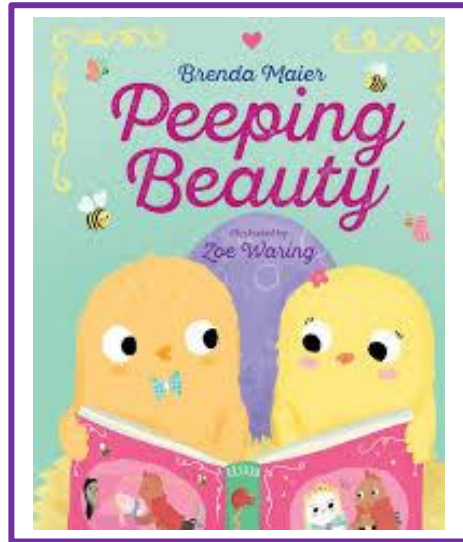


Peeping Beauty Teaching Guide

Activities in this guide are based on *Peeping Beauty* (Aladdin/Simon & Schuster, 2019), written by Brenda Maier and illustrated by Zoe Waring. Activities are suggested for grades PK-3.

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Partner Math Activities (teacher)	2
How Many Eggs? (measuring)	3
Egg Sorting	4
Egg Basket Design Challenge	5
Discussion Questions	6
Writing Prompts	6
Story Sequencing Cards	7

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PARTNER MATH ACTIVITIES

(Reproducibles are on the following pages.)

MEASURING WITH EGGS

(measuring with nonstandard tools for length, explaining reasoning, collecting/organizing data)

*For this nonstandard tool measurement activity, you'll need two sizes of plastic eggs for each student or group.

Have students measure and record the measurements of various items in the room with small eggs and then again with large eggs. Discuss.

“Why are the measurements different? Can anyone explain it in a different way?”

“Why did we need more of the smaller eggs?”

“Which would be longer, 10 large eggs or 10 small eggs? Can you prove it?”

**This activity can be modified by adding a third egg size and having students create their own chart to organize the information.*

EGG SORTING

(comparing sets, grouping by attributes, terms like “more” and “fewer,” explain reasoning)

Directions: Each student will cut out the cards, sort them by observable characteristics, and justify grouping. Possible sets include patterned/not patterned, wide/narrow eggs, and striped/dotted/plain/zig zag eggs.

“How many different ways did you find to sort the eggs?”

“Which set had the most?” “Which had the fewest?” “Which sorting resulted in equal groups?”

