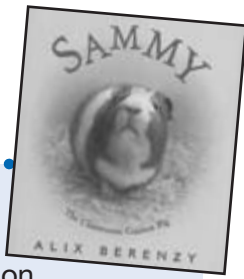


Week 16



Preparation: You will need *Sammy: The Classroom Guinea Pig* for each day's lesson.

Number the pages of the story to assist you in asking questions at appropriate points.

Post a copy of the Vocabulary Tally Sheet, BLM A, with this week's Picture Vocabulary Cards from BLM 16a attached.

Each child will need the Homework Sheet, BLM 16a.

Sammy: The Classroom Guinea Pig

author: Alix Berenzy • illustrator: Alix Berenzy

Target Vocabulary

Tier II	Tier III
difficult	setting
appetite	
gentle	
explained	
*lonely	
*language	

*Expanded Target Vocabulary Word

DAY 1

Introduce Book



Today's book is called *Sammy: The Classroom Guinea Pig*. What's the title of this week's book? *Sammy: The Classroom Guinea Pig*.

This book was written by Alix Berenzy [bare-en-zee] Who's the author of *Sammy: The Classroom Guinea Pig*? *Alix Berenzy*.

Alix Berenzy also made the pictures for this book. Who is the illustrator of *Sammy: The Classroom Guinea Pig*? *Alix Berenzy*. Who made the illustrations for this book? *Alix Berenzy*.

The cover of a book usually gives us some hints of what the book is about. Let's look at the front cover of *Sammy: The Classroom Guinea Pig*. What do you see in the illustration? (Ideas: A guinea pig; a bit of carrot.)

(Assign each child a partner.) Remember, when you make a prediction about something, you say what you think will happen.

Get ready to make some predictions to your partner about this book. Use the information from the cover to help you.

(Ask the following questions, allowing sufficient time for children to share their predictions with their partners.)

- Who is the main character in this story? (Whom do you think this story is about?)
- What do you think the guinea pig will do?

- Where do you think the story happens?
- When do you think the story happens?
- Why do you think the guinea pig has its nose up in the air?
- How many colors are there on the guinea pig's fur?
- Do you think this story is about a real guinea pig? Tell why or why not.

(Call on several children to share their predictions with the class.)

Take a Picture Walk



We are going to take a picture walk through this book. Remember, when we take a picture walk, we look at the pictures and tell what we think will happen in the story.

(Show the illustrations on the following pages, and ask the specified questions.)

Page 1. What is Sammy doing? *Sleeping*. Where is Sammy sleeping? (Idea: *In a box*.) What is he holding onto? (Ideas: *Something blue*; *a piece of blue cloth*.)

Pages 2–3. What is Sammy doing now? (Idea: *Eating*.) How many doors on his box? (Idea: *Two*.) What else is in his cage? (Ideas: *A water bottle*; *a round thing*; *some straw or grass*.)

Page 4. What is Sammy doing? (Ideas: *Standing up on his back legs*; *looking at someone in the doorway*.) Who do you think the person in the doorway is?

Page 5. What is Sammy doing now? (Ideas: *Standing up on his back legs; sniffing a carrot.*)

Pages 6–7. What else does Sammy like to eat? (Ideas: *Cantaloupe; fruit; plants; dandelions.*)

Pages 8–9. What do you think is happening here? (Idea: *The children are coming into the classroom.*) What else are they doing? (Ideas: *Talking; laughing; showing each other things; playing.*) What is the teacher doing? (Idea: *Trying to get their attention.*) Do you think the children are being considerate? *No.* Is the teacher waiting without feeling upset? *No.* How do you think the teacher is feeling? (Idea: *Frustrated.*)

Pages 10–11. What do you think is happening here? (Idea: *Sammy is calling out, crying.*) What do you think is wrong?

Pages 12–13. What is Sammy doing now? (Idea: *Kicking things out of his cage.*) What are all the children doing? (Idea: *Looking at Sammy.*) How do you think the children are feeling? (Idea: *Worried.*) What makes you think so?

Page 15. Who is holding Sammy? (Idea: *The teacher.*) What is Sammy doing? (Idea: *Crying.*)

Pages 16–17. How do you think Sammy is feeling? (Ideas: *Sad; upset; disruptive.*) How is the girl feeling? (Ideas: *Worried; anxious.*) What do you think is wrong?

