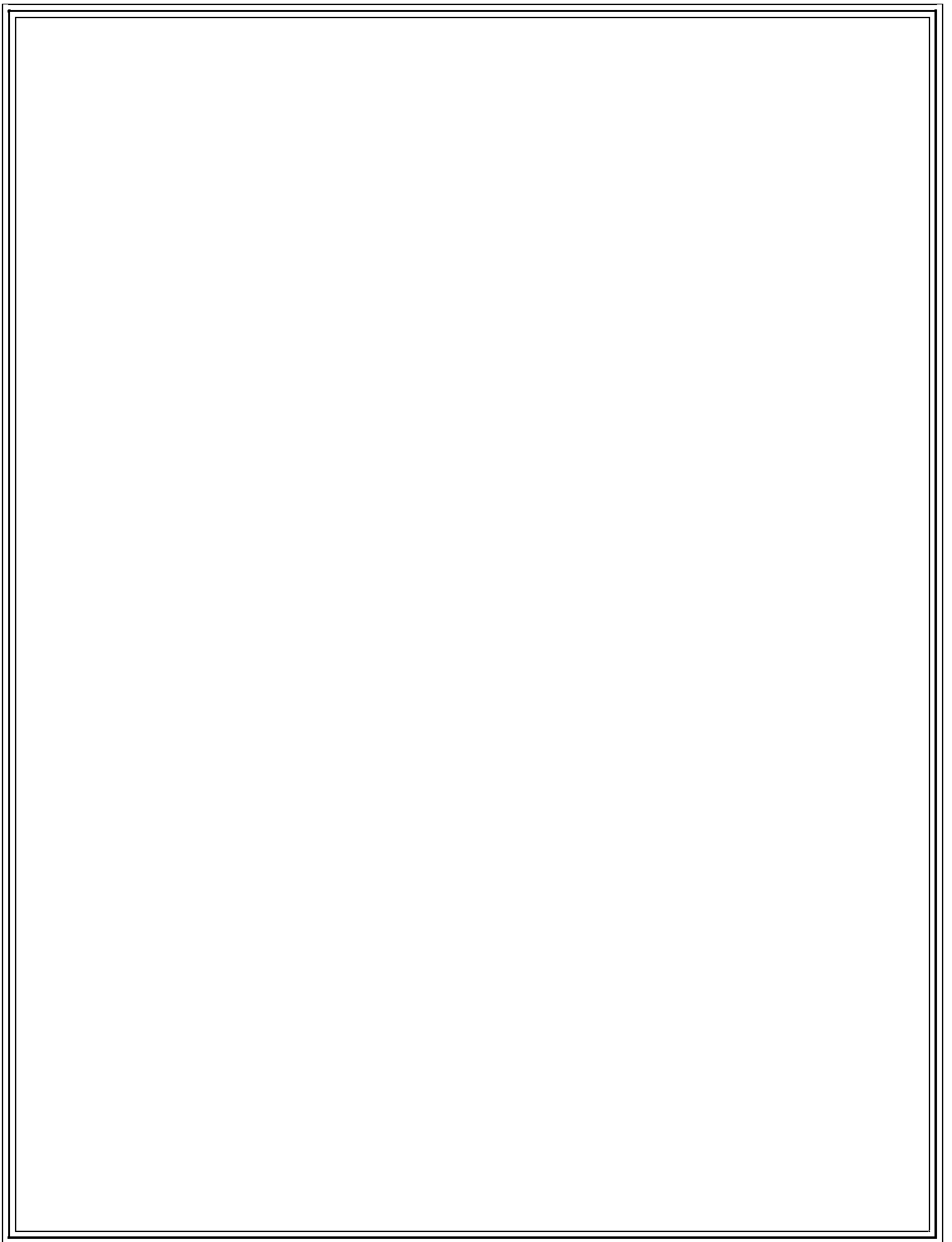


Tales of Peter Rabbit and His Friends



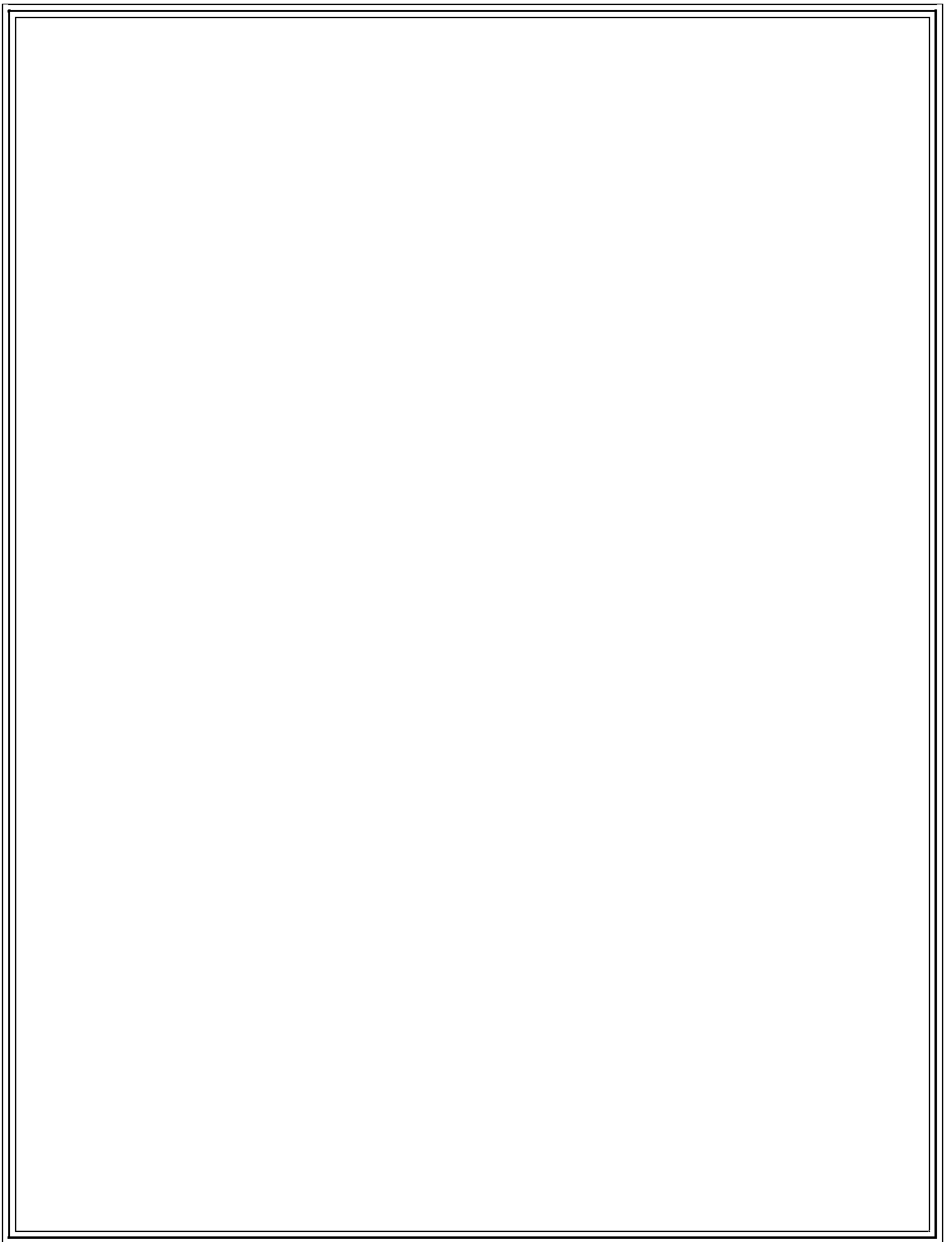
Written by Beatrix Potter

A Reading Guide by Lisa Kelly



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Author's Notes

The Preparatory Level, as a level, is **not required** as most children should begin their Charlotte Mason education at age 6. This curriculum is designed with an emphasis on allowing younger children to gently work on habits and skills which will benefit them as their education moves forward and to offer a teacher the structure and guidelines from which to do this.

