

Reading Roundup

Whistle for Willie

Written and Illustrated by
Ezra Jack Keats

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Whistle for Willie, written and illustrated by Ezra Jack Keats.

Before Reading

Whistle for Willie is written and illustrated by Ezra Jack Keats who also wrote another book about a boy named Peter. You may have read Snowy Day with your teacher. If you've already read Snowy Day and Whistle for Willie, that's great. Today, as we read together, let's pay close attention to Peter and think about the problem he's determined to solve.

***Note** – Due to the brief text, consider reading the entire book without stopping to ask questions and engage in discourse. After reading the entire book go back to the beginning.

Now that we've listened carefully to the words, let's read the story again, paying attention to the illustrations.

As you look closely at the pictures, ask yourself what the pictures are telling us about Peter.

During Reading

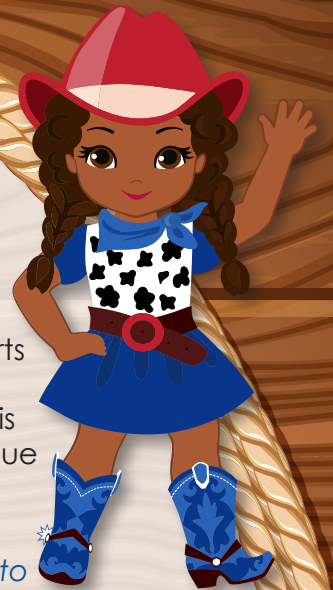
- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 7.

- **Page 7 P** - *Peter sees a boy playing with his dog and tries to whistle. When he's unable to whistle, what does he do?* (He starts spinning around and around.) **T/T** - *What might this tell us about Peter? Turn and talk with your partner.* (This might tell us that Peter is happy and likes to play around. He doesn't get mad easily.) Continue reading through page 13.

- **Page 13** *Peter hides from Willie and even though Willie can't see him, he tries to whistle. T/T – Why do you think Peter hid from Willie and tried to whistle? What do we know about Peter that gives us a clue? Turn and talk to your partner.* (Peter hid from Willie because he likes to have fun and play harmless tricks. He likes to laugh and have fun.) **P** – *What did Peter do when he wasn't able to whistle?* (He drew a long chalk line from the carton to his front door.) Continue reading through page 17.

- **Page 17 P**– *Look at Peter standing up straight and tall with his father's hat on his head. We know that Peter likes to have fun. Do you think Peter likes to pretend? Why or why not?* (Yes. Peter dresses up in his father's fedora. He hopes that if he pretends to be his grown-up father, he'll be able to whistle.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations. Invite students to look for more ways Peter is creative and fun.



After Reading

- *Peter never gave up trying to whistle.* Turn back to pages 24-25. **T/T** – *Turn and talk to your partner about what you think Peter felt when he finally whistled?* (He could barely believe it. He was shocked that a whistle finally came.) **P** - *What did Peter do to make us think that?* (He stopped in his tracks and looked around to see who was whistling.)

Remember, when you want something badly enough, it's worth working hard for it and never giving up.

Vocabulary

Whistled – (demonstrate a whistle as used in context)

Whirled – turned around quickly p. 7

Carton – box p. 10

Quick as a wink – super fast p.10

**WORD
WAGON**