

READING WITH BILL PEET

Getting Started

If you have never done an author study with your class, try it. You and your students will experience a new feeling about reading.

After choosing the author you wish to present to your class, inform the librarian. She will probably collect and save the books you will need for the time period required. Visit the public library to add to your supply and ask the students to check their collection of books.

Input Suggestions: Presentations

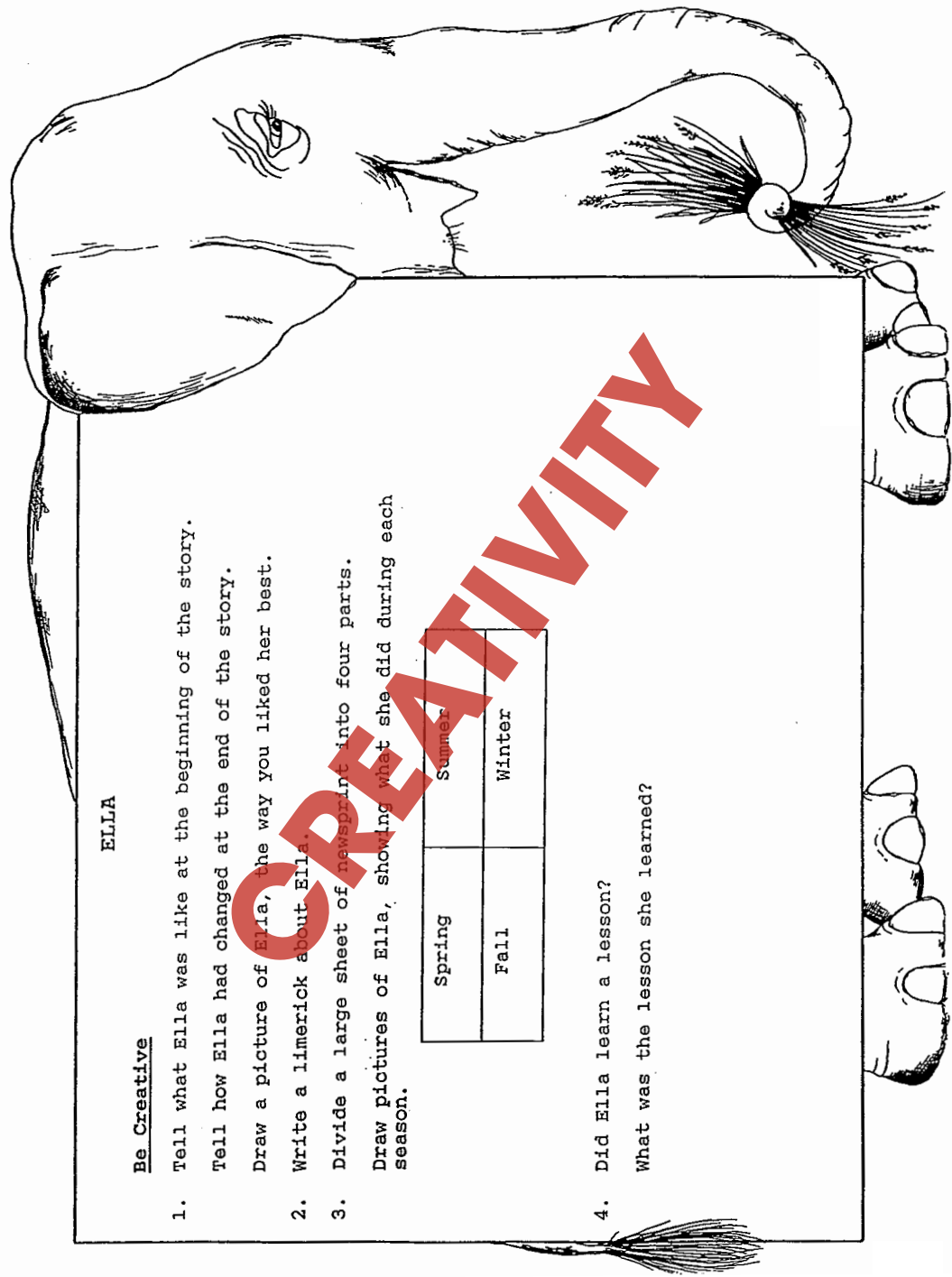
Become familiar with the author and a few books to start. With Bill Peet, I would introduce him to the entire class. This avoids repetition when a new group begins the unit. Give the students some background information on the author/illustrator. An autobiography and photograph are available upon request to the Houghton Mifflin Company.

