

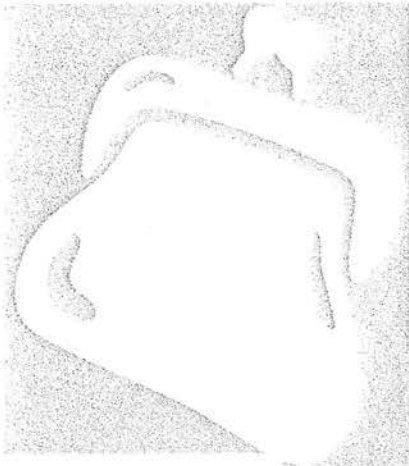
# LILLY'S PURPLE PLASTIC PURSE



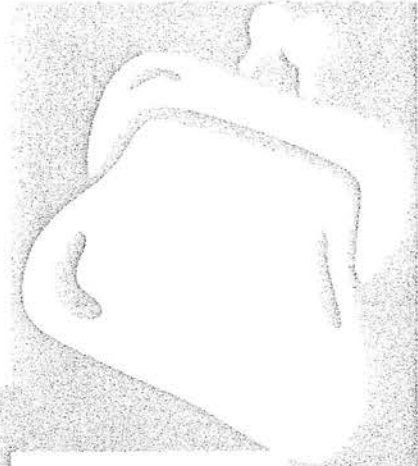
BY KEVIN HENKES

## Sample Lessons

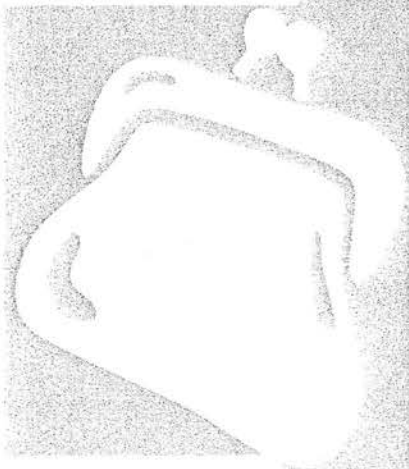
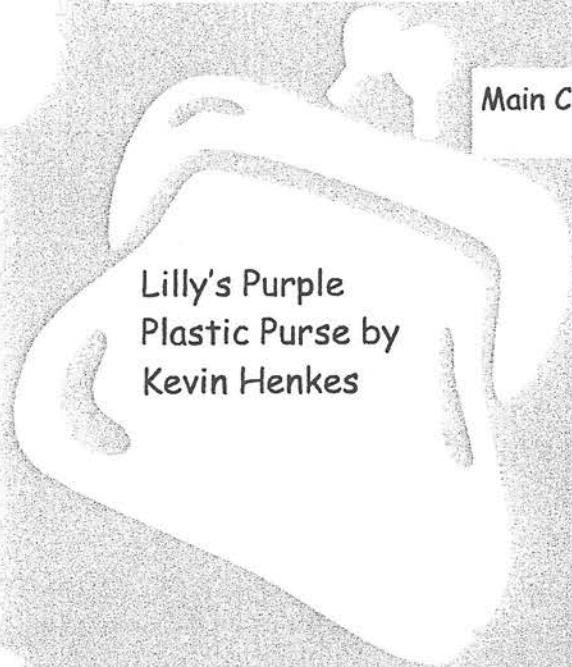
Name



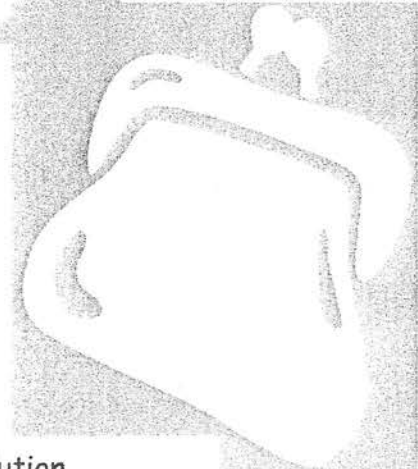
Setting



Main Characters



Problem



Solution

Name \_\_\_\_\_

# Like Lilly

Read.

 Write. Draw.



Lilly is happy about her new things.