Page 19. What do you think is happening here? (Idea: *The teacher is checking Sammy’s fur.*) How does Sammy look now? (Ideas: *Happy; content; satisfied.*)

Pages 20–21. Where is Sammy now? (Ideas: *On a desk; on a table.*) What makes you think so? What is Sammy looking at? *A crayon.*

Pages 22–23. What do you think is happening here? (Ideas: *Sammy is sniffing the girl; the girl is cuddling Sammy.*) How does Sammy look now? (Ideas: *Happy; content; satisfied.*)

Pages 24–25. What are the children doing? (Ideas: *Smiling; laughing; giggling.*) How are they feeling? *Happy.* How do you think the teacher is feeling? (Ideas: *Upset, angry.*) What makes you think so? (Ideas: *She is frowning; she has her hands on her hips.*)

Pages 26–27. How does the story end? (Idea: *Everyone is happy.*)

Now that we’ve finished our picture walk, it’s your turn to ask me some questions. What would you like to know about the story? (Accept questions. If children tell about the pictures or the story instead of asking questions, prompt them to ask a question.) *Ask me a what question. Ask me a how question.*



Read Story Aloud

(Read story aloud to children with minimal interruptions.)

In the next lesson, we will read the story again, and I will ask you some questions.

Present Target Vocabulary



Difficult.



In the story, it is a difficult trick for Sammy to stand on his hind legs to take a carrot. That means it is not an easy trick for Sammy. It is a very hard trick for him. **Difficult.** Say the word. *Difficult.*

Difficult is a describing word. It tells about how hard it is to do something. What kind of word is **difficult**? *A describing word.*

If something is difficult, it is not easy to do. It is very hard to do. Say the word that means “not easy to do; very hard to do.” *Difficult.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let’s think about some things that could be difficult for children to do. I’ll tell about some things. If these things are difficult for children to do, say, “Difficult.” If these things are not difficult for children to do, say, “Easy.”

- Climbing a very high mountain. *Difficult.*
- Working in a busy store. *Difficult.*
- Playing jump rope. *Easy.*
- Carrying heavy rocks to build a tall wall. *Difficult.*
- Repairing a computer. *Difficult.*
- Eating hot dogs and potato salad. *Easy.*

What describing word means “not easy to do; very hard to do”? *Difficult.*



Appetite.

In the story Ms. B says Sammy’s appetite is good. That means Sammy enjoys eating his food. **Appetite.** Say the word. *Appetite.*

Appetite is a naming word. It names an **interest in food**. What kind of word is **appetite**? A *naming word*.

If you have a good appetite, it means you enjoy eating your food. If you have a poor appetite, you aren't interested in eating at all. Say the word that tells about your interest in food. *Appetite*.

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some times when someone might have an appetite. I'll tell about a time. If someone has an appetite, say, "Appetite." If not, don't say anything.

- The family was looking forward to eating their picnic lunch. *Appetite*.
- You have been sick for two days and couldn't eat a thing. Now you are starting to feel better and want something to eat. *Appetite*.
- Someone put food on your plate that you did **not** like to eat.
- You hear the ice-cream truck coming down your street. *Appetite*.
- The first bit of muffin that you ate was very good. Now you want to eat the rest of it. *Appetite*.
- Your sister offers you mud pie made with real mud from the garden.

What naming word means "an interest in food"? *Appetite*.

 **Gentle**.

In the story, Ms. B has taught the children to be gentle with Sammy when they play with him. That means the children handle him carefully and make sure they don't hurt him. **Gentle**. Say the word. *Gentle*.

Gentle is a describing word. It tells how someone does something. What kind of word is **gentle**? A *describing word*.

If you are gentle, you do things in a kind, careful way. Say the word that means "do things in a kind, careful way." *Gentle*.

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some times when someone might be gentle. I'll tell about a time. If someone

is being gentle, say, "Gentle." If not, don't say anything.

- I carefully held my new baby brother. *Gentle*.
- The tiny kitten was shivering as I petted her. *Gentle*.
- My friend was scared, so I spoke to him quietly and put my arm around him. *Gentle*.
- I hugged the new puppy so hard that it squealed.
- Mom pounded the nail into the floor.
- I shook my dad softly to wake him up. *Gentle*.

What describing word means "do things in a kind, careful way"? *Gentle*.

 **Explained**.

In the story, Ms. B explained to the children how guinea pigs recognized and greeted each other. That means she told the children more about guinea pigs so they could understand them better. **Explained**. Say the word. *Explained*.

