

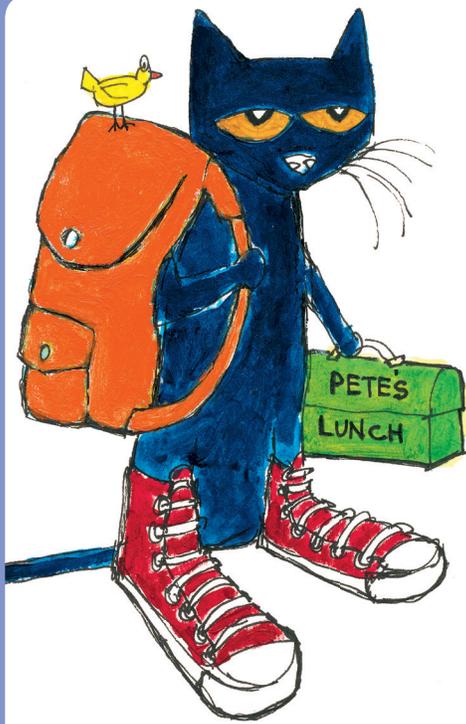
# The World of Pete the Cat

## A Teaching Guide



### Pete the Cat's books are perfect for:

- Fostering positive attitudes
- Discussing problem solving
- Encouraging emerging readers through high-interest stories and strong picture support
- Inferring, retelling, and focusing on key details
- Making your classroom just a little more groovy!



## A Note to Teachers

Pete the Cat and his friends live in an imperfect world, but Pete “looks for the good in every day.” Despite having dirty shoes and losing buttons, Pete knows that things are “all good.” This calm, cool cat takes life’s difficulties in stride and shows very young readers that it’s okay when things don’t go your way.

Pete the Cat’s picture books are a wonderful springboard for discussions about feelings, friendship, solving problems, and maintaining a positive attitude. Pete the Cat’s I Can Read! books are ideal for emerging readers because they are high-interest stories with straightforward text and strong picture support. They are suitable for guided reading groups in which students can retell, infer, and focus on key details in the text, in accordance with the Common Core State Standards. Students will also be able to describe the relationship between the illustrations and the story and compare and contrast Pete’s experiences in his various stories.

The unflappable Pete will spark valuable discussions about overcoming challenges and enjoying life every day in every way.

## About the Authors and Illustrator

In 2004, **Kimberly & James Dean** sat down at their kitchen table to work on a children’s book together. Their dream finally became a reality with the release of *Pete the Cat and His Magic Sunglasses*. Both left corporate jobs in the late nineties (James was an electrical engineer; Kimberly worked in the press office of the governor of Georgia) to pursue their passion for art, and they have experienced a life made up of strange and wonderful coincidences ever since. Pete the Cat has brought magic into their lives. They work in side-by-side studios in Savannah, sharing their home with five cats and Emma the pug.

**Eric Litwin** is a guitar-strumming, song-singing, banjo-picking, tale-telling, song-writing, national-award-winning, music-producing, fun, folksy type of guy. He loves to blend song and story together and is inspired by the depth and simplicity of folk songs and folktales. Eric is a popular performer, delighting thousands of children and families every year. He has recorded two award-winning children’s music CDs.