That makes me think of when I

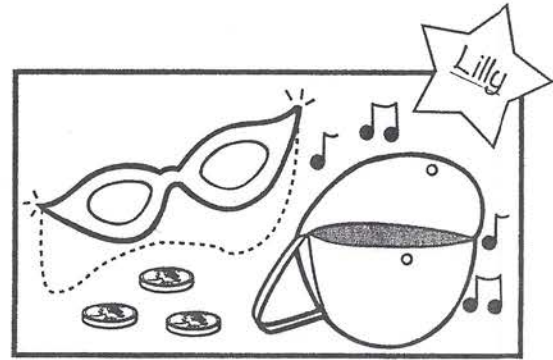
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Me

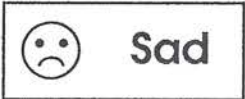
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Lilly is sad when Mr. Slinger takes her things.

That makes me think of when I

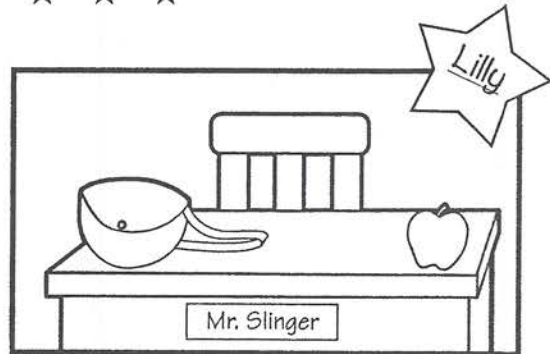
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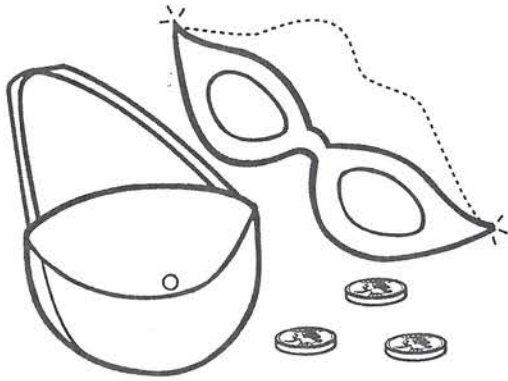
My Booklet About

*Lilly's Purple Plastic Purse*

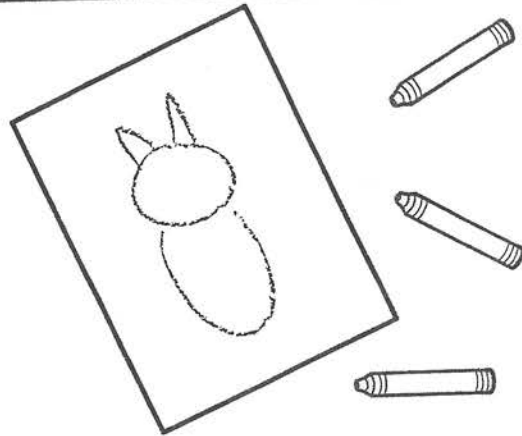
by Kevin Henkes

Name \_\_\_\_\_

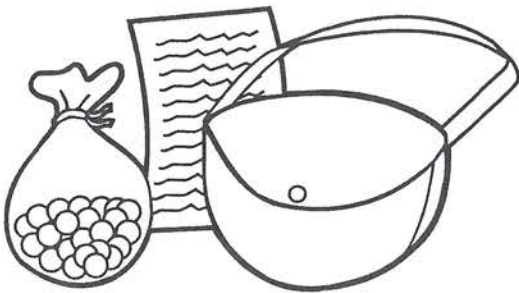
I Told the Story To



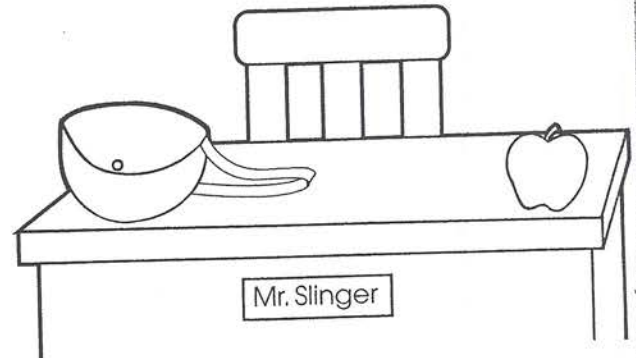
Lilly takes some new things to school.