Have the Bill Peet books on display, to arouse the students' interests. Tell your students that Bill Peet's books are written in two styles: Prose and Poetry. Present a book of each style to the class before a group begins the independent study. You might try one book a week to allow for several follow up activities and discussion or two books in a week with only one follow up activity. As you present the books, encourage the students to read from pictures and to observe the facial expressions and actions of the characters. Remind them to use a dictionary for a better understanding of the rich vocabulary they will encounter so that they may apply the words and expressions to their own creative work.

Have charts up so that students can add to them regularly.

- e.g.
- 1) New Words
 - 2) Synonyms for "said"
 - 3) Sound Words
 - 4) Descriptive Words
 - 5) Meet "Bill Peet's" Characters





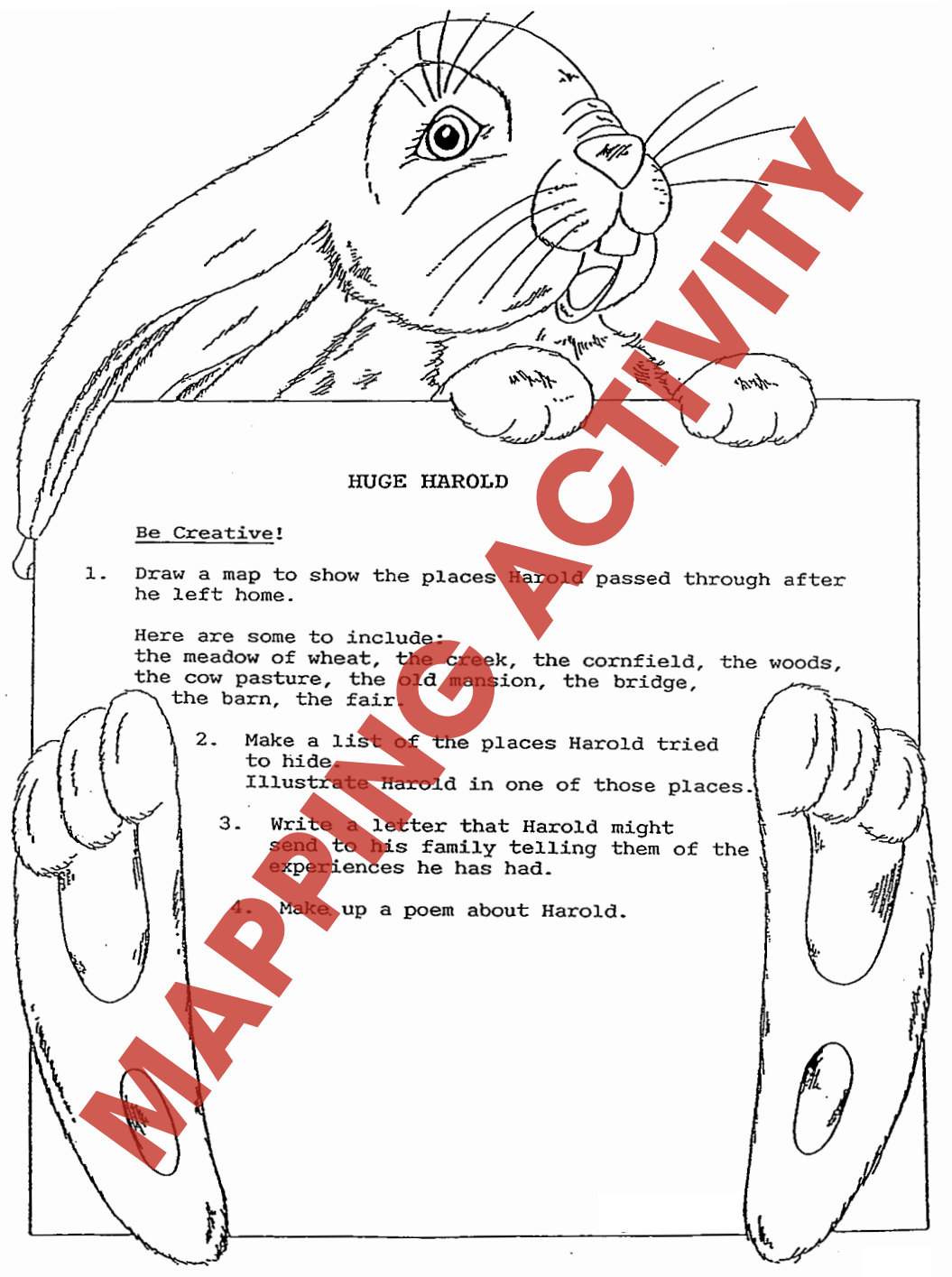