Explained is an action word. It tells about someone saying something. What kind of word is **explained**? An *action word*.

If you explained something, you told more about it so someone could understand it. Say the word that means "told more about something so someone could understand it." *Explained*.

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some times when someone might want to explain something. I'll tell about a time. If you think the person explained something, say, "Explained." If not, don't say anything.

- The mechanic told my mother why the car wouldn't work. *Explained*.
- I played tag with my friends.
- Alvin taught us the rules of the game before we played. *Explained*.
- We didn't know what we had done wrong until the police officer told us. *Explained*.
- We thought we knew everything about camping until the ranger told us more. *Explained*.
- The train stopped.

What action word means “told more about something so someone could understand it”?
Explained.

Present Vocabulary Tally Sheet

(See Week 1, page 3, for instructions.)

Assign Homework

(Homework Sheet, BLM 16a: See the Introduction for homework instructions.)

DAY 2

Preparation: Picture Vocabulary
Cards for *difficult*, *appetite*, *gentle*, and
explained.

Read and Discuss Story



(Read story aloud to children.)

Ask the following questions at the specified points.)

Pages 1–3. How do you know Sammy is content? (Ideas: *He is satisfied with things just the way they are; he has his house and his soft blue sock; he has fresh food, water to drink, and a block of salt.*) (Point to the salt next to the water bottle.) Now we know what this is. What is it? *A round block of salt.*

Pages 4–5. What is the teacher’s name? *Ms. B.* What is Sammy waiting for? (Idea: *A treat from Ms. B.*) What treat does she give him? (Idea: *A piece of carrot.*)

Pages 6–7. What other things does Sammy like to eat? (Ideas: *Fruits; vegetables; cantaloupe rind; freshly cut grass; dandelions.*) Why don’t the children bring him grass from the side of the road? (Idea: *It might be polluted by cars or other animals.*) If food is polluted, it has bad things in it or on it that could make it dangerous to eat. Why do the children have to be careful about where they get grass for Sammy to eat? (Idea: *Some lawns might have chemicals on them.*) If a lawn has chemicals on it to make the grass grow faster or to kill the weeds, the chemicals might make Sammy sick.

Pages 8–9. How do you know it is noisy when the children all come into the classroom? (Ideas:

They are all talking loudly; Ms. B says, “Settle down.”)

Pages 10–13. How does Sammy let Ms. B and the children know he has a problem? (Ideas: *He calls “WHEEEEP!”; he kicks wood shavings everywhere; he races around his cage.*) Does Sammy get everyone’s attention? *Yes.*

Pages 14–15. What does Sammy say when Ms. B demands to know what is the matter? (Idea: *He shrieks “WHEEEEP!”*)

Page 16. What do they check for first? (Idea: *Is he sick?*) Why does Ms. B think he is fine? (Ideas: *He isn’t sitting quietly with his fur puffed up; his appetite is good; there is no wetness around his eyes or nose.*)

Page 17. What do they check for next? (Idea: *Is he afraid of something?*) Why does Ms. B think he isn’t afraid? (Idea: *If he were afraid, he would run into his house and be very quiet.*)

Page 18. What do they check for next? (Idea: *Is something hurting him?*) Why doesn’t Ms. B think something is hurting him? (Idea: *There are no red marks or bald spots on Sammy’s skin.*) Now we know why Sammy has his chin up in the air. What does he want Ms. B to do? (Idea: *Scratch under his chin.*)

Page 20. How do they know Sammy doesn’t want them to look at his fur anymore? (Idea: *He makes small squeals and squeaks.*)

Page 21. What does Sammy do when Ms. B lets him go? (Ideas: *He sniffs at things on the tabletop; he makes his exploring sound.*) Is Sammy feeling better? *Yes.*

Page 22. How does Sammy say hello to Maria? *He touches her nose with his nose.* How do they know Sammy is feeling happy? (Ideas: *He makes his happy sound; he says “DOOT! Dutt-dutt-DEET-doot!”*)

Page 23. Who is the first one to figure out what Sammy’s problem is? *Maria.*

Pages 24–25. What is Sammy’s problem? (Ideas: *He wants someone to pay attention to him; he has been left alone all weekend.*)

Pages 26–27. Why is Sammy content at the end of the story? (Ideas: *All his friends are back;*

someone scratches his chin; the children are playing with him.)

