

Pickin' Peas

Retold by Margaret Read MacDonald

Outcome:

Students will explore the theme of “battle-of-wits” in this nod to *Br'er Rabbit*.

Materials:

Book, *Pickin' Peas*
 Counting Peas Scavenger Hunt Worksheet
 Crayons or markers
 Scissors
 White paper bags
 Lined paper and pencil
 Sentence Match-Up Worksheet
Sister Tricksters Excerpt Worksheet
 Venn Diagram Worksheet
 Coordinating Conjunctions Worksheet

Instructional Plan

Introduction:

- Define the word “wit”: Being mentally bright, having sharp or quick intelligence.
- Read the story and pause when Little Girl or Rabbit is displaying wit.

Read the Story:

- Inform students that they will be reading a story about a little girl and a witty rabbit.
- Have students describe when Little Girl is clever and when Rabbit is clever. Who is the cleverest?
- Recall a story about a time you were clever. How did it feel?

About the Book:

Guided Reading:

L

Lexile Level:

150L

Character Traits:

Resourcefulness

Fairness

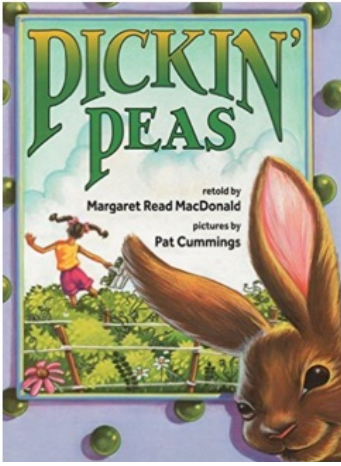
Respect

Region:

USA

ISBN:

978-1-9391-6083-6



Pickin' Peas

Second Grade

Questions for Assessing Students' Comprehension:

- Who are the characters in the story?
- What does Little Girl plant in her garden?
- When does Little Girl plant the peas in her garden?
- Where does Little Girl put her peas when she's picked them?
- What conflict does Little Girl encounter while picking peas?
- What is Little Girl's solution to Rabbit stealing her peas?
- What does Little Girl do with Rabbit after she catches him?
- How does Rabbit escape from Little Girl?

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

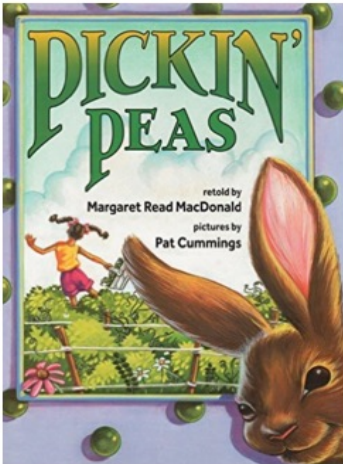
Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.SL.2.2

Describe key details from a text

Questions for interpretation:

- How does Little Girl feel about Rabbit stealing her peas?
- How would you feel if someone stole from you?
- What would your solution be to someone stealing from you?
- Why do you think Rabbit is stealing Little Girl's peas?
- How is Rabbit considered "clever"?
- How is Little Girl considered "clever"?
- Review the last illustration of Little Girl and Rabbit. What is Little Girl's attitude when she sees Rabbit in her garden after he's escaped?
- Why do you think she reacts this way?
- How would you react?
- Who do you think is narrating the story? Why? (**Note:** there is a black crow present in most of the illustrations.)



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Second Grade

Follow Up Activities:

Counting Peas Scavenger Hunt

Materials:

- Counting Peas Scavenger Hunt Worksheet
- Crayons or markers
- Scissors
- White paper bags

Directions:

- Give each student a Counting Peas Scavenger Hunt worksheet, scissors, markers or crayons and a white paper bag.
- Students decorate the white paper bag and color in the peas.
- Cut out the peas.
- Teacher gathers all of the student's peas. Have students wait in the hall or close their eyes as you hide the peas around the classroom.
- Students spend 5-10 minutes searching for the peas and putting them in their "pail," or white paper bag.
- Students return to their seats to count out their peas. After counting, students return peas to their bags. Write down the results on the board to see who has most.
- Teacher plays the role of Rabbit. Have students wait in the hall or close their eyes as you go around and "steal" a random number of peas from each student's "pail."
- Students empty their pails to recount their peas. Determine how many peas were stolen by subtracting the second total number of peas to the first total number of peas.