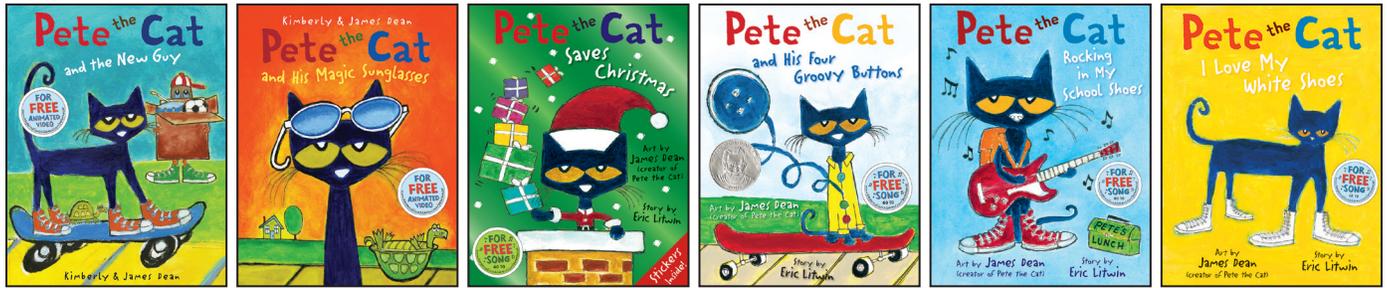


## Invite Pete the Cat into your classroom!

- **Sing with Pete.** The website [www.harpercollinschildrens.com/petethecat](http://www.harpercollinschildrens.com/petethecat) has music and videos that can enhance the students’ enjoyment of Pete the Cat’s stories and can help stimulate class conversation. After reading the books to the students, visit the website to share music and animation with the class. *CCSS: RL.PK.11, RL.K.11, RL.1.11; SL.PK.2, SL.K.2, SL.1.2*
- **Act with Pete.** All of Pete the Cat’s stories are perfect for puppetry. Have students design their own Pete the Cat puppet (using a paper bag, gluing a cutout to a craft stick, or decorating an old sock). Then they can recount Pete’s stories using their puppets. *CCSS: RL.PK.2, RL.K.2, RL.1.2; W.PK.11, W.K.11, W.1.11*
- **Write with Pete.** After students have enjoyed many of Pete the Cat’s stories, ask them to create their own adventure for Pete (e.g. *Pete the Cat Goes to the Zoo* or *Pete the Cat Has a Birthday*). Younger students can dictate and/or illustrate their idea. Older students can write and illustrate their idea. Have students share their Pete the Cat stories with a partner or another class. *CCSS: W.PK.3, W.PK.11, W.K.3, W.K.11, W.1.3, W.1.11*



# Pete the Cat Picture Books



## Writing and Discussion Prompts

- As you read *Pete the Cat and the New Guy*, ask students if they notice any patterns. (For example: the words rhyme, the story progresses through the days of the week, Gus has difficulty each time he tries to do something new.) What does Pete keep telling Gus? Is it true?
- Read *Pete the Cat and His Magic Sunglasses*. Discuss why the sunglasses are magic. At the end of the story, did Pete and his friends need the sunglasses to be happy? Why or why not? What did they learn?
- In *Pete the Cat Saves Christmas*, why can't Santa deliver the toys? Where is Pete when he gets the call from Santa? Does Pete travel on Christmas Eve the same way Santa does?
- In *Pete the Cat Saves Christmas*, what does Pete mean when he says, "And although I am small, at Christmas we give, so I'll give it my all"?
- Pause as you read *Pete the Cat and His Four Groovy Buttons* so students can say how many buttons are left each time Pete loses one. You can model this with manipulatives or pictures as you read.
- In *Pete the Cat and His Four Groovy Buttons*, pause to ask students what they think Pete saw when he looked down at his buttonless shirt. Why is this a fitting and funny ending?
- Pause as you read *Rocking in My School Shoes* to discuss Pete's reaction to the different locations in his school. What does he think of the library and why? How does Pete feel about the lunchroom? Why? What does Pete do on the playground?
- After reading *Rocking in My School Shoes*, ask students to describe the library, lunchroom, and playground at their own school. What do they like and dislike about each place?
- As you read *I Love My White Shoes*, pause to ask students what keeps happening to Pete's shoes. Why?
- After you read *I Love My White Shoes*, ask students if Pete was upset about his shoes. Why or why not? Reread the last two pages of the story and ask students to explain the moral of the story.

CCSS: RL.PK.1, RL.PK.2, RL.PK.3, RL.PK.7, RL.PK.10, RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.10, RL.K.11, RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RL.1.11; SL.PK.1, SL.PK.4, SL.PK.5, SL.PK.6, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.4, SL.1.5, SL.1.6



