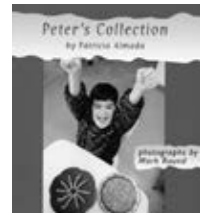


Peter's Collection

by Patricia Almada

photographs by Mark Round



Book Summary

Peter's Collection follows a young boy who searches in various places in and around his house to find a collection of items he needs to take to school.

Features of the Book

- Photographs supporting the text.
- Repetitive text reinforcing vocabulary.
- The use of regular, past-tense verbs – “counted”, “looked”, and “shouted”.
- Counting patterns.
- The use of quotation marks, exclamation points, and ellipses.
- The use of natural language.
- The use of common objects.
- The use of prepositions – “inside”, “outside”, “under”, and “in”.
- The high-frequency words – “looked”, “his”, “them”, “away”, “put”, “not”, “some”, “were”, and “but”.

Purpose

Peter's Collection can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- reading an increasing variety of high-frequency words in context;
- using a variety of punctuation to read expressively;
- using visual cues to monitor that reading is making sense;
- incorporating diagrams and maps to support ideas.

Introducing the text

Discuss with the children what a collection is.

- Do you have a collection of anything at home?
- Where do you keep your collection?
- What kinds of things would be good to collect?

Reading the text

- Reading an increasing variety of high-frequency words in context.
- Using a range of punctuation to read expressively.
- Using visual cues to monitor that reading is making sense.

Page 2 – Discuss the children's understanding of the number “100”.

Pages 3 and 4 – Discuss the collection Peter is counting and where he found it.

Page 5

- How would you read the numbers?

Pages 6 and 7

- How has Peter grouped his rocks?

Page 9 – Look at the rows of marbles.

- How many in each row? How has he done this?

Pages 10 and 11

- How many things does he have? How does he feel?

Pages 12 and 13

- What is he counting now?

Pages 14 and 15 – Look at the picture.

- What is Peter thinking about?
- How do you think he feels?

Page 16

- How would he be saying this?

The children now read the book independently.

Revisiting the text

Find the words in the story that end in “ed”.

Make a list of them. Discuss the way that these words can change and the reasons for it. Add other regular verbs to the word list.

Choose a high-frequency word and count how many times it has been used in the story.

Following Up

- Incorporate diagrams and maps to support ideas.
- ✏ The children could make their own collection of objects and then write captions explaining what they are and how many items they have.
- Complete the blackline master opposite.