Act It Out

Directions:

- Divide students into pairs.
- One student will play Little Girl or Little Boy, and one student will be Rabbit.
- Little Girl/Boy acts as if she is planting in his/her garden while Rabbit steals his/her plants.
- Students improvise how they would react to the situation.
- Students come up with a solution that will make Little Girl/Little Boy and Rabbit happy.
- Present to the class.

Common Core

Standards:

CCSS.MATH.CONTE-
NT.2.OA.A.1

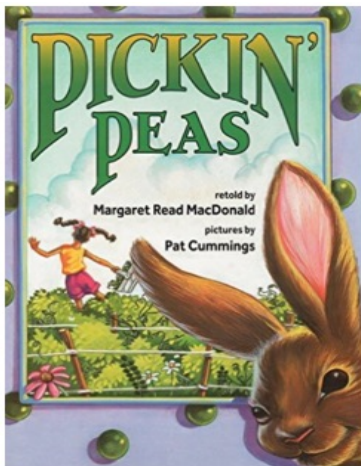
Use addition and
subtraction

CCSS.ELA-
LITERACY.SL.2.1

Participate in
collaborative
conversations

CCSS.ELA-
LITERACY.SL.2.4

Tell a story or recount
an experience with
appropriate facts and
details. Speak audibly.



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Follow Up Activities:

Sing-Along with Dance Moves

Directions:

- Make up dance moves to go along with the lyrics of the story. Write the lyrics on the board.
- Read the final page "About the tale" to get dance move ideas from author, Margaret Read MacDonald.
 - "Pickin' peas. Put 'em in my pail."
 - "Pickin' peas. Land on my knees."
 - "Pickin' peas. Land on my...WOAPP!"
 - "Diggin' up roots. Land on my feet."
 - "Heard my mamma callin' me RIGHT over there."
 - "Gonna eat all I want 'cause you can't catch me!"
- Students can sing along and dance when the lyrics arrive in the story.

Write a Short Story

Directions:

- Write a short story or 3-4 scenes from the point of view of Little Girl or Rabbit.
- As you write, you may also want to make some illustrations of the scenes from the Rabbit's or Little Girl's point of view.
 - Before you begin, think about how you would stage the scene differently?
 - Is there anything else you would add?
 - Are there any surprises you might add to the scenes?
- If you're writing from the point of view of Little Girl, write about how you would react to finding Rabbit in your garden.
 - What would you do after you found Rabbit?
 - What would you say or sing after you found Rabbit?
- If you're writing from the point of view of Rabbit, write about why you're stealing peas from Little Girl.
 - What would you do when you see Little Girl coming?
 - What would you want to say or sing to Little Girl?

Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories; add visual displays

CCSS.ELA-LITERACY.RL.2.4

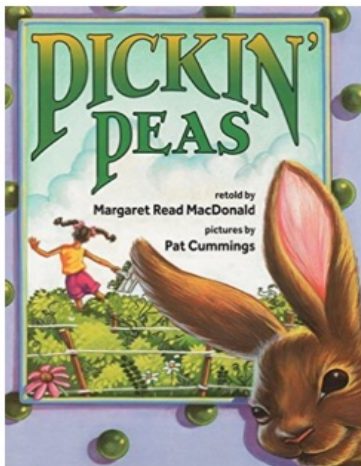
Describe how words and phrases supply rhythm and meaning

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task

CCSS.ELA-LITERACY.W.2.3

Write narratives in sequential order; include details



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Second Grade

Follow Up Activities:

Sentence Match-Up Worksheet

Directions:

- Print out the worksheet for each student.
- Students cut out the phrase strips and the word strips.
- Match each word with a phrase to make complete sentences.

Write a Short Poem

Directions:

- Write a short poem of 4 or 5 lines about Rabbit and Little Girl.
- Illustrate a picture of the poem.
- Present to the class.

