

I am Mia I am.



I like green eggs and ham.

I also like strawberries and watermelon but I do not like broccoli with peanut butter.





Read the book *Green Eggs and Ham*.

Ask them how many would like to eat green eggs and ham, as well as who would not. Graph the results.

Brainstorm with your students foods that they like and foods that they don't, and foods they might like, but would definitely not go together with another food.

Write these words on the board, so that students can reference them when they do their writing prompt.

Pre-cut and fold a class set of paper plates, so that it is a little more than half its size. Fold the cut end up so students can glue it.

So that I am not wasting the other section of the paper plate, I save it to squirt paint on for other projects, or to make a watermelon slice in June.

Towards the top, and in the middle, trace the edge of the plate on your piece of construction paper.

Make the line a little longer on both ends.

Poke a hole with the scissors at the start of the line and cut 'til you get to the end. Remind students not to cut all the way off the paper. Some will also start cutting at the beginning of the paper, cutting their paper in two instead of making a slit.

To expedite things, you may want to choose an assortment of colors and pre-slit them. This will also ensure that you have a variety of brilliant colors for your bulletin board, instead of the girls all picking pink or purple.

Students pick a partner and take turns tracing each others hand on their choice of construction paper and then cut it out. I also have these pre-done the day before by a room helper.

Run off the writing prompt strips. Students choose either the one where they LIKE green eggs and ham, or the one that says they DON'T like them.

Children fill in their prompt with a marker. Remind them to add end punctuation. You can discuss if they want to use a period or exclamation point. If I were mixing grapefruit with milk (bleckkk!) I would use an exclamation point, helping to show how awful that taste combo is.

Children draw the food they have chosen on their paper plate and insert it into the slit. You may want to let them use Scotch tape to fasten it to the back, as glue doesn't stick the best. A stapler also works well. Press the plate up so that it looks like a ledge.

Show students how to fold just a portion of the bottom of their hand, so that they make a tab that they can glue to the bottom of their plate. I also add a smidge of glue to the middle finger tip, so that it looks like the hand is holding the plate, much like the illustration in the book where Sam is holding a platter of green eggs and ham.

For that extra bit of pizzazz, give students a copy of their school picture to glue after the words "I am."

Sprinkle the plate pictures on a black background bulletin board. The heading could be: "We are readers, yes Mam. We like books, green eggs, and ham." or *Hungry For A Good Book*.

I am _____ I am.

I like green eggs and ham.

I also like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I like green eggs and ham.

I also like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I like green eggs and ham.

I also like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I like green eggs and ham.

I also like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I do not like green eggs and ham.

I like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I do not like green eggs and ham.

I like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I do not like green eggs and ham.

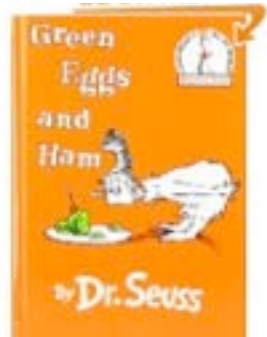
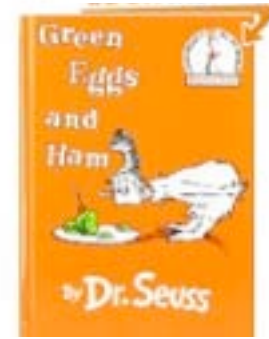
I like _____ and _____ but I do not like
_____ with _____

I am _____ I am.

I do not like green eggs and ham.

