

ELA: Grade 3, Lesson 12, Mischievous Peter

Lesson Focus: Students learn how describe a character by looking for clues that show a character's traits.

Practice Focus: Find words and phrases that describe how a character thinks or acts

Objective: Students will use *The Tale of Peter Rabbit* to learn how to describe a character by looking for clues that show a character's traits with a focus on the student engaging finding words and phrases that describe how a character thinks or acts.

Academic Vocabulary: mischief, mischievous, naughty, sobs, sieve

TN Standards: 3.RL.KID.3, 3.SL.CC.1, 3.RI.CS.4, 3.W.RBPK.9

Teacher Materials:

- The Teacher Packet for ELA, Grade 3, Lesson 12

Student Materials:

- Three sheets of paper, pencil, and a surface to write on
- The Student Packet for ELA, Grade 3, Lesson 12 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our third graders out there, though everyone is welcome to tune in. This lesson is the second in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on https://www.tn.gov/education/. You can still tune in to today's lesson if you haven't seen any of our others, however, it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today, we will be learning how to describe a character by looking for clues that show a character's traits! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Three sheets of paper, pencil, and a surface to write on • The Student Packet for ELA, Grade 3, Lesson 12 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p> <p>The student will focus on the goal for the read-aloud and the accompanying guided practice. The student is also introduced to the question that will be the culminating task. The culminating task will be an opinion paper on whether Peter Rabbit will return to Mr. McGregor's garden.</p>
<p>Intro (5 min)</p> <p>[Show Slide 1.] In our first lesson on The Tales of Peter Rabbit, we read closely in order to focus on vocabulary. You</p>	<p>Students will access prior learning about vocabulary words from lesson 11.</p>

<p>had the opportunity to interact with specific vocabulary words that may not be words or phrases you normally see. Some of the words we discussed were mischief, naughty, sobs, and sieve. Do you remember what these words mean? [Pause.] Think through each word and make a connection to our story of <i>The Tale of Peter Rabbit</i>. [Pause.]</p> <p>You are right! Mischief means troublemaking. Naughty means to behave badly. Hmm.... When I use the word naughty or mischief, is there a certain character that comes to mind? [Pause.] Yes, I thought of little Peter Rabbit too. In fact, it was Peter that sobbed in the garden. Sob means to cry hard. Lastly, a sieve is a tool used to separate things like a strainer is used to drain water off pasta. Old Mr. McGregor, the gardener, almost bopped Peter over the head with this tool.</p> <p>Today our goal is to use <i>The Tale of Peter Rabbit</i> to learn how to describe a character by looking for clues from the author's words and phrases that describe how a character thinks or acts. You will be able to read the vocabulary words and all other words to help you to understand how to describe a character. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>Before we begin today returning to our tale about Peter Rabbit and his adventure in Mr. McGregor's garden, let's do a quick review of characters you have learned in school before we read. Characters are people, animals, or things that take part in the action of a story. Watch for what characters say, do, or feel to find their traits</p> <p>[Show Slide 2.] As I read <i>The Tale of Peter Rabbit</i>, what clues does the author give the reader to show Peter was a mischievous rabbit? [Pause.]</p>	<p>Students will prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p>
<p>Teacher Model/Read-Aloud (15 min)</p> <p>Let's begin reading our text. Good readers focus on vocabulary and the clues authors give us about a character's traits. Therefore, we will look more closely at what a character says, does, or feels.</p> <p>[Show Slide 3.] This is how we will figure out what the author wants us to know about Peter.</p> <ul style="list-style-type: none"> • Reread the text. • Write a list of what the character thinks or does. 	