Coordinating Conjunction Worksheet

Directions:

- Give each student a Coordinating Conjunction worksheet.
- Explain what a coordinating conjunction is: A word that connects two independent clauses or one dependent clause and an independent clause. These are called **compound sentences**.
- An independent clause: A phrase with a subject and a predicate; an **independent** sentence.
- A dependent clause: A phrase that contains a subject and verb but does not express a complete thought; cannot be a sentence. Dependent clauses **depend** on independent clauses to form a complete sentence.
- If a sentence is formed with 2 independent clauses, a comma and a coordinating conjunction will combine the two clauses.
- If a sentence is formed with 1 independent and 1 dependent clause, only a coordinating conjunction is necessary.
- Coordinating conjunctions: *for, and, nor, but, or, yet, so*
- Remember these conjunctions using the acronym FANBOYS.
- Fill in the blank and combine the clauses on the worksheet with the correct coordinating conjunction.
- Determine whether the clauses before and after the conjunction are independent or dependent. (**Hint:** take note of comma use.)
- Answers: 1) **and**; 2) **for**; 3) **but**; 4) **so**; 5) **nor**; 6) **yet**; 7) **or**

Common Core

Standards:

CCSS.ELA-
LITERACY.L.2.1

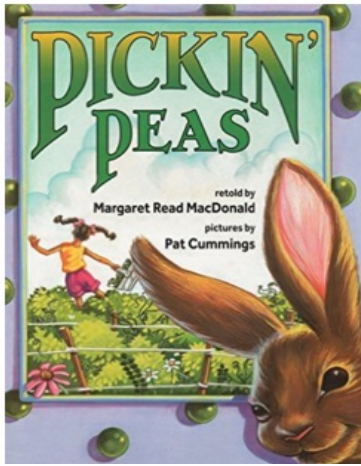
Demonstrate command of the conventions of standard English grammar and usage

CCSS.ELA-
LITERACY.L.2.1.F

Produce, expand, and rearrange complete simple and compound sentences

CCSS.ELA-
LITERACY.L.2.5

Demonstrate understanding of word relationships



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Second Grade

Follow Up Activities:

Compare and Contrast

Materials:

- *Sister Tricksters* Excerpt worksheet
- Optional: *Sister Tricksters* by Robert D. San Souci (ISBN: 978-0-8748-3791-9)

Directions:

- Refer to the *Sister Tricksters* Excerpt worksheet to read a piece of "Mistah Hare, Mistah Mink, and Miz Duck."
- How are Rabbit and Mistah Hare similar?
- How are they different?
- How are Little Girl and Miz Duck similar?
- How are they different?
- How would you describe Rabbit and Mistah Hare?
- How would you describe Little Girl and Miz Duck?
- How are the themes and messages of each story similar and different?

Venn Diagram Worksheet

Materials:

- *Sister Tricksters* Excerpt worksheet
- Venn Diagram worksheet

Directions:

- Using the differences and similarities discussed in the "Compare and Contrast" activity, have students organize character attributes in the Venn Diagram worksheets.
- Give each student two Venn Diagram worksheets.
- On one worksheet, label one of the circles "Rabbit" and the other "Mistah Hare."
- On the second worksheet, label one of the circles "Little Girl" and the other "Miz Duck."
- Students list distinct characteristics of each character in their respective circles.
- If characteristics are similar for 2 characters, list them in the overlapping section of the Venn diagram.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.2.9

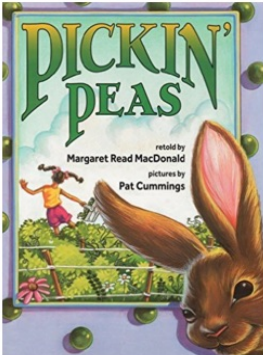
Compare and contrast

CCSS.ELA-
LITERACY.RL.2.3

Describe how characters
respond to events and
challenges

CCSS.ELA-
LITERACY.SL.2.2

Describe key details
from a text



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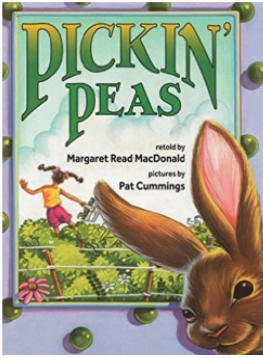
Second Grade

Name _____

Date _____

Counting Peas





Pickin' Peas

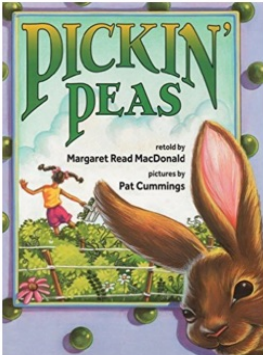
Second Grade

Name _____

Date _____

Sentence Match-Up

Little Girl planted peas in her	box.
Little Girl picks the peas and puts them in her	wit.
After discovering that he is stealing her peas, Little Girl captures	window.
Little Girl takes Rabbit Home in a	garden.
Rabbit escapes Little Girl using his	morning.
Diggin' up roots, land on my	Rabbit.
In order to escape Little Girl's box, Rabbit promises to	pail.
Rabbit jumps out of the	dance.
Unfortunately, Rabbit returns to Little Girls pea garden the next	foots.



