

ELA: Grade 2, Lesson 12, The Tale of Peter Rabbit

**Lesson Focus:** Students will use *The Tale of Peter Rabbit* to describe how words supply meaning in the text and student will determine the moral of the story.

**Practice Focus:** Student will determine the moral of *The Tale of Peter Rabbit* and write an informative response to a prompt.

**Objective:** Students will use *The Tale of Peter Rabbit* to describe how words supply meaning in the text with a focus on creating a graphic organizer to illustrate vocabulary, and the student will determine the moral of the story with a focus on writing a written response for the moral.

**Academic Vocabulary:** mischief, implore, tremble, wander, scutter, dose

**TN Standards:** 2.RL.KID.1; 2.RL.KID.3; 2.RL.CS.4

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 2, Lesson 12
- White board or chart paper and markers
- Sheet of paper (to model folding)

**Student Materials:**

- Paper and a pencil, and a surface to write on
- The Student Packet for ELA, Grade 2, Lesson 12 which can be found on [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min) [To prepare your white board/chart paper for the vocabulary activity, draw a square that is divided into four parts by dotted lines.]</p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the second in this week's series.</b></p> <p><b>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn't see our previous lesson, you can find it on <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</b></p> <p><b>Today we will be learning about a fable titled <i>The Tale of Peter Rabbit</i>! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"> <li>• Paper and a pencil, and a surface to write on</li> <li>• The Student Packet for ELA, Grade 2, Lesson 12 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> </ul>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p><b>Ok, let's begin!</b></p>	
<p><b>Intro</b> (1 minute)  <b>Yesterday, we listened to the fable <i>The Elephant and the Crocodile</i>. We learned that a fable is a story that usually has animal characters that are trying to solve a problem. The animals will learn a lesson known as a moral. Do you remember the moral of yesterday's fable? [Pause.] Yes! You should work together to succeed.</b></p> <p><b>Your assignment yesterday was to write about a time when you worked together with someone to complete a task. What task did you choose to write about? [Pause.] Wow! That sounds great! I hope you were successful. Did you encounter any arguments while you worked with someone on the task? [Pause.] Excellent! Some of you may, while others didn't. When working with others, there will always be disagreements that you will need to work through.</b></p> <p><b>Today our goal is to read <i>The Tale of Peter Rabbit</i> and describe how words bring meaning to the text, and you will determine the moral of the story. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</b></p>	<p>Students connect to the previous lesson from <i>The Elephant and the Crocodile</i>.</p>
<p><b>Teacher Model</b> (2 minutes)  <b>Today's fable will include new vocabulary words for you. You will write the words down on a piece of paper and draw a picture to illustrate their meanings.</b></p> <p><b>Get out a piece of paper now. We are going to fold it to help us organize our work by making a vocabulary graphic organizer. [Teacher models folding the paper.] First, fold it in half the long way, like a hotdog. Then, fold it in half again the short way, like a hamburger. Now open it up. You should have four squares. [Pause.] Great job!</b></p> <p><b>I have marked on my board what the paper looks like. On the front of your paper in the top, left square [Point to the top, left square.], write the word <i>mischievous</i>. [Write the word <i>mischievous</i> at the top of the top, left box.]</b></p> <p><b>On the front of your paper in the top, right square [Point to the top, right square.], write the word <i>implore</i>. [Write the word <i>implore</i> at the top of the top, right box.]</b></p>	<p>Student will illustrate the following vocabulary words for <i>The Tale of Peter Rabbit</i>: mischief, implore, tremble, wander, dose, scutter. Student will describe how those words supply meaning in the text.</p> <p>Student will recount details of The Tale of Peter Rabbit to determine the moral of the story.</p>