ELLA

Be Creative!

1. Tell what Ella was like at the beginning of the story.
Tell how Ella had changed at the end of the story.
Draw a picture of Ella, the way you liked her best.
2. Write a limerick about Ella.
3. Divide a large sheet of newspaper into four parts.
Draw pictures of Ella, showing what she did during each season.

Spring	Summer
Fall	Winter

4. Did Ella learn a lesson?
What was the lesson she learned?



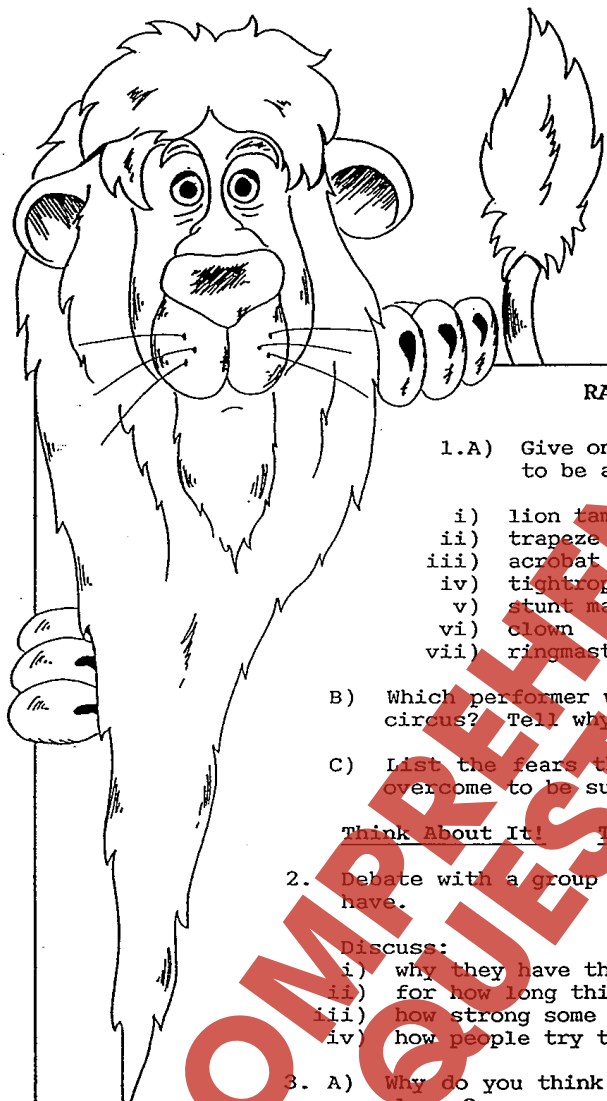
HUGE HAROLD

Be Creative!

1. Draw a map to show the places Harold passed through after he left home.

Here are some to include:
the meadow of wheat, the creek, the cornfield, the woods,
the cow pasture, the old mansion, the bridge,
the barn, the fair

2. Make a list of the places Harold tried to hide.
Illustrate Harold in one of those places.
3. Write a letter that Harold might send to his family telling them of the experiences he has had.
4. Make up a poem about Harold.



