

# Pete The Cat

## I Love My White Shoes

### Read

The children and adults will engage in an interactive read aloud of *Pete the Cat: I Love My White Shoes* by Eric Litwin & James Dean

Ask children what they notice about the cover of the book. Take a picture walk and ask questions to engage discussion. (Ex. How do you think Pete feels? or Does Pete look happy or sad? What makes you think that? Have you read any other books about Pete?)

As you read the story, encourage children to answer the questions in the story. (Ex. What color did it turn his shoes?) Provide visual models like strawberries, blueberries, etc... as it relates to the story to help engage discussion, if needed. As an option, children could actively take part in the storytelling by acting out each event. (Ex. Place a shower curtain on the floor with “strawberries” or red cotton balls and red foot prints.) Children will step in the strawberries and follow the footprints to help tell the story. Invite children to choral read repeating phrases (Ex. Did Pete cry? Goodness No!) and sing along as the story progresses.

### Think

After Reading the children and their families will think a little deeper about the story and connect to their own schema or experiences.

Next children will retell examples of things that they remember from the story that Pete stepped in, going in order of the story. (Strawberries, Blueberries, Mud, and Water). As they retell each item, use a white q-tip or other white item to stick in the strawberries, blueberries, mud, and water to experience what it looked like for Pete to step in those

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#### EDUCATORS WILL

model reading a story, asking questions, and guide discovery process by modeling wonderings and making observations.

2

#### CHILDREN WILL

choral read and retell the story. Then explore how vibration creates sound and how length changes pitch.

3

#### FAMILIES WILL

engage in an interactive read aloud and then test a wondering question together as they create their string instrument.

#### Materials

*Pete The Cat: I Love My White Shoes* by Eric Litwin and James Dean

Colored cotton balls or artificial items to retell the events of the story and a shower curtain with red, blue, brown and “wet” foot prints to serve as a story map the children can walk across.

Strawberries, Blueberries, Mud, Water, and a White Q-tip or Shoe

Banjo, Guitar, Harp or other String Instrument

Rubber Band Instruments (3-4 different sized rubber bands stretched across boxes)

Various Sizes of Rubber Bands

Various Sizes of boxes or containers

different items and why his shoes changed colors with each item he stepped in. Invite children to brainstorm what else Pete may have stepped in and share what color it would have turned his shoes. This extension requires them to discuss connecting to their own experiences and without a visual model, and is a bit more abstract. (See speech therapist's questioning guide for more information on how to scaffold this section.)



## Explore (OWLS Workshop)

Extend the literacy lesson into a scientific investigation using music and sound to wonder and explore. (OWLS = Observe, Wonder, Learn, Share)

Choose one of the items that children mentioned above that they might step in. Tell them we are going to sing Pete's "I love my \_\_\_ shoes" song again, but this time, we are going to use some instruments to help us. Let a child or two come up and strum the rubber band instrument while we sing. Repeat this again but ask them to put on their "scientist eyes" and tell you what they notice about the rubber band when we play. Guide them to the observation that the rubber band moves while it is making a sound. Our goal is for children to see that vibration impacts sound. Let them come up and test this theory on a banjo and a guitar. (They can also test it by feeling their lips as they hum.) If children need an additional challenge, show them various sizes of rubber bands wrapped around a box (any box will work), let them make observations about how the sound changes. (A longer rubber band produces a deeper pitch, a shorter rubber band produces a higher pitched sound.) As you show the rubber bands be sure and give children have an opportunity to share with you what they know about words to describe size. Some words they might use to describe the rubber bands are: large, small, medium, huge, tiny, thick, thin, etc...

Show children their OWLS Workshop materials and say, "I wonder how you could use these items to create your own rubber band guitar like Pete's." Let the children share a few ideas or take a closer look at your model to make observations. Encourage the adults to ask a wondering questions with their children as they work together to create an instrument. (I wonder if a small box sounds different than a larger box with the same size rubber bands.) It is also important that children are a part of making the design plan with families. This can be done by encouraging parents to ask their children questions like, "How many different rubber bands will we use?" or "What sizes should we use?" After they've created the instrument let children share what they notice about it and what they wonder now.

### Kentucky Early Childhood Standards:

**English/Language Arts Standard 3:** Demonstrates general skills and strategies of the reading process.

Benchmark 3.6: Tells and retells a story.

**Science Standard 1:** Demonstrates scientific ways of thinking and working with wonder and curiosity.

Benchmark 1.1: Explores features of the environment through manipulation by exploring differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sounds.)

**This OWLS Workshop was developed using strategies found in our Little Learners Video Series.**

**To learn more about how our videos, please visit our website at [www.littlelearnersbigideas.org](http://www.littlelearnersbigideas.org)**