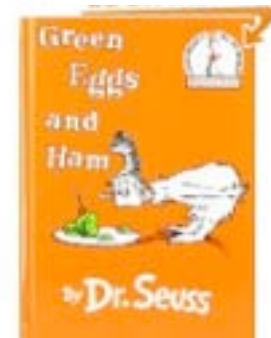
I like _____ and _____ but I do not like
_____ with _____

did you like the book

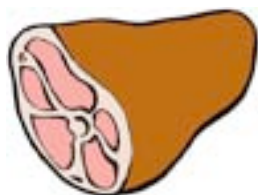


dr seuss wrote it

the cover is orange



eggs are for breakfast



what color is the ham

this egg is sunny side up



sam rhymes with ham



yuk

green eggs

does sam like green eggs

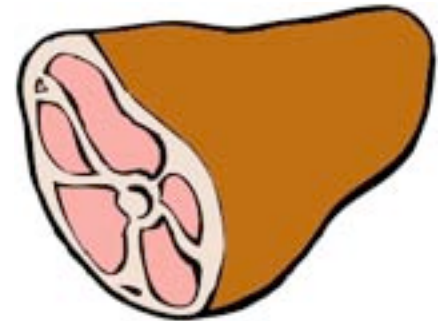


what color are the eggs



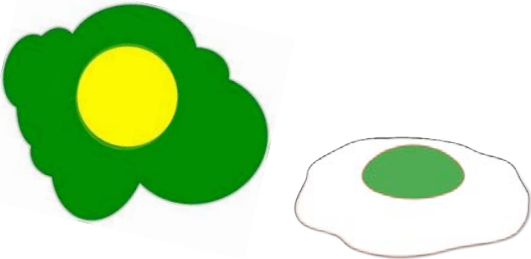
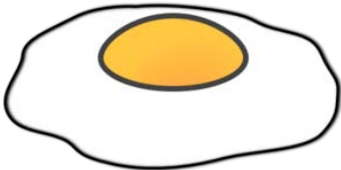
would you eat green eggs


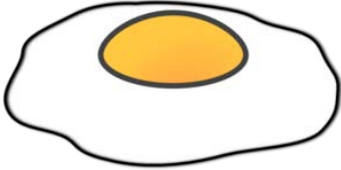
i like ham



Graphing Time

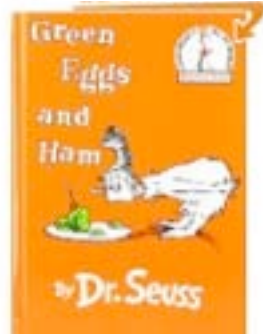
Would you eat green eggs and ham?

	
Yes!	No!

