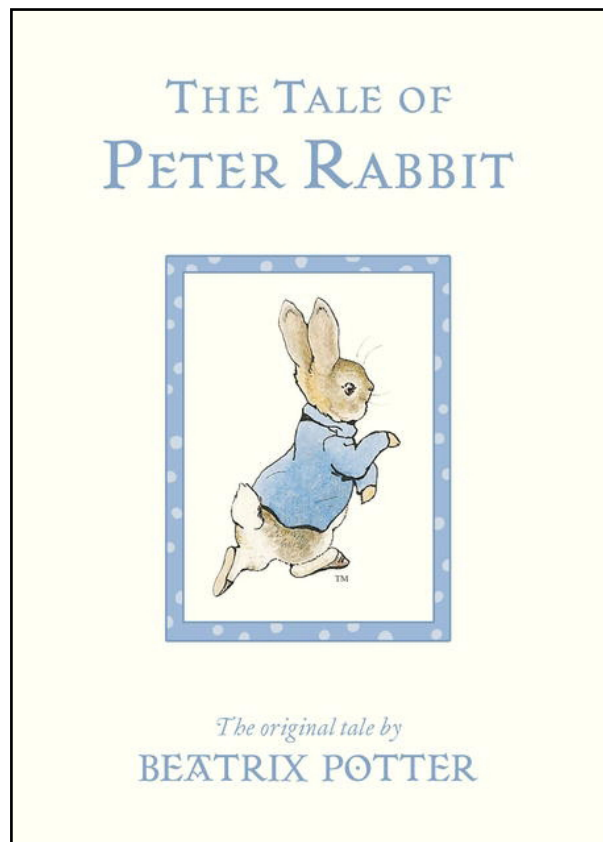




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 1ST



THE TALE OF PETER RABBIT

WRITTEN AND ILLUSTRATED BY BEATRIX POTTER

Watch the video of actor
Rose Byrne
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

The quintessential cautionary tale, *The Tale of Peter Rabbit* warns naughty children about the grave consequences of misbehaving. When Mrs. Rabbit beseeches her four furry children not to go into Mr. McGregor's garden, the impish Peter naturally takes this as an open invitation to create mischief. He quickly gets in over his head, when he is spotted by farmer McGregor himself.

THEMES IN THE STORY

Animals and humans, Coincidence, Cause/effect, Gender issues, Social issues

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 1ST

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten and 1st grade but can be adapted to 2nd grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.K.1, CCSS.SL.1.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1:** Build background:
Provide background about Beatrix Potter and her books: *The Tale of Peter Rabbit* was written over 100 years ago by Beatrix Potter. It is about an adventurous rabbit. Potter also wrote books about other adventurous animals: Benjamin Bunny, Squirrel Nutkin, and Tom Kitten. These books have been enjoyed by generations of children all over the world.
- Step 2:** Tap knowledge about the importance of listening to parents or guardians. Ask students to share a time when they disobeyed a parent. What happened? How did that make you feel?
- Step 3:** Introduce the book and ask students to predict what the story might be about.

DURING VIEWING

Focus: Use illustrations and make predictions.

Standards: CCSS.SL.K.2, CCSS.SL.1.2, CCSS.RL.1.7

Objective: Students will listen to the story to identify the problem and solution.

Procedure:

- Step 1:** Tell students that as they listen to the story, they should pay close attention to the illustrations. Illustrations can often tell us more about the story and give us a feeling about the story.
- Step 2:** Stop story at appropriate parts to ask questions about the story and have students make predictions.
- Step 3:** Discuss illustrations by asking the questions:
What is happening in the picture? How does it make you feel?
- Step 4:** After listening to the story, revisit the illustrations. You might want to replay the video without the audio portion and have children retell the story using the illustrations.

AFTER VIEWING

Standards: CCSS.RL.K.2, CCSS.SL.K.1, CCSS.RL.1.2, CCSS.SL.1.1

Objective: Determine the central message, or lesson, by using key events from the story.

Materials: Graphic organizer (attached on last page)
Class size for lesson, copy for students if desired

NOTE: If not using a smart board, you will have to duplicate the organizer on chart paper.

Procedure:

- Step 1:** Explain **central message** to students – the big idea in a story. Sometimes the central message can be a lesson, or something the author wants us to learn. We can find the central message, or lesson, by looking at the key events.
- Step 2:** Display the graphic organizer (chart paper or smart board). Explain that this graphic organizer can help us determine the lesson in *The Tale of Peter Rabbit*.
- Step 3:** Explain how the graphic organizer will be used: Tell students that they are going to help you pick out the key details that will lead to understanding the lesson. Key details are the important events in a story that keeps the story interesting. Explain that as they give you an important detail, you will write each one in an outer square on the organizer. When all four boxes are filled in, we will put the clues together to decide the central message, or lesson, in the story. The central message will be written in the center circle on the organizer.
- Step 4:** Partner students to orally retell the story to each other – reminding them to only use key details - details that are important to the story.
- Step 5:** Gather students together and guide them in providing key details to complete the organizer.
- Step 6:** After the key details have been written, ask students to think about what the central message, or lesson, might be. Partner students to discuss their ideas, then gather the class together to share their ideas. List all ideas.
- Step 7:** Guide students to a consensus of the central message, and write it on the organizer.
(Example: Always obey your parents)
- Step 8:** Review the key details and the central message to make sure the key ideas support the central message.

