

GILBERT THE SPECIAL PIG

Running Words: 239
Level 16/I

Story Synopsis

Gilbert thinks that he is ugly and wishes he looked like the peacock, whom he believes is beautiful. When some children come to visit the farm, he realizes that he is a special pig.

Blackline Master

Use magnetic letters or a whiteboard to show the students how they can take apart new words. Have them break apart the words listed on the blackline master.

Before Reading

- Discuss the cover picture.
- Provide the students with a synopsis of the story.
- Have a brief discussion with the students about not feeling happy with how one looks sometimes.

During the Reading

Circulate and listen to the students reading. Encourage them to use the quotation marks and make it sound like someone is talking. If they have difficulty with the word *know*, show the students how it looks like other words they know (*knee, knock, knew*).

After the Reading

- Discuss the story. Ask: *What happened to make Gilbert change his mind about how he felt?*
- Use magnetic letters or a white board to look at the word *thought*. Have students take turns making or writing the word.

Extending the Story

- If the students have read other stories about Gilbert, have them make a list of all the things that make Gilbert a special pig.
- Have the children practice reading the book into a tape recorder.

Name _____

Taking Words Apart

Directions: Take each word apart by breaking it into parts you know.

(Example: sitter: s-it-t-er)

helpful

colorful

platter

clatter

sandy

brand

NAP TIME FOR GILBERT

Running Words: 83
Level 6/D

Story Synopsis

Gilbert the pig goes into the barn to take a nap in the hay. The farmer looks all over the farm for Gilbert. When the farmer calls Gilbert for dinner, he comes running!

Blackline Master

Use magnetic letters or a whiteboard to show the students how they can make new words by changing the first letter. Make new words from *hay* (*way*, *day*, *lay*, *play* and *stay*). Have the students write the new words on the blackline master.

Before Reading

- Discuss the cover picture.
- Provide the students with a synopsis of the story.
- Have a brief discussion with the students about how Gilbert loves to sleep and eat.

During the Reading

Listen to students read and be prepared to help them self-monitor their reading. When they make errors ask, “*Does that look right?*” or “*Does that make sense?*”

After the Reading

- Discuss the story. Ask: *Where did the farmer look for Gilbert? What do you think Gilbert likes to do best, sleep or eat?*
- Use magnetic letters or a white board to look at the word *lay*. Show the students how the word looks like a word they know (such as *day*).

Extending the Story

- Have the students make a list of words like the word *lay* (such as *day*, *may*, *stay*, and *play*).
- Have the children practice reading the book so they can read it to younger children in the school.

Name _____

Making New Words

Directions: How many new words can you make that rhyme with the word **hay**?



hay

WHERE ARE THE BABY CHICKS?

Running Words: 64
Level 5/D

Story Synopsis

This story is about Gilbert the pig looking for the baby chicks. He looks everywhere on the farm for the chicks.

Blackline Master

Have the students cut out the pictures and match them to the sentences.

Before Reading

- Discuss the cover picture. Talk about the chicks and where they might be.
- Provide the students with a synopsis of the story.
- Beginning readers will need help establishing the language pattern of the story. Teachers can use the pattern "*Where are the baby chicks . . .*" as they look through the book with students.

During the Reading

Listen to students read and be prepared to help them self-monitor their reading. When they make errors ask, "*Does that look right?*" or "*Does that make sense?*"

After the Reading

- Discuss the story. Ask: *Why didn't Gilbert know where the chicks were? Where are the places Gilbert looked for the chicks?*
- Use magnetic letters or a white board to look at the word *where*. Have students take turns making or writing the word.

Extending the Story

- Make a mural with animals you might find on a farm. Add talking bubbles with animals sounds.
- Have the children read the story with a partner.

Name _____

Gilbert's Friends

Directions: Match the sentence to the pictures.

