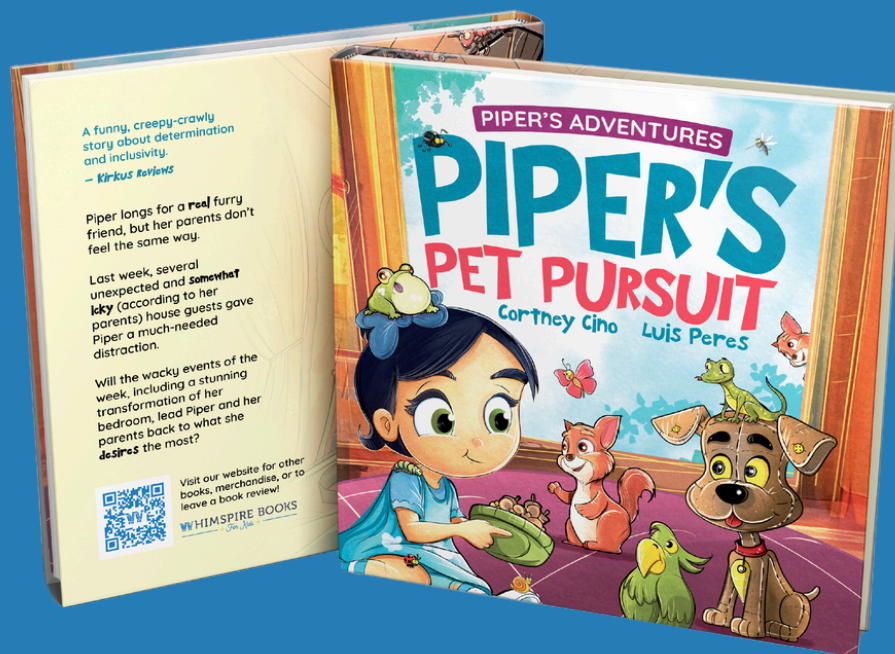


Piper's Pet Pursuit

by Cortney Cino, illustrated by Luis Peres
Whimspire Books for Kids; 2024



Educator Guide with Activities

ALIGNED WITH COMMON CORE STATE STANDARDS (CCSS)

WHIMSPIRE BOOKS
— ✦ For Kids ✦ —



Verdict:
"GET IT"
-Kirkus
Reviews



BOOK SUMMARY

Piper's Pet Pursuit is ideal for a read-aloud experience with children ages ~3-8. Piper is an enthusiastic, creative, spunky girl with a dream many kids can relate to: she wants a pet, and she is determined to find a way to convince her parents to allow her dream to become a reality.

Often humorous, the book illustrates in an age-appropriate manner the qualities necessary when pursuing a goal. Along the way to the happy ending, children learn facts about common bugs and animals as well as pet care details. Social-emotional learning components include self-esteem, self-management, interpersonal relationships, and responsible decision-making.



979-8-9889251-2-5 - Paperback (12.99)

979-8-9889251-1-8 - Hardcover (18.99)

979-8-9889251-5-6 - eBook (5.99)

Trim -8.5 x 8.5 inches, 32 pages

Publish date: Jan 2024

Available wherever books are sold



BEFORE READING

Suggestions for building background knowledge and interest in the story



Introduce the book: Show the cover. Read the title.



Piper's Pet Pursuit is the **title** of the book.

- Why do books have titles? (A title gives the reader and listener clues to what the book is about. It makes us curious about what happens in the story. Often it gives us important information.)

CCSS.ELA-LITERACY.RI.K-2.5



One of the words in the title is a big word: **pursuit**.

- What is a pursuit? (An effort to gain something; a quest, hunt, or chase.)

CCSS.ELA-LITERACY.RL.K-2.4



Point out the names below the title. Explain that these identify the author and the illustrator of the book.

- What does an author do? What does an illustrator do?