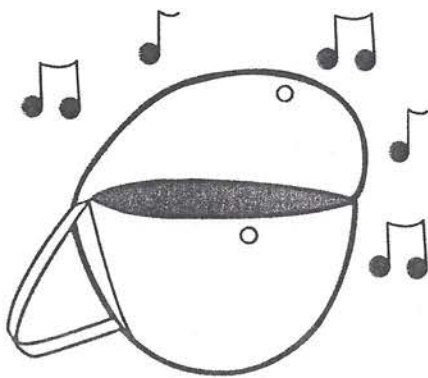
Lilly is mad. She draws a picture.



Mr. Slinger gives Lilly her purse, a note, and a snack.



Mr. Slinger takes the purse.



Lilly is noisy.



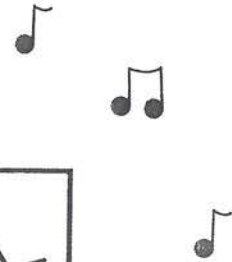
Lilly says she is sorry.

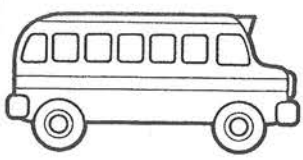




Name \_\_\_\_\_

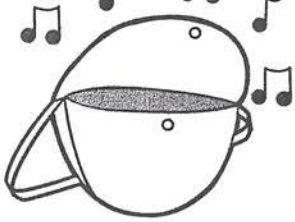




## In Tune With Lilly






Think about each part of the story.

 Color the correct crown for each sentence.



<p><b>Beginning</b></p> 	<p>1. Lilly is happy.  </p> <p>2. Lilly loves school.  </p>
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<p><b>Middle</b></p> 	<p>3. Lilly can wait for her turn.  </p> <p>4. Lilly is polite.  </p>
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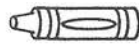
<p><b>End</b></p> 	<p>5. Lilly is sorry.  </p> <p>6. Lilly is mad.  </p>
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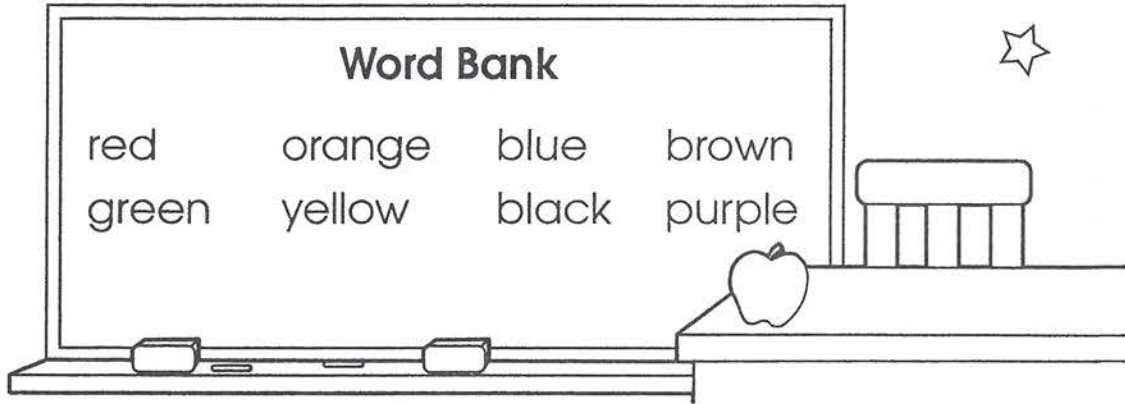
**Bonus Box:** On the back of this paper, draw some things that Lilly likes at school.

Name \_\_\_\_\_

# Ties for Mr. Slinger

 Write color words. Use the word bank.

 Color.



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**Bonus Box:** On the back of this paper, write a sentence that tells what color Lilly's purse is.

# READING/WRITING



**Learning Objective:** The students will be able to listen during read aloud; participate by answering questions, predicting, summarizing, and clarifying. The students will be able to make connections between events in the story and real life. The students will be able to use their imaginations to create a story extension. The students will be able to develop increased fine motor skills.

**Materials:** Lily's Purple Plastic Purse by Kevin Henkes; lavender construction paper, purse tracers, crayons, scissors, cover for class book, yarn, purple syran wrap

**Focus:** Ask students what they think they might like to be when they grow up. Discuss why they might want to do a particular job.