<ul style="list-style-type: none"> • Ask yourself, “What does the author want me to know about the character?” <p>[Show Slide 4.] Once upon a time there were four little Rabbits, and their names were— Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sandbank, underneath the root of a very big fir tree.</p> <p>[Show Slide 5.] “Now, my dears,” said old Mrs. Rabbit one morning, “You may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. “ Now run along, and don’t get into mischief. I am going out.”</p> <p>As a good reader, it is helpful to check for understanding after you read small portions, or parts, of text. Let me think through as I check my understanding. [Pause for think aloud.] Ok, I heard Mrs. Rabbit call her children, “dears.” While I don’t call people “dears,” I know this word that shows love and concern. Therefore, I know Mrs. Rabbit loves and is concerned about her children. I’ll keep going. Mrs. Rabbit said the children could go into the fields or down the lane, but not to go to Mr. McGregor’s garden. When I read that, I hear the mommy rabbit telling her children what they can do, and very clearly them what NOT to do. When Mrs. Rabbit says, “I’m going out,” she really means she is leaving the children alone for a while.</p> <p>Now, I can continue reading. [Show slide 6.] Then old Mrs. Rabbit took a basket and her umbrella and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns. Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries;</p> <p>[Show Slide 7.] But Peter, who was very naughty, ran straight away to Mr. McGregor’s garden, and squeezed under the gate!</p> <p>[Show Slide 8.] Time to make notes to support my understanding. Get ready with your pencil and paper! [Pause.] Let’s work together to start.</p> <p>After Mrs. Rabbit told Peter to NOT get in mischief, the author said, “But Peter, who was very naughty, ran straight away to Mr. McGregor’s garden, and squeezed under the gate! I know that naughty means behave badly. The author said Peter ran straight away. You and I would say Peter ran</p>	<p>Students will experience a think-aloud as the teacher models how to use textual evidence to determine the meaning of mischief and mischievous.</p> <p>The student will take notes to support answering the posed question of how the author let them know that Peter was mischievous.</p>
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straight to or directly to the garden. When I hear Peter ran straight to the garden, it makes me think he didn't even consider listening to his mother; maybe he had planned to go to the garden already.

[Show Slide 9.] I made a note that Peter did not listen to his mother and went into Mr. McGregor's garden. Write this on your note-catcher too! [Pause.] This note tells me what Peter did and what he did NOT do! [Pause.]

Hmmm. I'm thinking that the author did not mention that Peter was a good little bunny. I need to pay close attention to what the characters are thinking or doing. This makes me think that Peter might be getting ready to something he shouldn't be doing.

[Show Slide 10.] First, he ate some lettuces and some French beans; and then he ate some radishes; And then, feeling rather sick, he went to look for some parsley.

Here is another action Peter does that tells me he is full of mischief! Write this in your note-catcher too. [Pause.]

[Show Slide 11.] You wrote good sentences! I heard one that said, "Peter was a naughty bunny because he was a vegetable thief!" Excellent!

[Show Slide 12.] But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

Oh no! I don't think Peter wanted to run into Mr. McGregor! Hmmm, this reminds me of a sentence in the story that told us why Peter does not want to run into Mr. McGregor. I'll go back and read the sentence. Mrs. Rabbit said, "You may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. I'm thinking of cause and effect here. The mom tells the baby bunnies that their father was put in a pie after going in the garden. Thinking through the word pie, I usually think of a peach or apple pie; something sweet. I know in other countries; people do eat more meat pies. Some of those pies use rabbit as the meat! Now I have made a connection between Mrs. Rabbit's warning not to go in the garden and why Peter didn't want to run into Mr. McGregor. I realize Mr. McGregor had caught Peter's father and used him for a meal!

Students add notes to their graphic organizer.

[Show Slide 13.] 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." Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

When I read this section about how Peter is terribly frightened when Mr. McGregor chased him, it makes me wonder how Peter forgot how to get back to the gate to escape. As I think about how Peter knew his father had been captured and eaten by Mr. McGregor and the same man is chasing him, I can imagine Peter being so afraid that he couldn't think correctly; his memory wasn't working well when he was afraid. In fact, Peter was running so quickly, he lost one shoe around the cabbages and one amongst, or around the potatoes.

Let's pause here and think about what Peter did that helps us understand he is mischievous. I would make a note that Peter lost one of his shoes in the garden. [Show Slide 14.] Please add that note to his note-catcher. [Pause.] Excellent! Thank you for making that note. What could this bunny do next?

[Show Slide 15.] After losing them, he ran on four legs and went faster, so that I think he might have gotten away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

Now Peter ran into another problem. A gooseberry is a little round fruit, about the size of a blueberry. Gardeners put nets around the gooseberry plants to keep the birds from enjoying the berries before he can enjoy them.