CCSS.ELA-LITERACY.RL.K-1.6



Generate interest in the story and draw on background knowledge. Discuss:

- What do we know about this book from the title and the cover?
- What is the **main character**'s name?
- What do you think she wants? Why?
- Who has a pet? Encourage brief sharing.
- Note the animals pictured on the cover. Which of these animals are common pets?
- What do you want to know? (List responses on chart paper or whiteboard to return to later.)

CCSS.ELA-LITERACY.RL.K-2.3



WHILE READING

Suggestions for delving into the story



Read the first page. Discuss the meaning of **persistent**. (Determined despite opposition, obstacles, or discouragement; doesn't give up easily; stubborn.)

- What do you think Piper might be persistent about?



Read the second page.

- What does Piper want?
- Discuss the meaning of **reasonable**. (Fair; not unusual or excessive.)
- Is Piper's request **reasonable**?
- What are her parents' excuses?
- What other excuses might parents give for not wanting to get a pet?



Read the next two pages.

- How is Piper feeling?
- Have you ever felt something was **unfair**? Discuss.



Read the next six pages. (*Piper and her various visitors.*)

- What does **unexpected** mean? (Surprising; not expected.)
- How is Piper making the unexpected visitors welcome?
- Piper says that her parents taught her to always make others feel welcome in their home. Discuss how we do that.
- How are Piper's parents feeling? How do you know?
- How is Piper feeling about her parents' actions?
- Note the difference in point of view.
- What do we know about Piper from what we have read so far? (She is determined, or **persistent**; she is knowledgeable about animals.)



WHILE READING (CONT.)



Read the next four pages. (*Saturday*)

- Note the Bugmore Bed and Breakfast details. Point out that the illustration is like the one found on the title page. Why do you think this illustration was chosen for the title page?
- Why do you think Piper can't wait to show Mom and Dad the way she is playing with the dollhouse?
- What do we know now that we didn't know before we began reading the book?
- How do you think Piper's parents will react?



Read the next page.

- What does **speechless** mean? (Surprised; at a loss for words.)
- How are her parents feeling? How do you know?
- What do you think will happen next?



Read the next two pages.

- Why do you think Mom and Dad are quiet?
- What might they be thinking about?
- What does "beaming with pride" mean?
- Can you show me what "beaming with pride" might look like?
- Do you think Piper's parents are beaming with pride? Explain.



Read the next two pages.

- Why do you think Piper's parents are proud of her?
- Were you surprised?









Read to the end of the book.

- Do you think Piper has made a good decision to close the Bugmore Bed and Breakfast? Why?
- What do you think will happen next?



AFTER READING

Suggestions for follow-up

-  Return to the chart paper/whiteboard lists generated before reading. Discuss what we wondered, what we read, and what we know now.
-  What was Piper's problem? What did she want? How did she solve her problem?
-  What do you think will happen next?
-  What do you imagine Piper will do with her guinea pig? What might the obstacle course she creates for Gary look like? What might be some of Piper's other ideas?
-  In this story, we find out about Piper's point of view and her parents' point of view. Discuss how they are different and how they eventually come together and why.
-  Would Piper be a good friend? Why?



CCSS.ELA-LITERACY.RL.K-2.1,2,3,4,6,7,10
CCSS.ELA-LITERACY.RF. K-2.1
CCSS.ELA-LITERACY.SL.K-2. 1,2,6



EXTENSION ACTIVITIES & CURRICULUM CONNECTIONS



Learn more about guinea pigs.

If someone in the class has a pet guinea pig, ask them to describe their experiences with their pet. If possible, invite the pet to visit the class.

CURRICULUM CONNECTION: SCIENCE



Have students **draw a picture** of their pet or a pet they would like to have and write a caption. Display around the room.

CURRICULUM CONNECTION: ART, ENGLISH LANGUAGE ARTS



Make a chart of the visitors Piper welcomed throughout the story, what she did for them, and what she experienced as a result of inviting them to the Bugmore Bed and Breakfast.