Review Vocabulary

(Display the Picture Vocabulary Cards. Point to each card as you say the word. Ask children to repeat each word after you.) These pictures show **difficult**, **appetite**, **gentle**, and **explained**.

- What word means “told more about something so someone could understand it”? *Explained.*
- What word means “an interest in food”? *Appetite.*
- What word means “do things in a kind, careful way”? *Gentle.*
- What word means “not easy to do; very hard to do”? *Difficult.*

Extend Vocabulary

Difficult.

In the story *Sammy: the Classroom Guinea Pig* we learned that **difficult** means “not easy to do; very hard to do.” Say the word that means “not easy to do; very hard to do.” *Difficult.*

Raise your hand if you can tell us a sentence that uses **difficult** as a describing word that means “not easy to do; very hard to do.” (Call on several children. If they don’t use complete sentences, restate their examples as sentences. Have the class repeat the sentences.)

Here’s a new way to use the word **difficult**.

When I said “I hate broccoli!” my aunt said I was being difficult. Say the sentence.

She was a difficult child during the long trip. Say the sentence.

I knew you were going to be difficult today. Say the sentence.

In these sentences, **difficult** is a describing word that means **not easy to get along with**. What word means “not easy to get along with”? *Difficult.*

Raise your hand if you can tell us a sentence that uses **difficult** as a describing word that means “not easy to get along with.” (Call on several children. If they don’t use complete sentences, restate their examples as sentences. Have the class repeat the sentences.)

Present Expanded Target Vocabulary

Lonely.

In the story, Sammy has been left at school by himself for the whole weekend. He is unhappy because he has been left all alone. He feels lonely. **Lonely.** Say the word. *Lonely.*

Lonely is a describing word. It tells about an emotion Sammy is feeling. What kind of word is **lonely**? *A describing word.*

Lonely means you are unhappy because you have been left all alone. Say the word that means “unhappy because you have been left all alone.” *Lonely.*

I’ll tell about some people or animals. If those people or animals are lonely, say, “Lonely.” If not, don’t say anything.

- Graham cried when he was left by himself in his bedroom. *Lonely.*
- Amy enjoyed being left alone so she could read her book.
- Frederick was sad when all of his friends left at the end of the summer. *Lonely.*
- Tom thought being alone was better than being with other people because he could get more work done.
- When the rest of the team went home, Norm was all by himself with no one to play with. *Lonely.*
- The puppy whined and yelped because he was left alone. *Lonely.*

What describing word means “unhappy because you have been left all alone”? *Lonely.*

Language.

In the story, Sammy can’t speak in words but uses squeaks and squeals and whistles to talk. Sammy has his own language to let everyone know how he feels and what he wants. **Language.** Say the word. *Language.*

Language is a naming word. It names **the sounds, words, and actions we use to tell others how we feel and what we want**. What kind of word is **language**? *A naming word.*

People in different countries speak different languages. Most of the people who live in Spain or Mexico speak Spanish. Most of the

people who live in France speak French. People who cannot make sounds use actions to tell what they want or feel or need. They use sign language to speak. What language are we speaking right now? *English*. Say the word that means “the sounds, words, and actions we use to tell others how we feel and what we want.” *Language*.

I’ll name some things. If the things I name are a language, say, “Language.” If not, don’t say anything.

- My friend Diego speaks Spanish. *Language*.
- Mary speaks French. *Language*.
- The guinea pig spoke in squeaks, squeals, and whistles to tell what he wanted. *Language*.
- Four heavy rocks crashed onto the highway.
- The visitors spoke English. *Language*.
- The rainstorm filled the stream.

What naming word means “the sounds, words, and actions we use to tell others how we feel and what we want”? *Language*.

What other languages do you know about? (You may wish to locate a book about American Sign Language and teach children how people who are speech-challenged or hearing impaired communicate with gestures.)

DAY 3

Preparation: Activity Sheet, BLM 16b.
Children will need crayons.

Retell Story

(Show the pictures on the following pages from the story, and call on a child to tell what’s happening. Call on a different child for each section.)

Today I’ll show you the pictures Aliz Berenzy made for the story *Sammy: the Classroom Guinea Pig*. As I show you the pictures, I’ll call on one of you to tell the class that part of the story.

Pages 1–11. Tell me what happens at the **beginning** of the story. (Encourage use of

target word when appropriate. Model use as necessary.)