Take a moment and add this new problem to your notes. [Pause.] Hmm.... I wonder why the author stopped to tell us the blue jacket was new? [Pause.] Good job identifying the problem in this paragraph. I added the problem in my notes. I heard you correctly say, "The button on Peter's new coat got caught in a net while he was trying to escape from Mr. McGregor." Let's keep in mind Peter was wearing a new coat as we continue reading. This may be an important clue.

[Show Slide 16.] Peter gave himself up for lost and shed big tears; but his sobs were overheard by some friendly

Students will be able to use their notes to summarize Peter's character.

sparrows, who flew to him in great excitement, and implored him to exert himself. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.

You already knew Peter's jacket buttons got caught in the net and Mr. McGregor is after him. A sparrow is a small bird. Imagine the sparrow rushing to Peter and encouraging him to keep trying to get free and run! I'll pause as you take a few seconds to think back to our text and jot a note to remind you what helped Peter get loose from the net. [Pause.] Once again, you did it! You said the sparrow encouraged Peter to try harder to get loose and not give up!

Going back to reread, I want to make sure I understand all words. I'll read a sentence again. Listen for the word "sobs" and using other words and phrases as clues, tell me what sobs means. It was a blue jacket with brass buttons, quite new. Peter gave himself up for lost and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

I notice the phrase "shed big tears." I know I'm crying when I have tears running down my face. Also, the author tells me the sparrow heard Peter sobbing. So, I know Peter is making a noise as he is crying. When I put the clues together, that reminds me that sobs or sobbing is when someone is crying very hard. I'll make a note of that definition. Please write a sentence on your note-catcher using the word sobs or sobbing. [Pause.] You did it! Excellent sentence. You made me proud! I heard you say, "This naughty bunny was lost and frightened, so he began to sob so loudly the birds heard him!

There is another word that makes me pause and check my understanding. Listen for the word sieve. Mr. McGregor came up with a sieve, which he intended to pop Peter on the head. The author doesn't give us clues in his sentence other than it's a tool Mr. McGregor had in his garden. This is a tool that separates two materials. You would call this tool a strainer. After this lesson, ask an adult in your house if you have a sieve. Remember, some people call it a strainer. Maybe you could even separate two items with the strainer today.

Now let's see what else Peter is up to!

[Show Slide 17.] Peter rushed into the toolshed and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it. Mr. McGregor was quite sure that Peter was somewhere in the toolshed, perhaps hidden underneath a flower- pot. He began to turn them over carefully, looking under each. Presently Peter sneezed— “Kertyschoo!” Mr. McGregor was after him in no time,

[Show Slide 18.] and tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work. Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also, he was very damp with sitting in that can. After a time, he began to wander about, going lippity—lippity—not very fast, and looking all around.

As I think back through the paragraph I just read, many things happened. I’m going to take a moment to put my thoughts together. Before I do that, I go back to the phrase, “upsetting three plants.” Now I know Peter didn’t make the plants mad, so I need to try another meaning of the word “upset”. Another definition of “upset” is to turn over. Now this definition makes sense. I can say, Mr. McGregor tried to put his foot upon Peter, who jumped out of a window, knocking over three plants. Yes, this makes sense.

Please add notes from this part of the text to your note-catcher to help summarize this paragraph. Many things happened in this paragraph. [Pause.] Thank you for adding notes! You probably wrote that Mr. McGregor got tired of chasing and looking for Peter in the toolshed, a small place near a garden to hold tools. The tired gardener went back to work. Peter was damp, slightly wet, and shaking with fright. Good job summarizing.

Moving back to our text...

[Show Slide 19.] He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath. An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

One of the parts of this story I enjoyed was how the animals interacted with each other. Think about asking a mouse for directions!

[Show Slide 20.] Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he has heard about cats from his cousin, little Benjamin Bunny.

