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Join Pete the Cat as he heads off to school in his new school shoes.

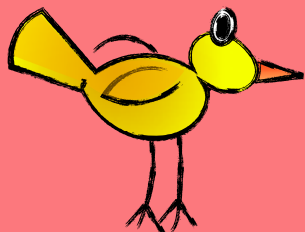
Ages: 3 to 6 years

ATOS Reading Level:
2.2

Lexile: AD430L

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Pete the Cat: Rocking in My School Shoes

Where will Pete do next in his school shoes?

Topics: spatial vocabulary, sequence, addition, counting, predicting, comparing

Activities To Do Together:

Pete the Cat: Rocking in my School Shoes highlights spatial vocabulary and the sequence of Pete's school day activities. Exploring spatial vocabulary helps children orient themselves within their environments and understand spatial relationships. Developing an understanding of sequence helps children understand that the order in which an action or event occurs can have a very important impact on the outcome.

Before reading the book:

- Talk with your child about their morning routine. What do they do 1st, 2nd, and 3rd? Do you put your pants on first or your shoes on first? Why?
- Ask your child to predict what they think the book is about.
- Together, talk about ordinal numbers (1st, 2nd, 3rd) and how they are used to describe the sequence of events.

While reading the book:

- Describe where Pete is in relation to his desk?
- Find and point to the little yellow bird throughout the book. When he is on a page, describe his location using spatial vocabulary such as **on**, **in**, **beside**, **next to**, etc.
- Before turning the page ask your child to predict where Pete goes next based on the clues.

When you have finished reading the book. With your child:

- Talk about what Pete did throughout his day. Ask your child to create drawings showing what Pete did first, second, third, and so on during his day. Encourage them to write ordinal numbers (1st, 2nd, 3rd, etc.) next to their drawings to illustrate the sequence Pete followed.
- Count how many times Pete sings his song.
- Create your own schedule, what do you do first, second, and last at school?

Questions for Mathematical Thinking:

1. What are the first, second, and third things Pete does in the book?
2. What would you do in your school shoes?
3. Why is the order of numbers important?
4. What do words like **on**, **beside**, **next to**, and **behind** tell you about an object?
5. Predict what Pete will do tomorrow?

Early Math Project Resources:

[Visit Pete the Cat: Rocking in my School Shoes](http://earlymathca.org/pete-the-cat-rocking)
(earlymathca.org/pete-the-cat-rocking)

Follow this [link](#) or visit earlymathca.org/external-resources for additional online resources.



Vocabulary

Math words found in the story: adding, down, every, four, in, on

Related math words: positional vocabulary

Words to build reading comprehension: furry, goodness

Related Books: *Leaves to my Knees* by Ellen Mayer; *Room on the Broom* by Julia Donaldson; *Lyle Walks the Dog* by Bernard Waber

Click this link to the [World Catalog](#) or enter <https://bit.ly/3EsvgkN> to find *Pete the Cat: Rocking in my School Shoes* in the public library.

Math Connections:

Explore spatial vocabulary with the book *Pete the Cat: Rocking in My School Shoes*. Children begin to use simple spatial vocabulary such as **in** and **on** during their first three years. As children develop their sense of where they are, and how they navigate through space, adults can help children connect these concepts by talking about what they notice the child doing using spatial vocabulary. Hearing these words helps children identify the position and its meaning and strengthens their understanding of spatial relationships.

Spatial vocabulary falls into three broad categories. The first set of words describe positions, including **on, in, over, under,** and **near**. The second set of words describe direction, including **up, down, left, right, across,** and **north**. While the third set describes a position's distance, these words include **near, far, extended,** and **farther**. Explore words in each of these categories with your child.

Have fun labeling objects around you with your child. Choose an object as your starting point and use words from each category to describe the location of other objects in relation to the starting object. For example, you may choose the chair in the center of the room as the starting object. Labels may include “on” for the blanket **on** top of the chair, “left” for the couch to the **left**, and “near” for the stuffed animal that is **near** the chair.

By the time they enter elementary school, many children are beginning to use mental rotation in order to visualize solutions for spatial problems. Encourage them to use spatial vocabulary to describe how they plan to manipulate an object. Explore puzzles with your child. Ask them questions, like “Where does this piece fit?” Or “If you rotate this piece will it fit?” You may also explore tangrams with your child, sliding, rotating, and flipping tangram pieces to create an image. Find tangram resources at earlymathca.org/tangrams.

Additionally, the book explores Pete's routines. Talk with your child about the sequence in which Pete completes his tasks at school. Ask your child to tell you the sequence of the places Pete visits throughout his day. Then, ask them to draw what he does first, second, third, next, and last. Encourage your child to label each picture with the corresponding ordinal number. For example, they may draw Pete getting off the bus and write “1st” to indicate it is the first thing he does.



Talking about a sequence of events is a useful skill for children to develop to help them plan routines. It is also useful in mathematical thinking, such as when children learn about the order of operations. Understanding the concept of a sequence helps children recognize patterns and create expectations of what will happen next. Understanding the sequence of something, helps children become comfortable with timelines, following instructions, and carrying out tasks in a particular order. Everyday tasks that involve a sequence include following a recipe, completing a homework activity, or following directions to a location. These tasks all require understanding that the order of events or actions matters and can change the outcome if done differently. Talk to your child about sequencing and ask if they can remember a time when they did something out of order and didn't get the expected result.

Use *Pete the Cat: Rocking in my School Shoes* to make comparisons. With your child, compare the locations Pete visits. What is similar about the locations? What is different about them?

Counting the quantity of items in daily routines is great fun and practice for children. This book provides many opportunities to count. Ask your child what they would like to count in the book. You may encourage them to use post-its to label what they are counting. For example, if they count the four red shoes when Pete gets off the bus, they may place the corresponding numbers written on a post-it note by each shoe. Extend counting to your own environment. What collection of items would your child like to count? Ask them how they will keep track of what they have counted so far and what they still need to count.

Pete also does some addition in his school shoes. If your child has started to learn about addition at school, talk about what they have learned. Then, complete some simple addition equations, for example, $2 + 5 = ?$, $6 = ? + 4$, and $6 + ? = 9$.

Does Pete worry?
Goodness, no!



Age Level	Related Preschool Foundations , and CA State Standards
Preschool/TK	<p>Geometry 2.0, 2.1 Children begin to understand positions in space. Number Sense 1.1, 1.4 Children begin to understand numbers and quantities in their everyday environment. Algebra and Functions 2.0 Children begin to recognize simple, repeating patterns.</p>
Kindergarten	<p>Counting and Cardinality K.CC.1 Know number names and the count sequence. Standards for Math Practice 1 Make sense of problems and persevere in solving them. Standards for Math Practice 2 Reason abstractly and quantitatively. Standards for Math Practice 8 Look for and express regularity in repeated reasoning.</p>
Grade 1	<p>Operations and Algebraic Thinking 1.OA.1 Represent and solve problems involving addition and subtraction. Standards for Math Practice 1 Make sense of problems and persevere in solving them. Standards for Math Practice 2 Reason abstractly and quantitatively. Standards for Math Practice 8 Look for and express regularity in repeated reasoning.</p>