Pages 12–23. Tell me what happens in the **middle** of the story.

Pages 24–27. Tell me what happens at the **end** of the story.

How do you think Sammy feels at the end of the story? (Ideas: *Happy*; *content*; *satisfied*.)

How do you think the children feel at the end of the story? (Ideas: *Happy*; *thankful*.) How do you think Ms. B feels at the end of the story? (Ideas: *Happy*; *satisfied*; *thankful*.)

Introduce Chew the Fat



Today you will play a game called Chew the Fat. A long time ago, when people wanted to just sit and talk about things that were

happening in their lives, they would sit and “chew the fat.”

In this game, I will say some sentences with our vocabulary words in them. If I use the vocabulary word correctly, say, “Well done!” If I use the word incorrectly, say, “Chew the fat.” That means you want to talk about how I used the word. I’ll say the beginning of the sentence again. If you can make the sentence end so that it makes sense, you’ll get a point. If you can’t, I get the point.

Let’s practice: It was **difficult** to ride the tractor because it was easy to drive. *Chew the fat*. Let’s chew the fat. The first part of the sentence stays the same. I’ll say the first part. It was difficult to ride the tractor because . . . How can we finish the sentence so it makes sense? (Idea: *It was hard to drive*.) Let’s say the whole sentence together now. *It was difficult to ride the tractor because it was hard to drive*. Well done! I’m glad we chewed the fat!

Let’s do another one together. Wally knew he had an **appetite** for apple pie because he didn’t want to eat any. *Chew the fat*. The first part of the sentence stays the same. I’ll say the first part. Wally knew he had an appetite because . . . How can we finish the sentence so that it makes sense? (Idea: *He wanted to eat all of the apple pie*.) Let’s say the whole sentence now. *Wally knew he had an appetite because he wanted to*

eat all of the apple pie. Well done! I'm glad we chewed the fat!

Let's try one more. Terry was being **difficult** because she was tired. *Well done!* I used the word **difficult** correctly, so you said, "Well done!" Now you're ready to play the game.

(Draw a T-chart on the board for keeping score. Children earn one point for each correct answer. If they make an error, work with them to construct a correct sentence. Record one point for yourself, and repeat missed words at the end of the game.)

- Jillian was **gentle** when . . . she pounded the nail into the board. *Chew the fat.* I'll say the first part of the sentence again. Jillian was gentle when . . . (Idea: *She tapped the nail softly.*) Let's say the whole sentence together. *Jillian was gentle when she tapped the nail softly.* Well done! I'm glad we chewed the fat!
- Jim **explained** the rules because . . . we all knew how to play the game. *Chew the fat.* I'll say the first part of the sentence again. Jim explained the rules because . . . (Idea: *We didn't know how to play the game.*) Let's say the whole sentence together. *Jim explained the rules because we didn't know how to play the game.* Well done! I'm glad we chewed the fat!
- Bryan was **lonely** because everyone had gone home and left him with nothing to do. *Well done!*
- My best friend Evan didn't know what **language** I was speaking because . . . I spoke English. *Chew the fat.* I'll say the first part of the sentence again. My best friend Evan didn't know what language I was speaking because . . . (Idea: *I was speaking French.*) Let's say the whole sentence together. *My best friend Evan didn't know what language I was speaking because I was speaking French.* Well done!
- My homework was **difficult** because . . . I knew exactly what to do. *Chew the fat.* I'll say the first part of the sentence again. My homework was difficult because . . . (Idea: *I didn't know what to do.*) Let's say the whole sentence together. *My homework was difficult because I didn't know what to do.* Well done!

(Count the points, and declare a winner.)
You did a great job of playing Chew the Fat!

Sorting (Activity Sheet)



(Review with children the things Sammy likes to eat. If they have difficulty remembering, reread pages 5 through 7.)

(Give each child a copy of the Activity Sheet, BLM 16b.) *Today we will play the Cross-Out Game. We'll name each picture. If Sammy likes to eat that item, we won't do anything. What will we do if Sammy likes to eat that item? We won't do anything. If Sammy does not like to eat that item, we'll cross it out. What will we do if Sammy does not like to eat that item? Cross it out.*

Touch the first item. What is that? *Carrot.* Does Sammy like to eat carrots? *Yes.* So what will you do? *We won't do anything.* Touch the next item. What is that? *Eggs.* Does Sammy like to eat eggs? *No.* So what will we do? *Cross it out.*

(Repeat this process for the remaining items. Ask children to color the pictures they did **not** cross out.)

