



Close reading plan

Peter's Chair by Ezra Jack Keats

Mary Strout, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Peter's Chair by Ezra Jack Keats		Where to Access Text Public Library Video Read Aloud: https://www.youtube.com/watch?v=ZuZhS_uSixs Text only: http://www.soundcityreading.com/rsstories4-5.pdf
Text Description			
<p><i>Peter's Chair</i> is a story about a boy adjusting to changes in his family life with the addition of a new baby. Peter struggles to share his parents' attention with his new sibling as the family makes this transition. He doesn't feel noticed or heard. Peter displays strong reactions as his parents transform his infant belongings by painting them a new color to be used and given to his new sister. Peter takes his space to reflect on his reactions as he acknowledges his own "growing-up" when he "runs away." During his private moments of reflection with carefully chosen objects that he treasures, he learns to let go and constructively move forward at this milestone in his life. His parents show him warmth and understanding as he changes his attitude towards acceptance and pride in his new role as a big brother.</p>			
Quantitative			
Lexile and Grade Level	390 L DRA: 18-20 Guided Reading: J		Text Length 40 pages
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
The central idea of the text is about the changes in family role and dynamics as families grow and change. It is about constructively reflecting on memories during different life stages and making positive actions forwards. During periods of personal growth, people come to points of acceptance and lean in to their family relationships to in order to "grow up."		Clues in illustrations help to support Peter's feelings and development. The story line is a linear time-line.	
Prior Knowledge Demands		Language Features	
<ul style="list-style-type: none"> • Discussion of changes in family will be helpful to understanding • Knowledge of searching for details in illustrations to make inferences • Knowledge of "feelings words" such as jealousy, anger, acceptance, sadness, happiness 		<ul style="list-style-type: none"> • This story is realistic fiction • Different words for "said" • Words that end with -ed • Dialogue 	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)</i>		<i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • Stretched • Fussing • Cradle • Whispered 		<ul style="list-style-type: none"> • Shouted • Arranged • Rascal • Curtain 	
		<ul style="list-style-type: none"> • N/A 	

- Muttered



Potential Reader/Task Challenges

- Making inferences about Peter's changing feelings and relationships within his family based on images and text.
- Making inferences about the importance of Peter's objects to the meaning of the story.
- Adjectives are describing words that describe such as color, shape, size, or number words.
- Identifying parts of the story- beginning, middle, end

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1- How would you describe Peter’s chair on the front cover of the story? (right-there).	1.RL.7	#5
TDQ #2- What are the events that show that Peter is having a hard time with having a new baby sister? (key details)	1.RL.3	#8
TDQ #3- What objects did Peter bring with him when he ran away and why are they important? (right there)	1.RL.1	#11
TDQ #4- What is the important story event when the main character realized he was growing up? (key details)	1.RL.7	#15
TDQ #5- How does the way the chair looks in the end tell what the author is trying to teach? (major take-away)	1.RL.2	#18
Target Standards		
<ul style="list-style-type: none"> • 1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.3: Describe characters, settings, and major events in a story, using key details. • 1.RL.1: Ask and answer questions about key details in a text. • 1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events. • 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. 		