**Input:** Prepare to read the story by activating background knowledge. Has anyone ever gotten so mad that they did something that they weren't very proud of?

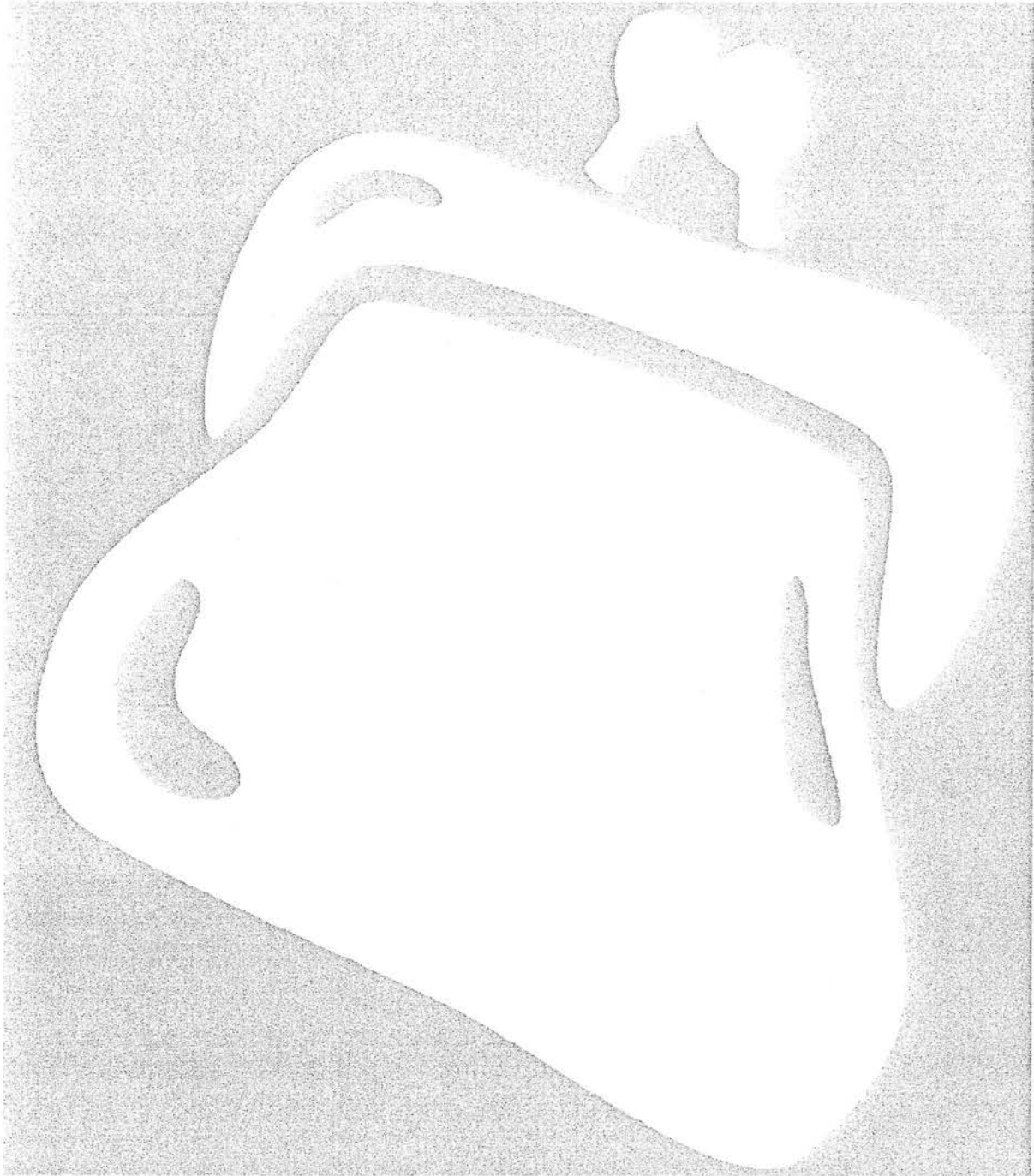
Share a few stories. Browse the story looking for clues about what the story might be about. Read Lily's Purple Plastic Purse. Stop to summarize, clarify, predict, ask questions, and make connections.

