

A Common Core Standards-Aligned
Discussion/Activity Guide for PK-K

This Cowgirl Ain't Kiddin' About the Potty

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Written by Sarah Glenn Fortson

Illustrated by Russ Cox

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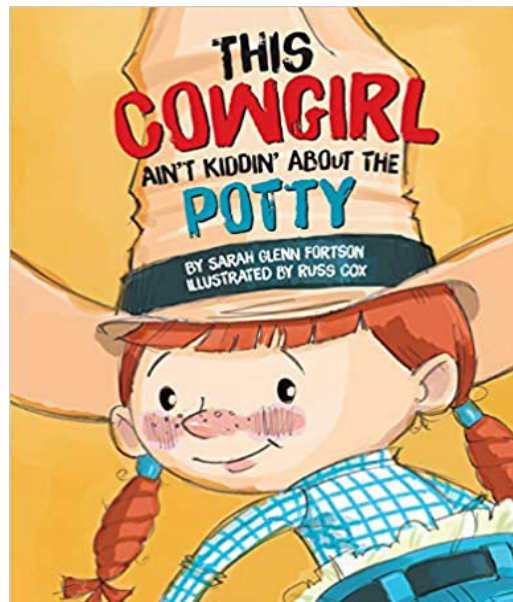
Cowgirl A. K. saunters around in her two-quart diaper insisting that she "ain't kiddin'" when she says she's got "no time for the potty." Until the day she meets her idol Wild Wilma Wilkee -- a real cowgirl -- and realizes that Wilma doesn't wear any diapers at all. She wears underpants! Fired up with newfound determination, A. K. eyes "that big white stallion" and learns how to ditch her diapers for good. Yee haw!

Guide created by
Debbie Gonzales, MFA



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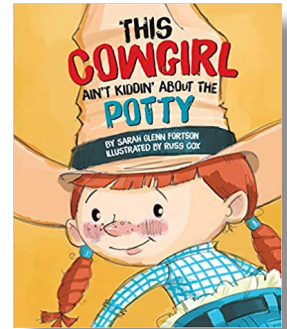
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Pre-Reading Discussion

Consider the illustration on the cover:

- Describe the illustration. Who is the girl featured there?
- What do her clothing and hat suggest about her personality?
- What does her expression suggest about her character?
- Read the title of the book. Make a connection between being a cowgirl and a potty. What do they have to do with each other?
- Predict what this book is going to be about.

**Meet the author – Sarah Glenn Fortson:**

- When accessing Sarah’s website, the first noticeable image is a banner of stunning red poppies. What do the flowers suggest about colors and things that Sarah likes?
- Sarah has a passion for writing. She is member of several prestigious writing groups and regularly attends writing workshops. Consider how her love for learning about to become a skilled writer inspired her to publish *This Cowgirl Ain’t Kidding About the Potty*.
- In addition to being a talented writer, Sarah also loves to paint. She’s posted a gallery of her paintings on her website. Make a connection between the bright colors she uses in her painting and the red poppies featured on the banner of her website. Predict what her love of color reveals about her personality.
- Find out more about Sarah and the fun she’s had with *This Cowgirl Ain’t Kidding About the Potty* by accessing sarahglennfortson.com.

**Meet the illustrator – Russ Cox:**

- Russ grew up in rustic environment. His family didn’t even have running water or a television set. What effect do you think growing up in this way might have had on Russ’s creative thinking?
- Russ owns his own illustration studio named after his cat, Smiling Otis. What does naming his business in this funny way suggest about his personality?
- Russ prefers to create illustrations “the old school way” by using paper, pencil, gouache, and watercolors over digital work. Why do you think this is so?
- When Russ was younger, he played the part of a “tall, graceless zombie” in a movie! Isn’t that an interesting fact about Russ? Access his website at smilingotis.com to find out more fascinating things about Russ and his art.



Post-Reading Discussion

BREAKFAST!

*Cowgirl A.K. sauntered into the kitchen, wearing her ten-gallon hat
and her two-quart diaper.*

IT WAS CHOW TIME.

