

LESSON PLAN

Peeper and Zeep

An I Like to Read Book, Level E

written and illustrated by Adam Gudeon

Peeper and Zeep are trying to get home. Can Frog help?

Objectives: Students will be able to read for purpose and understanding, answer comprehension questions using text support, identify story elements (setting, characters, and plot development), and compare and contrast characters from a story.

Guided Reading Level: E

Grade Level: 1

Interest Level: Pre-K–2

Instructional Standards

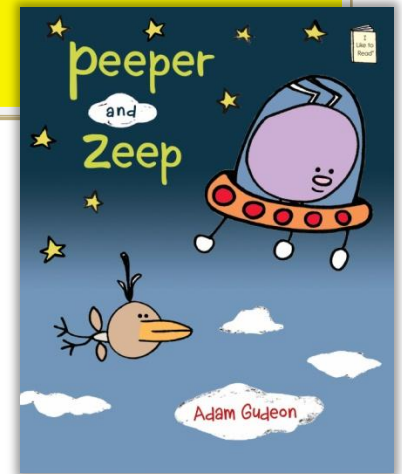
Reading Literature: RL.K-2.1,2,3,4,5,7

Reading Foundation Skills: RF.K-2.1,2,3,4

Writing: W.K-2.3,6,7,8

Speaking and listening: SL.K-2.1,4,5,6

Language: L.K-2.1,2,4,5,6



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Ages 4–8 • E-book available

BEFORE READING

1. Discuss the cover illustration and the book title.
2. Which character do you think is “Peeper”? Why?
3. Put the word “peep” on the board. Discuss the different meanings. (To look quickly at something, peek or glance, OR the sound a bird makes. Use the multiple-meaning word in sentences.)
4. Discuss words used to describe a being from space. (alien, spaceman, etc.)
5. What sounds might an alien make? Go around the room and ask.
6. Where do you think this story takes place?
7. What kind of characters will be in the story?
8. What do you think the story will be about?

Take a picture walk through the book.

1. Write down the class predictions. “I think Peeper and Zeep will be about _____.”
2. Identify the author and illustrator, Adam Gudeon.
3. Do you think this book is real or make-believe, fiction or nonfiction? Explain.



Word Work

1. Write the vocabulary words on the board and discuss each word. Identify the beginning sounds, root words, and endings. **Peeper, Zeep, meet, broke, wing, spaceship, lost, home, Frog, up, down, go, stop, rest, try, work, nice**
2. Underline the word “spaceship.” Tell students that this is a compound word: two words together that make a new word. Discuss other compound words: cupcake, raincoat, baseball.
3. Circle the consonant blends **br, sp, st, sh**. Brainstorm other words that have the same beginning sounds.
4. Ask students to find the opposites: up, down/stop, go/rest, work/nice, broke/lost, home
5. Write “Peeper,” “meet,” and “Zeep” on the board. Ask students to identify the vowel sound (long e) and tell the letters that make the sound.

DURING READING

1. First reading/shared: Teacher reads aloud and models as students read along and look at the illustrations.
2. Second reading independent: Students read silently.

Read to Find Out

1. Compare and contrast Peeper and Zeep.
2. What is the problem in the story?
3. Make predictions. Do you think they will get home?
4. Why do they go to Frog? How does he help? (Draw attention to the “catapult.”)
5. What is a catapult? Why was it a good idea to build one for Peeper and Zeep?
6. Describe Frog’s house. What do you think Frog does for a living?
7. How do the illustrations enhance meaning?
8. How does the problem finally get solved? (They all worked together and built a new home.)
9. What words at the end of the story tell you about how the characters feel?

AFTER READING

Make Connections

1. Check your predictions.
2. Fill out a Venn diagram comparing and contrasting Peeper and Zeep.
3. Go through the book and find details in the illustrations that helped you understand what was happening in the story.
4. Discuss why Frog is an important character in the story. Create a “character map” of Frog.
5. Talk about different jobs that use the tools and items found around Frog’s house. (carpenter, inventor, scientist, architect, engineer)
6. Explain why the first two attempts failed.
7. Why did Peep, Zeeper, and Frog need to rest in the story?
8. Write a sentence and draw a picture telling about a time that you tried and tried to do something. Did you succeed in the end?



9. Fill in the blanks to make the sentence true. Use words from the story:

- Zeep had a _____.
- Zeep and Peeper both _____.
- Peeper broke his _____.
- Zeep broke his _____.
- Peeper and Zeep were both _____.
- Peeper and Zeep wanted to go _____.
- Peeper and Zeep went to get help from _____.
- Peeper and Zeep went _____ and _____.
- Peeper, Zeep, and Frog need to _____.
- Peeper, Zeep, and Frog all _____.
- Peeper and Zeep have a new _____.

STEM Group Activity

In the story Frog is very creative and innovative. Create a catapult that will send Peeper and Zeep home.

1. First, have students play with a simple catapult.
 - Give each student a plastic spoon and some objects. See how far they can launch them. Create a chart.
2. Next, have students build a Craft Stick Catapult:
 - 7 craft sticks
 - 3 rubber bands
 - a milk cap
 - cotton balls (or other objects to launch)
 - a) Tack 5 craft sticks together, and rubber band the ends.
 - b) Stack 2 craft sticks together, and wrap a rubber band around the very end.
 - c) Separate the 2 craft sticks. Place the stack of 5 craft sticks between the 2 craft sticks.
 - d) Wrap a rubber band around all of the craft sticks to hold the catapult together.
 - e) Glue a milk cap on to serve as a launching platform.
 - f) Push down on the top craft stick and release to launch an object from the milk cap.
3. In two groups, plan, design, create, and build a unique catapult out of recycled items found at home or in school. Have each group present their catapult to the other group.

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