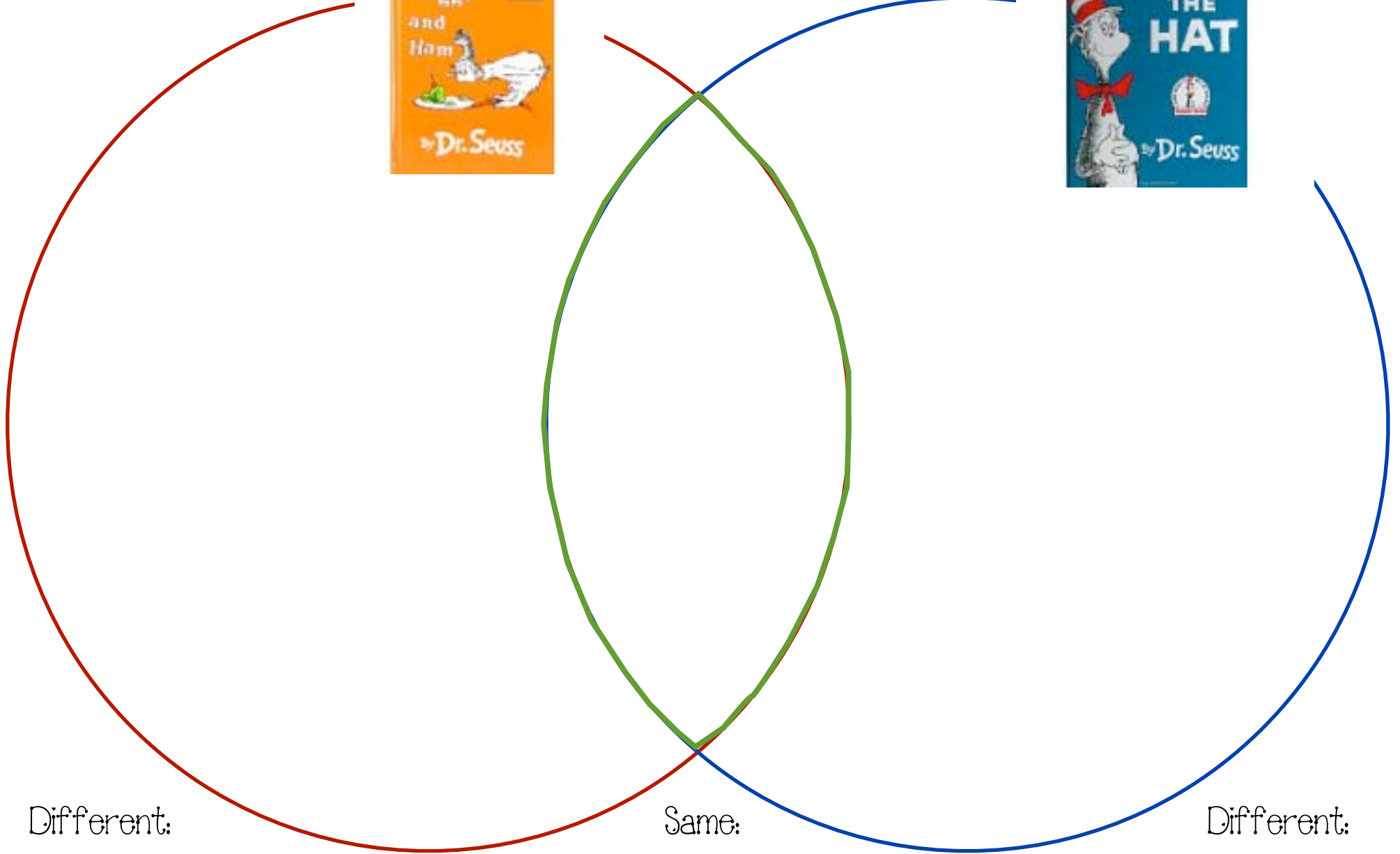
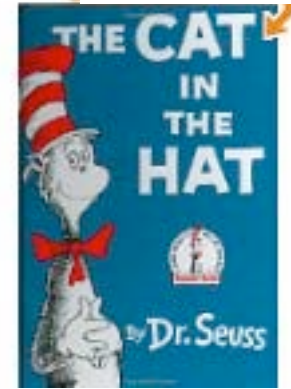
	
Total:	Total:

Comparing and Contrasting 2 Stories

Title:



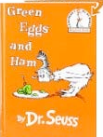

Title:



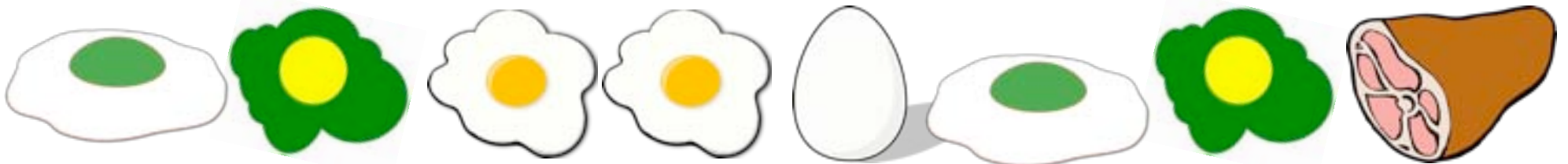
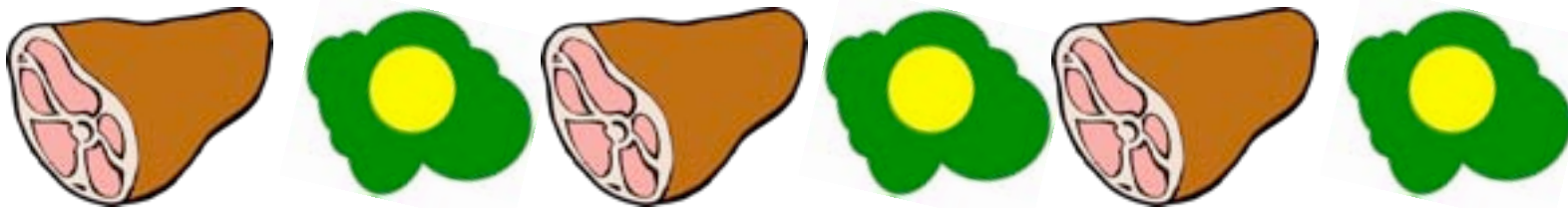
Different:

Same:

Different:

	
Total:	Total:

Complete the pattern.



Words that rhyme with Green.
TRACE then write the words in alphabetical order.

clean

bean

glean

lean

dean

mean

between

teen

keen

scene

preen

careen

screen

tween

wean

queen

spleen

gene

seen

sheen

Name:

Words that rhyme with Sam.
TRACE then write the words in alphabetical order.

ram

Handwriting practice lines for the word 'ram'.

slam

Handwriting practice lines for the word 'slam'.

bam

Handwriting practice lines for the word 'bam'.

tam

Handwriting practice lines for the word 'tam'.

yam

Handwriting practice lines for the word 'yam'.

clam

Handwriting practice lines for the word 'clam'.

ham

Handwriting practice lines for the word 'ham'.

cram

Handwriting practice lines for the word 'cram'.

glam

Handwriting practice lines for the word 'glam'.

lam

Handwriting practice lines for the word 'lam'.

wham

Handwriting practice lines for the word 'wham'.

pram

Handwriting practice lines for the word 'pram'.

am

Handwriting practice lines for the word 'am'.

jam

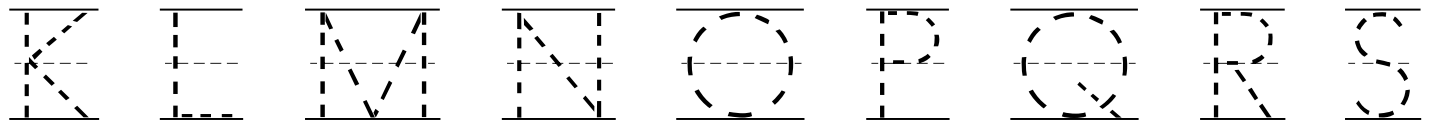
Handwriting practice lines for the word 'jam'.

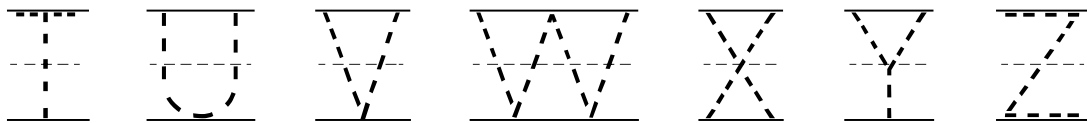


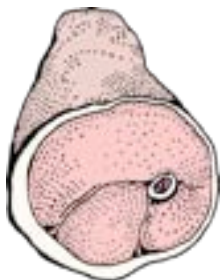
Trace and then write the letters.

I spy my name:

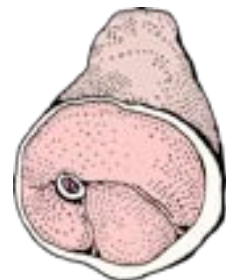






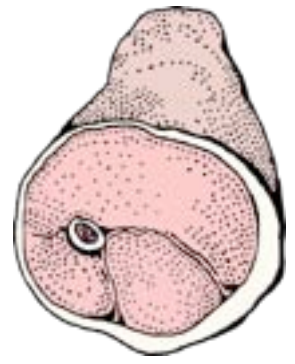


I spy my favorite letter.





e is for eggs; g is for green
and h is for ham.