Question 1

Question #1	TDQ #1- How would you describe Peter’s chair on the front cover of the story? (right-there).	
Standard(s) covered:	1.RL.7- Use illustrations and details in a story to describe its characters, setting, or events.	
	Example response that meets standard	Look-fors
	<p>Example 1: Peter’s chair on the cover of the book was blue and small with a square orange seat for him to sit on. It has four round posts and four legs.</p> <p>Example 2: On the cover of the book, Peter’s chair was tiny and blue. The chair is smaller than Peter.</p>	<ul style="list-style-type: none"> • Able to locate the cover of the book and identify the chair • Accurately answers the question including two adjectives • Understands that key details can be found within the text’s illustrations • Able to locate the main character
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to accurately answer a question by locating and describing important story objects within illustrations.	
Prior knowledge to review	<p>Key details- small parts of the text that relate to the main topic</p> <p>Cover- The face of the book, often where the title and author are displayed. Many picture books have a carefully selected illustration. Many times, this illustration can help readers make predictions when previewing the story before reading.</p> <p>Adjectives- Words that describe based on size, shape, color, or number</p>	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Locate the part of the text that contains key objects stated in the question.</p>	<ul style="list-style-type: none"> • When I said the question out loud, I noticed some really important words in the question. • I said “Peter’s chair” and “cover”. Wow, that means I should start by looking on the front cover of my book. • I know that the cover of the book is the outside of the book that holds the book together. • The front cover is the cover at the beginning of the book. I’m going to look for it now. (fake look on the back) • Is this the front cover? No, this is the back cover of the book. I get to this part when the book ends. I need to flip my book around. • Now that I’m on the front cover, I’m thinking back to my question. • The question says I need to describe Peter’s chair. A chair is an object that a person sit’s on. Look! I found Peter’s chair!
<p>2) Ask yourself, “What words can I use to describe something?”</p>	<ul style="list-style-type: none"> • Now I’m ready to describe what the chair looks like. • What kind of words do I need to think of when I describe objects? • I know... I need to think of words that are adjectives. • Words that are adjectives tell about the size, shape, color, or number of something.
<p>3) Jot down your answer using describing words.</p>	<ul style="list-style-type: none"> • I will look at the chair first to notice color words. I notice the chair is painted <i>blue</i>. It has an <i>orange seat</i>. • I’m going to write these words in my close reading note-taking journal! • I wonder if there are other adjectives I could use to describe the chair. I’m going to think of shape words now. The top posts of the chair have <i>circle</i> balls on each post. I notice the seat is <i>square</i>. • Next, I’m going to look for size words. I could describe the chair as being <i>small</i>. What are some other words that mean the same as small? I could write <i>tiny, little, baby size</i>. Hmm... that looks like a chair that I had when I was a little toddler. I could call it a toddler chair or a baby chair. • I’m going to write down some of these words I’m using to describe the chair from looking at the picture on the cover carefully! • Now, I’m going to think about number words. The chair has <i>two</i> top posts and <i>four</i> legs. There is only <i>one</i> chair.

Extension and practice

Can use and model with a graphic organizer to help organize responses and note-taking:

Color	Shape	Size	Number
blue orange seat	Circle balls (posts) Square (seat)	Tiny Little Baby size	Two (top posts) Four (legs) One (chair)

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

Objective: In this lesson you will learn to accurately answer a question by locating and describing important story objects within illustrations.

1. Step 1- Locate the part of the text that contains key objects stated in the question.
2. Step 2- Ask yourself, "What words can I use to describe something?"
3. Step 3- Jot down your answer using describing words.

Question 2

Question #2	TDQ #2- What are the events that show Peter is having a hard time with having a new baby sister? (Key details)	
Standard(s) covered:	1.RL.3: Describe characters, settings, and major events in a story, using key details.	
Example response that meets standard		Look-fors
<p>Example 1: Peter gets in trouble when he was playing with his blocks because he has to be quiet for the new baby to sleep.</p> <p>Example 2: Peter looks sad when he notices that his mom is paying more attention to the baby in the cradle. Peter’s mom had painted his crib pink and gave it to the baby, so he doesn’t talk to her.</p> <p>Example 2: Peter notices that his dad is painting his high chair pink and talks softly so his dad can’t hear him. He does not join his dad.</p> <p>Example 3: When Peter sees his crib painted pink, he grabs his old chair from the corner of the room and takes it to his room before his family can paint it pink.</p> <p>Example 4: Peter felt left out so he makes a plan with his dog to run away.</p>		<ul style="list-style-type: none"> • Able to integrate knowledge between pictures and words to form understandings of character feelings and story events • Able to make inferences about feelings based on key details • Able to tell at least one story event that shows a strong character feeling • Note how much prompting and support is being provided as the key difference between RL.K.3 and RL.1.3
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson, you will learn how to describe story events by identifying character feelings.	
Prior knowledge to review	<p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.</p> <p>Story events: Something important that happens in a story at a particular time and in a particular place.</p>	

