

# Family Literacy Guided Lesson

## For My Little Sister Ate One Hare

### NY State Learning Standards

#### Learning

#### Standards for English Language

#### Arts Standard 1:

Students will read, write, listen, and speak for information and understanding. As listeners and readers students will discover relationships, concepts and generalizations.

### About the Book

#### My Little Sister Ate One Hare

Bill Grossman, Author and  
Kevin Hawkes, Illustrator

Little Sister is absolutely unflinching as she eats one creepy creature after another. Not until she is faced with eating 10 peas at the end of this cumulative counting book does she falter. Colorful illustrations of a straw-haired girl with a wide-open mouth accompany descriptions of ants, snakes, bats, and polliwogs consumed by this adventurous eater. The repeating refrain, *We thought she'd throw up then and there. But she didn't*, makes it easy for children to join in the story. While counting is a natural outcome of the story, readers are led to think about nutrition, cooking, and the characteristics of a variety of animals as well. As a bonus, story-enhancing suggestions are printed on the book's inside cover.

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### The Language/Literacy Connection

#### Predictable Books – Cumulative Stories

Repeated refrains – words, phrases, rhymes – that reoccur throughout a story are the feature that distinguishes predictable books from other types of children's literature. In cumulative stories, a type of predictable book, the story line is based on a cumulative sequence. Beginning with just one character or event, the story builds little by little with the addition of new parts. As new parts are added, all previous parts are repeated. The sequence in some cumulative stories, such as the traditional children's story *I Know An Old Lady Who Swallowed a Fly*, is unique. Other stories are based on familiar sequences such as the days of the week or, as in *My Little Sister Ate One Hare*, counting.

Cumulative stories support the attainment of early reading skills by enticing children to predict each subsequent episode in the expanding tale. The repetitive words and phrases are quickly memorized and "read" by children generating in them a comfortable feeling of success. With each new reading, children increase vocabulary, improve sequence skills, and build confidence as readers.

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## Cumulative Songs

### PLS-4 Skills

#### Auditory

#### Comprehension

- 13. Looks at objects or people the caregiver calls attention to
- 16. Understands a specific word or phrase for family members, pets, objects, or social routines

#### Expressive

#### Language

- 15. Participates in a play routine with another person for 1 to 2 minutes
- 19. Extends toy or points to object to show others

### Before the Visit

#### Gather Needed Materials

- ♦ Magazine pictures of a cat, dog, and rooster
- ♦ Stiff cardboard
- ♦ Glue
- ♦ Scissors
- ♦ Clear contact paper
- ♦ Tape
- ♦ Tongue depressors

#### Prepare Lesson Props

- ♦ Familiarize yourself with the *Barnyard Song*.

### The Barnyard Song

Say to the parent: *This traditional song, popular throughout the Appalachia region, begins with one animal and the animal's sound, and adds one more animal with each verse. Two or three animals that are familiar to (child's name) are good choices.*

I had a cat and the cat pleased me.  
I fed my cat under yonder tree.  
And the cat went meow, meow, meow, meow, mee.

I had a dog and the dog pleased me.  
I fed my dog under yonder tree.  
The dog went bowwow, bowwow.  
And the cat went meow, meow meow, meow, mee.

I had a rooster and the rooster pleased me.  
I fed my rooster under yonder tree.  
The rooster went cock a doodle doo.  
The dog went bowwow, bowwow.  
And the cat went meow, meow, meow, meow, mee.

### Stick Puppets

Say to the parent: *For infants, puppets provide visual symbols of a song's vocabulary and a shared attraction for the infant and parent. For toddlers, puppets provide an opportunity to demonstrate their auditory comprehension by selecting each puppet as it is named in the song.*

- ♦ Cut animal pictures out of magazines.
- ♦ Glue the pictures onto stiff cardboard.
- ♦ Cover with clear contact paper to make them safe for mouthing.
- ♦ Cut around the edge and tape onto tongue depressors.