<p><b>On the front of your paper in the bottom, left square</b> [Point to the bottom, left square.], <b>write the word tremble.</b> [Write the word <i>tremble</i> at the top of the bottom, left box.]</p> <p><b>On the front of your paper in the bottom, right square</b> [Point to the bottom, right square.], <b>write the word wander.</b> [Write the word <i>wander</i> at the top of the top, left box.]</p> <p><b>Now, let's flip our paper over. We are going to use this side of the sheet for two more vocabulary words and the moral of the story. On the front of your paper in the top, left square</b> [Point to the top, left square.], <b>write the word scutter.</b> [Write the word <i>scutter</i> at the top of the top, left box.]</p> <p><b>On the back of your paper in the top, right square</b> [Point to the top, right square.], <b>write the word dose.</b> [Write the word <i>dose</i> at the top of the top, left box.]</p> <p><b>On the bottom of this side, we are going to use both of those spaces for the moral of the story.</b> [Point to the bottom of the page across both spaces.]. <b>Write <i>moral of the story</i> at the top of those spaces.</b> [Write <i>moral of the story</i>.]</p> <p><b>Hold your paper up and show me.</b> [Pause.] <b>Great job, friend! You made an excellent vocabulary graphic organizer.</b></p>	
<p><b>Read-Aloud/Guided Practice</b> (28 minutes)</p> <p><b>Let's begin reading together.</b> [Show Slide 4.] <b>The Tale of Peter Rabbit. Written and illustrated by Beatrix Potter.</b></p> <p>[Show Slide 5.] <b>Once upon a time there were four little Rabbits, and their names were — Flopsy, Mopsy, Cotton-tail, and Peter.</b></p> <p><b>They lived with their Mother in a sand-bank, underneath the root of a very big fir tree.</b></p> <ul style="list-style-type: none"> <li><b>If you know the names of the characters in this story, hop up and down like a bunny rabbit.</b> [Pause.] <b>What are the names of the characters in this story?</b> [Pause.] <b>Great listening! Flopsy, Mopsy, Cotton-tail, Peter, and their mother.</b></li> <li><b>Which names rhyme?</b> [Pause.] <b>Excellent, scholar! Flopsy and Mopsy rhyme.</b></li> </ul> <p>[Show Slide 6.] <b>"Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor."</b></p>	<p>Student will illustrate the following vocabulary words for <i>The Tale of Peter Rabbit</i>: mischief, implore, tremble, wander, dose, scutter. Student will describe how those words supply meaning in the text.</p> <p>Student will recount details of The Tale of Peter Rabbit to determine the moral of the story.</p>

- Hmmm....I just heard another name. Who is Mrs. Rabbit? [Pause.] Oh yes, that is right. Mrs. Rabbit is the mother of Flopsy, Mopsy, Cotton-tail, and Peter.
- What does Mrs. Rabbit warn her children about? [Pause.] Correct! Mrs. Rabbit warns her children to not go into Mr. McGregor's garden. Let's keep reading.

[Show Slide 7.] "Now run along, and don't get into mischief. I am going out."

- Hmmm... I read one of our vocabulary words. Can you tell me which word it is? [Pause.] When you hear the vocabulary word, hop like a rabbit. Let's re-read this page again together. "Now run along, and don't get into *mischief*. I am going out." Great hopping! Now say the word aloud. [Pause.] Yes, it is *mischief*.
- Can you tell what mischief means from this sentence? [Pause.] Hmm... This one is difficult. Mrs. Rabbit told her children to not get into mischief, so it must not be a good thing. Mischief is playful misbehavior or troublemaking. So it is doing something bad. Can you think of an example of mischief? [Pause.] I am thinking that whispering to your neighbor while your teacher is talking is an example of mischief. Tell me your example of mischief. [Pause.] Interesting!
- Let's go back a page and re-read what Mrs. Rabbit said about the things her children can do and things her children are not allowed to do. [Show Slide 8.] "Now, my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor." What are the children allowed to do? [Pause.] Yes, go into the fields and down the lane. What are the children not allowed to do? [Pause.] Correct! The children are not allowed into Mr. McGregor's garden. Would it be bad to disobey their mother and go to the garden? [Pause.] Yes, it would be bad to go to Mr. McGregor's garden. Going to Mr. McGregor's garden would be an example of... [Pause.] hop if you know the word. [Pause.] Say it out loud [Pause.] Yay! Mischief! You got it! Let's say that again together. Going to Mr. McGregor's garden would be an example of mischief. Excellent work, scholar!