RANDY'S DANDY LIONS

- 1.A) Give one characteristic you would need to be a good:
 - i) lion tamer
 - ii) trapeze artist
 - iii) acrobat
 - iv) tightrope walker
 - v) stunt man
 - vi) clown
 - vii) ringmaster

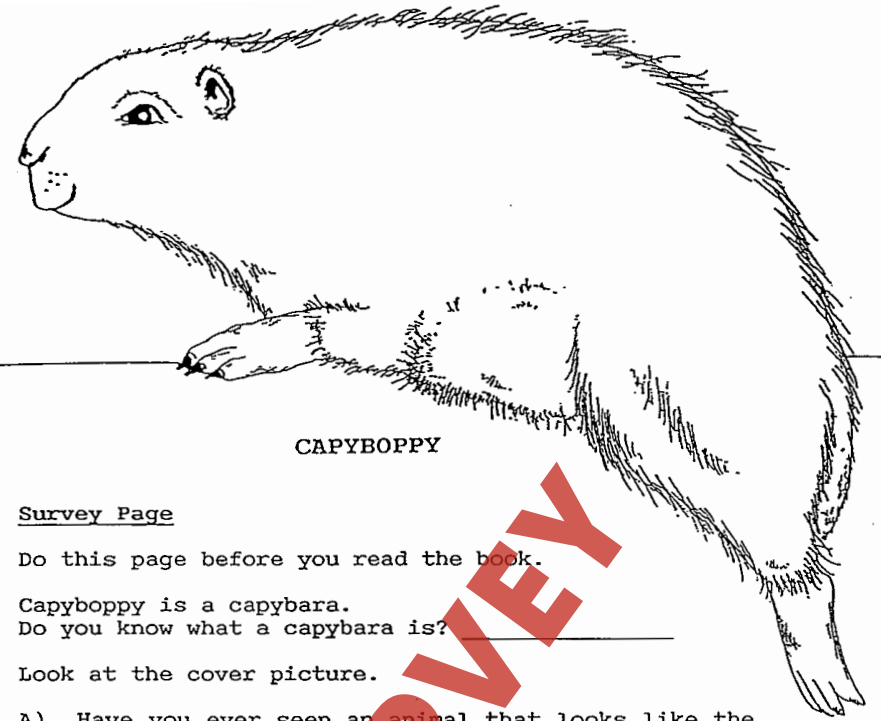
- B) Which performer would you like to be at the circus? Tell why.
- C) List the fears that the circus performers must overcome to be successful with their acts.

Think About It! Talk About It!

2. Debate with a group of classmates some fears people have.

Discuss:

 - i) why they have this fear
 - ii) for how long this fear stays with people
 - iii) how strong some fears can be
 - iv) how people try to overcome their fears
3. A) Why do you think the entire circus crew was so sleepy?
B) Brainstorm and list the things people do that tell you they haven't had a good sleep?
C) Make a list of "sleepy words." e.g. drowsy
4. How do you think Randy feels in these pictures?
 - i) page 6
 - ii) page 8
 - iii) page 40
 - iv) page 46



CAPYBOPPY

Survey Page

Do this page before you read the book.

1. Capyboppy is a capybara.
Do you know what a capybara is? _____
2. Look at the cover picture.
 - A) Have you ever seen an animal that looks like the capybara? _____
 - B) Which animal do you think looks like the capybara? _____
 - C) I think the capybara belongs to the _____ family.
3. Before you read the book, survey 5 people.
Ask them if they have ever heard of a capybara.

How many people that you surveyed knew something about the capybara?

4. Read the dedication page.
It tells about a capybara.

Now sit back and enjoy this book about an unusual animal called, Capyboppy.



BUFORD THE LITTLE BIGHORN

3. Match the words from list A to their meaning in list B.

- | | |
|---|--|
| <p>List A</p> <p>1) descent -</p> <p>2) cumbersome -</p> <p>3) crag -</p> <p>4) incline -</p> <p>5) scrawny -</p> | <p>List B</p> <p>wiry</p> <p>a slant</p> <p>a downward step</p> <p>a burden</p> <p>a steep rugged rock</p> |
|---|--|



