



## Pete the Cat and His Four Groovy Buttons

### Third Reading: Analysis

During this reading your child and you will read the story all the way through. There are many ways that you can add fun and improve recall to this reading:

- You may switch roles and become the listener and the questioner as your child “reads” (retells) the story to you.
- Your child and you may alternate the pages you read to each other.
- You may dramatize the reading. You can be the narrator, and your child can be Pete the Cat. Enjoy singing Pete’s song and saying: “Did Pete cry? Goodness, no! Buttons come and buttons go.”

### DISCUSSION OPTIONS:

- What in the story is real? (The math pages are “real math.”)
- What in the story is make believe?
- What is the moral or lesson that Mr. Litwin tells through Pete the Cat’s cool responses to the loss of items that are minor, like buttons? (Not everything is a big deal. Stay cool.)
- How does Pete the Cat respond when things that could annoy him happen? Talk about similar situations that have occurred in your life and your child’s life. Have you responded as Pete the Cat does?

### ACTIVITY OPTIONS:

- Pete the Cat has both a Thanksgiving book and a Christmas book. Enjoy!
- [www.youtube.com](http://www.youtube.com) has videos of other Pete the Cat books. Your child might enjoy the book that features the familiar song: “The Wheels on the Bus.”
- Practice writing other subtraction equations to match a story problem. For example, there are five people in our house. Izzie and A.J. go out to play. How many people are left in our house? ( $5 - 2 = 3$ )
- Change the words in Pete the Cat’s refrain to match a loss of something that your reader has experienced. For example, “Did you cry? Goodness, no! \_\_\_\_\_ come and \_\_\_\_\_ go.”
- Use both the song and subtraction together in situations that you make up. For example, “My blocks, my blocks, my four groovy blocks. My blocks, my blocks, my four groovy blocks.” Take away a block and sing again, inserting three in place of four.