

**Book Discussion Guide for Pre-K/Early Childhood:  
A Repeated, Interactive Read Aloud Plan**

Click [here](#) for more details about how to use this book discussion guide.

<b>Text: <i>Peter's Chair</i> by Ezra Jack Keats</b>	
<b>Overarching Purpose:</b> Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.	
<b>1<sup>st</sup> Read Objective:</b> With modeling, prompting, and support, TSW ask and answer questions about the story.	
<b>2<sup>nd</sup> Read Objective:</b> With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.	
<b>3<sup>rd</sup> Read Objective:</b> With prompting and support, TSW orally reconstruct the story.	
<b>Standards Alignment</b>	
<b>TN-ELDS (Tennessee Early Learning Developmental Standards)</b>	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.

<b>Social Emotional Learning Themes</b>	
<p>In this book, Peter struggles with a new baby sister in his family. His parents are passing down many of his belongings, like his cradle and chair, to his sister. Peter is not happy that he has to share these items with his new sister. He feels jealous and becomes angry. Peter tries to run away from home to show his parents how he feels. Upon realizing that he has outgrown his chair and cannot use it anymore, he returns home and offers to help his parents paint his old chair for his new baby sister.</p> <p>Students may identify with this story if they have a younger sibling and have a range of feelings about outgrowing toys and sharing with a new sibling. This story could lead to a discussion that may help students understand growing out of toys, sharing, and accepting a new member of a family. This is a great story to read to help students understand the concept of growing up.</p>	
<b>TN ELDS Social- Emotional Standard(s):</b>	PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associated them with different facial expressions, words, and behaviors PK. SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community. PK.SPC.SCA.1 Show empathy and caring for others.

<b>Vocabulary Instruction</b>		
<b>Word</b> <i>In order of appearance</i>	<b>Child-Friendly Definition</b>	<b>Instructional Strategy</b>
fussing	Moving things around	The teacher will say "Peter's mom was fussing around the cradle, that means she was moving things around the cradle." The teacher will also use a hand/arm gesture to this word.
Cradle	A crib or bed for a baby	The teacher will point to the picture of the cradle in the story and say "This is the cradle. A cradle is a crib or bed for a baby". The teacher could also have a vocabulary card for this word with the word and image on it.
High chair	A special chair for babies to sit in when they eat. The chair is high so that an adult can feed a baby at the height that is comfortable for an adult.	The teacher will point to the picture of the high chair in the story and say "This is the high chair. A high chair is a special chair for babies to sit in when they eat". The teacher could also have a vocabulary card for this word with the word and image on it.
Muttered	Speaking in a low and quiet voice.	The teacher will explain what muttered means and mutter to demonstrate the style of speaking. "Peter muttered, that means he spoke in a low and quiet voice like this. Usually people mutter when they're feeling sad, frustrated, or angry."
Arranged	To arrange something means to put things in a neat order.	The teacher will say "Peter arranged his things, that means he put them in a neat order or in a way that made him happy. See how he arranged his items?" This word will be used throughout the day, especially in clean up time in the classroom.

<b>First Read Aloud</b> <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Share the purpose of your read aloud. Introduce Title. Introduce the Character and the problem using illustrations on the front and back cover. Let's read to find out _____.</p> <p><i>Today we are going to read "Peter's Chair" by Ezra Jack Keats. This story is about a little boy named Peter. Peter just got a new baby sister and things are changing in his house.</i></p> <p><i>Let's read to find out how a new baby makes Peter feel and what he does to show his feelings.</i></p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p> <p><i>Peter's mom is moving things around his sister's cradle. Cradle is another word for crib. It's a special bed for a baby.</i></p> <p><i>Why does Peter need to play quietly?</i></p> <p><i>I'm wondering if Peter is upset that his parents are using his old things for his sister.</i></p>	<p>Return to the purpose statement shared in the intro. Today we read to find out ____.</p> <p>Ask the students your overarching question. Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. Expand on student answers when responding and model correct syntax.</p> <p>Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p> <p><i>"Today we were reading to learn about Peter and how he shares his feelings. How did Peter feel about the new baby? How did Peter show his family how he was feeling?"</i></p> <p style="text-align: center;"><u>Supportive Questioning:</u></p> <p><i>"Why did Peter decide to come back inside?"</i> <i>"Yes, Peter came inside because ____."</i> <i>"What happened when Peter tried to sit in his chair?"</i></p>





<b><u>Integrating this book in other centers:</u></b>	
<b>Library</b>	Have this book available for students to read in the library
<b>Art/STEM/Maker's Space</b>	Have materials and paint available for teacher to prompt students to build and paint their own chair or objects from the story.
<b>Writing</b>	Teacher encourages students to retell an experience that relates to the story through writing and drawing. Questioning prompts could be <i>"Have you ever felt frustrated with your family? Can you think of a time that you were upset about something at home? How did you act?"</i>
<b>Dramatic Play</b>	Students can retell the story through acting in dramatic play. Teacher can encourage students to assume specific roles from the story.
<b>Puppets</b>	Students can retell the story using puppets. Teacher can encourage students to assume specific roles from the story.

<b>Evaluation Alignment</b>	
<b>ECERS-3 (Early Childhood Environmental Rating Scale, 3<sup>rd</sup> Edition) Alignment</b>	<ul style="list-style-type: none"> <li>- Language and Literacy: 12. Helping children expand vocabulary</li> <li>- Language and Literacy: 13 Encouraging children to use language</li> <li>- Language and Literacy: 14. Staff use of books with children</li> </ul>
<b>TEAM (Tennessee Educator Acceleration Model) Alignment:</b>	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
<b>CLASS (Classroom Assessment Scoring System) Alignment:</b>	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

**References:**

- Dickinson, D.K., & Smith, M.W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29, 104–122.
- Horst, Kathleen M., Stewart, Lisa H., & True, Susan. (2019). Joyful Learning with Stories. *YC: Young Children*, 74, 14. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=edb&AN=135026370&site=eds-live&scope=site&custid=s8863735>
- Keats, E. J. (1998). *Peter's chair*. New York: Viking.
- McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*. 60(8), 742-751. Retrieved from <https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>