DAY 4

- **Preparation:** Prepare a sheet of chart paper, landscape direction, with the title *Sammy: the Classroom Guinea Pig*. Underneath the title, draw seven boxes, connected by arrows.
- Underneath the seven boxes, draw six boxes, connected by arrows.
- See the Introduction for an example.
- Record children's responses by writing the underlined words in the boxes.

Develop Setting (Where) (Literary Analysis)

Let's think about what we already know about how books are made.

- What do we call the name of the book? *The title.*
- What do we call the person who writes the story? *The author.*

- What do we call the person who draws the pictures? *The illustrator.*
- What do we call the people or animals a story is about? *The characters.*
- What do we call the pictures the illustrator makes? *Illustrations.*
- What is one thing the setting of a story tells? *Where a story happens.*
- What is the second thing the setting of a story tells? *When a story happens.*

Let's sing the first (number) verses of "The Story Song" to help us remember these important things about books. (At this point it is unnecessary to sing the whole song. Choose which verses you would like children to sing. Include setting as it is a relatively new concept. See the Introduction for the complete "Story Song.")

Today we will learn more about the setting of a story.

The setting of a story tells two things. One thing the setting tells is where the story happens. What is one thing the setting tells? *Where the story happens.* The second thing the setting tells is when the story happens. What is the second thing the setting tells? *When the story happens.*

Let's look at the pictures and talk about the story to figure out where *Sammy: the Classroom Guinea Pig* happens.

(Follow the procedure established in Lessons 9, 10, and 11 to identify where the story happens.) (Ideas: *In Sammy's house; in Sammy's cage; in the classroom; in Ms. B's hands; on the table; in Maria's arms; on the table.*)

Now let's think about when this story happens.

Page 4. (Read aloud the sentence ". . . today she was late.") *When does the story begin?* (Idea: *Today.*)

Page 8. (Point to the clock.) *This clock says 8:30. What time does it say? 8:30.*

Page 24. (Read the sentence "I think it's because today is Monday.") *What day of the week is it? Monday.*

When is the setting of the story Sammy: the Classroom Guinea Pig? (Idea: *Monday morning.*)
You were great detectives! You used the clues and figured out when the story happens.

Today you learned about both parts of the setting of *Sammy: the Classroom Guinea Pig*. You learned about where and when the story happens.

Play Chew the Fat (Cumulative Review)



Today you will play Chew the Fat. Remember, a long time ago, when people wanted to just sit and talk about things that were happening in their lives, they would sit and "chew the fat."

In this game, I will say some sentences with our vocabulary words in them. If I use the vocabulary word correctly, say, "Well done!"

If I use the word incorrectly, say, "Chew the fat." That means you want to talk about how I used the word. I'll say the beginning of the sentence again. If you can make the sentence end so that it makes sense, you'll get a point. If you can't, I get the point.

Let's practice: Audrey was **lonely** because . . . all of her friends came to visit her. *Chew the fat.* Let's chew the fat. The first part of the sentence stays the same. I'll say the first part. Audrey was lonely because . . . How can we finish the sentence so it makes sense? (Idea: *All of her friends went home.*) Let's say the whole sentence together now. *Audrey was lonely because all of her friends went home. Well done! I'm glad we chewed the fat!*

Let's do another one together. Piper spoke in a strange **language**, so we knew exactly what she was saying. *Chew the fat.* The first part of the sentence stays the same. I'll say the first part. Piper spoke in a strange language, so . . . How can we finish the sentence so that it makes sense? (Idea: *We couldn't understand her.*) Let's say the whole sentence now. *Piper spoke in a strange language, so we couldn't understand her. Well done! I'm glad we chewed the fat!*

Now you're ready to play the game.

(Draw a T-chart on the board for keeping score. Children earn one point for each correct answer. If they make an error, correct them as you normally would, and record one point for yourself. Repeat missed words at the end of the game.)