Let's stop here and think back on the last paragraph. I'm thinking back in the story to the sparrows helping Peter, and Peter asking the mouse for help. Yet, this animal is different. The text said Peter thought it best to go away without speaking to her. He recalled a story from his cousin, Benjamin Bunny. This makes me think the story had an unhappy ending like Peter's father. Using your background knowledge and the text, why didn't Peter ask the cat for help? [Pause.] Bingo! Cats like to chase bunnies and maybe do more damage. Good thing Peter kept going.

[Show Slide 21.] He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe—scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

[Show Slide 22.] Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some blackcurrant bushes. Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate and was safe at last in the wood outside the garden.

Did you feel relieved Peter escaped? Whew! I did! Why do you think Mr. McGregor saw Peter and didn't chase him? Jot down a note for yourself. [Pause.] That's what I was thinking. I think Mr. McGregor was tired of chasing Peter and maybe he didn't think Peter was large enough to make a good-sized pie.

<p>[Show Slide 23.] Mr. McGregor hung up the little jacket and the shoes for a scarecrow to frighten the blackbirds. Peter never stopped running or looked behind him till he got home to the big fir-tree.</p> <p>[Show Slide 24.] He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. His mother was busy cooking; she wondered what he had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!</p> <p>Fortnight means two weeks.</p> <p>I'm looking for one more clue the author gives that tells me Peter was mischievous. [Pause.]</p> <p>[Show Slide 25.] Cool! You're right! It was the second little jacket and pair of shoes that Peter had lost in two weeks. As a mom, I think my child losing two jackets and two pairs of shoes in two weeks would be a problem! Let's add this action to our note-catcher that tells us of Peter's mischievous actions. [Pause.]</p> <p>Our poor Peter Rabbit. After his troubles, I'll finish our story.</p> <p>[Show Slide 26.] I am sorry to say that Peter was not very well during the evening. His mother put him to bed and made some chamomile tea; and she gave a dose of it to Peter! "One table-spoonful to be taken at bedtime." But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.</p> <p>Hmmm, his brothers and sisters got a treat for dinner. It makes me think Peter might have caused his own early bedtime without a tasty snack!</p>	
<p><u>Guided Practice</u> (8 min)</p> <p>[Show Slide 27.] Now I will ask you to work a little more independently. Throughout today's lesson, you wrote notes from the text to answer this question: "What clues does the author give the reader to show Peter was a mischievous rabbit?"</p> <p>The author has given four clues. You made excellent notes to help you answer this text-specific question: "What does the author want me to know about Peter?" Use as many of our vocabulary words as possible. (Mischievous, mischievous, sobs, sieve.) [Longer pause.]</p>	<p>Students will engage with new vocabulary words.</p> <p>Students will synthesize their notes to answer the question, "What does the author want me to know about Peter?"</p>

<p>Were you a good detective by using your clues to figure out more about Peter’s character? [Pause.] You might start by answering what the author wants you to know about Peter.</p> <p>You probably wrote something like: Peter Rabbit was a mischievous bunny. First the author told me Peter did what he was told NOT to do as soon as his mother left. This tells me Peter behaved badly by not listening to his mother. And when I heard Peter ate vegetables that were not his, I knew being a thief also tells me Peter was naughty. Taking food that was his was not the right thing to do. On top of his stealing food from the garden, where he wasn’t supposed to be, he lost his second pair of shoes and NEW jacket. The author told us that Peter had lost his shoes and jacket recently too! I think the author told me Peter was mischievous by telling me Peter had the same behavior and didn’t learn his lesson the first time. Peter sure was full of mischief.</p> <p>Thank you for telling me about Peter!</p>	
<p><u>Independent Work</u> (10 min) Now I've reread the text and understand the words. You have made notes on vocabulary words, major events in the story, and clues to Peter’s character. Now you will use those notes to write a summary of <i>The Tale of Peter Rabbit</i>.</p> <p>Take out your last sheet of paper and a pencil. [Pause.] Write this at the top of the page: Summary of <i>The Tale of Peter Rabbit</i>. In your summary, be sure to include key details and your vocabulary words. (mischief, mischievous, sobs, sieve)</p>	<p>Students will use their reading annotations to synthesize their thoughts and check for understanding.</p>
<p><u>Closing</u> (1 min) I enjoyed working learning about mischievous Peter and looking for character traits with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p>	