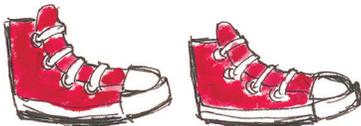


# Pete the Cat Picture Books

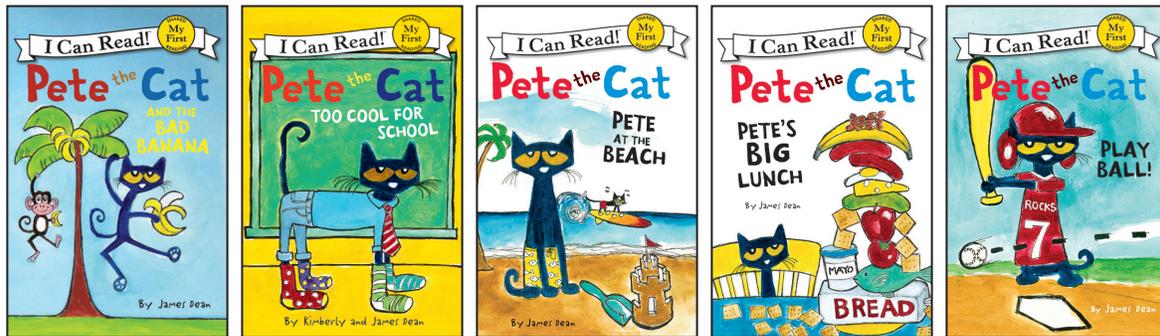


## Classroom Activities

- 1. Ask the Expert.** In *Pete the Cat and the New Guy*, Gus realizes that everyone can do something. Ask the students what skills they have, and discuss how everyone has a special ability or talent. Students might say they are great at reading, drawing animals, building with Legos, tying shoelaces, or making a sandwich. Have students choose an idea and design an “expert poster” (e.g., “I’m an expert climber” or “I’m an expert at drawing flowers”). Have students write and illustrate their ideas and then display them in the classroom. As an extension, you can have an “Expert Day” during which students can share their particular skills or talents with the class. CCSS: *RL.PK.11, RL.K.11, RL.1.11; W.PK.3, W.PK.11, W.K.3, W.K.11, W.1.11; SL.PK.1, SL.PK.5, SL.PK.6, SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.1.6*
- 2. Book of Joy.** After reading *Pete the Cat and His Magic Sunglasses*, discuss how Pete and his friends learn to “look for the good in every day.” Ask students to share something that makes them feel happy, such as playing with a friend, seeing the sun shining, or having their favorite snack. Have students dictate or write their idea on paper and illustrate it. Compile their pages into a class book and have the students choose an appropriate title for the book. Tell the class that their book will help them remember to look for the good in every day! CCSS: *RL.PK.11, RL.K.11, RL.1.11; W.PK.3, W.PK.11, W.K.3, W.K.11, W.1.11; SL.PK.1, SL.PK.5, SL.PK.6, SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.1.6*
- 3. Random Acts of Kindness.** In *Pete the Cat Saves Christmas*, Pete says Christmas is a time to give to others. Discuss how even the smallest act of kindness can mean so much to someone else. Have the students brainstorm a list of ways they can show kindness (e.g., ask someone to play at recess, help a parent cook dinner, share a snack with a friend). Then have students choose an idea from the list to write about and/or illustrate. Display their work in the classroom. CCSS: *W.PK.3, W.PK.11, W.K.3, W.K.8, W.K.11, W.1.8, W.1.11; SL.PK.1, SL.PK.4, SL.PK.5, SL.PK.6, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.4, SL.1.5, SL.1.6*
- 4. Subtraction Stories.** After reading *Pete the Cat and His Four Groovy Buttons*, have the students tell their own subtraction stories. Younger students can use manipulatives, such as teddy bear counters, to tell a story (e.g., “4 bears were playing. 1 went home. 3 were still playing”). Older students can illustrate their stories, adding words and/or a number sentence to match. Then pair students to share their subtraction stories. Each student should try to solve his/her partner’s subtraction problem. CCSS: *W.PK.11, W.K.11, W.1.11; SL.PK.1, SL.PK.5, SL.PK.6, SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.1.6*
- 5. Map It Out.** After reading *Rocking in My School Shoes*, instruct students to create a map of their own school. First, take a walk through the school, noting the locations of the classroom, library, gym, cafeteria, and playground in relation to one another. Then have students design their maps. Younger students can cut out items to place on a whole-class map, while older students can draw their own individual maps. They can also include a simple map key. CCSS: *W.PK.11, W.K.11, W.1.11*
- 6. Shoe Sort.** After reading *I Love My White Shoes*, have the students stand in a line. Ask them to sort themselves according to shoe color. Record the results and then discuss. Which color was the most common? The least? Then give students a piece of paper and have them design their favorite shoe. Younger students might need to start with an outline of a shoe on their paper. CCSS: *W.PK.11, W.K.11, W.1.11*
- 7. Color Fun.** After reading *I Love My White Shoes*, prepare containers of paint (primary colors red, blue, and yellow). Tell the students you will be mixing two colors, and ask them to predict what new color will form. Mix red and blue (purple), red and yellow (orange), and blue and yellow (green). Then have students create a painting using all 6 colors. They should dictate or write a sentence describing their illustration. CCSS: *W.PK.11, W.K.11, W.1.11; SL.PK.1, SL.PK.5, SL.PK.6, SL.K.1, SL.K.5, SL.K.6, SL.1.1, SL.1.5, SL.1.6*