READING RESPONSE

Standards: CCSS.RL.K.1, CCSS.RL.1.1, CCSS.RL.K.7, CCSS.RL.1.7

Objective: Students will tell how illustrations contribute to the meaning of the story.

Materials: Writing tools and paper
Chart paper
Projector and screen

Procedure:

- Step 1:** Choose an illustration from the story to display on the screen.
- Step 2:** Remind students about how authors use illustrations to help tell the story. Illustrations can also make us feel a certain way.
- Step 3:** Ask students to look at the illustration and think about what is happening at this part of the story. How does it make you feel?
- Step 4:** Allow time for students to share ideas and feelings. You might want to make a list of feelings on chart paper.
- Step 5:** Write the following sentence starters on chart paper. Complete as a whole class activity or individually, based on the needs of your class.
This illustration shows _____ . It makes me feel _____ because _____ .

WRITING

Standards: CCSS.W.K.3, CCSS.W.1.3

Objective: Students will write a narrative piece using grade appropriate sentence structure and spelling.

Materials: Writing tools
Paper

Procedure:

- Step 1:** Provide students with a central message or lesson from the story. (Example: Children should always listen to their parents.)
- Step 2:** Tell students that they are going to write their own story that teaches this lesson. Remind them to use key details that support the lesson.
- Step 3:** Allow time for students to discuss ideas and share.
- Step 4:** Have students complete the assignment according to the needs and abilities of your class.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE - VEGETABLE EGG CARTON GARDEN

MATERIALS —

Vegetable seeds
Gardening soil
Paper egg cartons (2)
Water

Teacher prep: Observation sheet for students to record their observations over the course of a few weeks.

PROCEDURE —

- Step 1:** Remove the lids from the egg cartons.
- Step 2:** Fill each section about $\frac{3}{4}$ full of soil.
- Step 3:** Place the seeds in the soil and water the seeds.
- Step 4:** Place one egg carton in a location with plenty of natural light. Place the other carton in a location with little or no natural light.
- Step 5:** Have students discuss the locations and predict what might happen? Will the plants grow the same? Which one might grow better? Explain that a scientific prediction is called a hypothesis. Have students write their hypothesis on their observation sheets.
- Step 6:** Assign students to water the plants each day using the same amount of water.
- Step 7:** Once or twice a week allow students to observe the plants and record their observations.
- Step 8:** At the end of a few weeks, gather students together and discuss their observations. Students should come to the conclusion that plants need both water and sunlight to grow.

SOCIAL STUDIES - NEIGHBORHOOD SAFETY

Students develop decision making skills utilizing the concept of personal safety in the neighborhood.

MATERIALS —

Chart paper with title: **Grown Ups Who Keep Us Safe**

Teacher prep: Poster with rules:

Stranger Danger! Rules To Stay Safe

1. Do not talk to strangers
2. Do not go anywhere with a stranger
3. Do not take anything from a stranger
4. Yell and run if a stranger bothers you
5. Tell your parent or another safe grown-up

PROCEDURE —

- Step 1:** Ask students who keeps them safe during the day. List names on chart paper – **Grown Ups Who Keep Us Safe**
- Step 2:** Go over each name on the list and discuss how that person keeps them safe.
- Step 3:** Tell students that today they will learn a few rules that will help keep them safe when a safe grown-up may not be around.

- Step 4:** Ask and discuss what are some safety rules at school? What are some safety rules at home? What happens when we don't follow these rules?
- Step 5:** Ask: Should we talk to strangers? Allow students to share their thoughts and concerns.
- Step 6:** Explain that there are rules to follow to stay safe from strangers. Display rules and discuss.
- Step 7:** Tell students they are going to practice using these rules by playing a game – What Would You Do?
- Step 8:** Put students in groups of 2 or 3. Have them act out the following scenarios. The students should use the rules listed on the poster. When each group is done their presentation, have the other students explain which rules were followed. Make sure they include Rule #5 and who that safe grown up would be.
- You are walking home from school. A car drives up next to you and slows down. The driver asks you to come over and give him directions. What would you do?
 - You are playing on the playground. A lady comes up and asks you to follow her because her cat is stuck in a tree and needs help. What would you do?
 - You and your friend are in the park. Some older kids come up and ask you for money. What would you do?
 - You are riding your bike. A neighbor shouts to you from the front door that she needs help – please come here and help me. What would you do?
 - You are in the park. A man walking a dog asks if you would like to take the dog for a walk with him. What would you do?
- Step 9:** Complete activity: Fold a piece of paper in half (hamburger). Have students choose a scenario and draw what they would do. In the top half, draw the scenario, in the bottom half, draw what they should do. Share drawings.

