

# The Early Years Count **Literacy** Connection



## **Eat Pete!**

Written and photographed  
by Michael Fox

*Preschool edition*

### **Overview of Book**

Pete is a fun kid who'd be anyone's buddy. When a monster visits him, Pete asks him to play! The monster has a lot of fun but the monster is not there to play, he is there to eat Pete. What is a monster to do?

Genre: Picture book, fiction

### **Vocabulary**

Books are a rich source of words new to children. Here are some words from *Eat Pete!* to introduce in your classroom:

appeared	scallywags
treasure	spat
plank	

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

### **Connecting with the HighScope Curriculum COR Advantage 1.5**

Approaches to Learning  
Item A (Initiative and planning)

Item B (Solving problems with materials)

Social and Emotional Development

Item D (*Emotions*)

Item F (Building relationships with other children)

Language, Literacy and Communication

Item N (Phonological awareness)

### **Reading Tips**

Tell the children you will need their help reading this story. There are several times in the story that the monster says, "Eat Pete!" Pause before turning the page so the children can enjoy the anticipation. Ask questions like, "What else will they play?" and after Pete is eaten ask, "Now what will happen?" Ask the children to observe the monster before and after he eats Pete. "What is different? Why is he sad?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive." At the end of each reading, display the book in the book area so children can read it on their own.

### **Throughout the Routine**

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

At **Small Group Time**, provide a range of drawing media and collage materials for the children to imagine and create a monster-friend.

Create a list of "Things I'd like to do with my monster-friend" at **Greeting Time**. Add to the list as children want.

At **Planning Time**, have each child select a racecar to race to their chosen Work Time area.

### **Around the Room**

Highlight the book's content and build on the children's excitement in a variety of locations.

Gather and incorporate pirate play props for the **House Area**.

Add to the blocks in the **Block Area** to encourage building. Post pictures of famous castles and skyscrapers.

Have a supply of cloth pieces to use as capes for superhero play.

Place *Where The Wild Things Are* in the **Book Area** to compare monsters and Pete vs. Max.

### **Open-ended Questions**

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Eat Pete!*:

What would you want to play if a monster wanted to play with you?

Why wasn't Pete scared or frightened by the monster?

Have you ever done something and felt bad after, like the monster after he ate Pete? What did you do to make it better?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

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[www.famconn.org](http://www.famconn.org)

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### **@ Home**

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Eat Pete!* with their child. Here's a sample message you can send:

The children have enjoyed reading *Eat Pete!* We have played and pretended many of the things Pete and the monster do together in the story. We've also talked about how "eat" and "Pete" rhyme. When you play with your child, take turns pretending who is Pete and who is the monster. When you are the monster, let your child teach or show you how they like to play, the way Pete showed the monster in the book. As you read this story with your child, notice how sad the monster looks after Pete is not there to play with him. Explore this with your child by asking questions like, "Didn't he want to eat Pete? Why is the monster sad now?"