



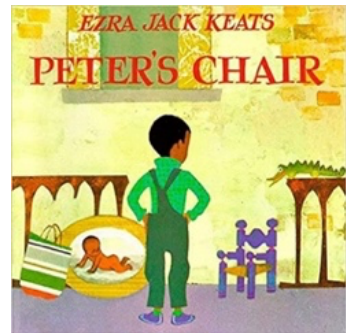
Read Aloud: *Peter's Chair*

Enduring Understanding(s):

- A family is a group of people that care for and support each other.
- Conflict happens in families and members work together to resolve them.

Essential Question(s):

- What does it mean to be a member of a family?
- How do families care for each other?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Peter's Chair</i> • vocabulary word picture cards 	<ul style="list-style-type: none"> • cradle: a bed for a baby that rocks • crib: a small bed with high sides for a baby • crocodile: reptile with a V-shaped snout • stretch: make something longer by pulling it • surprised: unexpected • signs: clues • accident: not on purpose • highchair: a chair for a baby to sit in for eating • suggestion: an idea about what to do • rascal: a person who plays tricks on someone • change of heart: a change in how you feel about something • tiptoes: ends of toes 	

First Read

Preparation: Set up materials

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

"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."

Point to the title and author, underline each with your finger.

"This is Peter. What is he looking at? Let's find out what happens in the story of *Peter's Chair*."

Read the text all the way through, stopping at the notated pages below.

"Peter **stretched** as high as he could to finish his building. He had to stand on his **tiptoes** to touch the **crocodile** on top."

p. 2
Model "stretching".

"There's the **cradle**- a bed for a baby that rocks- for Peter's new brother or sister."

p. 6
Outline the illustration of the cradle.

"First, his cradle , then his highchair , and now, his crib ."	p. 10
"His mother saw signs - clues- that Peter was there, and she called him a rascal - someone who likes to play tricks on someone."	p. 22
"Peter had a suggestion - an idea- that they paint the chair pink for Susie. He had a change of heart - his feelings changed."	p. 25
Discussion Question(s): <ul style="list-style-type: none"> • Why were they painting Peter's baby furniture pink? • Why did Peter want to run away? • Why do you think he wanted to bring Willie? 	

Second Read

Children will:

- recall some main events when asked
- link characters' basic emotions to their actions
- use their own experiences to understand characters' feelings and motivations
- express the main idea of a story or other text in a way that shows increasing understanding

"We read this book before, so you know the title is... *Peter's Chair*. Today we're going to read it again and remember what happened in the story."

Pause before you read the title so that children can chime in.

Read only a few pages, stopping on the notated pages.

Underline the title with your finger as you read it.

"Willie crashed Peter's building by accident . Why did his mother say, 'Shhh'?"	p. 4 Children respond.
"How does Peter feel after his father asks him to help paint Susie's chair? How do you know?"	p. 8 Children respond.
"What did Peter tell Willie that they should do? Why did Peter fill his bag with cookies and dog biscuits?"	p.14 Children respond.
"Peter tries to sit in his old chair. What happened? How does he feel? Why?"	p.18 Children respond.
"What signs did Peter's mother see that Peter was home?"	p. 22 Children respond.
Discussion Question(s): <ul style="list-style-type: none"> • Is having a "change of heart" a good or bad feeling? Why? • Why did Peter's father let Peter help him paint the furniture? • How did Peter's mother feel about him being a 'rascal'? How do you know? 	



Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

Read only a few pages, focusing on the vocabulary words, main events, and characters.

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- Peter offered to help paint Susie's chair pink. What are other ways he could help take care of her?

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.

Discussion Question(s):

- How is Susie's baby furniture the same as or different from Peter's?
- Peter helped paint Susie's baby furniture. What are some other ways he could help take care of her?