page 8: point to high chair*

*Page 10: point to crib  
speak in a low and irritated voice*

*Page 14*

*Page 22*

*Page 22: point to bag, crocodile  
point to shoes*

“Peter looks happy because he tricked his mother. What a **rascal!**”

*Page 24*

“Peter changed his mind. He was no longer upset that they painted his furniture since he was too big for it anyway. Peter even offered to help his father to paint his blue chair pink for his sister.”

*Page 27*

**Discussion Question(s):**

- Why do you think Peter was upset when he saw that his baby furniture was painted pink?
- Why did Peter’s father let Peter help him paint the furniture?
- Peter seemed surprised that his baby furniture was painted. Do you think that Peter’s parents told him about their plan to paint the furniture pink ahead of time? Why do you think that?
- What things did you use when you were a baby but no longer use? Why?

**Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary. Include words that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

“We have read this book yesterday (or last week or a few days ago) and I know you remember the title.....”

*Hold up the book, show the cover.*

*Take the responses and read and underline the title again.*

“We remember that Peter was upset that his parents had painted all of his furniture pink. Here he is running away with his blue chair, so his father couldn’t paint the chair pink too. Let’s read the story again.”

*Re-orient children to the book: Pages 10-11*

“Peter **stretched**, reached, as high as he could.”

*Page 1*

“Peter’s mother didn’t see that it was Willie, not Peter, who knocked down the building, so she told Peter to play more quietly. I think Peter might be thinking that it isn’t fair that he gets blamed for making loud noises that could wake up the baby. Look at his face.”

*Page 4*

“His mother was fussing around the **cradle**-- this small bed for a baby that rocks.”

*Page 5*

“I see a smile on Peter’s father’s face, so I don’t think that he knows that Peter is upset that he is painting Peter’s baby furniture pink. He probably thought that Peter was too big to use the high chair any longer. Instead of buying new furniture, he decided to paint it pink to make it look like new for his baby girl.”

*Page 7*

“Willie doesn’t understand why Peter is upset but he knows that Peter isn’t happy. Willie is licking Peter’s face to try to make him feel better.”

*Page 13*

“He **arranged**--placed-- his things very nicely and decided to sit in his chair for a while.”

*Page 18*

“I think that Peter’s mother is happy that Peter didn’t run far away. She must know that Peter is upset because she prepared him something special for lunch.”

*Page 21*

“Peter’s mom thinks that Peter is hiding behind the curtain. She thinks he is a **rascal**-- someone that plays tricks on people.”

*Page 22*

**Discussion Question(s):**

- Why do you think that Peter took the picture of him when he was a baby when he ran away?
- Why do you think that Peter wanted to bring Willie when he decided to run away?
- How do you think that Peter felt about having a baby sister? Why do you think that?
- How did Peter’s mother feel about him being a ‘rascal’? How do you know?

**Third Read:**

Children will:

- Reconstruct parts of the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s response.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book twice and today we are going to talk about and tell the story together.”

*Hold up the book and show the cover*

*Underline and read the title*

*Use phrases such as “We remember....” or “What is happening here?” as you point to the action on the pages.*

*Your comments will be mostly in response to what children say*

*Page 1 Read the page*

*Pages 3 - 4*

*Pages 5 – 6*

*Pages 7 – 8*

*Pages 9 – 10 Ask before turning the page*

“What is happening here?”

“Why does Peter’s mom want him to play quietly?”

“We remember.....”

“What is Peter thinking?”

|   |                             |
|---|-----------------------------|
| <p>“What did Peter decide to do next?”</p>  | <p><i>Pages 11 – 12</i></p> |
| <p>“What is happening here?”</p>  | <p><i>Pages 13 – 14</i></p> |
| <p>“Why did Peter decide to fill a shopping bag with cookies and dog biscuits?”</p> | <p><i>Pages 15 – 16</i></p> |
| <p>“What was Peter thinking here?”</p>  | <p><i>Page 24</i></p>       |
| <p>“Why did Peter decide to help his father paint the chair pink?”</p>              |                             |

**Discussion Question(s):**

- What could Peter have done instead of running away when he was upset about the pink furniture?
- The baby in *Crybaby* and Peter both had a pet dog at home that made them feel better. Do you remember how?