<ul style="list-style-type: none"> <li>• <b>I want you to get out your vocabulary graphic organizer. In the section that says mischief, I want you to sketch, to quickly draw, a picture that will help you remember that mischief is playful misbehavior or troublemaking. You can even draw the example you gave, or you can draw the example that I gave. As you draw, I am going to draw. [Draw an image of two students whispering as a teacher stands talking OR a rabbit in a garden. This needs to be a simple sketch that is completed in less than a minute.] Show your picture to me. [Pause ] Nice! It's okay if you are still working, you can finish later. Try to work faster when we get to the next vocabulary word.</b></li> </ul> <p>[Show Slide 9.] <b>Then old Mrs. Rabbit took a basket and her umbrella to the baker's. She bought a loaf of brown bread and five currant buns.</b></p> <ul style="list-style-type: none"> <li>• <b>Hop if you have ever tasted a currant? [Pause.] A currant is a small dried fruit. It is a tangy berry, but that, when dried like a raisin, is often baked in bread. Let's keep reading together.</b></li> </ul> <p>[Show Slide 10.] <b>Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries.</b></p> <ul style="list-style-type: none"> <li>• <b>Did they obey Mrs. Rabbit? [Pause.] Yes, the children could go down the lane.</b></li> </ul> <p>[Show Slide 11.] <b>But Peter, who was very naughty, ran straight away to Mr. McGregor's garden and squeezed under the gate!</b></p> <ul style="list-style-type: none"> <li>• <b>Oh my. What did Peter do? [Pause.] Yes, he went to Mr. McGregor's garden. What word are you thinking of? Peter is getting into... [Pause.] Hop if you know the word. [Pause.] Yes! Peter is getting into mischief! I wonder what will happen to a rabbit who gets into mischief in Mr. McGregor's garden. What do you think will happen? [Pause.] Interesting! Let's keep reading to find out.</b></li> </ul> <p>[Show Slide 12.] <b>First he ate some lettuces and some French beans; and then he ate some radishes.</b></p> <p>[Show Slide 13.] <b>And then, feeling rather sick, he went to look for some parsley.</b></p> <p>[Show Slide 14.] <b>But round the end of a cucumber frame, whom should he meet but Mr. McGregor!</b></p>	<p>Students add to graphic organizer.</p>
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[Show Slide 15.] Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop, thief!"

[Show Slide 16.] Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate.

He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes.

- Can you see Peter's shoe? If you can see Peter's shoe, twitch your nose like a rabbit. It is difficult to twitch, or wiggle, your nose, but it is fun to try. [Wiggle your nose.] Now you try it. [Pause.]

[Show Slide 17.] After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. It was a blue jacket with brass buttons, quite new.

- Hmmm. What is a gooseberry net? [Pause.] Well, I know a gooseberry is a fruit. My friend has a garden, and she puts a net over her strawberries to keep the birds out so they can't eat them. When I look at the picture of Peter, it looks like the same kind of net that is meant to keep birds and other small animals away from fruits and vegetables. Peter's mischief has gotten him into a terrible situation. I wonder what happens next. Let's keep reading.

[Show Slide 18.] Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

- Did you hear another vocabulary word? Wiggle your nose if heard a vocabulary word. Say the word out loud. [Pause.] Yes, implore! Let's re-read to see if there are clues to help us figure out the word. Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself. Oh my, how very sad. We read that the sparrows, the birds, flew to him in great excitement, so that's a lot of emotion. From the picture it looks like they are talking to Peter. Maybe implore means to talk to? But what are they saying? [Re-read] implored him to exert himself. Exert is

<p>another tough word; it means to try harder. So the birds excitedly flew down and told Peter to try harder. This is a very emotional part of the story because Peter is crying, and he has given up. To implore is actually to beg someone to do something. The birds really, really want Peter to try harder. Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in [read the next words more slowly and add emphasis] great excitement, and implored him to exert himself. The birds begged him to try harder.</p> <ul style="list-style-type: none"> <li>• Implore is a wonderful word filled with emotion. I am glad this word is on our vocabulary list. It's time to quickly sketch another picture. Under the word implore, what will you draw to help you remember the meaning? [Pause.] Good thinking. I am going to draw a man on his knees begging. [Sketch a man begging on his knees; it can be a stick figure with emphasis on sad eyes and a rounded mouth.]</li> </ul> <p>[Show Slide 19.] Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him.</p> <ul style="list-style-type: none"> <li>• What is a sieve? Can the picture give us a hint? [Pause.] A sieve is a strainer used to drain liquids from solids. It is like a colander that is used while cooking spaghetti; it looks like a bowl with holes, and the water is strained out through the holes. That looks like what Mr. McGregor is holding. That would be a quick and safe way to catch a rabbit because the rabbit could still breathe when trapped underneath. Peter is lucky that he wriggled out before being trapped! But, what did he lose? [Pause.] Yes, Peter has lost his new jacket. No shoes and no jacket. Uh-oh. Do you think Peter will get out of the garden? [Pause.] Let's keep reading to see if he escapes from the garden.</li> </ul> <p>[Show Slide 20.] And rushed into the toolshed, and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it.</p> <p>[Show Slide 21.] Mr. McGregor was quite sure that Peter was somewhere in the toolshed, perhaps hidden underneath a flower-pot. He began to turn them over carefully, looking under each.</p>	<p>Students add to graphic organizer.</p>
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Presently Peter sneezed — “Kertyschoo!” Mr. McGregor was after him in no time.

[Show Slide 22.] And tried to put his foot upon Peter, who jumped out of a window, upsetting three plants. The window was too small for Mr. McGregor, and he was tired of running after Peter. He went back to his work.