- The word *saunter* means to stroll, amble, to walk with a swagger. Cowgirls that saunter are usually bold, confident, able to take on any challenge. Though A.K. seems to be bold and confident, she chooses to wear a diaper to school. Does this seem odd to you? Explain your answer.
- Turn to the first spread in the story. Tell why A.K.'s cat is looking at her in a disapproving way.
- In the next spread, A.K. tells her mother that she doesn't have "time for the potty." What does she mean by that statement?
- With the regards to wearing a diaper to school, what does A.K.'s mother want her daughter

BRRRiiING!

*Cowgirl A. K. strolled down the hallway wearing
her ten-gallon hat and her two-quart diaper.*

IT WAS LEARNING TIME.

- Turn to the spread featuring A.K. high-stepping down the hallway at school. Explain why the other students seem surprised to see A.K.
- Tell why her teacher asked A.K. about her diaper.
- Do A.K.'s classmates wear diapers to school? How do you know?
- If the other students don't wear diapers, does that mean that they have time for the potty?
- If the other students have time for the potty, why does A.K. say that she doesn't?

*Teacher said, "Tomorrow we're going to a wrangling rodeo
where we'll see the most famous cowgirl of all, Wild Wilma Wilkee."*

- How does A.K. feel about getting to see Wild Wilma Wilkee, the most famous cowgirl of all? How do you know?
- To *idolize* someone means to adore, admire, and even love someone else. It seems that A.K. idolizes Wild Wilma Wilkee. Why do you think this is so?



*After the barrel racers and bull riders, finally, it was Wild Wilma time.
She rode out on one of the baddest broncos ever!*

- Observe the spreads featuring Wild Wilma riding the bucking bronco. Comment on the bravery required to ride a wild horse in this way!
- In the next few spreads, A.K. searches for Wild Wilma in the crowd only to find that her idol had taken the time to go to the potty. Explain why A.K. was surprised by this discovery.

WILMA HAD...

*A ten-gallon hat set just right. Tall red boots, polished nice 'n' bright.
And denim jeans—she was quite a sight.*

- Turn to the spread featuring A.K. holding a picture of her with Wild Wilma. List ways that A.K. and Wild Wilma are alike. Finds things that match. Study the illustration to identify ways that they are different.
- The word *influence* means convince, to make to believe, and persuade. Earlier in the story, A.K. made the discovery that her idol, Wild Wilma, had time for the potty. How did this discovery influence A.K.?
- A.K. says “Uh-Oh,” when she notices her diaper fringe in the picture. Explain why A.K. responded in this way.

*Prancing proud in a brand-new pair of bronco-bustin' undies, A. K. hollered.
“RIDE ‘EM COWGIRL!”
and galloped down the hall.
IT WAS POTTY TIME.*

- Turn to the spread depicting A.K. riding a stick horse while tossing a lasso overhead. She appears to be happily galloping about without wearing a diaper. Explain the change in A.K. What made her decide to make time for the potty?
- Discuss how Wild Wilma inspired A.K. to approach the potty as if it were a wild bronco.
- In the end, A.K. states that she has no time for diapers, instead of the potty. Why the change? What caused her to decide to use the potty? Explain your answer.
- How will not wearing diapers effect A.K.? Will she be happier? Even more confident than before? How so?



Story Sequencing

Objective: To describe characters, settings, and sequence major events in a story, using key details.

Materials:

- *This Cowgirl Ain't Kiddin' About the Potty*, the book
- Story Line Template (Guide, pg. 7)
- Plot Point Cards (Guide, pg. 8)
- Story Line Template Answers (Guide, pg. 9)
- Scissors
- Cardstock
- Markers or crayons

Procedure 1:

- Print the Story Line Template and the Plot Point Cards on cardstock.
- Use scissors to trim around the borders of the Plot Point Cards.
- Using *This Cowgirl Ain't Kiddin' About the Potty* as a reference, illustrate the Plot Point Cards.
- Use the Story Line Template as a guide, place illustrated Plot Point Cards in the correct story line sequencing.
- Verify sequencing using the Story Line Answers Template guide.
- Encourage students to retell the story of *This Cowgirl Ain't Kiddin' About the Potty* using their Plot Point Cards as reference.

