



TEACHER READING GUIDE

LMNO Peas

This book is from
The Peas series.

written and illustrated by Keith Baker



Essential Question: How does answering questions about a story help children express personal characteristics, preferences, thoughts, and feelings?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Fiction, Alphabet Book, Picture Book

Themes/Topics: The Alphabet, Jobs, Hobbies

Social & Emotional Development:

III.D.4.a – Uses words to communicate personal characteristics, preferences, thoughts and feelings

SKILLS ALIGNED WITH FLORIDA’S EARLY LEARNING AND DEVELOPMENT STANDARDS

Alphabet Knowledge	IV.F.3 Shows alphabetic and print knowledge
Phonological Awareness	IV.F.2.f Combines onset and rime to form a one-syllable word
Vocabulary	IV.C.1.a Demonstrates understanding of age-appropriate vocabulary
Comprehension	IV.F.4.b Demonstrates comprehension of books read aloud

BUILDING BACKGROUND

Discuss why the author chose the title *LMNO Peas*. Use the following prompts:

- The characters in this book are peas. What are the peas doing on the front cover? The back cover?
- What letters do you see on the front cover? The back cover?
- The letter *P* comes after *L, M, N, O* in the alphabet: *L, M, N, O, P*.
- The author chose the word *Peas* in place of the letter *P*. Each page of the book has a letter of the alphabet, with peas doing different jobs and hobbies that start with that letter.

PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language, vocabulary, knowledge, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book ahead of time.
- Identify any words or parts that might need additional clarification.
- Plan how to introduce the book to children.
- Write down questions and comments you will ask during reading.
- Have fun!

ALPHABET KNOWLEDGE – LETTER AND SOUND IDENTIFICATION

LMNO Peas offers an opportunity to strengthen children's **alphabet knowledge** across the alphabet. **Alphabet knowledge** is the understanding of the names, shapes, and sounds of the letters of the alphabet. Adapt the activity for letters introduced previously or currently being taught.

Explain to the children that you will provide clues for them to identify a secret letter. Open the book to the page with the secret letter. Do not reveal the letter.

Say:

- "I'm thinking of a letter whose sound is /s/. Use a **continuous sound** to draw out the /s/."
- "Say the letter sound with me, /s/."
- "This letter is at the beginning of the words *scientist*, *sailor*, *sea*, and *swimmer*. What letter am I thinking of?"
- "Yes! The letter I am thinking of is s."
- Display the page of the book with the letter. Ask children to find and point to each s on the page.
- Guide children to air write an uppercase and lowercase s with their pointer finger. Demonstrate the starting point, the directionality of their finger, and the ending point.

Repeat the activity using other letters from the book.

IV.F.3 Shows alphabetic and print knowledge

Did You Know?

Continuous sounds are "stretchable" sounds that can be held out or elongated without distortion, such as /m/.

Stop sounds are "quick" sounds that cannot be held out or elongated, such as /t/. Avoid adding additional sounds to letters with stop sounds. For example, you want to teach the blendable sound /t/ instead of /tuh/.

PHONOLOGICAL AWARENESS – ONSET AND RIME

In this phonological awareness activity, children will combine onsets and rimes in a series of one-syllable words. Children will identify the word in the series that *does not* begin with the same onset as the others. Use the picture cards on the last page of this guide to support learning.

Onset Rime Awareness refers to the two parts of a syllable:

- **Onset:** Part of the syllable that comes before the vowel
- **Rime:** The vowel and everything that follows it.
 - Example: In the word *bat*, /b/ is the **onset**, and /at/ is the **rime**.

IV.F.2.f Shows age-appropriate phonological awareness

- **Benchmark f:** Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Onset	Rime	Word
f	arm	farm
f	ix	fix
l	ook	look

Say:

- "I have some picture cards. I am going to point to a picture and say two sounds that make up the word in the picture. You tell me what word the sounds make."
- Point to the first picture. "The two sounds in this word are /f/-/arm/. What word do those sounds make? *Farm*."
- Point to the next picture. "The two sounds in this word are /f/-/ix/. What word do those sounds make? *Fix*."
- Point to the third picture. "The two sounds in this word are /l/-/ook/. What word do those sounds make? *Look*."
- "The three words are /f/-/arm/, /f/-/ix/, and /l/-/ook/. Point to the picture card that does not start with the same sound as the other two words." (*look*)

Continue the activity with additional sets of words.