[Show Slide 23.] Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.

After a time he began to wander about, going lippity — lippity — not very fast, and looking all around.

- Did you hear any vocabulary words? Hop if you heard it. [Pause.] What was the word? [Pause.] Excellent! Trembling. That was a tricky one! We wrote tremble on our vocabulary graphic organizer, but the story uses the word trembling. An -ing is a suffix that lets me know that this word is probably a verb. Remember, a verb is an action, so that is a clue for us to find the meaning of trembling. It is an action. When we add the -ing, we are saying the action is happening now. So I can write, but what would say I am doing now [Write your name on the board] Yes, I am writing. So we know that you have hopped today. See, what I did there? I added an -ed to hop because you had hopped earlier today. You are not hopping right now. Let's change that. Start hopping and say, “I am hopping.” [Pause.] Nice hopping!
- So the ending of the word trembling gives us the clue that tremble is an action. Let's re-read the sentence to find out more. Peter sat down to rest; he was out of breath and trembling with fright, and he had not the least idea which way to go. Also he was very damp with sitting in that can.
- Hmmm... Peter is out of breath. To be frightened is to be scared, so Peter is scared. Maybe tremble means to shake? I shake when I am scared. He is also wet. I definitely shake when I am cold and wet. Do you agree that trembling means to shake? [Pause.] What will you draw on your vocabulary organizer to remember tremble? [Pause.] I am going to draw a leaf because they shake when wind blows through the trees. [Draw a leaf on the board.] I am adding lines because they indicate shaking.



- We heard another vocabulary word. Listen as I re-read and twitch your nose like a rabbit when you hear it. After a time he began to wander about, going lippity — lippity — not very fast, and looking all around. Yes! The word is wander. What do you think it means? We know that Peter is lost. He is looking at all around. He doesn't know which way to go. Hmmm, in your own words, what do you think wander means? [Pause.] To wander it to walk around or move without knowing your direction. What are going to draw to remind you of the meaning for wander? [Pause.] I am going to draw someone walking with a question mark above her head. [Draw a figure walking with a question mark above her head.]

[Show Slide 24.] He found a door in a wall; but it was locked, and there was no room for a fat little rabbit to squeeze underneath.

An old mouse was running in and out over the stone doorstep, carrying peas and beans to her family in the wood. Peter asked her the way to the gate, but she had such a large pea in her mouth that she could not answer. She only shook her head at him. Peter began to cry.

[Show Slide 25.] Then he tried to find his way straight across the garden, but he became more and more puzzled. Presently, he came to a pond where Mr. McGregor filled his water-cans. A white cat was staring at some goldfish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

[Show Slide 26.] He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe — scr-r-ritch, scratch, scratch, scritch. Hmmm... A hoe is a gardening tool for weeding and breaking up the earth. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!

- I heard a vocabulary word; did you? Hop if you heard it. [Pause.] Yes! Scuttered. This is another example of using the suffix (or ending of the word) to figure out what a word means. Scuttered has an -ed which

means something happened in the past. You hopped. The -ed means you already hopped. It is in the past. Scutter must be an action since we add -ed to verbs.

- Let's re-read the passage to find out more clues. He went back towards the toolshed, but suddenly, quite close to him, he heard the noise of a hoe — scr-r-ritch, scratch, scratch, scritch. Peter scuttered underneath the bushes. But presently, as nothing happened, he came out, and climbed upon a wheelbarrow, and peeped over. The first thing he saw was Mr. McGregor hoeing onions. His back was turned towards Peter, and beyond him was the gate!
- Have you ever seen a small animal get scared? Like a cat, or a squirrel, or a rabbit? [Pause.] They move hurriedly with short steps. Peter was scared because the sound was close, so he moved quickly with small steps to get under the bush. Get ready to draw again. I am going to draw a rabbit moving. Remember how I drew those lines for the leaf to show movement? I am going to draw lines behind the rabbit's back legs and in front of his front paw to show movement. You draw on your paper as I draw on my board. [Draw a rabbit with lines indicating movement.] Great job, friend! Let's keep reading to see if Peter can escape the garden.

[Show Slide 27.] Peter got down very quietly off the wheelbarrow, and started running as fast as he could go, along a straight walk behind some black-currant bushes.

Mr. McGregor caught sight of him at the corner, but Peter did not care. He slipped underneath the gate, and was safe at last in the wood outside the garden.

[Show Slide 28.] Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds.

Peter never stopped running or looked behind him till he got home to the big fir-tree.

