

# Green Book 1

## Story 1: Dirty Peggy Pig

### Prereading Activities

#### Table of Contents

Have the students identify the titles of the stories. Ask: **Which story do you think will be your favorite? Why? Find the first story in your book.**

#### Title Page

When discussing the title and the picture, have the students predict what the setting for the story will be. Have them describe Peggy, noting how she feels. Ask: **Why do you think Peggy is sad?** Have the students skim the story and the pictures and then ask them to predict what they think the story will be about and who the characters will be. Ask: **Who do you think the main character is? Why do you think that? What clues did you use?**

#### New and Emphasized Syntax

The following are the new and selected emphasized syntactic structures in this story:

- **two-word verbs:** *looked up, sank down*
- **conjoined sentences:** I want a clean face *and* I want clean legs.
- **introduction of direct discourse:** Peggy asked, “Will you help me?”
- **use of personal pronouns with animated animals:** Peggy was not a duck. *She* was a pig.
- **negatives:** *cannot, was not*

Check for the comprehension of linguistic structures. For example, write the following sentence on the board: “Peggy said, ‘I need help!’” Ask the students: **Who said, “I need help”? How do you know Peggy said that? What do the quotation marks tell you?** If the students have difficulty with direct discourse, illustrate the character speaking on the board and place the discourse in a discussion bubble. Then have the students write the cartoon in a sentence using the “...” to indicate direct discourse. Have the students develop their own examples.

Two-word verbs and conjoined sentences are reinforced in the student’s Workbook on page 9.

#### Spelling Pretest

Have the students complete the Pretest on page 1 in the Spelling pages for this story and immediately correct misspelled words.

#### New Words

bath	said	clean
face	am	sank
tongue	can	again

Write the new words on the board. Using the Spelling Practice on page 2, have the students (a) underline the words they know, (b) circle the words they have seen or heard before but don’t know, and (c) check the words they don’t know. Say/sign and fingerspell each word with the students. Then have them say the