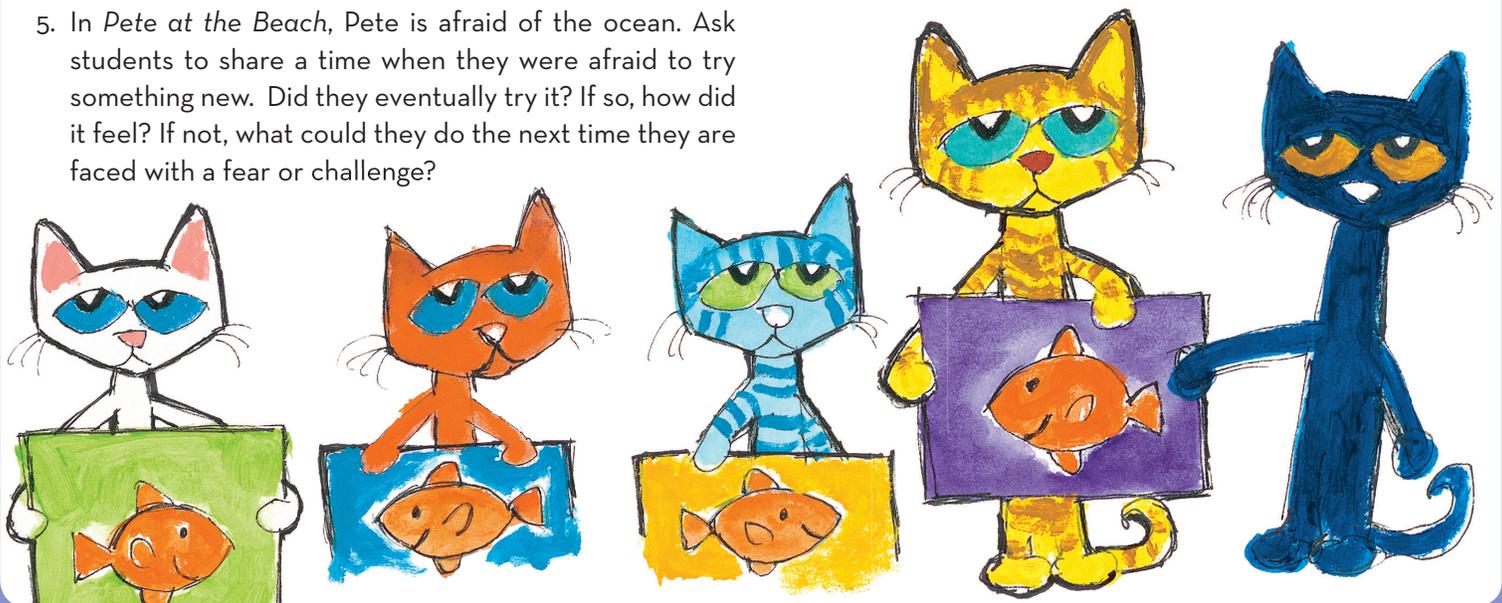
# Pete the Cat I Can Read! Books



## Writing and Discussion Prompts

1. Pause as you read *Pete the Cat and the Bad Banana*. Why won't Pete eat bananas anymore? What does he do instead? At the end of the book, why does Pete change his mind?
2. Pause as you read *Too Cool for School*. Ask students what is happening to Pete's outfit. Why? What should Pete do?
3. After reading *Too Cool for School*, discuss what Pete learned about the best way to dress for school. What does Pete mean when he says, "If you want to be cool, just be you!"?
4. While reading *Pete at the Beach*, ask students why they think Pete is not going into the water. How does Pete change from the beginning of the story to the end?
5. In *Pete at the Beach*, Pete is afraid of the ocean. Ask students to share a time when they were afraid to try something new. Did they eventually try it? If so, how did it feel? If not, what could they do the next time they are faced with a fear or challenge?
6. While reading *Pete's Big Lunch*, pause to ask students what is happening to Pete's sandwich. (It is getting larger.) What problem does this create? (It's too big to eat.) How do the students suggest solving Pete's problem? How did Pete decide to solve his problem?
7. In *Play Ball!*, Pete the Cat faces difficulty during the baseball game. Ask students how they think Pete felt. How would they feel? What does Pete believe is the most important thing about the baseball game? Do the students agree? Why or why not?