HOW DROOFUS THE DRAGON LOST HIS HEAD

Brainstorming

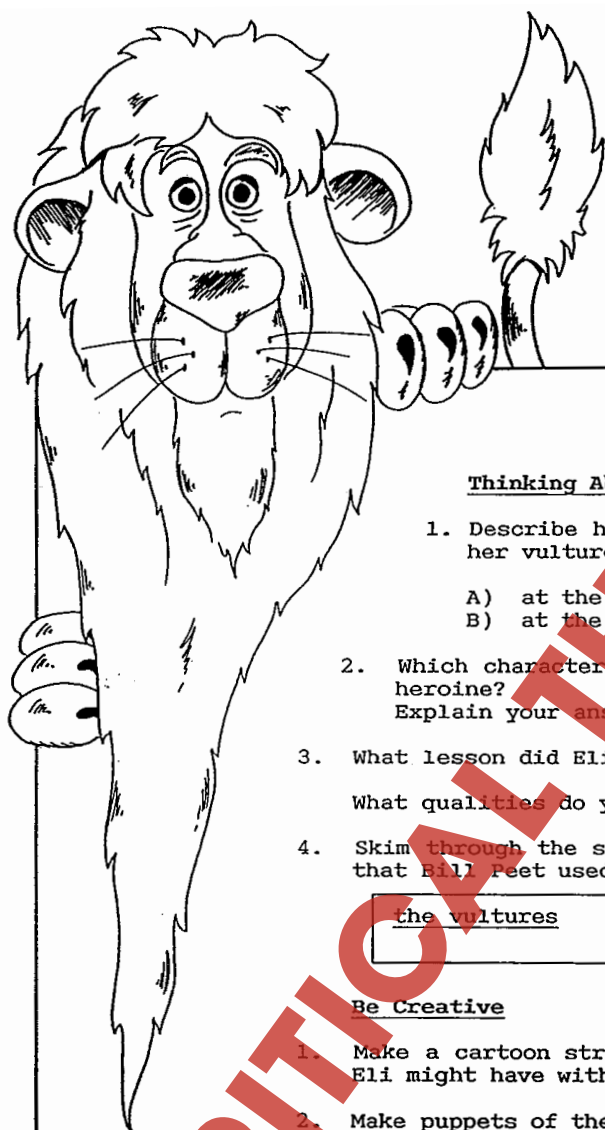
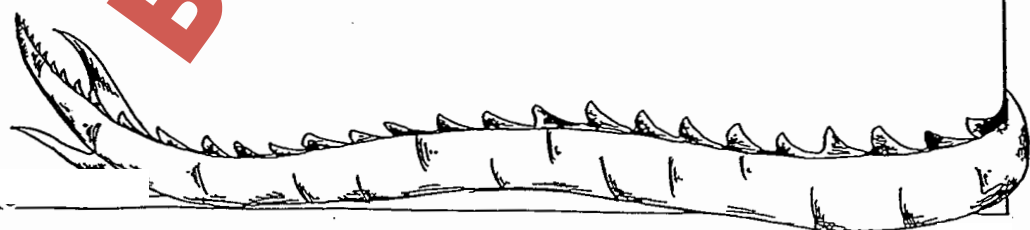
1. Brainstorm and make a list of things a dragon could eat.
2. Design a home for a dragon.
3. Brainstorm a way you would repair Droofus' wings.
4. The king wanted to borrow Droofus for special occasions.

What things might the king do with Droofus?
Give 3 things.

Be Creative!

1. Design a wanted poster that was sent out by the king for the capture of Droofus.

The king offered a reward of 100 quadrooples. Come up with a reward of your own. Include it on your poster.