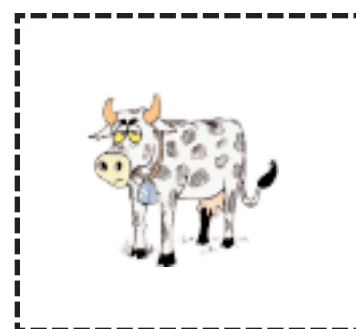
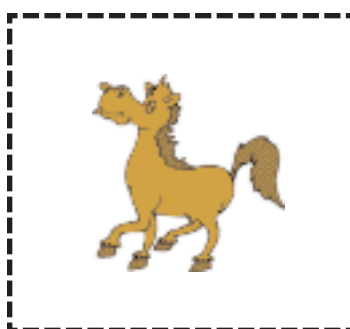
Here is the chick.



Here is the cow.



Here is the horse.



PETTING GILBERT

Running Words: 218
Level 15/I

Story Synopsis

Kenny likes to help out on the farm feeding all of the animals. He also likes to pet them, but Gilbert the pig doesn't like to be petted. Finally the farmer tells Kenny to use a sharp, pointed stick to scratch Gilbert's back.

Blackline Master

Provide the students with magnetic letters to add the ending *er* to the end of words they know. Have them write the new words on the lines provided on the blackline master.

Before Reading

- Discuss the cover picture.
- Provide the students with a synopsis of the story.
- Have a brief discussion with the students about taking care of animals on a farm.

During the Reading

Circulate and listen to the students reading. Encourage them to use the quotation marks and make it sound like someone is talking. If they have difficulty with the word *scratched*, use a white board to show the students how to take the word apart: *scr-at-ch-ed*.

After the Reading

- Discuss the story. Ask: *Why do you think Gilbert liked to be scratched? Did anything in the story surprise you?*
- Use magnetic letters to break apart some new words such as *sharp (sh-ar-p)*, *petted (p-et-t-ed)* and *scratched (scr-at-ch-ed)*.

Extending the Story

- Take the children on a field trip to visit a farm.
- Have the children practice reading the book so they can read it to younger children in the school.

Name _____

Adding Endings

Directions: Add **-er** to make new words.

play _____

help _____

farm _____

sharp _____

catch _____

jump _____

GILBERT GOES ON A PICNIC

Running Words: 152
Level 13/H

Story Synopsis

Kenny and his friend, Amber, decide to have a picnic in the field. Gilbert comes over and the children end up feeding Gilbert all of their lunch!

Blackline Master

Discuss with the students what they would take on a picnic. Have them make pictures of the food.

Before Reading

- Discuss the cover picture. Ask the students if they have ever been on a picnic.
- Provide the students with a synopsis of the story.
- Have a brief discussion with the students about Gilbert and how he loves to eat.

During the Reading

Have the children read in soft voices. Listen and prompt students for useful reading strategies. If they misread say, “*Did that make sense?*” or “*Did that look right?*” to encourage the students to self-monitor.

After the Reading

- Discuss the story. Ask: *What did the children feed Gilbert? What do you think the children will do next?*
- Use magnetic letters to look at the word *still*. Show the children how it looks like words they know (such as *will*). Have them make other words like *still* and *will*.

