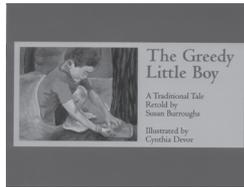


# THE GREEDY LITTLE BOY

Retold by Susan Burroughs  
 Illustrated by Cynthia Devor  
 Set 7 – 136 words

## Building Anticipation – Setting the Context

Remind the group of a traditional tale that has been read in class and try to elicit the opening, *Once Upon a Time...* Encourage the children to share traditional tales they remember that begin this way.



## Introduction

Introduce the book by showing the cover and saying: *This book is called 'The Greedy Little Boy'. A little boy goes for a walk in the forest and finds a jar of nuts.* Give each child a book. Have them find high frequency words to build confidence. Show the illustration on page 6 and ask: *Why do you think the boy has his hand in the jar?*

Prompt for the word *hungry*; have the children predict the letters and letter clusters and then locate the word on page 7 to confirm their prediction. Ask: *Were you right?* Show the text on page 8 and have the children locate, using a word mask, the word *ow*.

Allow time for the children to complete an independent book walk. Then ask children to read the text independently to find out why the book is called, *The Greedy Little Boy*. Observe the children as they read. Look for evidence of strategy use which become praise points after the read. These observations ensure that children are in the right group.

## Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share some of the strategies they used.

Ask: *Why was this book called, 'The Greedy Little Boy'? Can you support your response using the book? Do you think the little boy was greedy? Why or why not? Who helped the little boy?*

## Responding Creatively – Independent Practice

Children can:

- write their own traditional tale at the writing centre, beginning with the words, *Once upon a time ...*
- illustrate a favorite traditional tale and record the title underneath the picture.
- create a story map on the reproducible master. Display it and refer to it as support to retell this tale to the group.

## Read Aloud Connections

*The Rooster Who Lost His Crow*, by Wendy Cheyette Lewison, Dial Books, 1995.

*The Three Wishes*, retold by M. Jean Craig, Scholastic, 1996.

*The Little Cat and the Greedy old Woman*, by Joan Rankin, Simon and Schuster, 1995.

## Learning About Language - Focused Teaching

High Frequency Words	help, who, your, came, was, there, out	Use movable letters to make these words. Scramble them and make them again.
Letters and Letter Clusters	<i>g</i> - go, get <i>j</i> - jar <i>G</i> - Greedy	Brainstorm a chart of hard <i>g</i> words ( <i>go, get, gone, gum</i> ). Listen for the <i>gr</i> blend in <i>greedy</i> . Have children say other words that feature the <i>gr</i> blend ( <i>grow, great, green</i> ).
Onset and Rimes and Word Families	jar, car, far, star sad, bad, Dad, had, mad	Use onset and rime cards to make words with the rimes <i>ad</i> and <i>ar</i> . Record the words you make.
Word Endings		Review familiar concepts.
Compound Words	cannot, upon	Use movable letters to make the compound words. Break them into the two smaller words. Make another compound word you know. Break it into two smaller words.
Contractions	I'm	Encourage children to use this contraction in their writing.
Text Features	Speech bubble	Feature the use of speech bubbles through a shared reading text. Explain that an author can use one to give additional information.
Poetry Links	<i>there</i> - <i>The Big Truck</i>	Feature the poem for shared reading. The poem is pasted into each child's poem book. Familiar poems can be enjoyed as independent reading material and for home reading.

# Story Map