- Mark knew his **appetite** was back when he didn't feel hungry at all. *Chew the fat.* I'll say the first part of the sentence again. Mark knew his appetite was back when . . . (Idea: *He felt very hungry.*) Let's say the whole sentence together. *Mark knew his appetite was back when he felt very hungry.* Well done! I'm glad we chewed the fat!
- Mom **explained** what to do because . . . none of us knew. *Well done!*
- Ralph was being **difficult** because . . . he wouldn't do as we told him. *Well done!*
- Aaron was **gentle** when . . . he slammed the car door shut as hard as he could. *Chew the fat.* I'll say the first part of the sentence again. Aaron was gentle when . . . (Idea: *He closed the car door carefully.*) Let's say the whole sentence together. *Aaron was gentle when he closed the car door carefully.* Well done! I'm glad we chewed the fat!
- We decided to **celebrate** because . . . we all failed our test. *Chew the fat.* I'll say the first part of the sentence again. We decided to celebrate because . . . (Idea: *We all passed our test.*) Let's say the whole sentence together. *We decided to celebrate because we all passed our test.* Well done!
- The race was **difficult** because . . . it was short and easy. *Chew the fat.* I'll say the first part of the sentence again. The race was difficult because . . . (Idea: *It was long and hard.*) Let's say the whole sentence together. *The race was difficult because it was long and hard.* Well done! I'm glad we chewed the fat!
- Jody was **lonely** because . . . everyone left her party and her kitten wouldn't sit in her lap. *Well done!*
- The **shiny** stone was . . . dull and boring. *Chew the fat.* I'll say the first part of the sentence again. The shiny stone was . . . (Idea: *Bright and interesting.*) Let's say the whole sentence together. *The shiny stone was bright and interesting.* Well done! I'm glad we chewed the fat!
- Gina and Barry **explained** how a starship worked because . . . we all knew. *Chew the fat.* I'll say the first part of the sentence again. Gina and Barry explained how a starship worked because . . . (Idea: *None of us knew.*)

Let's say the whole sentence together. *Gina and Barry explained how a starship worked because none of us knew.* Well done!

(Count the points, and declare a winner.)
You did a great job of playing Chew the Fat!

DAY 5

Preparation: Happy Face Game Test Sheet, BLM B.

Retell Story to a Partner

(Assign each child a partner, and ask the partners to take turns telling part of the story each time you turn to a new set of pages. Encourage use of target words when appropriate.)

Today I'll show you the pictures Alix Berenzy made for the story *Sammy: the Classroom Guinea Pig*. As I show you the pictures, you and your partner will take turns telling part of the story.

Pages 1–11. Tell what happens at the **beginning** of the story.

Pages 12–23. Tell what happens in the **middle** of the story.

Pages 24–27. Tell what happens at the **end** of the story.

Assess Vocabulary



(Hold up a copy of the Happy Face Game Test Sheet, BLM B.)

Today you're going to play the Happy Face Game. When you play the Happy Face Game it helps me know how well you know the hard words you are learning.

If I say something true, color the happy face. What will you do if I say something true? *Color the happy face.*

If I say something false, color the sad face. What will you do if I say something false? *Color the sad face.*

Listen carefully to each item I say. Don't let me trick you!

Item 1: If you are **difficult**, you won't do as you are told. *True.*

Item 2: If you have a good **appetite**, you aren't very hungry. *False.*

Item 3: If a job is **difficult**, it is very easy to do. *False.*

Item 4: Being **gentle** means being careful and touching softly. *True.*

Item 5: Something that is **shiny** is dull and boring. *False.*

Item 6: A game is easier if the rules are **explained** well. *True.*

Item 7: After you have done a good job, you want to **celebrate**. *True.*

Item 8: A **lonely** person might cry or feel sad. *True.*

Item 9: **Language** is the sounds, words, and actions we use to talk to each other. *True.*


Item 10: **Gentle** is the same as rough. *False.*

You did a great job of playing the Happy Face Game!

(Score children's work later. Scores of 9 out of 10 indicate mastery. If a child does not achieve mastery, insert the missed words in the games in the next week's lessons. Retest those children individually on the missed items before they take the next mastery test.)


Extensions

Read a Story as a Reward

 (Display several of the books you have read since the beginning of the program. Allow children to choose which book they would like you to read aloud to them as a reward for their hard work.)

(Read the story to children for enjoyment with minimal interruptions.)

Present the Super Words Center

 (Prepare the word containers for the Super Words Center. See the Introduction for instructions on how to set up and use the Super Words Center.)

(Add the new Picture Vocabulary Cards to the words from previous weeks. Show children one of the word containers. If they need more guidance, role-play with two or three children as a demonstration.)

You will play a game called What's My Word? in the Super Words Center.

Let's think about how we work with our words in the Super Words Center.