CCSS: RL.PK.1, RL.PK.2, RL.PK.3, RL.PK.7, RL.PK.10, RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.10, RL.K.11, RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RL.1.11; SL.PK.1, SL.PK.4, SL.PK.5, SL.PK.6, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.4, SL.1.5, SL.1.6



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# Pete the Cat I Can Read! Books



## Classroom Activities

- 1. Fabulous Foods.** After you read *Pete the Cat and the Bad Banana*, discuss the different foods that Pete eats (banana, lemon, pickle, orange, fish, plum, rice, hot dog, watermelon, nut bread). Ask students if they think Pete makes healthy choices. Introduce students to the Choose My Plate website ([www.choosemyplate.gov](http://www.choosemyplate.gov)) and discuss the different food groups (fruits, vegetables, grains, protein, dairy). Then ask students to decide in which group each of Pete's foods belongs. Ask again if Pete made healthy choices. How do they know? Create a class poster that includes the labeled plate with Pete's foods drawn in the correct spaces. CCSS: *W.PK.11, W.K.11, W.1.11*
- 2. Favorites Fashion Show.** After reading and discussing *Too Cool for School*, ask students to wear a favorite piece of clothing to school. Tell students that they will be sharing why it is their favorite with a partner. Afterward, have them draw a picture of themselves wearing their favorite item. Older students can also write about their picture. CCSS: *W.PK.11, W.K.11, W.1.11; SL.PK.1, SL.PK.4, SL.PK.5, SL.PK.6, SL.K.1, SL.K.4, SL.K.5, SL.K.6, SL.1.1, SL.1.4, SL.1.5, SL.1.6*
- 3. Tutor Time.** In *Pete at the Beach*, Pete's friend Bob teaches him how to surf. Discuss how Bob does this. (Bob shows Pete how to surf instead of just telling him what to do; Bob tells Pete to try it one step at time.) Then ask the students to choose something they would like to teach to another student. Some suggestions might include how to tie a shoe, how to draw a cat, or how to build a tall tower with blocks. Pair up students and let them teach each other new skills! CCSS: *RL.PK.11, RL.K.11, RL.1.11; SL.PK.4, SL.PK.6, SL.K.4, SL.K.6, SL.1.4, SL.1.6*
- 4. Let's Eat!** After reading *Pete's Big Lunch*, ask students to share their favorite sandwich ingredients. List their ideas on a class chart. Have students draw a picture of their favorite sandwich and write or dictate a story about why it is so delicious! Then enlist the students' parents to send into school one item from the class list, and hold a special class luncheon during which each child makes and enjoys his/her own sandwich. Bon appétit! CCSS: *W.PK.11, W.K.11, W.1.11*
- 5. These Are a Few of Our Favorite Foods.** After reading *Pete's Big Lunch*, ask students to share their favorite foods. Select five to six ideas and list them on a class graph. Have students indicate their favorite food listed on the graph. Then ask students questions about the graph, such as "Which food is the most popular?" and "Which is the least popular?" and "How many more students chose pizza than chose spaghetti?" This will encourage lively discussion while students learn graphing skills. CCSS: *W.PK.11, W.K.11, W.1.11*
- 6. Play Ball!** After reading *Play Ball!*, organize a baseball game in the classroom while integrating an academic skill. For example, children can play "Spelling Baseball," in which students advance from base to base by spelling words correctly. "Math Baseball" also works well, with "batters" needing to answer addition and subtraction problems correctly to move along the bases. After the game, discuss how it felt to play. Was winning the most important thing? Or was doing your best, having fun, and learning more important? What would Pete say? CCSS: *SL.PK.4, SL.PK.6, SL.K.4, SL.K.6, SL.1.4, SL.1.6*



Teaching guide prepared by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York. To order, please contact your HarperCollins sales representative, call 1-800-C-HARPER, or fax your order to 1-800-822-4090.

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