

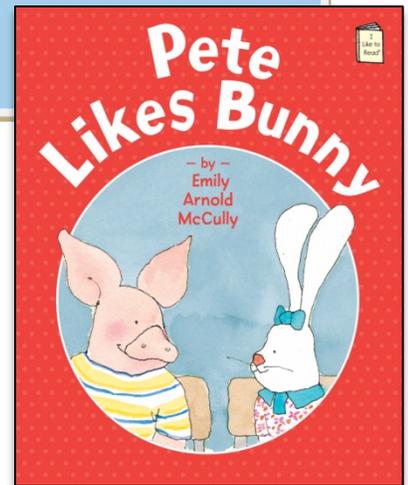
LESSON PLAN

PETE LIKES BUNNY

An I Like to Read® Book, Level E

written and illustrated by Emily Arnold McCully

There's a new girl in class and Pete cannot stop thinking about her. Will the teasing from his classmates interfere with his feelings for Bunny?



HC: 9780823436538/PB: 9780823436873
Ages 4–8 • E-book available

Guided Reading Level: E

Grade Level Equivalent: Grade 1

Interest Level: Pre-K–3

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7,9

Reading Foundation Skills: RF.K-1.1,2,3,4

Writing: W.K-1.1,3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K-1.1,2,4,5,6



Learning Objectives: Read text with purpose and understanding, retell familiar stories, including key details, identify characters, settings, and major events in a story, and predict outcomes. Read new vocabulary words in and out of context. Identify and use exclamation points.

BEFORE READING

1. Read the title and discuss the cover illustration.
2. What do the title and cover illustration tell us about the book?
3. Do you think Bunny likes Pete?
4. How do you know that Pete likes Bunny from the cover illustration?
5. Discuss what it means to “like” someone. (You may get some giggles.)
6. If you like someone, how should you treat them? What can you do to show someone that you like them?
Chart responses.
7. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)? Why?
8. Read the name of the author/illustrator. Discuss each role.
9. Discuss that Emily Arnold McCully writes other books about Pete. Showcase *Pete Won't Eat* and *Pete Makes a Mistake*. Have students share knowledge about the books.
10. Take a picture walk.
11. Point out the exclamation points in the text. Explain that they are used to show something exciting, important, or an emergency.
12. Have students predict what the book is going to be about.
13. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>.
14. Write the vocabulary words on the board: **Monday, Ms. Pooch, student, Bunny, Pete, class, stares, perfect, Tuesday, bus, empty, quiet, flowers, wildflowers, Wednesday, cookies, true.**
15. Read the new vocabulary words. Have students come up and identify the beginning sound of each word and circle it. Include blends: **st, cl, st, qu, fl, and tr.**
16. Read the book to find out about Pete and Bunny.



Word Work: Invite students to identify the proper nouns (all of the words that are capitalized). Discuss that names and days of the week are proper nouns.

DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and think about how the characters are feeling.
3. Point out the quotation marks. Tell children this means someone is talking in the story and each sentence begins with a capital letter and ends with a period or exclamation point.
4. Ask students in the middle of the story to predict what will happen at the end. Will Pete give up because he is being teased? Or will he be his own person and do what he feels?
5. Ask the students how the illustrations and words help us understand what the story is about.
6. Look at the facial expressions and body language of the characters as well as the thought bubbles.
7. How do the punctuation marks help us know how the characters are feeling?
8. Have the students find the repeated words and phrases.
9. Have the students read the book independently.
10. When does the story begin? What happens at the beginning of the story?
11. Who are the main characters in the story?
12. Where does the story take place (setting)?
13. How do you know that Pete likes Bunny in the beginning of the story? What does he do and say?
14. Why do Pete's classmates think that Pete likes Bunny? What do they do and say? How does that make Pete feel?
15. Why does Pete's mom suggest that he take her flowers?
16. What changes in the story on Wednesday?
17. How do the illustrations help you understand what is happening and what the characters are thinking?
18. Why does the author use exclamation points in the story?
19. How does the story end?

AFTER READING

1. What did you think was going to happen at the end of the story? Explain.
2. Retell the story in your own words.
3. Why do you think Emily Arnold McCully repeats "Pete likes Bunny" many times in the story? What is she trying to do?
4. What is the theme or lesson of the story?
5. What would you have done if you were Pete?
6. What did you learn from Pete in the story? What good choices does Pete make? (Pete does not give up!)
7. Write a letter to Pete telling him how he made good choices in the story.
8. What do you think will happen on Thursday?
9. Use the book to answer the following questions:
 - Why does Pete stare at Bunny?
 - When does Pete think about Bunny?
 - When do Pete's classmates first start teasing him?
 - What is Pete's reaction? What is Bunny's reaction?
 - What time does Ms. Pooch shout at the class?
 - Why is Pete sad?
 - How do you know that Pete is afraid to bring Bunny flowers?
 - In what part of the story does everything change for Pete?
 - Why is it a happy ending?

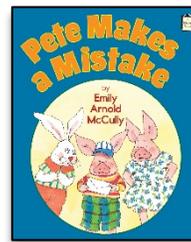
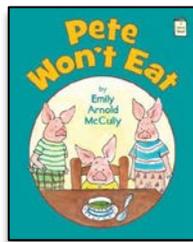


10. Find the proper nouns from the story and circle them:

- Pete likes Bunny.
- Ms. Pooch tells the class to be quiet.
- On Monday, Bunny came to school.
- Mom told Pete to bring Bunny some flowers.
- On Tuesday and Wednesday Pete stared at Bunny.

11. Write the sequence of events from the story in your own words. What happened on Monday, Tuesday, and Wednesday? Draw a picture for each day.

12. Read *Pete Won't Eat*, the first book about Pete, and *Pete Makes a Mistake* by Emily Arnold McCully. Compare and contrast the setting, plot, and characters from the stories.



Guide written by Marla Conn, reading/literacy specialist and educational consultant

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