"The Light bulb Lab"

**Writing Activity 1:**

Students will extend the story by thinking about how it might feel to be Lily. Where would be a good place to take her purple plastic purse? If you were Lily, where would you take your purse? Make a class list of all the places they might take the purse. Students will then draw and write or dictate about where they would take their own purple plastic purse. Give each child a tracer the shape of a purse. Ahead of time create the cover by tracing a purse shape out of purple construction paper. Cover the purse shape with purple syran wrap and make a handle using yarn. Bind the pages together to form a class book.





Write about a time when you did something that you wished you hadn't done.

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## Writing

Lilly thought of many things she wanted to be when she grew up:  
a dancer, a surgeon, an ambulance driver, a diva, a pilot and a scuba  
diver.

Choose one of Lilly's ideas and write about it using this pattern.

### EXAMPLE:

I wish I were a diva (tell what)

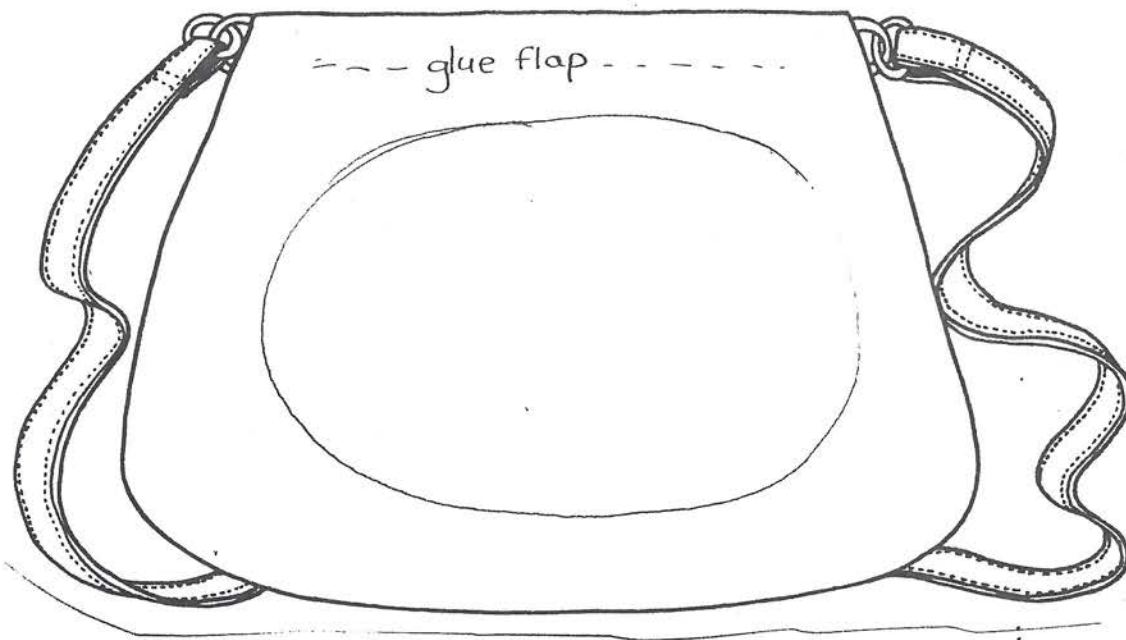
Standing on an opera stage (tell where)

Singing a beautiful song (doing what)

Hitting high notes with the orchestra (tell how)

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## What is in Lily's Purse?

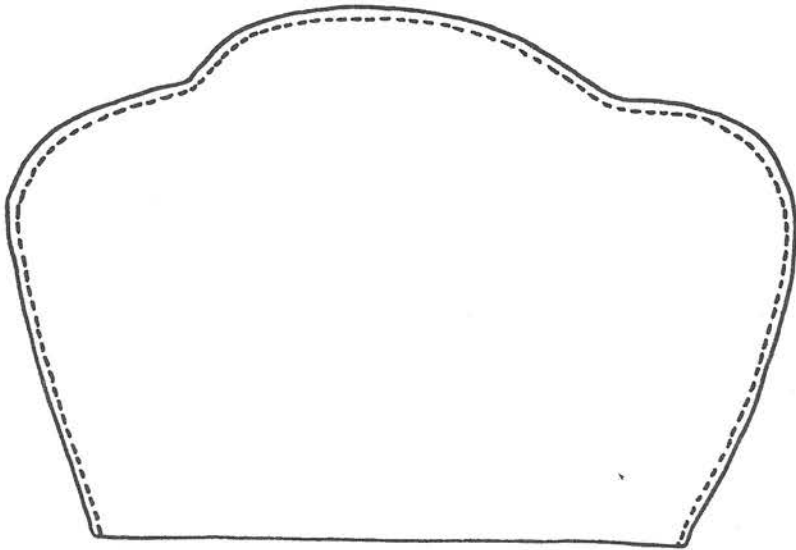


Describe what Lily has put in her purse. Use adjectives to tell about the object.