Steps to achieve objective	Think aloud for direct instruction
<p>1) Locate the part of the text that contains words or images stated in the question.</p>	<ul style="list-style-type: none"> • This question says that I'm supposed to be looking in pictures and the words to find story events that tell that Peter is having a hard time welcoming the new baby. • I know that a story event is something that happens in a story at a certain time or place. • The question also says that Peter is having a hard time with the new baby. • When I have a hard time with something I might feel sad, angry, lonely, scared, or unhappy. • I think I should start by looking for times in the book when Peter is feeling one of those ways. • I should also look for times where Peter is meeting the new baby because these events should tell something about how Peter is doing with having a new baby in the house. <p>Using Example 1:</p> <ul style="list-style-type: none"> • I noticed this page (Page when the tower is crashing down) where Peter looks sad in the picture. I wonder why he is feeling sad.
<p>2) Ask yourself, "How do the words and pictures help me to understand character feelings?"</p>	<p>Using Example 1:</p> <ul style="list-style-type: none"> • I'm going to reread the words and look at the pictures to learn what the text is telling me at this point in the story. • When I read, I learned that Peter's mom was scolding him because he was making too much noise. • The look on his face doesn't seem happy. I think Peter is used to having his mom's attention all to himself. • I don't think he ever had to play quietly before the new baby came. I think he is not used to having to play quietly. • I wonder if his mom used to play with him a lot before the new baby came. I bet he was happy when he could be loud and play with both of his parents. • As I turn the page, I see that Peter is peeking into the baby's room and sees his mom by his baby cradle. • I would feel bad if my mom painted my things and gave them away without telling me first! • I can see in the picture that he doesn't go into the room. He probably feels lonely because he is not with his family. • As I was reading, I also noticed a new word 'fussing.' I think it probably means busy because the mom seems busy with the baby. • I think it is interesting that the author used an "exclamation point" when Peter was thinking. It's almost like he was yelling inside of his own head.
<p>3) Jot down the story events that answer the question.</p>	<p>Using Example 1:</p> <ul style="list-style-type: none"> • I know I need to write down important things that happen in the story that show how Peter is feeling about his new baby sister. • I noticed some details in the words and pictures that show Peter might be feeling sad, lonely, or left out, or mad. • I'm going to write these things that are happening to Peter that show his feelings. *MODEL ANSWERING THE QUESTION

Extension and practice

- The question requires a response that explains at least one story event. Students can go back and repeat this question to locate other examples from the text that answer the same question. Possible responses are listed in the example responses.

What's Next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard

Objective: In this lesson, you will learn how to use key details from illustrations and text to describe major story events relating to character feelings.

1. Step 1: Locate the part of the text that contains words or images stated in the question.
2. Step 2: Ask yourself, "How do the words and pictures help me to understand character feelings?"
3. Step 3: Jot down the story events that answer the question.