Procedure 2 (Suitable for pre-readers):

- Print the Story Line Answers Template on cardstock.
- Using *This Cowgirl Ain't Kiddin' About the Potty* as a reference, illustrate the Story Line Answers Template.
- Encourage students to retell the story of *This Cowgirl Ain't Kiddin' About the Potty* using their Story Line Answers Template as reference.



Story Line Template

The template consists of a central vertical line with six horizontal lines extending from it, labeled 1 through 6. Each horizontal line connects to a rectangular box. Boxes 1, 3, and 5 are on the left side of the central line, while boxes 2, 4, and 6 are on the right side. All boxes are empty and intended for drawing or writing.



Plot Point Cards

*After the barrel racers and bull riders, finally,
it was Wild Wilma time.
She rode out on one of the baddest broncos ever!*

*Teacher said, "Tomorrow we're going to a
wrangling rodeo where we'll see the most
famous cowgirl of all, Wild Wilma Wilkee."*

*Prancing proud in a brand-new pair of
bronco-bustin' undies, A. K. hollered.
"RIDE 'EM COWGIRL!"
and galloped down the hall.*

*WILMA HAD...
A ten-gallon hat set just right. Tall red boots,
polished nice 'n' bright.
And denim jeans—she was quite a sight.*

*BREAKFAST!
Cowgirl A. K. sauntered into the kitchen, wearing her
ten-gallon hat and her two-quart diaper.
IT WAS CHOW TIME.*

*BRRRiiING!
Cowgirl A. K. strolled down the hallway wearing
her ten-gallon hat and her two-quart diaper.
IT WAS LEARNING TIME.*



Story Line Template Answers

1

BREAKFAST!
Cowgirl A. K. sauntered into the kitchen, wearing her ten-gallon hat and her two-quart diaper.
IT WAS CHOW TIME.

3

Teacher said, "Tomorrow we're going to a wrangling rodeo where we'll see the most famous cowgirl of all, Wild Wilma Wilkee."

5

WILMA HAD...
A ten-gallon hat set just right. Tall red boots, polished nice 'n' bright.
And denim jeans—she was quite a sight.

2

BRRRiiING!
Cowgirl A. K. strolled down the hallway wearing her ten-gallon hat and her two-quart diaper.
IT WAS LEARNING TIME.

4

After the barrel racers and bull riders, finally, it was Wild Wilma time.
She rode out on one of the baddest broncos ever!

6

Prancing proud in a brand-new pair of bronco-bustin' undies, A. K. hollered.
"RIDE 'EM COWGIRL!"
and galloped down the hall.



Compare & Contrast

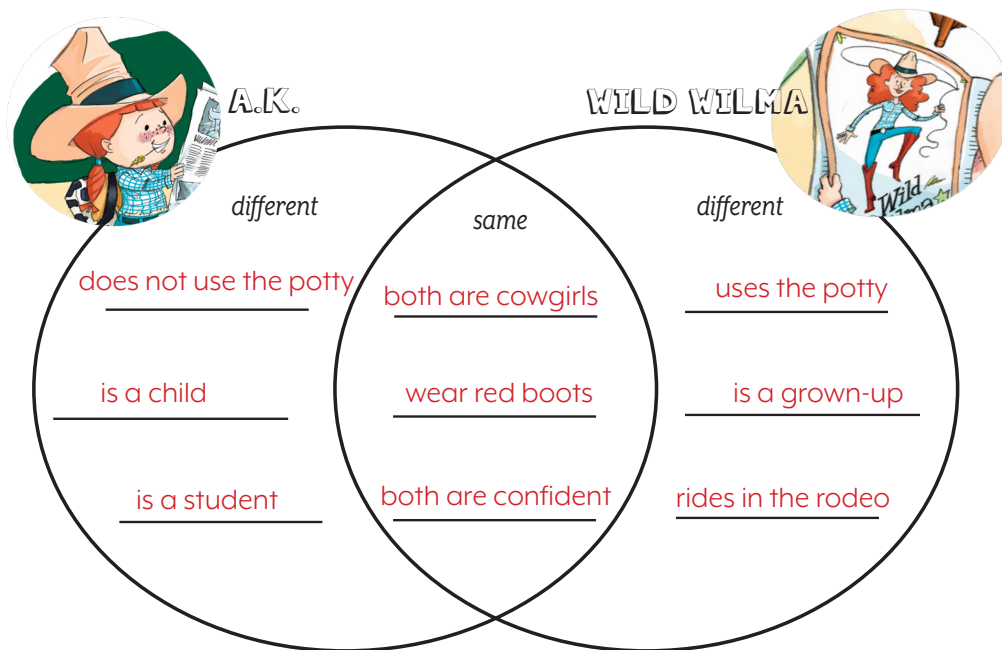
Objective: To compare and contrast the adventures and experiences of characters in stories.