Name _____

Date _____

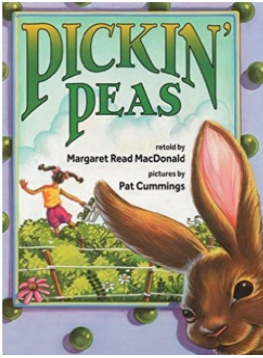
Coordinating Conjunctions

Fill in the blanks with the correct coordinating conjunctions:

For / And / Nor / But / Or / Yet / So

For each sentence, underline the clauses and write above them whether they are **independent** or **dependent**.

1. Little Girl picks peas _____ puts them in her pail.
2. Rabbit steal Little Girl's peas, _____ he was hungry.
3. Little Girl captures Rabbit, _____ he gets away.
4. Little Girl discovers that Rabbit is stealing her peas, _____
she devises a plan to catch him.
5. Little Girl doesn't plant carrots _____ does she plant
tomatoes.
6. Little Girl enjoys planting in her garden _____ struggles to
keep Rabbit away.
7. Little Girl must find a way to stop Rabbit from stealing her peas,
_____ she won't have any peas to harvest.



Sister Tricksters Excerpt

By Robert D. San Souci

ISBN: 978-0-8748-3791-9

From "Mistah Hare, Mistah Mink, and Miz Duck"

One time Mistah Hare met up with Mistah Mink, who folks thought was mighty clever, but Mistah Hare was searching around in his mind to find some way or other to show off and impress Mistah Mink with just how smart *he* was. Hare was never satisfied unless he let people know about his own cleverness. Mistah Hare said, "Mistah Mink, it's a mighty find day. Suppose we sashay around the pond." This was one of Mink's favorite spots. They reached the pond to find a big flock of ducks floating in the water.

Mistah Mink said, "I make my living right out in that pond without any trouble at all. When I want something to eat, I just jump right in and get a duck." Mink showed Hare how he slipped into the water, dove under, and then swam to where the ducks were floating to catch one by the leg. Hare challenged him, "I bet you I can do that same thing the very first time without the practice you've had all your days." Hare waded into the water and onto a log but lost his balance and fell in, scaring the ducks away.

All the commotion had sparked the curiosity of Miz Duck. She listened on as Hare began boasting and Mink began encouraging Hare for a second try. Miz Duck thought to herself, "I think it might just do me good to settle the hash of that low-down, good-for-nothing creature!" You see, Hare had stolen more than one clutch of her eggs in the past.

Hare found a brambly vine known as the devil's shoestring and hid next to the water with it while Mink drove ducks towards his trap. However, strong Miz Duck came flying straight for Mistah Hare and his trap. Hare was so excited, thinking he had won the game. He caught Miz Duck's leg in his vine, and she made a show to make Hare think she was struggling. Then, Miz Duck began to fly up and up with Hare barely hanging on to the vine. Hare yelled, "Let me go!" But Miz Duck just ignored him, responding, "I can't hear you!"

When Hare saw that they were over a sycamore tree, he let go and dropped onto the tree, but the tree was hollow. Hare tumbled inside and struck the ground. He was trapped in the tree! Far overhead he heard Miz Duck calling, "Happy landings, you egg-thieving treacherous no-count! I hope you never get out." Hare got so hungry in that tree that he chewed off his own tail, hence the reason why hares have short tails to this day.

At last, Hare heard Mistah Man chopping wood near by. Hare decided the best way to get his attention was to make his voice sound like a fine lady's voice. Hare began to sing, and eventually Mistah Man heard and turned towards the tree. "It appears to me I hear a woman singing inside that tree." Hare begged the man sweetly, "Take your ax and chop a hole in this tree and let me out. I am a woman and a pretty one. If you let me out, I'm gonna give you a great big kiss for being my hero."

The man wasted no time in chopping at the tree to get Hare out. As soon as the hole was big enough, Hare took off right between the man's legs and into the brush, yelling, "You can have a big old kiss if you can catch me!" Hare finally returned home to his family, and he told Miz Hare and his children about how he fooled Mistah Man, and their laughter could be heard clear across the meadow.

Name _____

Date _____

Venn Diagram