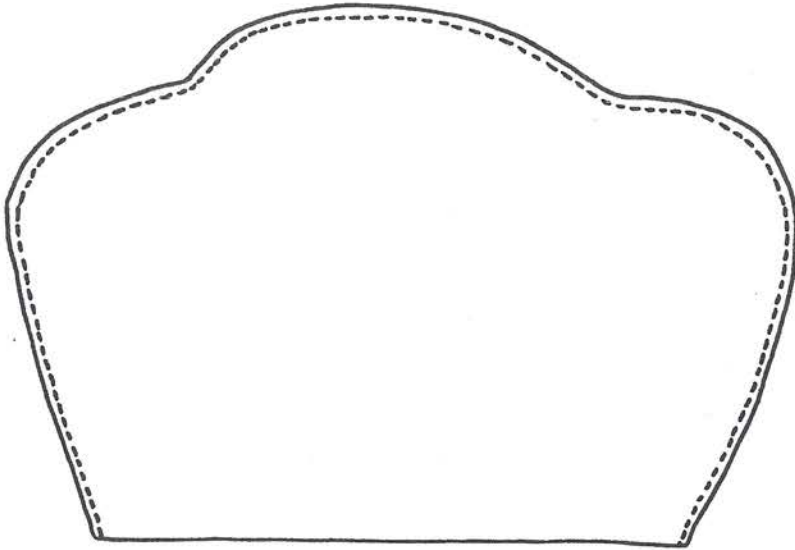
- What color is it?
- What size is it?
- What shape is it?
- What does it look like?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines provided for writing.

**Lilly's Purple Plastic Purse**



**Lilly's Purple Plastic Purse**



# READING E/I

# Making Words Game

DIRECTIONS: Read the directions for making each word. Fill in the blank spaces with the words you make. Use only these letters to make the words: A R H C T E E

1. Use three letters to name one of Lilly's favorite classes in school. \_\_\_\_\_
2. From the word you just made, take away one letter and add one letter to tell what Lilly does at lunchtime. \_\_\_\_\_
3. From the word you made in #2, take away one letter and add two letters to make a word that tells what a stomach does when you eat too much. \_\_\_\_\_
4. Add one letter to the word you made in #3 and move letters around to tell what Lilly must do to get something from a high shelf. \_\_\_\_\_
5. Add two letters to the word you made in #4 and move letters around to tell what a person is called who doesn't follow the rules in a game. \_\_\_\_\_
6. Move the letters around in the word you made for #5 to tell what Lilly wants to be when she grows up. \_\_\_\_\_

a	r	h	c	t	e	e
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MATH

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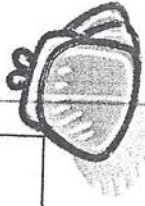
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Name: \_\_\_\_\_

Lilly's Purple Plastic Purse  
Coin Recognition & Value

Cut out the coins and glue them in the box with the matching value.

Draw a happy face in the box that shows the coins that were in Lilly's purse.