Materials:

- *This Cowgirl Ain't Kiddin' About the Potty*, the book
- Compare & Contrast Template (Guide, pg. 11)
- Compare & Contrast Illustration Template (Guide, pg. 12)
- Markers or crayons
- Pencil

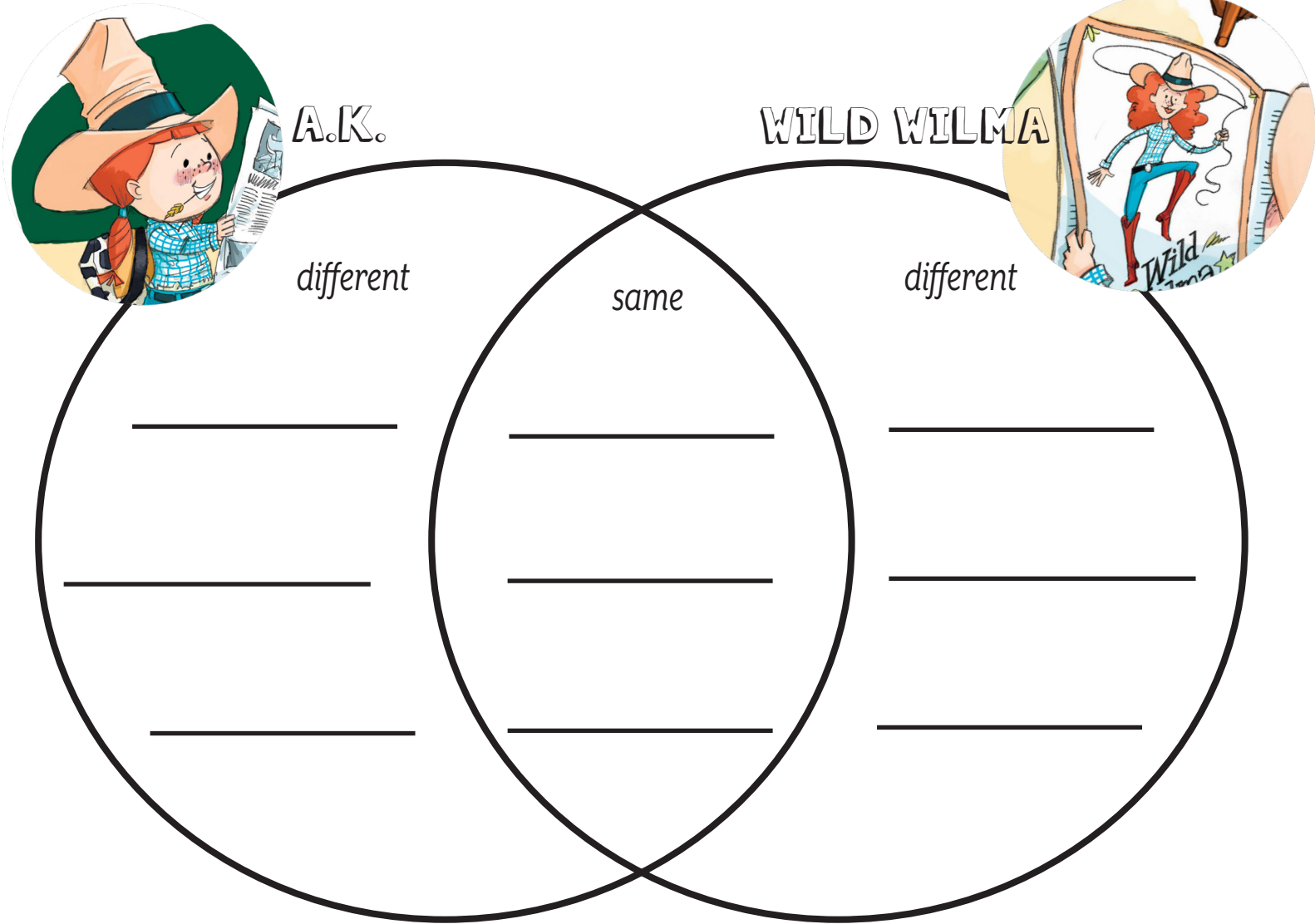
Procedure:

- Print copies of Compare & Contrast Template and the Compare & Contrast Illustration Template.
- Using *This Cowgirl Ain't Kiddin' About the Potty* as reference, lead a discussion focusing on A.K.'s and Wild Wilma's characterizations. Closely observe their clothing, physical features, interests, personalities, and actions. Examine ways that A.K. and Wild Wilma are similar and different.
- Use the Venn diagrams on the Compare & Contrast to transfer your observations. Show students the spaces in which they can either write or illustrate the characters's similarities and differences.
- Depending on the child's age and abilities, choose the template that is most appropriate for their skill set. Have them analyze A.K. and Wild Wilma's characters using the Venn diagrams as a guide.
- Encourage students to share their work with the class.



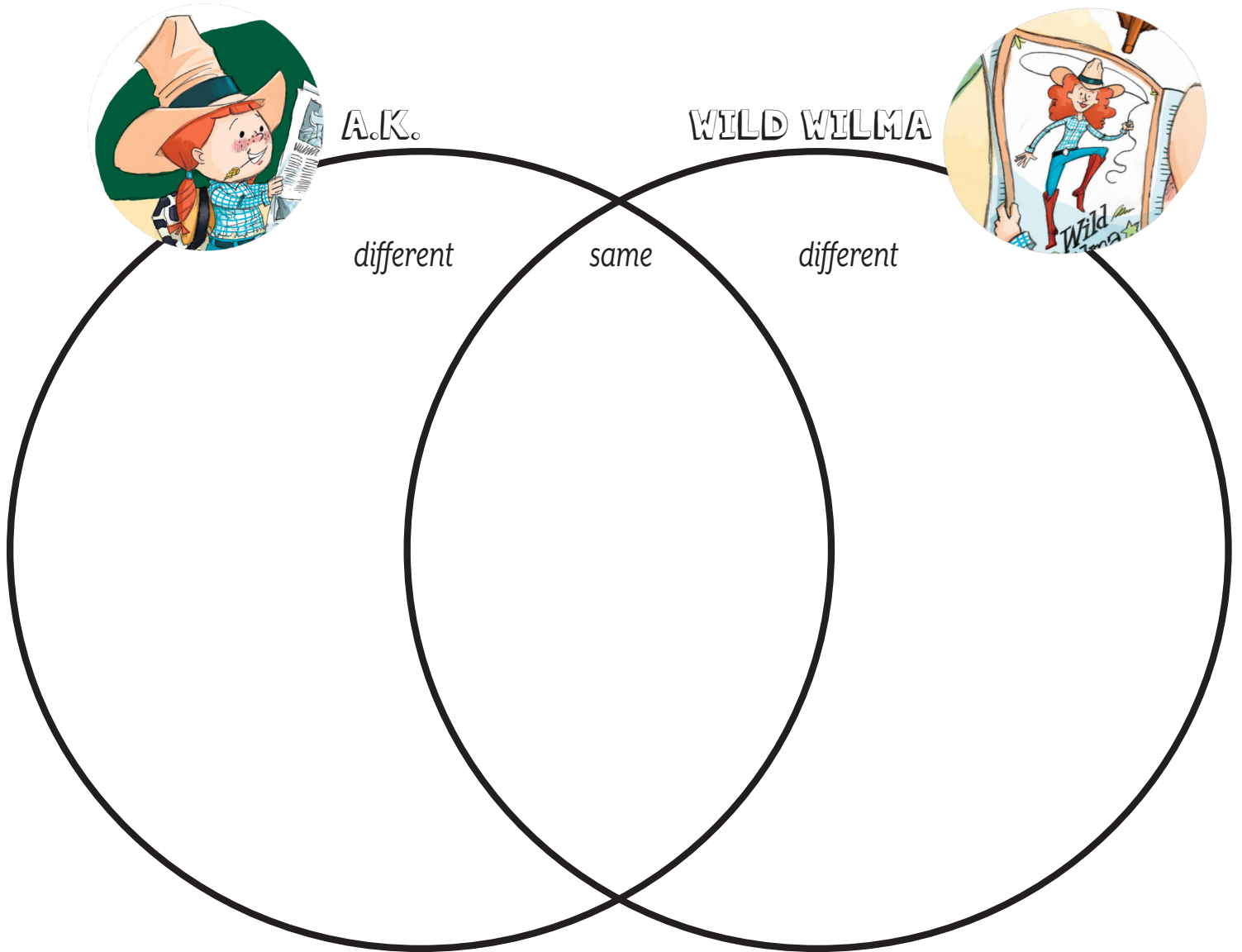
