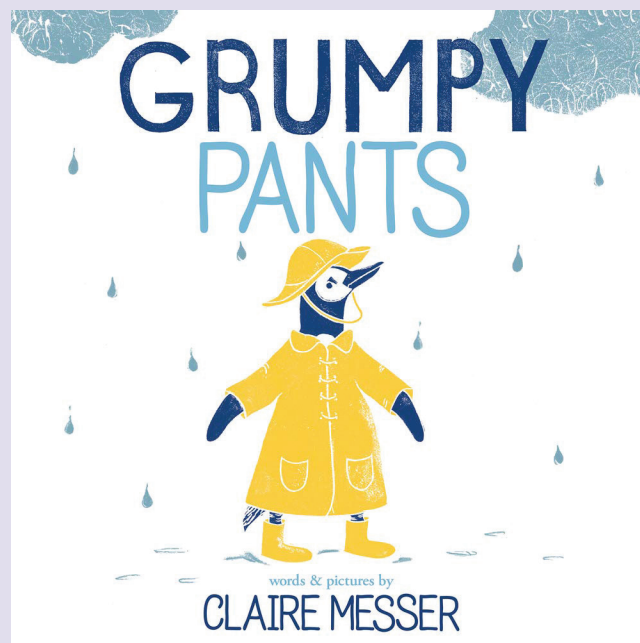


# Repeated Read-Aloud Lesson for *Grumpy Pants*

BY CLAIRE MESSER



Theme: Feelings

## SURFACE LEVEL COMPREHENSION

### VOCABULARY TO INTRODUCE:

**grumpy:** not happy with anything

**penguin:** bird that cannot fly and uses its wings to swim

**stomp:** walk with loud, heavy footsteps.

1

### Introduce Vocabulary

- Remind the children that over the next few weeks they are reading books about feelings.
- Review that the children are learning words they can use to talk about feelings.
- Introduce the vocabulary words for the day:
  - Show the picture card and say the word. Have the children say the word.
  - Provide the definition of the word and have the children repeat the definition.
  - Have the children practice the word by saying the word and its definition.
- Use the same procedure to introduce the remaining two words.



#### Teaching Tip

You might review the vocabulary words at other times of the day.

2

### Introduce *Grumpy Pants*

- Show the cover and tell the children that this is the front cover of *Grumpy Pants*.
- Read the title and the name of the author/illustrator aloud.

- Explain that an *author* is the person who writes a story and an *illustrator* is the person who draws the pictures. Tell the children that Claire Messer is the author and illustrator of this book.

- Ask:

*Q What do you see? What do you think this story will be about?*

- Have one or two volunteers share their thinking with the class.

### Discussion Support

If the children have difficulty answering the question, model using the prompt “I think the story will be about . . .” to answer the question. Then ask the question again and encourage the children to use the same prompt to verbalize their answers to the question.

- Point to the picture on the front cover and explain that the story is about a penguin who feels grumpy, or like nothing is quite right.



### Teaching Tip

Discussion Support notes provide suggestions for supporting children in strive for 5 conversations.

## 3

### Read the Story Aloud

- Read the story aloud slowly and clearly, showing the illustrations and stopping as described below.

**p.11** “But he was still grumpy.”

- Ask:

*Q What has happened so far in this story?*

- Have one or two volunteers share their ideas with the class.

- Reread page 11 and continue reading to page 21.

**p. 21** “SPLASH!”

- Ask:

*Q What do you think will happen next?*

*Why do you think that?*

- Have one or two volunteers share their ideas with the class.

- Reread page 21 and continue reading to the end of the story.



### Teaching Tip

The pages of *Grumpy Pants* are unnumbered. For easy reference, pencil in page numbers beginning with the number 1 on the right-hand title page that includes the author’s name. (Page 2 begins, “Penguin was in a bad mood.”)



### Teaching Tip

Sub-questions are suggestions for extending strive for 5 conversations.

## 4

### Briefly Discuss the Story

- Ask:

*Q What happens in this story?  
What else happens?*

- Have one or two volunteers share their ideas with the class.

- Then ask:

*Q What part of the story do you like the most?  
Why do you like that part?*

- Have one or two volunteers share their ideas with the class.
- As the children share, refer to the story and show the illustrations that correspond with the children's comments.

- Ask:

*Q Who else liked the part when [penguin jumps into the bathtub]?*

## 5

### Wrap Up

- Tell the children that they will listen to this story again and talk about penguin's feelings.

## INVESTIGATING CHARACTERS' FEELINGS

### VOCABULARY TO INTRODUCE:

**splash:** make water spurt into the air

**tomorrow:** the day after today

**favorite:** the one you like best

### 1 Introduce Vocabulary

- Remind the children that *Grumpy Pants* is a book about a penguin's feelings.
- Explain that the children will practice the words they learned earlier and learn new words they can use to talk about feelings.
- Briefly review the vocabulary words introduced on Day 1.
- Introduce the vocabulary words for the day:
  - Show the picture card and say the word. Have the children say the word.
  - Provide the definition of the word and have the children repeat the definition.
  - Have the children practice the word by saying the word and its definition.
- Use the same procedure to introduce the remaining two words.

### 2 Review *Grumpy Pants*

- Show the cover of *Grumpy Pants* and remind the children that they listened to this story earlier.
- Read the title and the name of the author/illustrator aloud. Remind the children that an author is the person who writes a story and an illustrator is the person who draws the pictures. For this book, the author and illustrator are the same person.
- Ask:
  - Q What do you remember about this story?*
    - Have one or two volunteers share their thinking.