When using this guide, the greatest emphasis should be placed on using it in a manner that is best for the student(s). It is designed to be flexible enough to use with children from ages 5 to 8, but please adapt as needed. This makes it appropriate for young children of varying reading, skill and interest levels as well as helpful for combining younger children together, particularly Preparatory and Year One.

The narration suggestions and the light introduction of story elements and reading strategies, in particular, reflect these variations. Some children will need only the gentlest and lightest of narrations suggestions with little to no writing, while other children will need narration suggestions which include more writing, a light introduction to story elements or digging deeper into creative or reflective style narration suggestions.

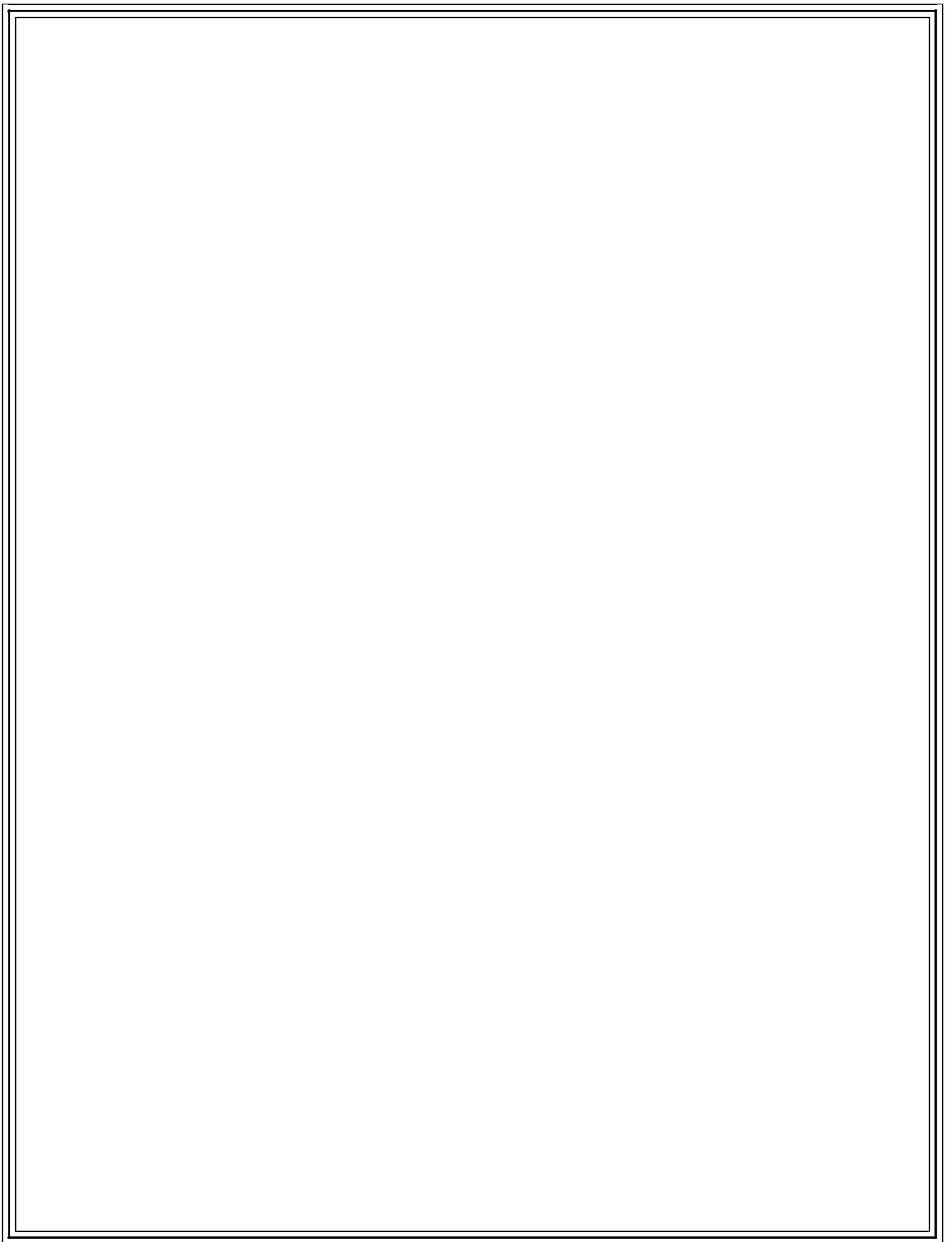
Oral narrations are the primary method for building attention and composition skills. In general, narrating orally should be the method used on most days and for most subjects, particularly for this level. The narration suggestions included offer a variety of ways for the teacher to allow the students to tell what they know orally as well as offer some ways for alternative approaches-such as written, dramatic/role play, descriptive and creative.