Compare & Contrast Template

List three ways that A.K. and Wild Wilma are similar in the space labeled "same" and three ways that way that they are different in the spaces provided. Share your work with the class.



Compare & Contrast Illustration Template

Illustrate one way that A.K. and Wild Wilma are similar in the space labeled “same” and a way that they are different in the spaces provided. Share your work with the class.



Cowboy Charades

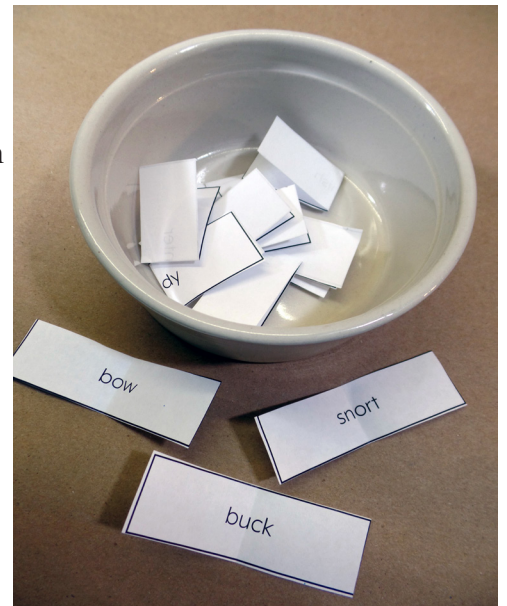
Objective: to know and apply grade-level phonics and word analysis skills in decoding words.

Materials:

- *This Cowgirl Ain't Kiddin' About the Potty*, the book
- Cowboy Hat Headband template (Guide, pg. 14)
- Markers or crayons
- Metallic markers (optional)
- Tape
- Scissors
- Cowboy Charades Slips (Guide, pg. 15)
- Small basket or container

Procedure:

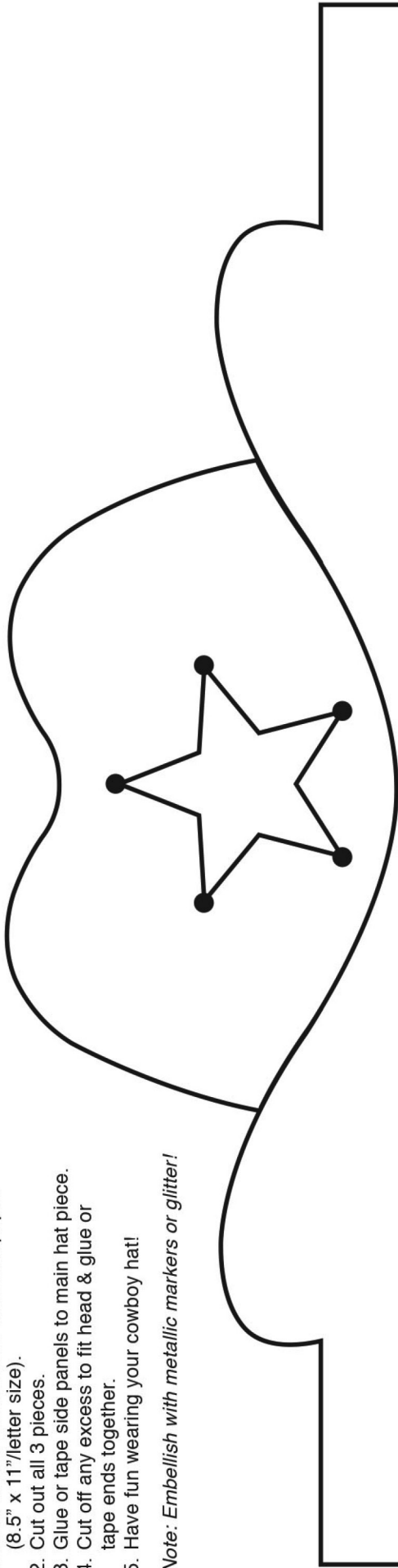
- Print a copy of the Cowboy Hat Headband template for each child in the group. Use scissors, tape, markers, to create headband by following the instructions printed on the template.
- Print a copy of the Cowboy Charades Slips. Use scissors to trim around the border of each slip. Fold each slip and place in basket.
- Gather the class together to re-read *This Cowgirl Ain't Kiddin' About the Potty*. Emphasize the action words featured in the book.
- Explain to the students that they're about to play a game called Cowboy Charades. To play, the students are invited to:
 - ~ Wear their Cowboy Hat Headband.
 - ~ Sit in a circle on the floor.
 - ~ Designate one child to be the cowgirl or cowboy. Have them choose a Cowboy Charades Slip. Keeping it secret, either read the action word themselves or ask the teacher to whisper the word in their ear.
 - ~ Step into the center of the circle. Have child act out the word on their slip. Encourage classmates to guess the action they're acting out.
 - ~ Instruct students to find how the word is used in the book.
 - ~ Return the slip back into the basket.
 - ~ Encourage students to take turns acting out the words printed on the slips.



INSTRUCTIONS:

1. Print hat on cardstock or standard paper (8.5" x 11"/letter size).
2. Cut out all 3 pieces.
3. Glue or tape side panels to main hat piece.
4. Cut off any excess to fit head & glue or tape ends together.
5. Have fun wearing your cowboy hat!

Note: Embellish with metallic markers or glitter!

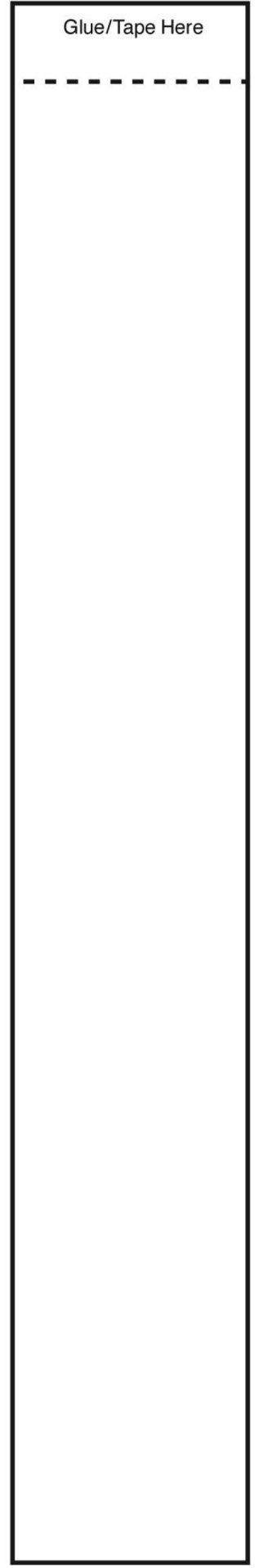


Main Crown Piece



Glue/Tape Here

Right Side Piece



Glue/Tape Here

Left Side Piece

Cowboy Charades Slips

gallop

holler

bow

wave

varnish

lasso

harness

twirl

buck

swirl

snort

study

stroll

saunter



Common Core State Standards Alignment

		Discussion	Story Sequencing	Compare & Contrast	Cowgirl Charades
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	•			
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•	•	•
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	•			•
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•	•	•	•
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
English Language Arts Standards » Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	•	•	•	•
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	•	•	•	•
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		•	•	
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		•	•	
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•	•	
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•