### Other Cumulative Songs

*She'll Be Coming 'Round the Mountain*  
*Old MacDonald Had a Farm*

### During the Visit

- ♦ With the parent and the child sitting together, say to the parent: *The theme and illustrations in this book are rather mature for very young children, but the idea of cumulative stories is not. Many traditional add-a-verse songs are fun for toddlers and infants to hear and sing, and useful for introducing new words.*

# Early Childhood Education-Preschool and School Age Levels

## Story Quilt

### PLS-4 Skills

#### Auditory

#### Comprehension

56. Understands time/sequence concepts

#### Expressive

#### Language

66. Tells a story with an introduction, sequence and conclusion

### Before the Visit

#### Gather Needed Materials

- ♦ File folders
- ♦ Yarn
- ♦ Bobby pin
- ♦ Magazines
- ♦ Glue
- ♦ Hole punch
- ♦ Ruler
- ♦ Scissors

#### Prepare Lesson Props

- ♦ Prepare those parts of the story quilt that may be beyond the child's age or ability level. A school age child may be able to complete all parts of the quilt, but a three-year-old may need the squares cut and holes punched before the visit.

### During the Visit

With the parent and child sitting together, read *My Little Sister Ate One Hare*. Point to the words on the first page. Say: "My little sister ate" and "We thought she'd throw up then and there. But she didn't." are written on almost every page. Each time these words are repeated, join in the story. Pause on each page to encourage the child and parent to recite the refrain and recall the creatures that little sister ate.

### Story Quilt

- ♦ Place the supplies for the story quilt on the workspace. Say: *My Little Sister Ate One Hare* is a cumulative story. Each time little sister ate a different creature, that creature was added to the story and then repeated in the next part of the story. We're going to make up a cumulative story on a story quilt. Follow these directions to make the story quilt.
- ♦ Decide on a character for the story and the kind of food the character will eat. The character can be little sister, big brother, old granddad, yellow dog, etc. The foods can be gross cuisine like worms and lizards, tasty treats like ice cream and cake, or healthy foods like fruits and vegetables.
- ♦ Look through magazines to find seven (7) pictures that fit into the chosen food theme.
- ♦ Cut file folders into 6-inch squares. You need 9 squares.
- ♦ Punch holes at one-inch intervals around each square.
- ♦ Lay the squares on the work surface in three rows of three squares each.
- ♦ Sew the squares together with yarn. A bobby pin makes a good "needle."
- ♦ On the first square write an opening phrase like "Our old cow ate . . ."
- ♦ On the next 7 squares, glue magazine pictures of foods that "our old cow" ate.
- ♦ On the last square, write a refrain to repeat after each part of your story. If your story quilt features really gross stuff, you might use a refrain like *down it went with a gurgle and a slurp and a burp*. If your pictures are of yummy foods like ice cream and candy, your repeating refrain might be something like *yummy, yummy she said as she rubbed her tummy*.
- ♦ Read or tell your story. Begin by saying the words on the first square followed by the name of the food on the next square. If, for example, it is a picture of popcorn, you will say popcorn. Finally, say the repeating refrain printed on the last square. So, the first part of the story would be:  
*Our old cow ate popcorn.*  
*Down it went with a gurgle, and a slurp, and a burp.*
- ♦ For the next part of the story add the next food. If the next picture is of ice cream, add the word ice cream to your story.  
*Our old cow ate popcorn and ice cream.*  
*Down it went with a gurgle, and a slurp, and a burp.*
- ♦ Continue adding foods until all seven (7) foods are included.

# Parenting Education Activity

## Recognizing the Relationship Between Predictable Stories and Math

Predictable books are sometimes called patterned books because the repeated refrain creates a pattern that reoccurs throughout the story. Their repeating nature is like the repeating nature of other patterns that children come across such as the repeated design on their pajamas or a reoccurring design in linoleum. The repeated refrains in predictable books give children a foundation for reading, and the recognition of patterns in the environment give them a foundation for math. Cumulative stories are special predictable stories that increase in systematic ways. They can be compared to growing patterns in math, which are special mathematical patterns that increase in a systematic way.