ELI

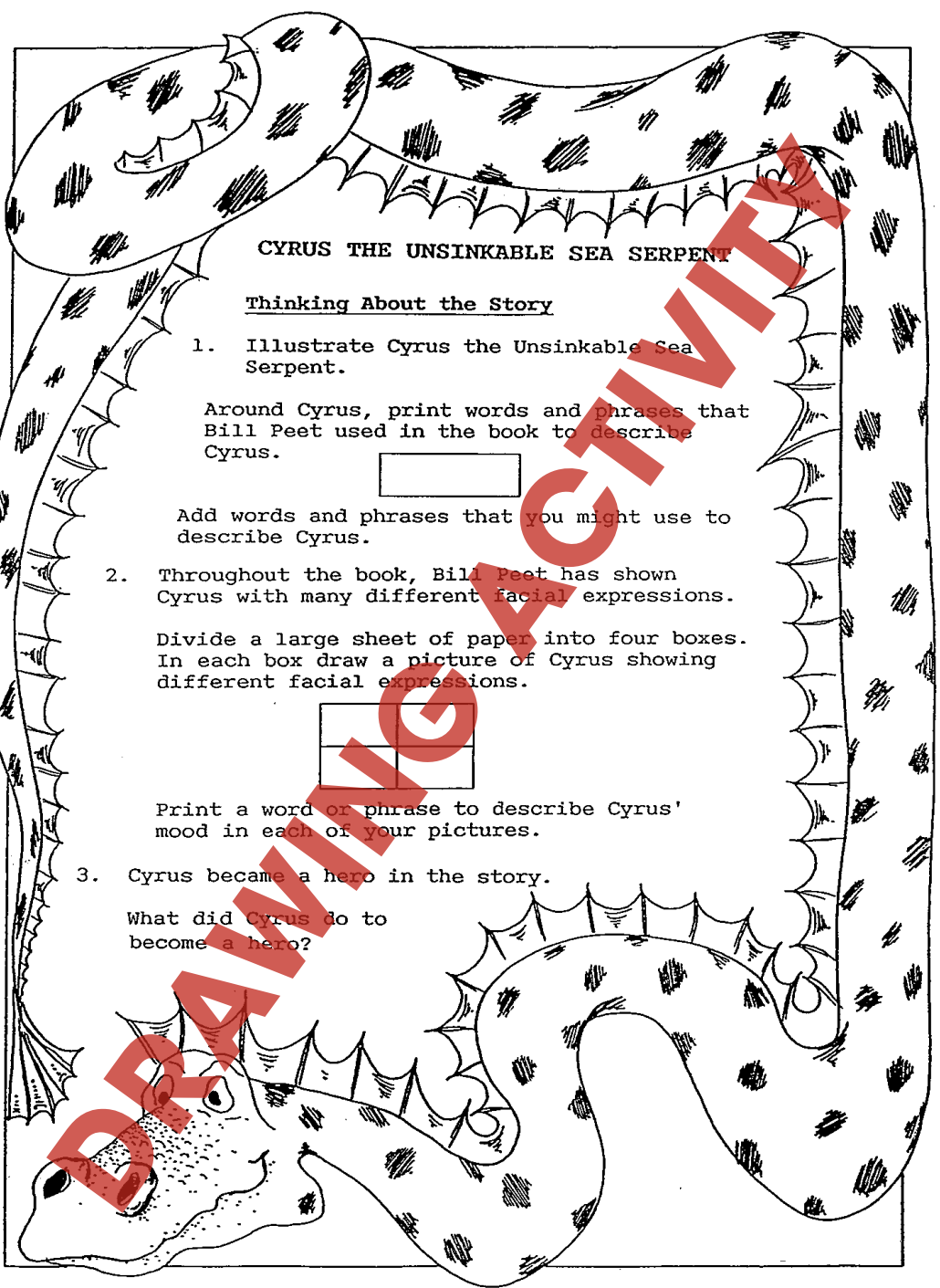
Thinking About the Story

1. Describe how Eli felt towards Vera and her vulture friends.
 - A) at the beginning of the story.
 - B) at the end of the story.
2. Which character in the story is the hero or heroine? Explain your answer.
3. What lesson did Eli learn about friends? What qualities do you look for in a friend?
4. Skim through the story to find phrases and words that Bill Peet used to describe these characters.

the vultures Eli

Be Creative

1. Make a cartoon strip to show a conversation that Eli might have with Vera.
2. Make puppets of the characters in the story Eli. Make up a short skit to retell the story.



CYRUS THE UNSINKABLE SEA SERPENT

Thinking About the Story

1. Illustrate Cyrus the Unsinkable Sea Serpent.

Around Cyrus, print words and phrases that Bill Peet used in the book to describe Cyrus.

Add words and phrases that you might use to describe Cyrus.

2. Throughout the book, Bill Peet has shown Cyrus with many different facial expressions.

Divide a large sheet of paper into four boxes. In each box draw a picture of Cyrus showing different facial expressions.

Print a word or phrase to describe Cyrus' mood in each of your pictures.

3. Cyrus became a hero in the story.

What did Cyrus do to become a hero?