**Fourth Read:**

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

**Story Transitions:**

| <b>Suggested Transition Activity</b><br><b>First Reading of Peter’s Chair</b>   | <b>Literacy/Language Skills Supported</b>   |
|---|---|
| <p>Say: “I’m going to dismiss you by the first letter in your name. I’m going to find names of things in our storybook that start with the same letters as your names.”</p> <p>“If your name begins with <b>P</b> like Peter (point to picture of Peter in book), you may get ready for . . .”</p> <p>“If your name begins with <b>B</b> like bone (point to the bone in book), you may . . .”</p> <p>“<b>S</b> like sidewalk” (point to sidewalk in book), etc.</p> <p>Use as many book words as needed to accommodate the first letters in all of the children’s names.</p> <p><b>NOTE: Keep the children’s name tags handy for use when a child does not respond to the letter in his/her first name.</b> If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them. (At this early point in the year, many children are likely to need nametag support.)</p> <p>Simplify by just using the SWPL “If your name starts with (letter name), you may get ready....”</p> | <p><b>Direct</b></p> <ul style="list-style-type: none"><li>-letter ID</li><li>-vocabulary support</li></ul> <p><b>Indirect</b></p> <ul style="list-style-type: none"><li>-repeated exposure to well-formed sentence (“If your name begins with.....like....”)</li><li>-letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name’s first letter to their names first sound.</li></ul> |

| Suggested Transition Activity<br>Second Reading of Peter's Chair  | Literacy/Language Skills Supported   |
|---|--|
| <p>See instructional guidance above for p. 21. This transition is identical in approach. It differs in the specific content (words/ storybook link).</p> <p>Say: "Today, I'm going to dismiss you by colors in your clothing. I'm going to find colors in our storybook, Peter's Chair."</p> <p>"If you are wearing something that is pink or has pink like Susie's crib or high chair (point to), you may get ready . . . ."</p> <p>"If you are wearing something that is blue like Peter's blue chair (point to), you may . . . ."</p> <p>"If you are wearing black like the color of Willie (point to), you may . . ."</p> <p>"If you are wearing green like Peter's shirt (point to), you may..."</p> | <p><u>Direct</u></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing item names)</li> <li>-literacy terms support (letters, words, write)</li> <li>-category labels (clothing, colors)</li> </ul> <p><u>Indirect</u></p> <ul style="list-style-type: none"> <li>-exposure to other vocabulary through teacher use (e.g., dismiss, wearing, get ready, etc.)</li> <li>-repeated exposure to well-formed sentence ("If you are wearing....")</li> </ul> |

| Suggested Transition Activity<br>Third Reading of Peter's Chair  | Literacy/Language Skills Supported   |
|--|--|
| <p>See instructional guidance above for p. 64. This transition is identical in approach. It differs in some of the specific content (words/ storybook).</p> <p>Tell children that you are going to dismiss them today by naming clothing items</p> <p>"If you are wearing long sleeves (point), like Peter, you may . . ."</p> <p>"If you are wearing overalls, like Peter and his father (point), you may . . ."</p> <p>"If you are wearing a dress, like Peter's Mother, (point), you may . . ."</p> <p>"If you are wearing sneakers, like Peter (point), you may . . ."</p> | <p><u>Direct</u></p> <ul style="list-style-type: none"> <li>-vocabulary support (clothing feature names; clothing item names)</li> <li>- category names (clothing)</li> </ul> <p><u>Indirect</u></p> <ul style="list-style-type: none"> <li>- exposure to other vocabulary through teacher use (e.g., today, dismiss, wearing)</li> <li>-repeated exposure to well-formed sentences</li> </ul> |



| <b>Suggested Transition Activity</b><br><b>Fourth Reading of Peter’s Chair</b>   | <b>Literacy/Language Skills Supported</b>  |
|--|--|
| <p>Dismiss children by first letter of their first name, or if there is a fourth reading of Peter’s Chair, use the following</p> <p>Say: “I’m going to dismiss you by the first letter in your name. I’m going to find names of things in our storybook that start with the same letters as your names.”</p> <p>“If your name begins with <b>P</b> like Peter (point to picture of Peter in book),<br/> <b>B</b> like bone (point to the bone in book),<br/> <b>S</b> like sidewalk (point to sidewalk in book),<br/> <b>C</b> like cradle, etc.</p> <p>Use as many book words as needed to accommodate the first letters in all of the children’s names.</p> <p><b>NOTE: Use children’s nametags to provide instructional support for children who need it.</b> If children do not identify the letter, show their name tag, repeating the name of the letter, and dismiss them</p> <p><b>Simplify by just using the SWPL “If your name starts with (letter name), you may get ready....”</b></p> | <p><b><u>Direct</u></b></p> <ul style="list-style-type: none"> <li>-letter ID</li> <li>-vocabulary support</li> </ul> <p><b><u>Indirect</u></b></p> <ul style="list-style-type: none"> <li>-repeated exposure to well-formed sentence (“If your name begins with.....like....”)</li> <li>-letter-sound connections, over time, as children engage in this activity AND the first sound in first name activity, and begin to link their name’s first letter to their names first sound</li> </ul> |