

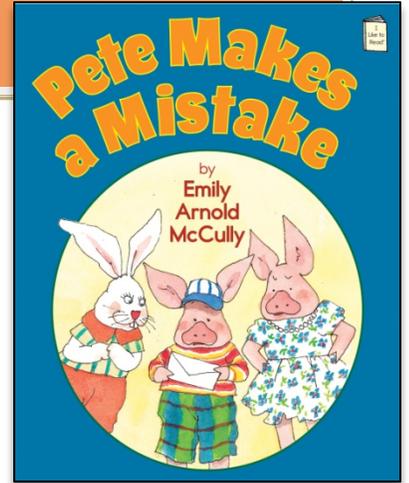
# LESSON PLAN

## PETE MAKES A MISTAKE

An I Like to Read® Book, Level E

written and illustrated by Emily Arnold McCully

*We all make mistakes. Can Pete fix this one?*



PB: 9780823434220 • 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 problem and solution. Read new vocabulary words in and out of context. Identify and use proper nouns and pronouns.

### 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. How do you know from the cover illustration that Pete made a mistake?
4. Write the word “**mistake**” on the board. What is a mistake?
5. Ask students to share stories of mistakes they have made and chart their responses. What did they do to correct the mistake?
6. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)? Why?
7. Read the name of the author/illustrator. Discuss each role.
8. Discuss that Emily Arnold McCully writes other books about Pete. Showcase *Pete Won't Eat* and *Pete Likes Bunny*. Have students share knowledge about the books.
9. Take a picture walk. Have students predict what the book is going to be about.
10. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>.
11. Write the vocabulary words on the board: **Pete, mistake, party, Rose, pig, Sunday, friends, note, Nell, Don, Gert, balloons, cake, stars, rest, juice, pocket, sorry.**
12. Read the new vocabulary words. Have students come up and identify the beginning sound of each word and circle it. Include the blends **fr** and **st**.
13. Read the book to find out how Pete solves his problem.

### Word Work:

1. Invite students to identify the proper nouns (all of the words that are capitalized). Explain that names and days of the week are proper nouns.



2. Possessive Nouns: Explain that when we want to show ownership or possession of something we use an apostrophe and an “s” at the end of the name.
3. Write, “Jon has a ball. The ball is Jon’s.” Use the students as examples. Go around the group and ask for a sentence about something that each student has. Chart the responses.
4. Explain that there are proper and possessive nouns in the story.

### DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and to think about how the characters are acting and feeling.
3. Point out the quotation marks. Tell children this means someone is talking in the story and that each sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
4. Point out pronouns **me, you, he, his, she, they, her, and me**. As you read think about “**who**.”
5. Ask students in the middle of the story to predict what will happen at the end. Will Pete fix his mistake? Will Gert come to the party?
6. Ask the students how the illustrations and words help us understand what the story is about.
7. Look at the facial expressions and body language of the characters.
8. How do the punctuation marks help us know how the characters are feeling?
9. Have the students read the book independently.
10. How does the story begin?
11. What is “the note”? (a party invitation)
12. Why do people send invitations? (to invite you to something)
13. Who is the main character in the story?
14. Where does the story take place (setting)?
15. What does Rose need Pete to do for her in the beginning of the story? Why?
16. When does the problem begin? Why does Pete forget to give the invitation to Gert?
17. Why is Rose sad?
18. What do the characters do and say?
19. How does Gert find out about the party? How does she feel? How would you feel?
20. How do the illustrations help you understand what is happening and what the characters are thinking?
21. How do the characters deal with this mistake as a group?
22. Does Rose forgive Pete? How does she show her forgiveness? (She gives him cake.)

### AFTER READING

1. What did you think was going to happen at the end of the story? Explain.
2. How could the story have turned out if the characters were not understanding?
3. Retell the story in your own words.
4. What is the theme or lesson of the story?
5. What would you have done if you were Rose, Gert, or Pete?
6. What did you learn from the story? What good choices do the characters make in solving problems and in forgiving?
7. What kind of party do you think it was?
8. Discuss Pete’s mistake. Do you think he did it on purpose to hurt Gert and Rose?
9. Do you think he deserved the cake?
10. Write about a time you made a mistake. Draw a picture.
11. Go back to the story with a buddy. Find the pronouns: **me, you, he, his, she, they, her, me**. Discuss who the author is talking about.
12. Use the book to answer the questions. Prove your answers by showing where you found them in the book
  - When is Rose’s party?
  - What did she forget to tell her guests on the invitation?



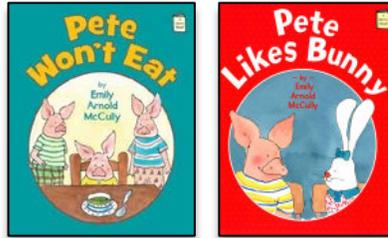
- How are Rose and Pete related?
- What are some of Pete's hobbies? What does he like to do for fun?
- How does Rose prepare for the party?
- Who shows up at the party first?
- How does Gert find out about the party?
- How do you know how much Rose cares about Gert as a friend?
- What does Pete do when he realizes that he has Gert's invitation?
- Where is the party?
- How does Gert end up at the party?

13. Write the possessive noun in the blank.

- Rose was having a party. It was \_\_\_\_\_ birthday.
- They went to see Gert at \_\_\_\_\_ house.
- Pete forgot to give the note to Gert. It was \_\_\_\_\_ mistake.
- Gert went to find Don at \_\_\_\_\_ hole, but he was not there.

14. Plan, design, and create a party invitation. Do not forget to tell your guests who, what, when, where, and why.

15. Read *Pete Won't Eat*, the first book about Pete, and *Pete Likes Bunny* by Emily Arnold McCully. Compare and contrast Pete's experiences in all of the stories.



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