- r/ead, b/ike, r/ace
- n/urse, s/ail, s/ea
- d/ance, d/ig, v/et

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

IV.C.1.a Shows an understanding of words and their meanings (receptive)

- **Benchmark a: Demonstrates understanding of age-appropriate vocabulary**



explorer (p. 7): An **explorer** is someone who travels to a place to learn what it's like. The peas are **explorers** who search the land.



investigator (p. 10): An **investigator** is someone who looks carefully at something to find clues or information. The **investigator** pea uses a magnifying glass to look closely at the footprints on the ground.



unique (p. 18): **Unique** describes something or someone that is special or different. The peas are **unique** because they all enjoy different jobs and hobbies.



volunteers (p. 26): A **volunteer** is someone who does work they are not paid for to help others. The peas are **volunteers** giving out bowls of food and bread to all the other hungry peas.

Vocabulary Extension Activity

Ask questions about the illustrations to support children in comprehending the meanings of new words. For example:

- What is the **investigator** pea doing in this illustration? What clues can you find?
- Who are the **volunteers** in this illustration? What are they doing?

READ FOR MEANING – DEMONSTRATE COMPREHENSION OF BOOKS READ ALOUD

IV.F.4.b Demonstrates comprehension of books read aloud

- **Benchmark b: Asks and answers appropriate questions about the story**

IV.G.1 Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

First Read: The purpose of the first read is to build children's enjoyment of the story and strengthen alphabet knowledge.

Before:

Introduce the book:

- Display the front cover, and read the title.
- Read the name of the author/illustrator. Ask volunteers to tell what the author and illustrator do. Explain that Keith Baker is both the author and illustrator of this story.
- Locate the title page.
- Lead the children in a picture walk. A picture walk is a time to preview the illustrations and guide the children in making predictions about the story.



READ FOR MEANING – DEMONSTRATE COMPREHENSION OF BOOKS READ ALOUD



During:

As you read, use the following prompts to strengthen alphabet knowledge.

- What letter is this?
- Point to the letter _____ on this page.
- What sound does the letter _____ make?
- What letter on this page makes the _____ sound?
- What other words begin with this letter/sound?
- What jobs or hobbies do the peas have that start with the letter _____?

Second Read: Use the following prompts to support children's understanding of the peas' jobs and hobbies.



Before:

- A **job** is work that someone does to earn money, like teaching children or driving a truck.
 - What job do you want to have when you are older?
- A **hobby** is an activity that someone enjoys doing in their free time, like drawing pictures or playing pretend.
 - Do you have a hobby or know someone who has a hobby? What is it?
 - Describe how you feel when you do your hobby.

Display the front and back covers of the book.

- What jobs and hobbies do you think the peas have on the front and back covers? How do you know?
- What other jobs and hobbies do you think the peas might have?



During:

- What are the peas doing on this page?
 - Is this a hobby or a job? How do you know?
 - Do you like any of these activities? Why or why not?
- How do the illustrations help you understand more about each job and hobby?
- How are the jobs and hobbies on this page the same? How are they different?
- What letter comes next in the alphabet?
 - What jobs or hobbies can you think of that start with the letter _____?



After:

- Which pea's job or hobby do you think is the most exciting or interesting? Why?
- How do you think the peas feel as they do their jobs and hobbies? How do you know?
- The peas in the story are unique because they all have different jobs and hobbies. What is something that makes you unique?

Reading/Writing Connection:

- The peas tell us who they are for each letter of the alphabet, such as astronauts, inventors, and painters. The author ends the story with the question *Who are you?* The author is asking you to share about a job you want when you're older or a hobby you enjoy doing.

READ FOR MEANING – DEMONSTRATE COMPREHENSION OF BOOKS READ ALOUD

On chart paper, write the title *Who Are You?*

- Write a sentence with each child's name and a job they want to have or a hobby they enjoy. Model writing with appropriate punctuation and letter formation.
 - For example: *Sophia is a doctor. Carlos is a block builder.*
- Support alphabet knowledge as children provide answers.
 - What letter/sound does your name start with?
 - What letter/sound does (job/hobby) start with?

On a piece of paper, children will:

- Write their name;
- Draw a picture to accompany their sentence; and
- Write the letter that their job/hobby begins with. (If needed, draw a dotted outline of the letter for the children to trace.)