### Discussion Support

If the children have difficulty answering the question, model using the prompt “I remember . . .” to answer the question. Then ask the question again and encourage the children to use the same prompt to verbalize their answers to the question.

- Tell the children that today you will reread the story, or read the story again.
- Explain that listening to a story more than once helps them remember the story so they can talk about it with the class.

## 3 Read and Discuss the Story

- Read the story aloud slowly and clearly, stopping as described below.

**p. 13** “Nope. Still grumpy.”

- Ask:

*Q Penguin feels grumpy. How do you think he would like to feel?  
Why do you think that?*

- Have one or two volunteers share their thinking with the class.

- Reread page 13 and continue reading to page 23.

**p. 23** “He hid under the water and made himself a bubble beard.”

- Ask:

*Q How do you think penguin is feeling now?  
What makes you say this?*

- Have one or two volunteers share their thinking with the class.

- Reread page 23 and continue reading to the end of the story.

- Ask:

*Q How do you think penguin is feeling here at the end of the story?  
What makes you say this?*

- Have one or two volunteers share their thinking with the class.

## 4 Reflect on Feelings

- Ask:

*Q Have you ever felt grumpy like penguin? What happened? Think.  
[Tap your head and pause.] Tell your partner about it.*

- After the pairs have an opportunity to talk, have one or two volunteers share their ideas with the class.

## 5 Wrap Up

- Tell the children that they will listen to *Grumpy Pants* again and talk about what happened to solve penguin's problem.

## UNDERSTANDING PROBLEM AND SOLUTION

### VOCABULARY TO INTRODUCE:

**pajamas:** what you wear to sleep in at night

**steaming:** very hot

**asleep:** not awake

### 1 Introduce Vocabulary

- Remind the children that *Grumpy Pants* is a book about a penguin's feelings.
- Explain that the children will practice the words they learned earlier and learn new words they can use to talk about feelings.
- Briefly review the vocabulary words introduced on Days 1 and 2.
- Introduce the vocabulary words for the day:
  - Show the picture card and say the word. Have the children say the word.
  - Provide the definition of the word and have the children repeat the definition.
  - Have the children practice the word by saying the word and its definition.
- Use the same procedure to introduce the remaining two words.



#### Teaching Tip

You might use the song "How Much Do You Know?" to review the vocabulary.



## 2 Review *Grumpy Pants*

- Show the cover of *Grumpy Pants* and remind the children that they listened to this story earlier.
- Read the title and the name of the author/illustrator aloud.
- Ask:

*Q What do you remember about this story?*

- Have one or two volunteers share their thinking.

### Discussion Support

If the children have difficulty answering the question, model using the prompt “I remember . . .” to answer the question. Then ask the question again and encourage the child to use the same prompt to verbalize their answers to the question.

- Tell the children that today you will reread the story, or read the story again.

## 3 Read and Discuss the Story

- Tell the children that often stories have a problem and a solution. Explain that the *problem* in a story is what goes wrong or what is hard. Explain that the *solution* is how the problem is fixed.
- Read the story aloud slowly and clearly, stopping as described below.
- Ask:

**p. 17** “Then penguin took a deep breath and he counted . . .”

*Q What is penguin’s problem? Why is [feeling grumpy] a problem for him?*

- Have one or two volunteers share their ideas with the class.

- Reread page 17 of the book and continue reading to page 29.
- Ask:

**p. 29** “He found his favorite teddy bear and climbed into bed.”

*Q What kinds of things does penguin try to solve the problem?*

### Discussion Support

If necessary, point out the illustrations on these pages to help the children notice the many different things that helped penguin solve his problem.

- Have one or two volunteers share their thinking with the class.
- Reread page 29 and continue reading to the end of the story.

## 4

### Review Problem and Solution

- Ask:

*Q What is penguin's problem in this story?*

- Have one or two volunteers share their thinking with the class.

- Ask:

*Q What happened that solved penguin's problem?*

#### Discussion Support

If the children have difficulty answering the question, rephrase the question by asking: "What does penguin do to help himself feel better?"

- Ask:

*Q What is a time that you were angry or frustrated or grumpy like penguin? What happened that made you feel better? Think. [Tap your head and pause.] Tell your partner about it.*

- After pairs have an opportunity to talk, have one or two volunteers share their ideas with the class.

## 5

### Wrap Up

- Tell the children that you will put a copy of the book in the reading area for them to read or look at on their own or with a partner.

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## PLAY CENTER ACTIVITIES

### Art

Children create drawings to show their “bad mood” face on one side of the paper and their “good mood” face on the other.

- Materials: Paper, crayons, colored pencils

### Reading

Children read or look at the pictures in the book *Grumpy Pants* on their own or with a partner or two, and (if applicable) retell or talk about the story together.

Children listen to an audio recording or watch a video of *Grumpy Pants* being read aloud.

- Materials: *Grumpy Pants*, audio or video recording of *Grumpy Pants*, headphones (optional)

### Science and Sensory

Children soak their hands in warm bubbly water the way penguin soaked in the bath. Encourage the children to let their hands relax and swish them around gently.

- Materials: Large container, tub, or sink; warm water; a few drops of liquid soap; (optional) rubber ducks

### Writing

Children complete the sentence “When I’m grumpy I like to \_\_\_\_\_.” They draw and write about an activity they like to do when they feel grumpy and want to feel better.

- Materials: Pre-made pages with the following text at the top: “When I’m grumpy I like to \_\_\_\_\_.”; pencils, crayons, markers

### Dramatic Play

One child at a time acts out feeling grumpy, while others try to cheer the child up so that they feel less grumpy. What helps a person feel less grumpy? Is it playing with a friend? Hearing a joke? Singing?

- Materials: N/A