



The Tale of Peter Rabbit - Kindergarten Book Guide

by Beatrix Potter

Book Summary

Peter Rabbit doesn't listen to his mother's warning and gets himself into deep trouble! How will he escape Mr. MacGregor's garden?



Skills Focus

CCSS.ELA-LITERACY.L.K.4: Determine or clarify the meaning of unknown words and phrases based on kindergarten reading and content

CCSS.ELA-LITERACY.L.K.4.B: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word

CCSS.ELA-LITERACY.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

Social-Emotional Connection: respect, actions & consequences, problem solving



Teacher Overview

In this classic tale, Peter Rabbit goes into Mr. McGregor's garden against his mother's advice and gets himself into lots of trouble! As a result, he has to deal with the consequences of his actions. Readers will enjoy following along on Peter's mischievous adventures.

This charming story provides opportunities to discuss respect and the importance of following directions. Invite children to consider Peter's actions and determine if they were good or bad choices. Highlight the inflections and affixes (e.g., -ed, -ful) within the text during small group instruction.



Vocabulary

Write the vocabulary words on index cards or sentence strips and display them in a pocket chart where children can see them during the read-aloud. Display the chart as the book is being read for reference. Discuss the vocabulary prior to the read-aloud to aid comprehension.

- **mischief:** behavior that is often playful, but can be irresponsible and dangerous
- **accident:** an event that happens by chance, especially a harmful one
- **currant buns:** a sweet bun containing currants
- **currant:** a small seedless raisin
- **blackberries:** a berry that is black or very dark purple when ripe
- **parsley:** an herb with curled leaf clusters to garnish or season food
- **thief:** someone who steals
- **frighten:** to cause fear in; scare
- **naughty:** not behaving or obeying; mischievous
- **supper:** an evening meal; dinner
- **fortnight:** fourteen nights and days; two weeks
- **camomile tea:** a tea made from a plant with scented leaves
- **gooseberry net:** a net set around a gooseberry plant to protect it from birds and other small animals
- **toolshed:** a place to store tools
- **wheelbarrow:** a tool used for moving things. It has a frame or box for putting things in and wheels and handles to hold and roll it from one place to another.
- **sieve:** a tool that has a mesh or tiny holes on the bottom to separate coarse from fine parts of loose matter



Before You Read

Say: Today we are going to read the story, *The Tale of Peter Rabbit*. This is Peter (*point to the rabbit on the cover*).

- What does it look like Peter is doing in this illustration?
- I'm noticing that he is wearing a blue coat with fancy gold buttons. Do rabbits usually wear clothes? This book is fiction, or imaginary.
- Have you ever seen a real rabbit? Does Peter look the same or different from a rabbit you have seen before?
- What else are you noticing in this picture? What are you wondering?

 **As You Read**

Read *The Tale of Peter Rabbit* aloud to your students, or play the accompanying audio while projecting, pausing to model good reading strategies, defining words in the text, and asking discussion questions.

Ask:

- **SEL:** (page 1, after reading about the four little rabbits in Peter's family) How many children are in Peter's family? How many children are in your family?
- **Skills focus:** (page 2, after reading that Mrs. Rabbit warned the little rabbits not to go into Mr. McGregor's garden) Let's look at this picture closely. Does it look like Peter is listening to his mother carefully? How do you know?
 - Who are the adults in your life that you should listen to?
- **Skills focus:** (page 3, after reading that Mrs. Rabbit said, "Now run along, and don't get into mischief.") Mrs. Rabbit told the little rabbits not to get into mischief. What is mischief? Mischief is behavior that is often playful, but can be irresponsible and dangerous.
- **Skills focus:** (page 5, after reading that Flopsy, Mopsy, and Cotton-tail went down the lane to gather blackberries) I'm noticing Peter is not in this picture. I'm wondering where he might be.
- **Skills focus:** (page 6, after reading that Peter ran straight away to Mr. McGregor's garden) Oh no! Did Peter listen to his mother about staying away from Mr. McGregor's garden?
- **SEL:** (page 7, after reading that Peter ate lettuce, beans and radishes) I'm noticing this is the same picture from the front cover. It must be an important illustration!
- **Skills focus:** (page 8, after reading that Peter felt rather sick) What do you think it means that Peter is holding his stomach. When you see people holding their stomach, what does it usually mean? I'm wondering if it means that he ate too much!
- **Skills focus:** (page 9, after reading that Mr. McGregor found Peter in his garden) What do you think Mr. McGregor is going to do when he sees Peter Rabbit in his garden?
- **Skills focus:** (page 10, after reading that Mr. McGregor called out, "Stop thief!") What is a thief? Why is Mr. McGregor calling Peter a thief?
- **Skills focus:** (page 11, after reading that Peter lost one shoe among the cabbages and the other among the potatoes) Peter lost both shoes! Have you ever lost anything? How did it make you feel when you lost it/them?
- **Skills focus:** (page 12, after reading that his new blue jacket got stuck in the gooseberry net) Oh no! His blue jacket! Do you think he'll be able to get out of the gooseberry net before Mr. McGregor catches him? Why or why not?
- **Skills focus:** (page 13, after reading about the friendly sparrows) Do you think the sparrows were trying to be helpful? How do you know?
 - That's right! The author said they were "friendly" sparrows.
- **Skills focus:** (page 14, after reading about the sieve Mr. McGregor used to try to catch Peter) A sieve is a tool that has a mesh or tiny holes on the bottom to separate coarse from fine parts of loose matter. You might use this at the beach or in a sandbox. Do you think that was a good tool to use to catch Peter? Why or why not?
- **Skills focus:** (page 15, after reading that Peter jumped into a watering can) Do you think hiding in the watering can was a good place to hide? Have you ever played hide and seek?
- (page 17, after reading that Mr. McGregor tried to put his foot upon Peter) Rabbits are known to be very quick! Do you think Mr. McGregor will catch him?

