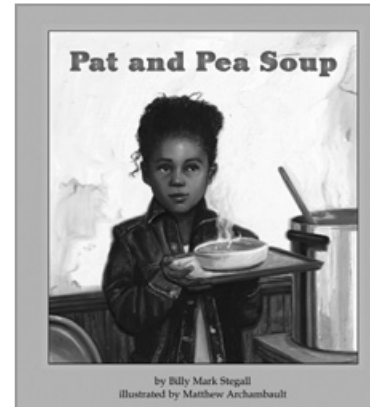


Pat and Pea Soup

Author Billy Mark Stegall
 Illustrator Matthew Archambault
 12 pages ■ 187 words



Pat and Pea Soup

| | | | | | | | | |
|----|-------|---|---|---|--------|---|---|---|
| Em | Early | | | | Fluent | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| | S | | | | G | I | | |

S = Shared G = Guided I = Independent

SYNOPSIS

A young girl learns not to be frightened of people different from herself while volunteering with her father at a homeless shelter.

WHAT THE BOOK OFFERS

- Realistic fiction
- Third person
- Past tense
- Prepositional phrases denoting sequence and time
- Variety of sentence lengths and structures
- Tells thoughts and feelings of the main character
- Story presents the internal attitude of main character rather than action
- Recipe for pea soup on the inside back cover

POSSIBLE SKILLS EMPHASIS

- Using events in the story to predict the main character's change of attitude
- Using text as a means to change the reader's attitude by comparing and identifying with main character's feelings; empathy with main and supporting characters
- Predicting the impact of the events on the main character's attitude based on the illustrations
- Using meaning to problem-solve non-phonetic or multi-syllabic words

INTRODUCING THE BOOK

Cover and title page: *What does Pat look like she's doing with the pea soup? Why do you think Pat is carrying the soup on a tray? Why do you think the soup pot is so large? Where might Pat be? How do you think Pat feels? Why do you think she might be feeling this way? Does the title page make you think any differently?*

| | | | | | | | | | |
|--|----|-------|---|---|---|--------|---|---|--|
| | Em | Early | | | | Fluent | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| | S | | | | G | I | | | |

S = Shared G = Guided I = Independent

Pat and Pea Soup (continued)

FOCUS OF INSTRUCTION

After page 3: *How do you think Pat feels about her father's suggestion? Is there something in the illustration that supports your idea? Read page 5.*

Page 5: *Does the text on page 5 confirm what you thought about how Pat is feeling? Does the illustration match the text? How would you feel if you were in Pat's place?*

Pages 6 through 9: *What do you think about the people Pat is meeting? What do you suppose Pat is thinking?*

Pages 10 and 11: *What do you notice about Pat in the past few pages? What do the illustrations tell us about how she feels about her visit to the shelter? What do you think she is discovering as she talks to the people there? How do you think she feels now? Why do you think that? What in the text or illustrations supports that idea? Read the last page.*

Page 12: *How did you feel about the people at the shelter at the beginning of the story? How did Pat feel? Do you feel differently now? Does Pat?*

FOLLOWING THE READING

How does Pat feel about the homeless shelter now? What has she learned about the people at the shelter, and how has that changed her attitude?

Has something like this ever happened to you? Have you ever felt a particular way about something and then changed your attitude once you learned more about it?

- Discuss how the illustrations rather than the text gave the indication about Pat's changing attitude and how stories can be conveyed in both words and pictures. Discuss how the illustrator would need to know the author's purpose to be able to draw the pictures to communicate the meaning of the story that was not told through the text.
- Discuss an event that possibly changed the students' preconceived idea about something.
- Write a piece about an event in which a preconceived idea of theirs was changed.
- Read the recipe on the inside back cover for making pea soup; discuss other menus for feeding large groups of people.