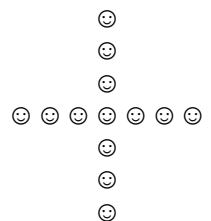
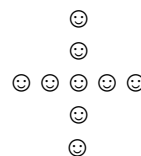
### Analyze the Story

- ♦ **A Recurring Sequence** Read the first few pages of *My Little Sister Ate One Hare*, up to the lines "My little sister ate 3 ants. She ate 2 snakes. She ate 1 hare". Say: *Although you don't know what little sister might eat on the next page of the story, can guess how many she will eat?* (Four) Say: *That's right, four. You've figured out that the story is based on counting.*
- ♦ **The Predictable Refrain** Say: *The last line on each of the first three pages is, "We thought she'd throw up then and there. But she didn't." Can you guess what the last line on the next page will be?* (Pause) *That's right, "We thought she'd throw up then and there. But she didn't." You've figured out the predictable phrase that is repeated throughout the story.*
- ♦ **Cumulative Events** Say: *Look at the first page of the story. Notice that there are only three lines of print and mention of only one animal.*
  - (1) *My little sister ate one hare.*
  - (2) *We thought she'd throw up then and there.*
  - (3) *But she didn't.*

As the story progresses each animal name is repeated and a new animal is added. These additions are the cumulative nature of the story.

### Patterns and Growing Patterns

- ♦ **Patterns** Say: *Look around your home for patterns that your children see everyday. Possible examples include designs on upholstery, curtains, clothing, wallpaper, and floor covering. Say: Patterns are the foundation of math. When you point patterns out to your children you help them develop an understanding of math.*
- ♦ **Growing Patterns** Say: *Look for sets of things that represent growing patterns. These are things that begin small and get larger in a systematic or regular way. Canister sets, nesting toys, and sets of boxes that fit one inside another are examples. Some things in nature have growing patterns as part of their design. Scallop shells, ferns, rose blossoms and a head of cabbage are examples. Give the parent a roll of pennies. Say: You can produce a growing pattern with pennies. Arrange five pennies in the following pattern. Then recreate the pattern and add one penny to each arm of the design. Continue until you run out of pennies. Count the pennies in each arrangement. Notice how each arrangement increases by four? Try another pattern. Begin with one penny surrounded by six pennies and add pennies in a systematic way. Count the pennies in each new recreation of the design. By what number does each new creation grow? When you play games like this with your children you give them a beginning understanding of multiplication.*



# Interactive Literacy Between Parents and Their Children

## Predictable Patterns

Use these activities to help your children recognize, copy, continue and record predictable events and predictable patterns.

### Predictable Nature

Many events in nature follow a predictable pattern. Day follows night on a continuous cycle. Eggs hatch into caterpillars that curl into cocoons and then emerge as butterflies that once again lay eggs. Seeds grow into plants that generate seeds. Rain clouds produce rain that evaporates into the atmosphere to once again fall as rain. And, seasons follow one another in an orderly fashion. Follow the directions below to make three-dimensional pictures to help children recognize and record one predictable cycle, the seasonal changes in trees.

### Materials needed

A tree to observe, 4 paper towel tubes, 4 pieces of stiff cardboard – like the backs of school writing tablets, brown paint, clear contact paper, several small branches – about twice as long as the paper towel tubes, leaves collected through the seasons, playdough, glue, paper, and a pencil.

### Directions:

- ♦ Select a deciduous tree, a tree that sheds its leaves seasonally, that you can observe through the seasons. Maple trees are especially good to observe.
- ♦ Glue the paper towel tubes onto the cardboard. Paint them brown. These are the tree trunks.
- ♦ Put a gob of playdough in the bottom each tube.
- ♦ Collect several small branches and insert them through the tubes and into the playdough. The playdough will help the branches stand erect. These become the tree limbs.
- ♦ Collect leaves from the tree through the seasons. Gather small, light green leaves in spring, larger, dark green leaves in summer and leaves that have changed in color from green to shades of brown, yellow, red and orange in autumn. As deciduous trees usually do not have leaves in winter, you will not collect leaves in this season.
- ♦ Press the leaves between two pieces of clear contact paper. Punch a hole near the base of each leaf. Hang them on the branches.
- ♦ On paper, record information about the tree, leaves and the leaf gathering process. Include things like the date(s) leaves were collected, the weather conditions on those days, the people who helped gather the leaves, what the tree looked like. Glue the information on the back of the three-dimensional pictures.