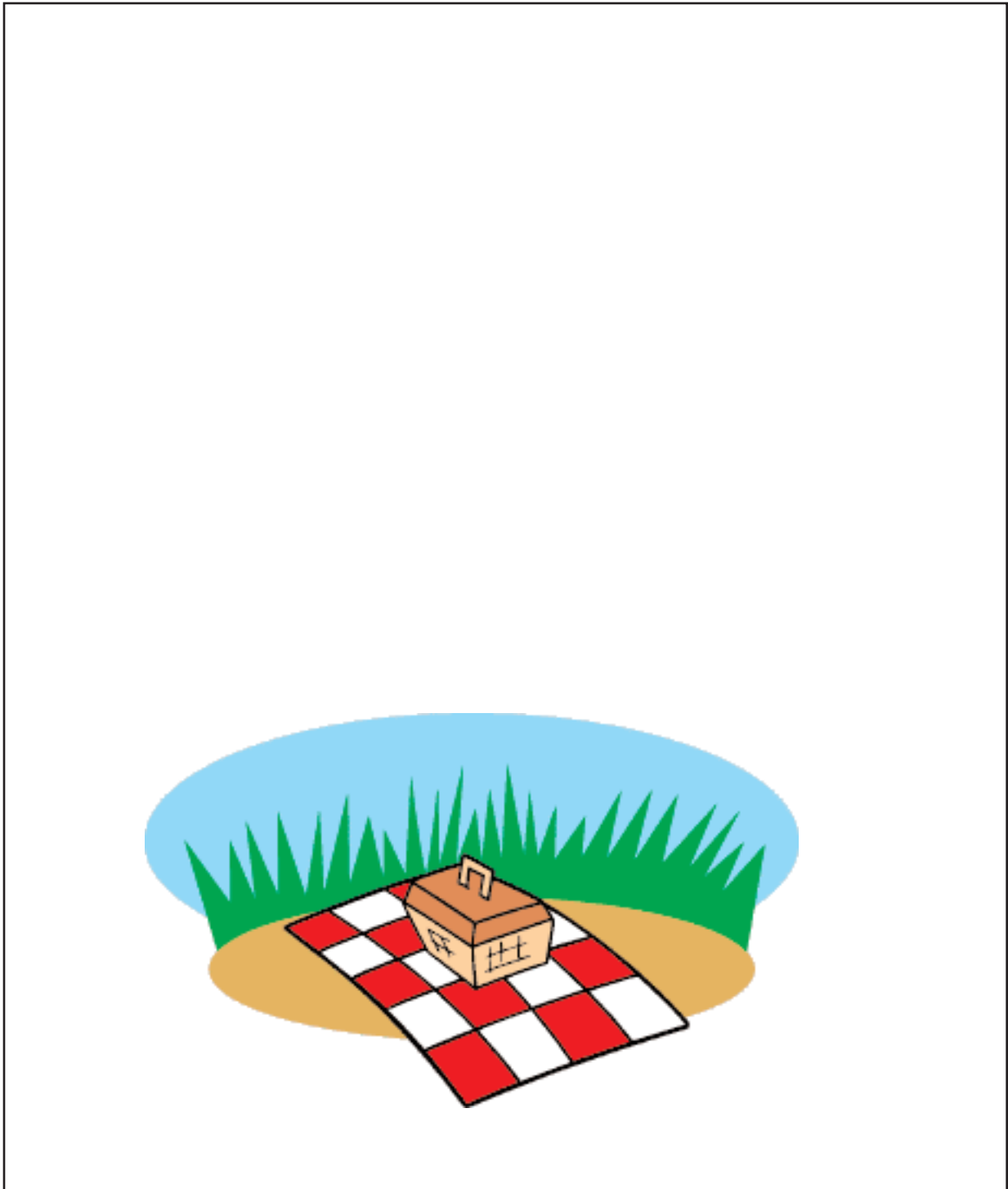
Extending the Story

- Plan a picnic lunch. Make a list of everything the children want to bring on the picnic.
- Have the children practice reading the book so they can read it to younger children in the school.

Name _____

A Picnic

Directions: Make a picture of things you think you would take on a picnic.



LEMONADE FOR GILBERT

Running Words: 144
Level 14/H

Story Synopsis

Kenny and Amber decide to sell lemonade to cars passing by. Gilbert, who likes lemonade, knocks over the lemonade stand and spills it all over himself.

Blackline Master

Discuss with the students the order of events in the story. In the boxes provided, ask the students to make a picture about what happened first, next, and last.

Before Reading

- Discuss the cover picture.
- Provide the students with a synopsis of the story.
- Have a brief discussion with the students about selling lemonade or other items to passing cars.

During the Reading

Circulate and listen to the students reading. Encourage them to use the quotation marks and make it sound like someone is talking. If they have difficulty with the word *pitcher*, use a white board to show the students how to take the word apart: *p-it-ch-er*.

After the Reading

- Discuss the story. Ask: *How did Gilbert cause trouble? Why did the farmer call Gilbert silly? What do you think the children did next?*

Extending the Story

- Write a story about what happens next.
- Have the students make puppets. Retell the story with the puppets.

Name _____

Lemonade for Gilbert

Directions: Make pictures showing what happened first, next, and last in the story.