You will work with a partner in the Super Words Center. Whom will you work with in the center?
A partner.

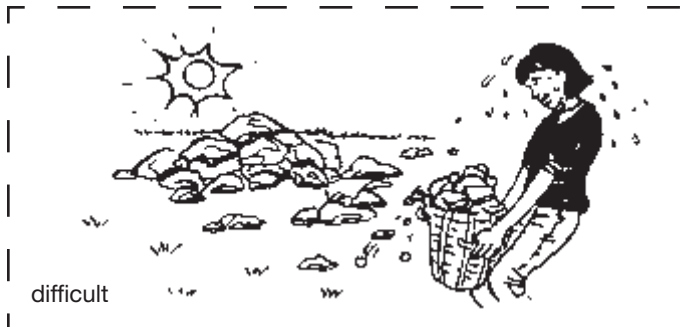
First you will draw a word out of the container. What do you do first? (Idea: *Draw a word out of the container.*) Don't show your partner the word card.

Next you will tell your partner three clues that tell about the word card. What do you do next? (Idea: *I tell my partner three clues that tell about the word card.*) After each clue, your partner can make a guess. If your partner is correct, say, "Yes." If your partner is not correct, say, "No" and give another clue.

Let your partner make three guesses. If your partner guesses correctly on any of the tries, your partner gets a point. If your partner does not guess correctly, say your word, and show him or her the word card. Give yourself a point. Then give your partner a turn.

What do you do next? *Give my partner a turn.*

(This game does not need to be played for points.)



difficult



gentle



lonely



appetite



explained



language

Sharing What You've Learned at School

[Note: The children are not expected to be able to read the words. The words are for your information.]

DAY 1: (Cut the Picture Vocabulary Cards apart. Place the cards for **difficult**, **appetite**, **gentle**, and **explained** in a container or small plastic bag.) (Show your child each card. Ask:) **What word does the picture show?** (Idea: *The picture shows someone who is being gentle.*)

Tell me what you know about this word. (Share what you know about the word with your child as well. Repeat for each word.)

DAY 2: (Add *lonely* and *language*. Repeat procedure from Day 1. Ask:) **Today, tell me anything more that you know about this word.**

DAY 3: Play Chew the Fat (Round One)
Let's play the Chew the Fat game that you learned at school. I'll say sentences with your vocabulary words in them. If I use the word correctly, say, "Well done!" If I use the word incorrectly, say, "Chew the fat." Then I'll ask you to finish the sentence so that it makes sense. Let's play.

- The game was **difficult** because ... it was easy to play. *Chew the fat.* The game was difficult because ... (Idea: *It was hard to play.*) **Say the**

whole sentence. *The game was difficult because it was hard to play.* **Well done!**

- I knew I had an **appetite** because ... I was hungry. *Well done!*
- The teacher **explained** the rules because ... we didn't know how to play. *Well done!*
- The doctor was **gentle** because ... my arm wasn't sore. *Chew the fat.* The doctor was gentle because ... (Idea: *My arm was sore.*) **Say the whole sentence.** *The doctor was gentle because my arm was sore.* **Well done!**
- We wanted to **celebrate** because ... we won the game. *Well done!*
- The **shiny** ring was ... dull and boring. *Chew the fat.* The shiny ring was ... (Idea: *Bright and pretty.*) **Say the whole sentence.** *The shiny ring was bright and pretty.* **Well done!**

[Note: You may add other examples of your own.]








DAY 4: Play Chew the Fat (Round Two)
(Add *lonely* and *language*, and play the game.)

- Barbara was **lonely** because ... her whole family was visiting her. *Chew the fat.* Barbara was lonely because ... (Idea: *Her family was not visiting her.*) **Say the whole sentence.** *Barbara was lonely because her family was not visiting her.*
- **Language** is ... sounds, words, and actions we use to talk to each other. *Well done!*

Name _____

Sammy: The Classroom Guinea Pig

Sammy liked to eat

 <p>carrot</p>	 <p>eggs</p>	 <p>erasers</p>	 <p>cantaloupe rind</p>
 <p>wood shavings</p>	 <p>grass</p>	 <p>paper</p>	 <p>apple</p>
 <p>dandelions</p>	 <p>guinea pig pellets</p>	 <p>lettuce</p>	 <p>water</p>
 <p>hay</p>	 <p>cabbage</p>	 <p>milk</p>	 <p>bread</p>