Question 3

Question #3	TDQ #3: What objects did Peter bring with him and why are they important?	
Standard(s) covered:	RL.1.1- Ask and answer questions about key details in a text.	
	Example response that meets standard	Look-fors
	<p>Object 1: Peter brings his toy crocodile because it makes him feel happy. He had this toy when he was a baby.</p> <p>Object 2: When Peter ran away he took his blue chair. He wanted to keep the chair for himself and he didn't want his family to paint the chair pink.</p> <p>Object 3: Peter took a photo of himself when he was a baby. This picture reminds him of when he was the only child and when he didn't have to share his things.</p>	<ul style="list-style-type: none"> • Able to locate the three main important objects that Peter takes with him when he runs away. • Able to tell the importance of the selection of each object. • Able to eliminate objects that Peter brings that are not important to story meaning. Some students may notice objects that Peter brings with him that are important needs for running away, but are not important to Peter's growth and development such as: shopping bag with cookies and dog biscuits. • For the object of the toy crocodile, some students may remember that Peter used this toy in the beginning of the story when building his tower. Students may read back to the beginning to locate a 2nd part in the text that contains relevant key details.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to answer a question by locating key details.	
Prior knowledge to review	RL.K.1. With prompting and support, ask and answer questions about key details in a text. Key details- small parts of the text that relate to the main topic	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Locate the part of the text that contains key words stated in the question.</p>	<ul style="list-style-type: none"> • When I read the question closely it seems like there are two parts to it that I need to pay attention to in order to answer the full question. The first part of the question asks me to find the objects that Peter brings with him when he runs away. I should look for the pictures and words in the story having to do with the story event when Peter runs away. • As I'm rereading the story I can see Peter and his dog together and I remember that he was planning to run away at this point in the story. If I peek ahead I see they have already run away so that is too far. • I'm going to read the words closely to check that my memory is correct. • As I read, I can see that Peter is saying, "Let's run away, Willie." These words that Peter are saying to his dog definitely tell me that I am in the correct part of the story!
<p>2) Ask yourself, "What words or illustrations in this section help me answer the questions?"</p>	<ul style="list-style-type: none"> • Now that I've found the part in the story where Peter ran away, I'm going to read to see if there are any clues in the words that help me to know what specific objects he takes. As I'm doing this I'm also going to think ahead to the 2nd piece of the question as well where I'm going to have to explain why they are important. • I'm going to want to read to make sure that I'm choosing important objects. Hmm... as I'm reading, I see words that tell Peter filled a shopping bag with cookies and dog biscuits. Those items would be important things he would need so Peter and his dog won't be hungry, but I don't think they are important to the meaning of the story. I don't think they tell anything about why he ran away. I'll keep reading to find more words... • I see words now that Peter is saying, "We'll take my blue chair, my toy crocodile, and the picture of me when I was a baby." • If I turn the page, I can see pictures to match these words as well. • I found words and illustrations in this part of the story that will help me to answer the question.

3) Record the answer to your question telling the importance of objects from the text.

- The first object Peter says he is going to take is his blue **chair**. This is probably important for a couple reasons. I know that the story is called Peter's Chair, so it must be really important to what the story means.
- This was his baby chair. I know that he didn't like that his family was painting his other things pink. If he brings the chair with him they will not be able to paint it pink. I can tell from the pictures because he is alone with his chair and his family is still inside the house. I will write down my thoughts in a couple sentences to tell why it was important that he brought the chair.
- I read in the story that Peter brought his toy **crocodile**. I know that when I play with my stuffed animals I feel safe. I have special toys and I think Peter probably thinks this is a special toy, too! I will write down some of my thoughts.
- Now, I'm going to flip back to the beginning of the story because I remember that he played with this toy before in the story. I see in the pictures that he used this toy alligator when his was happy building his tower.
- I can see in the details that Peter placed the toy alligator at the top of his tower! This must be his favorite toy! This was before he had to be quiet when the baby came because I can see on the next page that his alligator fell off the tower when his mom told him to be quiet. I'll make sure to include some of these details when I write why this toy was special to Peter.
- The third object that I read that Peter took with him when he ran away is the **picture** of him when he was a baby. I wonder if it makes him think of when he was a baby. He is probably thinking about how life was for him when he was a baby and how he felt. It was different when he was a baby compared to now. I can see in the illustrations that he is standing and looking at all of these objects thinking about the time when he was a baby.

Extension and practice

- Use the following chart to help organize work for this question as a visual support with this lesson:

	Object 1	Object 2	Object 3
Name of the object			
Picture of the object			
Importance of the object			

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

Objective: In this lesson you will learn to answer a question by locating key details.

1. Locate the part of the text that contains key words stated in the question.
2. Ask yourself, "What words or illustrations in this section help me answer the question?"
3. Record the answer to your question telling the importance of objects from the text.