- Where did the little jacket and shoes come from? [Pause.] Kiss your brain! You remembered that Peter lost his shoes and jacket in the garden when trying to escape.

[Show Slide 29.] He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole, and shut his eyes. His mother was busy cooking; she wondered what he

had done with his clothes. It was the second little jacket and pair of shoes that Peter had lost in a fortnight!

- Oh, I heard a word that I recognize! Fortnight. What does fortnight mean? Here's a hint: it's not a video game! [Pause.] Fortnight actually means two weeks. Mrs. Rabbit had to buy two jackets and two pairs of shoes in two weeks' time! Can you infer what that means about Peter's character? You might be able to use one of our vocabulary words in your response. [Pause.] Fantastic! Wiggle your nose like a rabbit when you hear me say our vocabulary word. Peter must get into lots of mischief [wiggle your nose] if his mother must buy new jackets and shoes for him that often. That was a super tough question. Let's keep reading together.

[Show Slide 30.] I am sorry to say that Peter was not very well during the evening.

His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter!

**"One table-spoonful to be taken at bed-time."**

- Hmm. What is a dose? [Pause.] First, we need to know that chamomile tea is a drink that makes people sleepy. Let's re-read it to see if there are more clues to help us figure out what a dose is. [Show Slide 30 Teacher Packet] His mother put him to bed, and made some chamomile tea; and she gave a dose of it to Peter! "One table-spoonful to be taken at bed-time."
- Hmm, so Peter gets a dose of tea at bedtime. Mrs. Rabbit says one tablespoonful at bedtime. Hmm, what could a dose mean? [Pause.] Good thinking, friend! A certain, measured, amount of something. I have heard that before. When you give someone medicine, you give them a dose of medicine. It is a certain amount of medicine. What are you going to sketch on your vocabulary organizer that will help you remember dose? [Pause.] I am going to sketch a spoon filled with medicine. [Draw a spoon filled with medicine with a drop dripping out] Look! I added a drop dripping out. Let's read the ending together.

[Show Slide 31.] But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper.

**THE END**

<p><b>Independent Work</b> (3 minutes)</p> <p><b>What a wonderful story. We learned so much about Peter through his adventure and mischief. What is the moral of the story? Let's think about the events in the beginning, the middle, and the end to help you determine the moral of the story.</b></p> <ul style="list-style-type: none"> <li>• <b>What happened in the beginning? Here is a hint, you can use one of your vocabulary words. [Pause.] Correct! Peter's mother went to the bakery. She warned the children to not get into mischief.</b></li> <li>• <b>What happened during the middle? Use as many vocabulary words as you can. [Pause.] Wonderful job remembering the important details! Peter gets into mischief by going to Mr. McGregor's garden. He is almost caught and trembles. He has to scutter to escape. He loses his new jacket and shoes.</b></li> <li>• <b>What happened at the end? [Pause.] Hmm, those are clues about the moral of the story. Peter makes it home, but he doesn't feel well. His mother gives him a dose of tea and puts him to bed as Flopsy, Mopsy, and Cotton-tail get bread and milk with blackberries.</b></li> <li>• <b>When you think about the details from <i>The Tale of Peter Rabbit</i>, what do you think the moral of the story is? [Pause.] Do you think the moral is to always play with your brothers and sisters? Or do you think the moral is that there are consequences if you break the rules? [Pause.] Kiss your brain! The moral of the story is that there are consequences if you break the rules. You need to record that on your organizer. Write it on your paper as I write it on the board. [Write on board: There are consequences if you break the rules] There are consequences if you break the rules.</b></li> </ul> <p><b>Now it's your turn to demonstrate your understanding of <i>The Tale of Peter Rabbit</i>. You will respond to a question by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought.</b></p> <p><b>I will read the prompt and then repeat it, so you have time to write it on your paper. Try to use your vocabulary words in your response. [Show Slide 32.] In complete sentences, retell the important details from <i>The Tale of Peter Rabbit</i>. Describe the moral of the story. One more time: In complete sentences, retell the important details from <i>The Tale of Peter</i></b></p>	<p>Student will determine the moral of <i>The Tale of Peter Rabbit</i> and write an informative response to a prompt.</p>
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**PBS Lesson Series**

<b><i>Rabbit.</i> Describe the moral of the story. Don't forget to use your vocabulary words from your organizer.</b>	
<b><u>Closing</u> (1 min) I enjoyed working on learning new vocabulary words and determining the moral of <i>The Tale of Peter Rabbit</i> with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b>	

The Tale of Peter Rabbit by Beatrix Potter sourced from [www.comonlit.org](http://www.comonlit.org).