Feel free to adapt any narration suggestion as needed. An older student may have an interest in a narration suggestion which can be altered to make it more appropriate, such as turning a suggestion meant to be given orally to one that is written.

If you have any questions, comments or concerns, please feel free to email me through the contact section of the website or send me a message on the Instagram page.

Thank You,

Lisa Kelly



Lesson Notes

1. “Connection” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Teachers should orally discuss the “Words to Know” with students, as needed. Go over other words as needed, as well.
3. The teacher should read each story aloud to the students.
4. After listening to the story, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in story elements or reading strategies can be included or omitted as it best fits the needs of your students.

Needed Resources

- *Tales of Peter Rabbit and His Friends* by Beatrix Potter (Individual selections of the tales can also be found at Project Gutenberg or the library).
- *The True Story of Peter Rabbit: How a Letter by Beatrix Potter Became a Children’s Classic* by Jane Johnson.
- *Tales of Peter Rabbit and His Friends: A Reading Guide* by Lisa Kelly

Additional Resources

- *The Adventures of Peter Cottontail* by Thornton Burgess [OPT]
- Be sure to check the appendix of this guide for additional resources. While the coloring pages are not the best, they are there if you’d like them. It’s actually better to keep coloring pages to a minimum, instead encouraging children to draw and color their own pictures.
- *The World of Peter Rabbit* [website] has activity packets with recipes, game suggestions, craft ideas and great printable coloring pages.
- Send an email through the “Contact” section at the website or see the website at the location listed below for a free PDF of “Tales of Peter Rabbit and His Friends Picture Cards”. This file contains color images, which is why it is not included in this file.

R: Literature, Preparatory/Year One Literature

Exam Prompts

- Tell of your favorite story and why you liked it so much.

More exam prompts are included with the guide. This is a sample only.

Tales of Peter Rabbit and His Friends

- * Read “The Tale of Peter Rabbit”

Before the Reading

- Connection: What do you remember about Beatrix Potter from *The True Story of Peter Rabbit*?
- Words to Know: implored, exert and fortnight

After the Reading

Narration Suggestions

- Tell about Peter Rabbit and his adventures in Mr. McGregor’s garden.
- Should Peter have disobeyed his mother by going into Mr. McGregor’s garden?
- Help your student draw a picture of Mr. McGregor’s garden. [See directions below.]



1. First, copy each word for each type of vegetable he grew on the board or on a sheet of paper for your students to see.

[He grew lettuce, French beans, radishes, parsley, cucumbers, cabbages, potatoes and onions.]

2. Next, have students draw a row of plants for each type of vegetable Mr. McGregor grew in his garden. You may wish to have students turn their papers lengthwise. This will give them more room. If room is limited, then have students choose some of the vegetables.

[For example, have your student draw a long row of lettuce plants and then next to these a long row of French bean plants, etc.]

3. Finally, at the end of each row, have your students draw a sign with the name of that plant on it, by copying the words from the board. Give the picture a title.

[Alternatively, this might work well as a group activity on large chart paper.]

Tales of Peter Rabbit and His Friends

- * Read “The Tailor of Gloucester”

Before the Reading

- Connection: Tell of Peter Rabbit. What is a tailor?
- Where is Gloucester?
- Words to Know: paduasoy, wainscots and lamenting

After the Reading

Narration Suggestions

- What was the tailor’s problem and in what way was it solved?
- Draw a picture of your favorite scene from this story. Pictures often have a title or caption. What title or caption would you give your picture? Share your picture with someone, telling about it.
- Write Simpkin’s errand list and draw a picture next to each word.

[Teacher Key: The list includes bread, milk, sausages and cherry-colored silk.]