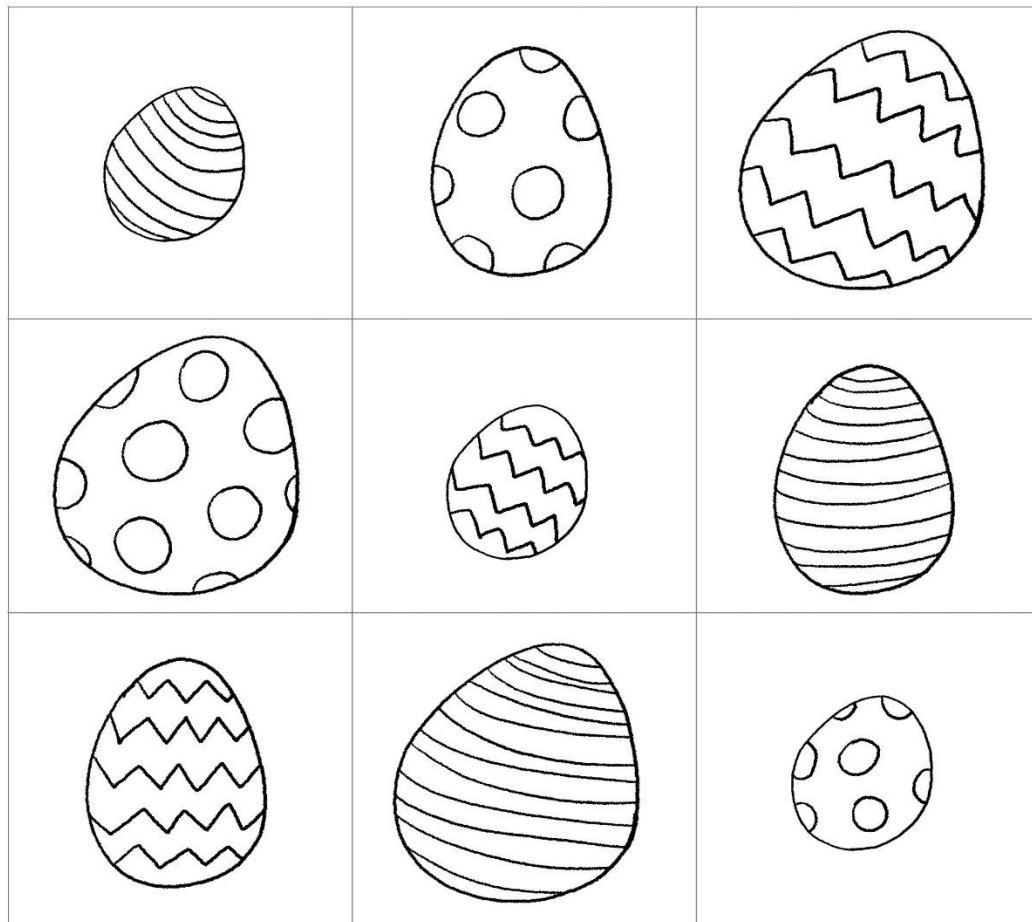
Name _____

HOW MANY EGGS?

ITEM TO MEASURE	HOW MANY SMALL EGGS?	HOW MANY LARGE EGGS?
LENGTH OF BOOK		
HEIGHT OF BOOKSHELF		
HEIGHT OF CHAIR		
TABLE TOP		
WIDTH ACROSS ROOM		
LENGTH OF CHALK TRAY		

EGG SORTING

Cut out the cards. Sort them into groups based on size or pattern.



PROBLEM-BASED LEARNING CHALLENGE: DESIGN AN EGG BASKET

(This is a collaborative challenge that requires critical and creative thinking as the students evaluate ideas to find the best solution.)

For this design challenge, you will need something to be the “eggs.” With consideration of your students’ needs (such as food allergies), you might choose boiled eggs, plastic eggs, or something similar in size and shape to eggs.

Directions: A fox has been spotted nearby, so these eggs need to be moved to a safe henhouse. Using the given materials, each team must design and construct an egg basket that will hold 3 eggs that can be carried 12 feet without breaking/dropping any of them. There is no minimum or maximum number of materials that must be used. It must be carried by the handle/s rather than by putting a hand beneath it. Encourage the students to look at the items allowed in a new way—think creatively—and stay within the \$5 virtual budget.

- Calculator allowed for checking at teacher’s discretion.
- Other specifications could be added, such as the basket “must be a quadrilateral” or “must have rounded edges.”
- Money tip: price the construction materials at quarter-increments unless students are proficient at working with all types of coins. If they are proficient, feel free to make it a challenge. (Examples of materials are below)

Index cards Strips of construction paper Strips of cardstock

Yarn or string paper straws/popsicle sticks small plates

Various types of tape, priced by 1-foot sections

If you’d like to allow your students to use recycled materials provided by them or the recycle bin at your school, allow them to purchase an unlimited recycled material pass for \$3 of their virtual \$5 budget. Then they can sift through the “trash” materials you have provided or they have collected. In addition to getting unlimited materials they’ll have to come up with novel ways to make use of them. (or eliminate the budget entirely for youngest students)

STORY DISCUSSION QUESTIONS

*Select the ones that are appropriate for your students.

Before reading, ensure all students have some prior knowledge of anything you think they might need to understand the story. This might involve a mini-lesson on life cycle of chickens, illustrations/video clips of a farm setting, etc.

“Describe the setting for the story. What details tell you this is a farm/chicken house?” (*terms, text/illustration details*)

“Could this story really happen? Why or why not?” (*distinguishing b/w fiction and nonfiction, providing text evidence to support opinion, evaluating*)

“Describe in order the different steps in a chicken’s life cycle.” (*understanding, sequencing*)

“Why do you think the author wrote this story?” OR “Do you think the author wrote this story to give the reader information or to entertain the reader?” “Why do you think so?” (*author’s purpose, providing text evidence, inferring*)

“What causes the last chick to hatch? How do you know?” (*cause and effect, text support*)

“The older chicks tell jokes and sing to try to coax the last egg to hatch. What does this tell you about them? / How would you describe them?” (*inferring, evaluating, describing*)

“Why do you think the older chicks want to hatch? What makes you think so?” (*inferring, analyzing, text evidence*)

WRITING PROMPTS

- Writing response: If you were in the story, how would you get the last chicks to come out of the egg?
- Read or review the fairy tales *The Princess and the Pea* or *Beauty and the Beast*. Write a retelling based on one of them with the titles mentioned in the story: *Beauty and the Beak* and *The Princess and the Peacock*.

STORY CARDS: SEQUENCING/RETELLING

DIRECTIONS: Cut out the cards. Put them in order and retell the story in your own words.

Word Bank: beginning, middle, end, character, setting, problem, & solution.