1¢	5¢	
10¢	25¢	



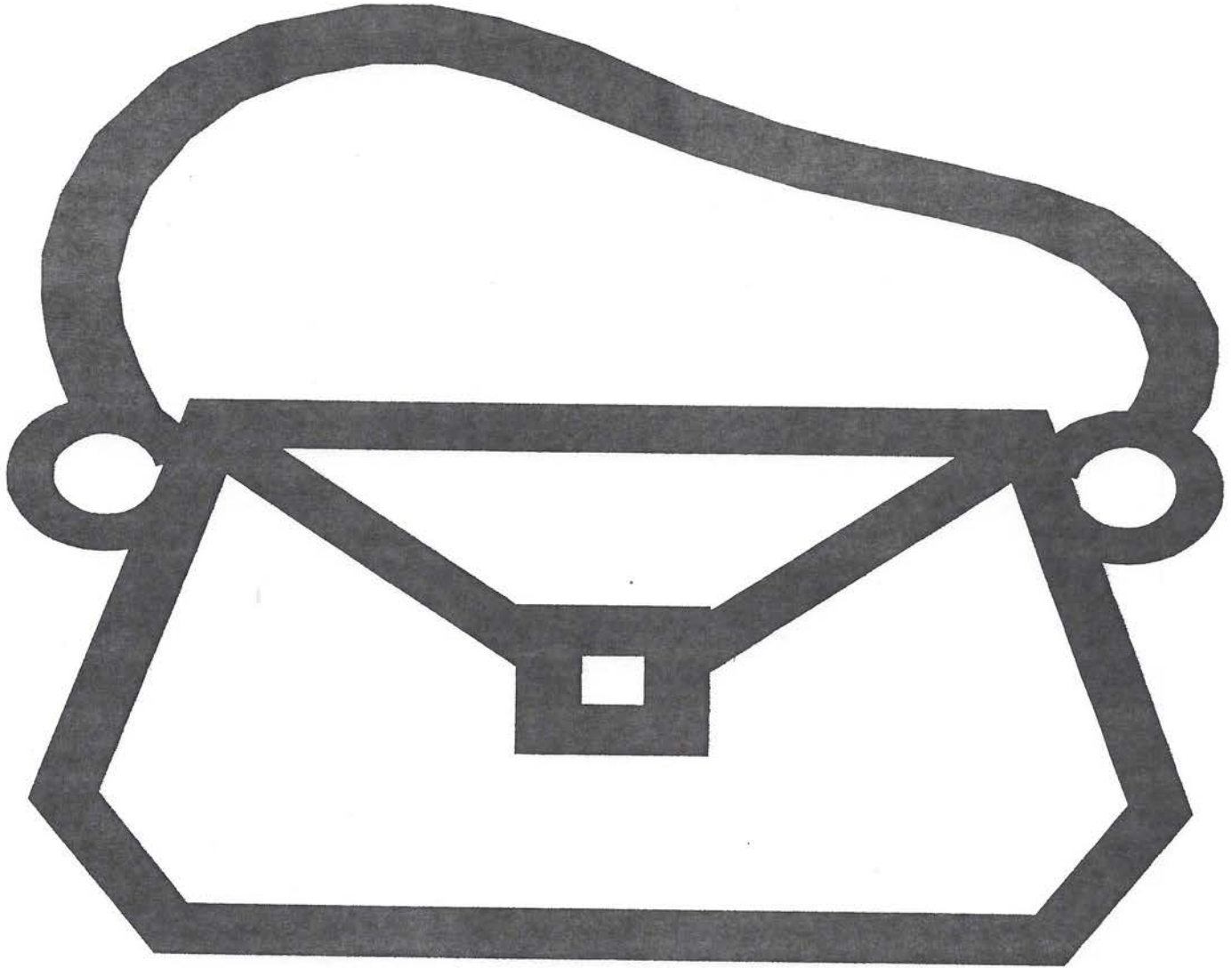
RL - 2005





Name: \_\_\_\_\_

Color Lilly's purse the correct color. Cut out the items that Lilly put in her purse and glue them on.



RL - 2005



# SCIENCE

Discuss how mice belong to the mammal family.

Read a non-fiction book about mice. Jot down facts the children learned on a mouse chart paper or fact web.

# SOCIAL STUDIES

Use the plot of Lilly's Purple Plastic Purse to discuss how words can hurt people's feelings. Ask students to role play how they might feel if Lilly wrote an unkind letter about them. What would they say to her?

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# EXTRAS



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Lilly wants to be Mr. Slinger's flower girl.

Can you help her look fancy?

- 1) Color Lilly's boots red.
- 2) Draw a heart on her crown.
- 3) Put polka-dots on her dress.
- 4) Write your name above the bow on Lilly's tail.
- 5) Put a line under her feet.
- 6) Draw some flowers in her hand.





# DOT TO DOT

Dot-to-dot mice  
are dot-to-dot nice!

Connect all the dots  
And see what appears,  
With a very long tail  
And very short ears.