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- **Skills focus:** (page 21, after reading Mr. McGregor was hoeing onions and his back was turned towards Peter) It seems like Mr. McGregor gave up looking for Peter and went back to doing work in the garden. Do you think Peter will be able to sneak past him without getting caught?
- **Skills focus:** (page 22, after reading that Peter slipped underneath the gate, and was safe at last) Phew! Safe at last! He did it!
- **Skills focus:** (page 23, after reading that Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds) Mr. McGregor hung up Peter's little jacket and shoes as a scarecrow to frighten the blackbirds out of his garden.
- **SEL:** (page 24, after reading that it was the second little jacket and pair of shoes that Peter had lost in a fortnight) That was the second little jacket he lost in a fortnight. A fortnight is 2 weeks or 14 days.
- **Skills focus:** (page 25, after reading that Peter was not very well during the evening) Why do you think Peter was not feeling well that evening?
- **Skills focus:** (page 26, after reading about Flopsy, Mopsy, and Cotton-tail's supper) It seems like bread, milk and blackberries were a special treat for the little rabbits to have for supper (dinner). Why did Peter not have that for dinner too?



After You Read

Provide some or all of the following prompts to generate a classroom discussion. Give students time to ask questions and clarify things that might have been unclear.

Ask:

- **SEL:** Was Peter being respectful toward his mother by not listening and following her directions? Why or why not?
- **SEL:** What would you tell Peter about why it's important to listen to his mother and follow directions?
- What are you wondering? What are you curious about?



Adaptations

For use with ELL students:

- Pre-teach vocabulary words by putting the words and corresponding pictures on index cards. Have them visible for children to view throughout the story on a white board, bulletin board or in a pocket chart.
- Reinforce the skill of sequencing by reviewing the main events in the story from the beginning, middle and end. Provide students with simple pictures representing the events. Then, have them cut out the pictures and put them in the correct order of when they occurred in the story.

For use with small groups:

- Identify the inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) within the text. Tell students these groups of letters found at the end of words can help readers figure out unknown words. Provide the examples found in the story and determine the meaning of the words.
 - beautiful - "It would have been a *beautiful* thing to hide in, if it had not had so much water in it."
 - jumped - "Mr. McGregor was on his hands and knees planting out young cabbages, but he *jumped* up and ran after Peter, waving a rake and calling out, 'Stop thief!'"
 - careful - "He began to turn them over *carefully*, looking under each."



Book Extension Ideas

- **Skills focus:** Brainstorm a list of fruits and vegetables. Create a class graph recording students' favorite fruit or vegetable. Show students pictures of the fruit or vegetable and have them raise their hand to vote. Encourage students to share why the fruit or vegetable they chose is their favorite. After creating the graph, ask students which fruit or vegetable their classmates like the most and which fruit or vegetable they like the least.
- During his adventures in Mr. McGregor's garden Peter lost his new shoes and blue jacket with brass buttons. Invite students to draw a new outfit for Peter that he can wear to replace the items he lost in the garden.