Question 4

Question #4	TDQ #4: What is the important event when the main character realized he was growing up? (Key details)	
Standard(s) covered:	1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events.	
	Example response that meets standard	Look-fors
	<p>Peter stood in front of his house and sat in the square blue chair. He realized that he was too big to fit in the chair because he is growing up. This is how he knew he was not a baby anymore and that he is a big boy now.</p>	<ul style="list-style-type: none"> • Able to identify the main character in the story • Able to locate the event in the story which was a pivotal moment for the main character • Able to look back into the text and begin to make connections between previous understandings that are conceptually building up through this point.
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to accurately answer a question by locating and describing an important story event within text and illustrations.	
Prior knowledge to review	<p>Key details- small parts of the text that relate to the main topic</p> <p>Main character- The most important character in the story that the plot revolves around</p>	
Steps to achieve objective	Think aloud for direct instruction	

<p>1) Locate the part of the text that contains key events stated in the question.</p>	<ul style="list-style-type: none"> • To start answering this question, I need to remember that the main character is the most important person in the story. • Peter is definitely whom the story is about, so I will look for a story event that has to do with Peter. • I'm going to look into the story to find a time shows when Peter is growing up. • I'm going to start thinking about different things that happen to people as they grow up. • Maybe once I think of some ideas, I can see if Peter has anything that is the same with my list. • I get to do new things when I grow up like go to new places like a new school and have new teachers. I don't think Peter is going anywhere new in the story like that.... And this story doesn't take place at school...Hmmm... I'll keep thinking of other things that happen to kids as they grow up. • I know that when I grow up I get bigger. My family measures me to see how tall I am growing every year on my birthday! • Another thing that happens to me is that sometimes my family takes me shopping for new clothes because my old clothes don't fit anymore. That is one way to know that I'm getting bigger and growing up, too! • I wonder if there is an event in the story where Peter doesn't fit into something anymore or something that shows he isn't the same size as he was... • I should look for parts of the story where Peter realizes he is changing.
<p>2) Ask yourself, "What words or illustrations in this section help me answer the question?"</p>	<ul style="list-style-type: none"> • I've found one part in the story where Peter ran away and notices that he doesn't fit in the chair anymore. • I can see that in the picture Peter looks big when he sits in the chair like he doesn't fit in it. He looks so big that I think he might break the chair! • I'm going to read the words of the story to see if there are words in this part of the story that help me as well. • I see the words, "But he couldn't fit in the chair. He was too big!" • Those words and picture really show that Peter is noticing he might not need the chair anymore.
<p>3) Record the answer to your question referencing key parts of the text.</p>	<ul style="list-style-type: none"> • Now I need to write down my answer to the question. • I found the main character in the story and noticed some words and pictures that show he is growing up because his size is getting bigger compared to his baby chair. • I'll make sure to include some adjectives like I did before to make sure my sentences share the key details that I see and read about the moment that Peter realized he was growing up.

Extension and practice

- Peter makes this "right-there" realization based on his physical size. As the story continues his change in behavior makes us wonder more about what he is really thinking. Have students right some "dialogue" to put themselves in Peter's shoes and tell what is thinking about in this moment of change.
- Make a web to brainstorm the different ways that someone knows they are growing and changing. Some suggestions for beginning ideas could include based on: appearance, responsibilities, feelings, family. Have students provide specific details and examples from their own lives for each category.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

Objective: (Lesson objective goes here)

1. Locate the part of the text that contains key events stated in the question.
2. Ask yourself, "What words or illustrations in this section help me answer the question?"
3. Record the answer to your question referencing key parts of the text.

Question 5

Question #5	TDQ #5: How does the way the chair looks in the end tell what the author is trying to teach? (major take-away)
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Standard(s) covered:	1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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Example response that meets standard	Look-fors
<p>Example 1: The chair is painted half pink and half blue because Peter realized he didn't fit in the chair anymore. The author was telling about learning to share. Peter learned that he could share things that he didn't need anymore and that is a part of growing up.</p> <p>Example 2: Peter and his dad painted the chair pink now. It was a little blue because it shows how it used to be his baby chair, but it is changing. The author wanted to teach about solving problems together.</p> <p>Example 3: Peter sat in a new big boy chair with his dad. He painted his old chair pink because he cared for his baby sister. The author was trying to teach how to get along with new babies. You've got to give it up and let it out, so you can grow up.</p> <p>Example 4: The chair is pink because Peter decided that he had to share the chair. Peter learned not to be frustrated and that he should give away things that he doesn't need to feel better. The author wanted to teach about accepting new babies.</p>	<ul style="list-style-type: none"> • Able to identify the key detail stated in the question • Able to explain and generalize a lesson that is learned by the main character stated in term's of the author's purpose