ART - VEGETABLE PRINTING

Students use vegetables to print a design or picture.

MATERIALS —

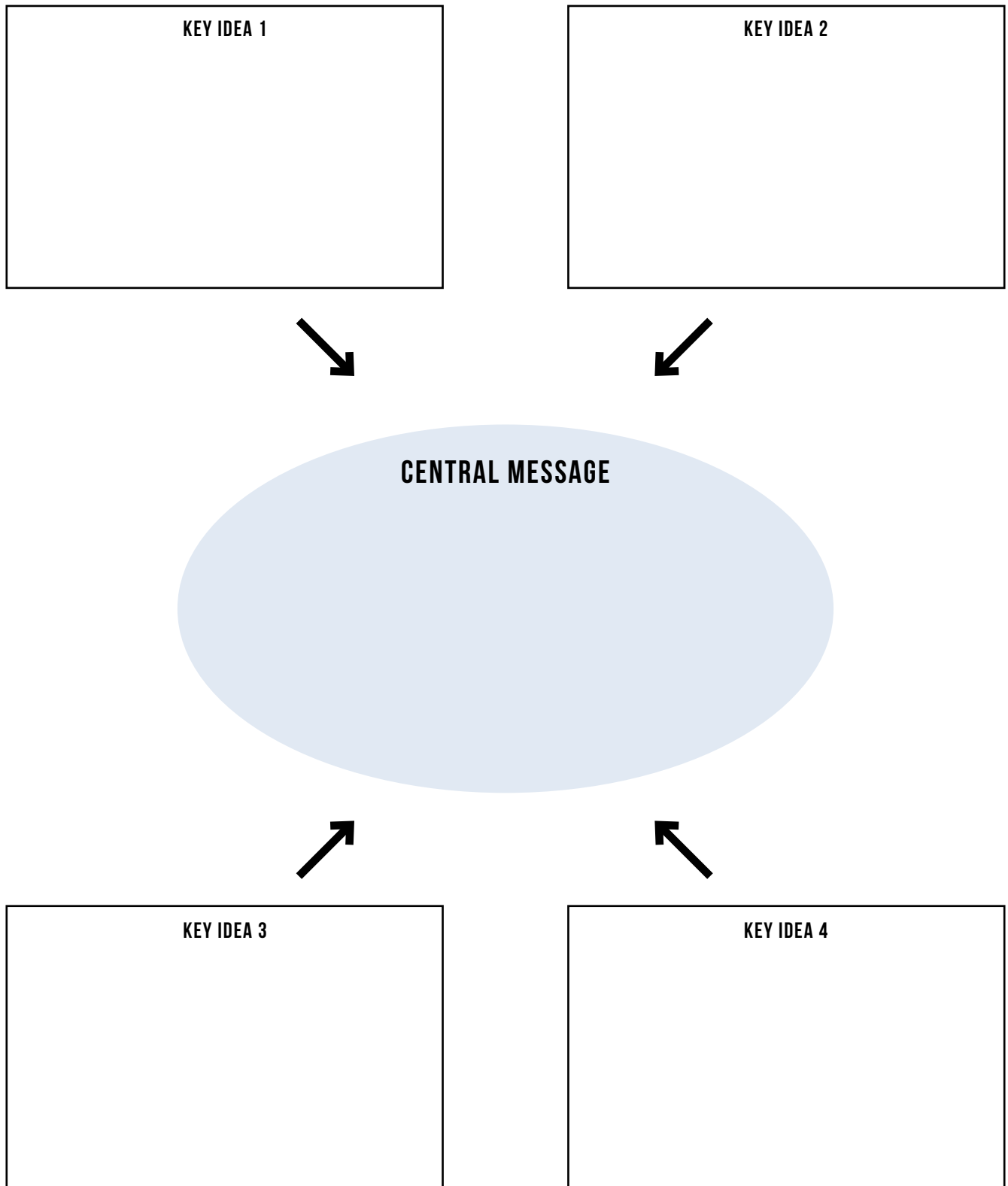
Large painting paper
Paint brushes (1 per color)
Acrylic paint
Vegetables (carrots, celery, broccoli, cauliflower, peppers, potatoes)

PROCEDURE —

- Step 1:** Cut and prepare the vegetables for printing.
- Separate bunches of broccoli and cauliflower.
 - Cut peppers in half horizontally and clean out insides (can be used to create flowers/clovers)
 - Cut potatoes in quarters for wedge designs
 - Cut celery in 2 – 3 inch lengths
 - Cut ends of carrots (small and large circle design)
- Step 2:** Prepare paint and brushes – pour paint colors into bowls and place a brush in each color.
- Step 3:** Model activity before distributing materials to students:
- Use a paint brush to coat the end of the vegetables.
 - Stamp a design or create a picture using the different vegetable shapes.
- Step 4:** Distribute paper, paint, and vegetables to student groups.

THE TALE OF PETER RABBIT

How do we use key details to determine the central message, or lesson, in a story?



ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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