### A Pasta Necklace that Follows a Pattern

- ♦ Make a pasta necklace that incorporates a pattern. String several kinds of pasta onto a piece of yarn in a particular sequence. Help your child continue the sequence until the necklace reaches the desired length.
- ♦ To add interest, press a picture of something that Little Sister ate between two pieces of clear contact paper. Punch a hole at one end and lace it onto the string.
- ♦ Tie a knot in the string.
- ♦ Give, or mail, the necklace to an older family member or friend and explain the pattern and the picture verbally or in writing.

### Beat the Drums

- ♦ Use a kettle and two wooden spoons, one for you and one for your child, to beat out a rhythmic pattern. Perhaps one – one, two – one – one, two – one – what comes next?
- ♦ Hesitate to give your child a chance to beat out the next part of the pattern – one, two.
- ♦ Use Xs and Os to record the pattern. The above pattern might look like: X O O X O O X O O.
- ♦ Try some more rhythmic patterns.

# Adult Literacy - ABE Level

## Writing and Reading Through Substitution

- Work with the student to read the book *My Little Sister Ate One Hare*, to reproduce the sentences in the book, and to create new sentences based on the structure of sample sentences from the book.

### Lesson Props

- Before the lesson prepare word cards and sentence strips for the opening sentence and the story refrain as presented on the first page of *My Little Sister Ate One Hare*.

(Sentence strip 1) *My little sister ate 1 hare.*

(Sentence strip 2) *We thought she'd throw up then and there.*

(Sentence strip 3) *But she didn't.*

**Word cards:** Cut index cards into 1 by 1½ inch strips. Print each word from the opening sentence and story refrain on the word cards, one word per strip.

Make several blank word cards that can be filled in during the lesson.

**Sentence strips:** Cut file folders into 1" strips. Print each of the three sentences, above, on the sentence strips, one sentence per strip.

### Oral Reading

- With the student sitting next to you, read the story aloud. Read at a normal pace and with appropriate expression. Run your finger under the words as you read.
- Read the story a second time hesitating each time the refrains *My little sister ate* and *we thought she'd throw up then and there. But she didn't*, appear so that the student can read these phrases.
- Place the sentence strips on the workspace. Read each sentence strip pausing after each sentence so that the student can read the sentence.

### Reproduce Sentences

- Give the word cards to the student. Ask him/her to reproduce the sentences on the sentence strips by making a word-by-word match with the word cards.
- Ask the student to use a pencil to copy the sentences onto paper.

### Create New Sentences

- Ask the student to suggest words to replace the story's original words. Write his/her suggestions on the blank word cards.

For example:

- Sister* can be replaced with *father, brother, cousin, son, daughter*, etc.
- Hare* can be replaced with any foods real or imagined.
- Throw up* can be replaced with other behaviors like *dance around, break out in hives, wink an eye*, etc.

- Substitute new words in the sentences. Read the new sentences.
- Ask the student to read the new sentences.
- New sentences may seem silly, so laugh and have fun!

# Adult Literacy - GED Level

## Be an Author

Predictable stories, stories that have a reoccurring pattern, are easy to write. Each story consists of four basic elements: a theme, a sequence, a character or characters, and a reoccurring refrain. Follow the steps below to write your own predictable story.

### Basic Story Elements

♦ **Theme:** Decide on a story theme. Tangible categories like foods, clothing, tools, animals, daily activities, or books are possible theme ideas. Concepts like colors, feelings, or behaviors will also work. Once you have decided on a theme,

list several items included in the category. If, for example, you choose *books* as a theme, your list might include the titles of children's books that you and the family educator have read to your child.

♦ **Sequence:** While not every predictable story is organized around a familiar sequence, a well-known sequence such as the alphabet, days of the week, months or the year, or numbers from one to ten provides a story structure with a plausible beginning, middle and end.

♦ **Character:** Who or what will your story be about? You can write about a family member, a pet, a made-up person, an animal, or even an inanimate object like a machine.

