

Teacher's Notes—"Super Samson Simpson"

DAY 1

Introduce and Discuss

"Super Samson Simpson" provides students with an opportunity to read a humorous poem with alliteration and rhyme.

Introduce—Direct students to the selection on page 16, or display it using chart paper or a transparency. Explain that *superlatively* means "the most" and that *hoist* means "to lift." Tell the class that the poem uses rhyme and alliteration, or same sounds (such as those used in tongue twisters).

Ask Questions—Ask students if they have ever seen musclemen and women, and to describe what they look like.

Evoke Mood and Feeling—Ask students if they have ever been to the circus. If so, what was it like? How did they feel afterward?

Model Read and Read Together

Prosody—Read the selection in a confident voice until the confession at the ending, where you may whisper confidentially or use an ashamed tone. Then ask students to discuss ways that you expressed different feelings by changing your volume, posture, and facial expression.

Choral Reading—Move from modeling the poem to choral reading with students. Organize two groups, and have the class read antiphonally.

Practice—After modeling and reading the selection together, have students practice the selection alone, in pairs, or in small groups. Then encourage students to rehearse the selection by reading it aloud at home with family members.

Related Reading—If students are progressing well, introduce "About Jack Prelutsky." Make sure students know that a *busboy* is a person who clears tables at a restaurant and a *cab driver* is someone who drives a taxi.

Super Samson Simpson

I am Super Samson Simpson,
I'm superlatively strong,
I like to carry elephants,
I do it all day long,
I pick up half a dozen
and hoist them in the air,
it's really somewhat simple,
for I have strength to spare.

My muscles are enormous,
they bulge from top to toe,
and when I carry elephants,
they ripple to and fro,
but I am not the strongest
in the Simpson family,
for when I carry elephants,
my grandma carries me.

—Jack Prelutsky—

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How did I read? How can I do better?

16 Fluency First!

A Related Selection

About Jack Prelutsky

Jack Prelutsky is a famous children's poet. He writes about ordinary things in an exciting and funny way. But Jack wasn't always a poet. He has been a cab driver, a busboy, a photographer, a furniture mover, a potter, and a folk singer.

When Jack was in grade school, he couldn't stand poetry. To Jack, reading poetry was like eating liver, or worse, spinach! This would soon change. After working many kinds of jobs, Jack found out what he was best at—writing poetry. Jack Prelutsky writes about things kids really care about. His poems make us laugh.

Coach and Rehearse

Paired Repeated Reading—Have students practice reading in small groups of four or five and individually for the group. While students are working, circulate and work with individual students, coaching them on reading with greater meaning and expression. Have them change their tone at the end of the reading.

Using the Audio CD—Students who are working together can go to the listening center to play the audio CD and practice reading their parts. They can also record their reading of the selection and listen to it for self-evaluation.

Dress Rehearsal—Allow time for prepared students to present their readings before an audience of peers and teachers. Post a sign-up sheet for students who want to participate in the dress rehearsal.

Build Skills and Strategies

Making and Writing Words (see pp. 172–173)
Help students make up their own increasingly complex words by manipulating a limited set of letters. Reproduce the *Making and Writing Words* sheet and distribute it to students.

Special Word: elephants

Vowels: a, e, e

Consonants: l, h, n, p, s, t

Clues:

pants—what you wear on your legs

leap—another word for *jump*, rhymes with *peep*

plate—what we put food on

seat—where you sit

paths—trails or walkways

Special Word:

elephants—I like to watch the ___ at the zoo.

Alliteration—Divide students into groups. Assign a different letter to each group and have them create tongue twisters using that beginning sound. Challenge students to use words with the letter sound in the middle and at the end, as well as words beginning with the letter. Examples include: d – *ladder*, l – *tall* and *shallow*, t – *butter*. Allow time for students to share their tongue twisters with the class.

Independent Work—Assign the *Word Work* activities on page 17 of the Student Book. These activities will help students increase their vocabulary and read for details, and can be completed at home or during another time.

Word Work

Match the Definitions

1. Draw a line to match each word from the poem with its definition.

| | |
|---------------|------------------|
| hoist | to stick out |
| enormous | to rise and fall |
| superlatively | the most |
| dozen | to lift |
| bulge | twelve |
| ripple | huge |

Draw It

2. Draw a picture of Super Samson Simpson lifting an elephant based on the poem. Write a sentence underneath to explain it.

Pictures will vary.

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Activities to Promote Vocabulary Development



Making and Writing Words

Students make up their own increasingly complex words by manipulating a limited set of letters. To prepare for the activity, duplicate enough *Making and Writing Words (MWW)* sheets (see at right) for each student. Then select a special word of between five and eight letters from the text. Determine a set of additional words that can be made from the letters of this special word, and develop clues for the words. Anagram Web sites such as www.wordsmith.org/anagram are good sources for words. Have students write the vowels and consonants in the appropriate boxes at the top of the MWW sheet. Then provide them with clues to the words they will write in each box on the sheet. The final box is always reserved for the special word. Challenge students to think and write other words that follow the same letter patterns (e.g., in the same word family using any letter). Here is an example.

Special Word

catfish

Vowels Consonants

a, i c, f, h, s, t

Use the clues below to help students create the word. Be sure to provide other clues, such as antonyms, synonyms, number of letters, or other word features as needed.

fish—an animal that lives in water and has gills

cat—an animal that meows

sit—something you do on a chair

fast—moving quickly

cast—what you wear when you break your arm

Special Word

catfish—a fish that looks like it has whiskers

Some Possible Bonus Words

dish, wish, swish, squish

sat, rat, bat, fat, hat, mat, pat

bit, fit, hit, kit, pit

past, last, vast, mast

ash, clash, mash, flash, bash, dash

Making and Writing Words

Name _____

Date _____

Write the assigned letters in the correct box.

| | |
|--------|------------|
| Vowels | Consonants |
|--------|------------|

Write a word in each box based on the clues you are given.

| | |
|----|-----------------|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. Special Word |

Create bonus words using similar letter patterns.

| | |
|----|-----|
| 7. | 9. |
| 8. | 10. |