



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
 Draw a Garden Worksheet

About the Book:

Guided Reading:

L

Lexile Level:

150L

Character Traits:

Resourcefulness

Fairness

Respect

Region:

USA

ISBN:

978-1-9391-6083-6

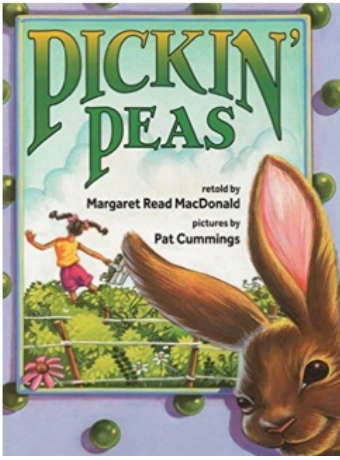
Instructional Plan

Introduction:

- Define the word “wit”: Being mentally bright, having sharp or quick intelligence. Expressive and clever.

Read the Story:

- Tell students they will be reading 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?



Pickin' Peas

Kindergarten

Questions for Assessing Students' Comprehension:

- Who are the characters in this 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?
- Who keeps stealing Little Girl's 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.SL.K.6:
Speak audibly and express thoughts, feelings, and ideas

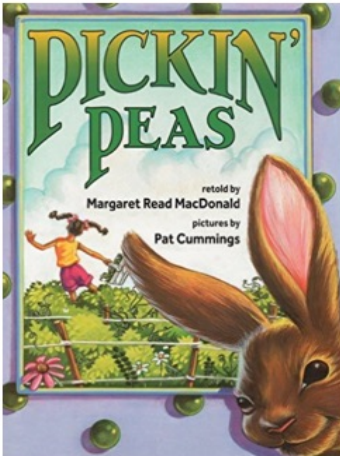
CCSS.ELA-LITERACY.RL.K.1:
Ask & answer question about the text

CCSS.ELA-LITERACY.SL.K.1:
Collaborative conversations

CCSS.ELA-LITERACY.RL.K.3:
Identify characters, settings, and major events

Questions for interpretation:

- How does Little Girl feel about Rabbit stealing her peas?
- 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?



Pickin' Peas

Kindergarten

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 the 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.

Common Core

Standards:

CCSS.MATH.CONT-
ENT.K.OA.A.1

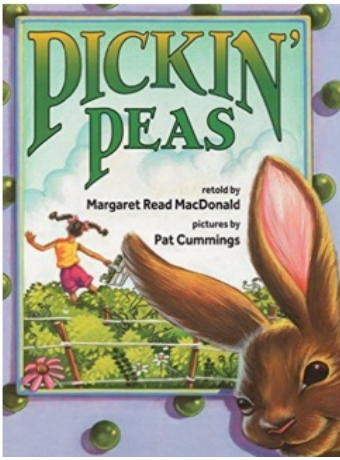
Represent addition and subtraction with objects.

CCSS.MATH.CONT-
ENT.K.OA.A.3

Solve addition and subtraction word problems, and add and subtract using objects.

CCSS.ELA-
LITERACY.SL.K.5

Add visual displays



Pickin' Peas

Kindergarten

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 foots."
 - "Heard my momma 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.

Draw a Garden Worksheet

Directions:

- Give each student a worksheet and crayons or markers.
- In the designated section on the worksheet, students illustrate the garden and show what they would plant.
- Include a brief description about the garden on the provided lines on the worksheet.
 - *What did you plant? Why?*
 - *What will you do with the plants once you've picked them?*

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.ELA-

LITERACY.SL.K.1:

Participate in collaborative conversations.

CCSS.ELA-

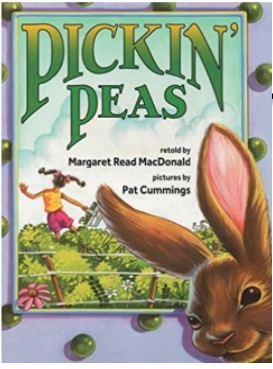
LITERACY.SL.K.5

Add drawings or other visual displays

CCSS.ELA-

LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.



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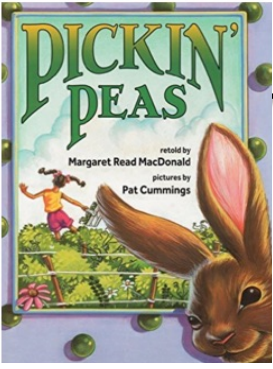
Kindergarten

Name _____

Date _____

Counting Peas





Pickin' Peas

Kindergarten

Name _____

Date _____

Draw a Garden

In the box below, draw yourself with your very own garden. Below the picture, describe your garden in 2 to 3 sentences.