♦ **Reoccurring Refrain:** Use your imagination to create a catchy sentence that can be repeated after each part of the story.

### Putting It Together

♦ Create a chart to organize your ideas. Here is an example.

Character or Characters	Sequence	List of Items	Refrain
Write a sentence that includes the character, such as you and your child, and the sequence and the activity.	Days of the week	Books We Have Read	Catchy sentence that ties the character, sequence and theme together
On (day of week), Bella and I read (book title).	Sunday Monday Tuesday Wednesday Thursday Friday Saturday	<i>Mouse Paint</i> <i>Amelia's Road</i> <i>Baby Faces</i> <i>Cheerios Play Book</i> <i>Chicka, Chicka, ABC</i> <i>Is Your Mama a Llama?</i> <i>Carlos and the Cornfield</i>	It was a great way to start the day!

♦ Based on the ideas in the chart above, the story would be:

*On Sunday, Bella and I read Mouse Paint. It was a great way to start the day!*

*On Monday, Bella and I read Mouse Paint and Amelia's Road. It was a great way to start the day!*

*On Tuesday, Bella and I read Mouse Paint, Amelia's Road, and Baby Faces. It was a great way to start the day!*

*On Wednesday, .....*

♦ Go through the process and write your own story. Be creative! Illustrate your pages. Read your story to your children.

# Adult Literacy - ELL Lesson

## Vegetable Vocabulary

Little Sister was an adventurous eater, but at last she tried a healthy food, peas. Teach words for healthy foods, vegetables.

### Vocabulary

Pea/s (1/2 cup)  
Carrot/s (1)  
Tomato/s (several cherry tomatoes)  
Bean/s (several string beans)  
Pepper (1 green pepper)  
Cauliflower (1 small head)

### Supplies

Vegetables in amounts indicated  
Divided serving plate  
Toothpicks  
Vegetable dip  
Paring knife  
Cutting board  
Pictures of each vegetable glued onto six-inch cardboard squares

### Total Physical Response

- ◆ Place the vegetables and supplies on the workspace. Pick up one pea. Say: *This is a pea. What is this? It is a pea.* Ask again: *What is this?* Motion to the learner to repeat: *It is a pea.* Pour the remaining peas into one section of the serving plate. Say: *These are peas. What are these? These are peas.* Ask again: *What are these?* Motion to the student to repeat: *These are peas.*
- ◆ Use the same procedure to teach vocabulary for tomatoes and beans.
- ◆ Pick up the carrot. Say: *This is a carrot. What is this? It is a carrot.* Ask again: *What is this?* Motion for the learner to repeat: *It is a carrot.* Cut the carrot into long slices. Place the carrot slices into one section of the serving tray. Say: *These are carrots. What are these?* Motion for the learner to repeat: *These are carrots.*
- ◆ Use the same procedure to teach vocabulary for pepper.
- ◆ Pick up the cauliflower. Say: *This is cauliflower. What is this? It is cauliflower.* Ask again: *What is this?* Motion for the learner to repeat: *It is cauliflower.* Divide the cauliflower into florets and place it onto the serving plate. Say: *This is cauliflower. What is this?* Motion for the learner to repeat: *It is cauliflower.*
- ◆ Repeat the process at least three times for each vocabulary word or until mastered.

### Yes/No Questions

- ◆ Place the vegetable dip in the center of the serving plate. With fingers or a toothpick, as appropriate, pick up a vegetable. Ask: *Is this a (name of vegetable)?* Motion for learner to answer: *Yes, it is a (name of vegetable).* Or: *No, it is a (name of vegetable).* Dip the vegetable into the dip and eat it. Motion for the learner to pick up a vegetable and ask: *Is this a (name of vegetable)?* Give a yes or no response as appropriate. Continue to take turns asking yes/no questions with answers and eating the vegetables.

### Vocabulary Reinforcement

- ◆ Place the vegetable pictures in a pile on the workspace. Pick up the first picture. Say: *This is (or these are) (name of pictured vegetable).* Place the picture at the bottom of the pile. Motion for the learner to pick up the top picture and say: *This is (or These are) (name of pictured vegetable).*