

# TOO MANY CARROTS

by KATY HUDSON

**COMPREHENSION FOCUS**

**Retelling**  
Problem/Solution

**STANDARD CORRELATION**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.



**SEL CONNECTION**  
Problem Solving

**PREPARE**

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 9, 13, 16, 19, 27, and 32.

Create the anchor chart template as shown; it will be completed during the lesson.

Tip: Write the problems on large sticky notes before the lesson. As you read aloud, add the sticky notes to the anchor chart and write the attempts/solutions in the second column.



STEP 1

**EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**

*In some fiction stories, the main character has a problem. Retelling a story by thinking of the character's problem and how they solve that problem helps us remember the key details in a story. Also, understanding the problem and the solution will help us determine the message or lesson the author wants us to know.*

STEP 2

**INTRODUCE THE NEW BOOK**

*Rabbit has too many carrots. Let's read to find out what lesson he learns while trying to solve his problem.*

STEP 3

**READ AND DEMONSTRATE HOW TO USE THE STRATEGY**

*As I read aloud, listen for the ways Rabbit attempts, or tries, to solve his problem. We will put a thumb up if the attempt works and a thumb down if it doesn't work. His problem is he has so many carrots that he can't even sleep in his house anymore.*

**Read pages 4-9.** Rabbit does have a big problem. He is collecting carrots everywhere he goes. He has so many stuffed in his burrow, he can't even get in to go to sleep. Let's read on to see how Rabbit will solve his problem.

**Read pages 10-13.** Rabbit made an attempt or tried to solve his problem. Rabbit asked Tortoise if he could sleep in his shell with him. Put your thumb up or down: Did it work? Thumbs-down: no, it didn't work. Let's see what he tries next.

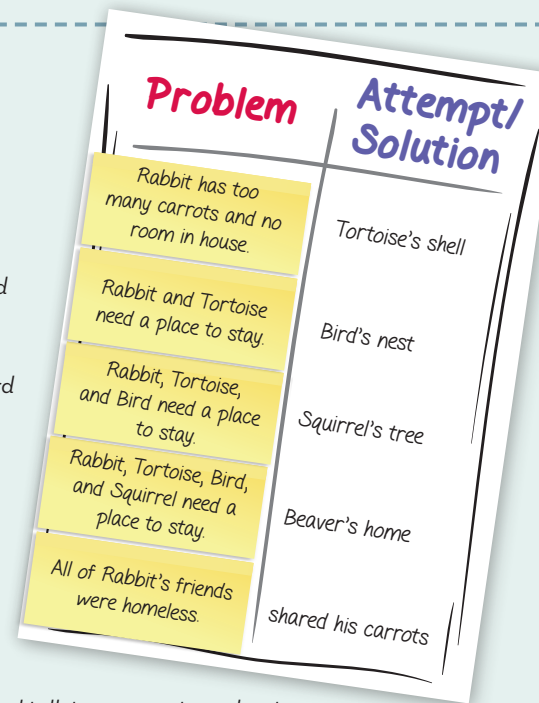
**Read pages 14-16.** Now Rabbit and Tortoise both need a place to stay. So they ask Bird if they can stay in his nest. Notice that Rabbit brings (hauls) his carrots up to the nest. Thumbs-up or thumbs-down: Does it work? Let's keep reading.

**Read pages 17-19.** Turn and talk to your partner. What did they try next to solve their problem? Listen to the partner pairs, and then share some of their ideas. Rabbit is still trying to take too many carrots with him into everyone's homes. I'm thinking this is his problem.

**Read pages 20-27.** So now Beaver's home is destroyed. Turn and talk to your partner. How do you think Rabbit should solve his problem? Listen to the partner pairs, and then share some of their ideas. Let's read to find out what Rabbit does next.

**Read pages 28-32.** Put your thumb up or down: Does Rabbit solve his problem? Turn and talk to your partner about how he solved his problem of too many carrots. Listen to the partner pairs, and then share some of their ideas.

*Sometimes it is important to change how we think about things. In this story, the author wanted us to learn that sharing our things is better than keeping them all to ourselves. Rabbit learned that lesson, didn't he? (Thumbs-up!)*



STEP 4

**INDEPENDENT PRACTICE**

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st). Have students draw a picture of Rabbit sharing his carrots with his friends. Use pages 30 to 31 as a guide. Display the pictures on the wall.

## TOO MANY CARROTS

by KATY HUDSON

STEP  
1

## REVIEW THE BOOK

Use the anchor chart as a guide to retell the story. Have partners discuss how Rabbit tried to solve his problem.

STEP  
2

## GENERATE THE SENTENCE(S)

Have students help you generate a sentence about how Rabbit solved his problem.

Possible sentence: *Rabbit shared his carrots with his friends.*

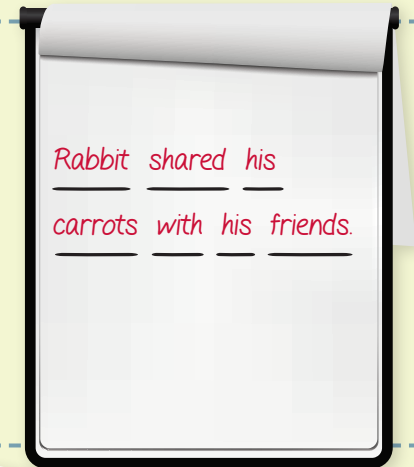
STEP  
3

## INTERACTIVE WRITING

*Let's write, Rabbit shared his carrots with his friends. Repeat that with me.* As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.

STEP  
4

## EXTEND AND CONNECT THE LEARNING

Read aloud other fiction stories that feature a strong problem with multiple attempts at solving the problem. Have students put a thumb up or down as you read the story, indicating if/when the problem is solved.