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to describe what the author is trying to teach us by noticing key details.
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Prior knowledge to review	<ul style="list-style-type: none"> • K.R.L.2: With prompting and support, retell familiar stories, including key details. • Note following year's expectation: R.L.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • This grade level standard has the addition of the central message or lesson without moral. It continues to focus on stories. • Important to review: Central Message or Lesson- The "big-idea" or "major takeaway" from a text • "What was the author trying to teach you about life through this story?"
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Steps to achieve objective	Think aloud for direct instruction
<p>1) Locate the part of the text that contains key words stated in the question.</p>	<ul style="list-style-type: none"> • The question says that I'm going to have to explain the author's message by using an important key detail as a place to focus. I should start by finding that point in the story. I'm going to have to start by looking into the story to find the chair at the end of the story. There were many different chairs at different points of the story. <p>Demonstrate non-examples when looking for the appropriate key detail in the text:</p> <ul style="list-style-type: none"> • (Point to high-chair in the beginning of the story) Nope, this is the high chair, but I don't think this is chair I'm supposed to describe. This is also at the beginning of the story and I need to look towards the end. • (Point to the Peter's chair in the middle) Hmm... I see Peter's chair here, but I know that I'm in the middle of the story. • I think I should look closer to the back of the book to find the end of the story. <ul style="list-style-type: none"> • Now that I'm in the back of the book or the end of the story I should look for Peter's chair. • Here it is! I see that Peter and his dad are painting the chair pink together at this part of the story.
<p>2) Ask yourself, "What is important about this key detail at this point in the story?"</p>	<ul style="list-style-type: none"> • Now that I've found this important key detail, I'm wondering how this detail is important to the original question... I should go back and reread the question to make sure I'm on the right track... • The question is leading me to think that this is an important detail for understanding the message of the story. I wonder why that is. I'm going to think a little bit deeper about this key detail and maybe describing it will help me to do that. • I'm asking myself, "What does the chair look right now?" and "How is that different from the beginning and middle of the story?" • I'm noticing that both Peter and his dad are painting the chair pink. They are working together on this project. • They haven't finished the project by the end of the story, so you can still see a little bit of blue on the chair legs that they have left to paint. That little bit left reminds me of earlier in the story when the chair was completely blue! • When the chair was totally blue, Peter felt differently than he does now. He was alone and upset and angry about the changes happening in his life. He doesn't feel that way anymore. He is happy now. • I think it is important that the chair is both pink and blue because it shows us before and after!
<p>3) Ask yourself, "What is the author trying to teach us?"</p>	<ul style="list-style-type: none"> • Now that I'm thinking about how Peter has changed and how the chair has changed, I'm wondering about what he has really learned throughout this story through his changes and what they author is trying to teach us. • I'm asking myself, "What was the author trying to teach me about life through the character of Peter?" • I know that in the beginning of the story Peter didn't want to share the chair and outgrew it, but in the end he decided that it was time to pass it along to his sister who needed it more than him. • I know that learning how to share our things is a really important part of growing up. I learn how to share my things at school, too! • This is why I think the author was trying to teach about how learning to share is an important part of growing up.

Extension and practice

- There are several different ways the children can interpret the lessons within the story. Encourage children to look for multiple teaching points from the story and to support these with details from the text.

What's Next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

Objective: In this lesson you will learn how to describe what the author is trying to teach us by noticing key details.

1. Step 1: Locate the part of the text that contains key words stated in the question.
2. Step 2: Ask yourself, "What is important about this key detail at this point in the story?"
3. Step 3: Ask yourself, "What is the author trying to teach us?"