

## Pete the Cat and His Four Groovy Buttons

### First Reading: Illustrations

Both the National Association for the Education of Young Children and the National Council of the Teachers of Mathematics are reaching out to educators and parents to build a foundation of math thinking through age-appropriate experiences. In some of the illustrations, you will be focusing on the concept of subtraction. Mr. Dean includes **equations**, such as:  $4 - 1 = 3$ . Explain to your child that an **equation** is a number sentence. Instead of words an **equation** uses numbers and symbols. The **minus sign** is used when we are taking something away. The **equal sign** is used to show that 4 take away 1 is the same as 3.

### Pages 1 - 3:

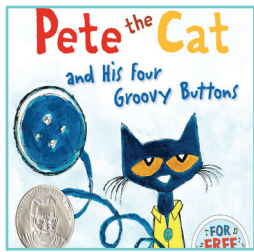
- Meet Pete the Cat.
- Point out the number “4.”
- Point out the ellipsis (. . .). This punctuation means that Pete is thinking about 4, not saying, “4.”
- Do you see four of anything in the illustration?
- Look at Pete’s expression. How do you think Pete is feeling?

### Pages 4 - 5:

- What happens?
- Point out the use of CAPITALS, exclamation marks, and **bold print**. The author use these to make sure that certain words are stressed more than the surrounding words. Let’s practice saying these words as the author wants us to say them.
- What might have caused the button to **POP**?

### Pages 6 - 9:

- Discuss the ways that Mr. Dean represents three. Introduce the first equation (number sentence).
- What is Pete thinking on page 8? (**groovy**: excellent, exciting)
- Does Pete’s expression change from page to page or does it stay the same? (Regardless of what



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is happening to Pete, his expression stays the same. Cat lovers will recognize the calmness and coolness of Pete. Cats are stereotyped as unattached, displaying little emotion.)

### Pages 10 - 13:

- What happens to Pete's shirt on pages 10 and 11?
- Discuss the three ways of representing "2."
- Look on pages 12 - 13 for two of anything. How many can you find?
- Predict what is going to happen to Pete's shirt next.

### Pages 14 - 15:

- Did you predict correctly?
- How many buttons does Pete have left?
- Look on pages 14 - 15. Do you see one of anything else? List them.

### Pages 16 - 17:

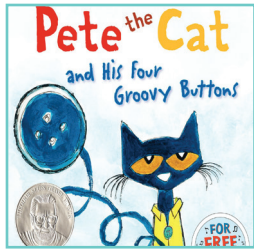
- Discuss the math shown here.
- What do you predict will happen to Pete next?

### Pages 18 - 21:

- Did you predict correctly?
- Dramatize **POP!** and **ON NO!**
- Pete has zero buttons left on his jacket. Name some things that there are zero of on these pages. (Answers may be such things as: dogs, people, butterflies..... Think creatively!)
- Discuss the zero page.
- Predict what's going to happen now that Pete has zero buttons on his shirt.
- Has Pete's expression changed?

### Pages 22 - 25:

- What's in bold CAPITAL LETTERS?



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- What does Pete mean when he says, “IT’S ALL GOOD!?” (Nothing is bothering Pete. He is feeling fine. He’s cool!)

### Pages 26 - END:

- Where did the four buttons come from?
- What will Pete do with the buttons?