CURRICULUM CONNECTION: SCIENCE



What a Character! Complete a character sketch. We met Piper, the main character, in this story. List what we know about her. How would you describe her? Think about her qualities and her personality as well as how she looks.

CURRICULUM CONNECTION: ENGLISH LANGUAGE ARTS



As a class project, **build a creative space**, such as an obstacle course, for a pet. *See related writing exercise below.*

STEAM



Team-time: Split into teams of 2-4 to research the animals Piper invited to her home and learn more about them. Prior to beginning the research, work as a whole group to generate a list of what to look for or find out about each animal. Share findings with the class.

CURRICULUM CONNECTION: ENGLISH LANGUAGE ARTS, RESEARCH SKILLS



Build a replica of the Bugmore Bed and Breakfast.

STEAM



FUN WRITING PROMPTS



Write about your pet. What does your pet look like? What does it eat? What are its habits? What do you like best about your pet? What are your responsibilities for your pet? If you don't have a pet, write about one you'd like to have and why. (If time allows, have children share with the class, including a photo of their pet.)



If you had a friend who wanted a pet, what would you suggest they do to show they are ready and responsible enough to care for a pet?



Tell about a funny or unusual experience with your pet or a friend's pet.



Tell about a special space you have created for your pet. Give details. Draw a picture. Or, tell about a creative pet space you imagine. Give details. Draw a picture.



In this book we learned a few new words. Use **pursuit**, **persistent**, **reasonable**, **speechless**, and **unfair** in sentences. (Also see the word search activity.)



Describe someone you know who is **persistent**. Give details that show they are persistent.



What does Piper do that is **reasonable**? What does she do that is **unreasonable**?



Tell about an experience you have had that was **unfair**.



At the end of the story, Piper's parents write a note to her. What do you think Piper would write back to her parents? Make a card from Piper to her parents. Share with the class. Display cards.

CCSS.ELA-LITERACY.W. K-2. 1,2,3,6, 7,8

CCSS.ELA-LITERACY.SL.K-2. 1,2,3,4,5,6

The Common Core State Standards (CCSS) addressed by the discussion questions and activity sheets in this guide are noted throughout. For more information on the CCSS, visit corestandards.org.

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Put the events from the story in order by numbering them 1, 2, 3, etc.

- ___ On Saturday, Piper brings a lizard to her room.
- ___ Piper thinks Mom and Dad are beaming with pride.
- ___ Piper gets dressed, eats breakfast, and makes a reasonable request.
- ___ Beetles take a bath.
- ___ Mom and Dad surprise Piper with a guinea pig and a card.
- ___ Every day, Piper's parents have an excuse for not getting a pet.
- ___ Piper invites visitors to her home.
- ___ Ants eat an apple in the kitchen.
- ___ Cockroaches cuddle in the corner.
- ___ Piper builds the Bugmore Bed and Breakfast.





Find the following words going across (→) down (↓) or at a diagonal (↘): pet, pursuit, persistent, unfair, speechless, ant, beetle, cockroach, dog, cat, lizard, bird, frog, mosquitos, flies, guinea pig, Piper, Bugmore

p	e	t	b	l	c	p	b	o	p
i	z	u	t	i	u	u	u	y	w
p	o	n	l	z	a	r	g	o	b
e	r	f	c	a	d	s	m	n	i
r	e	a	n	r	o	u	o	d	r
l	a	i	m	d	s	i	r	a	d
p	e	r	s	i	s	t	e	n	t
l	c	o	c	k	r	o	a	c	h
a	c	n	f	r	o	g	m	a	t
d	o	b	a	n	t	h	h	t	a
w	o	x	b	e	e	t	l	e	q
v	z	g	l	n	f	a	d	f	g
s	p	e	e	c	h	l	e	s	s
g	u	i	n	e	a	p	i	g	n
w	s	f	h	j	p	q	u	e	o
t	m	o	s	q	u	i	t	o	s