Trace and then write the letters.

I spy my name:

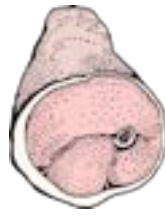
a b c d e f g h i j

k l m n o p q r s

t u v w x y z

I spy my favorite letter.





Help Sam
count by 1's.

Trace and then write the numbers.

1 2 3 4 5 6 7 8 9 10 11

12 13 14 15 16 17 18 19

20 21 22 23 24 25 26 27

28 29 30 31 32 33 34 35

36 37 38 39 40 41 42 43

44 45 46 47 48 49 50



Help Sam
count by 1's.

Trace and then write the numbers.

51 52 53 54 55 56 57 58

59 60 61 62 63 64 65 66

67 68 69 70 71 72 73 74

75 76 77 78 79 80 81 82

83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98

99 100



Help Sam
count by 1's.

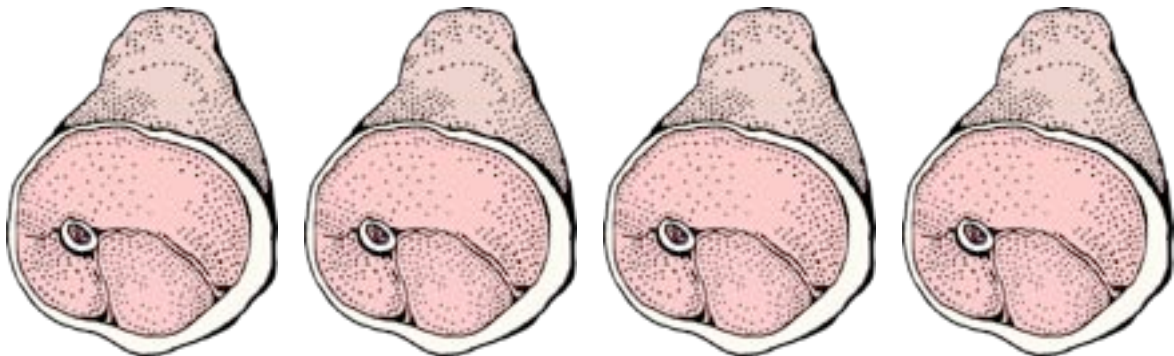
Trace and then write the numbers.

101 102 103 104 105

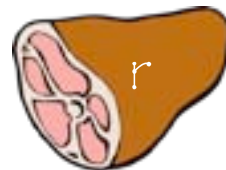
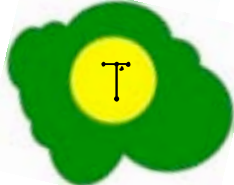
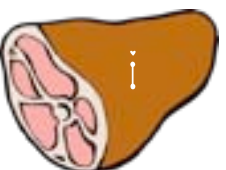
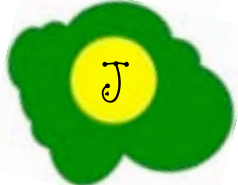
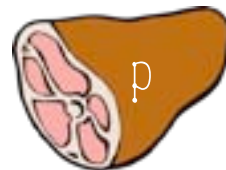
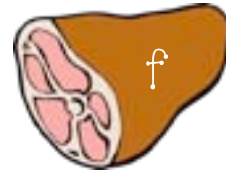
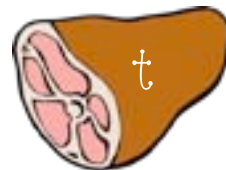
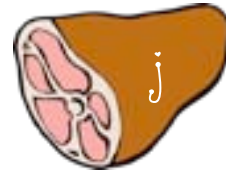
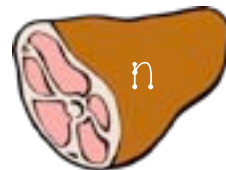
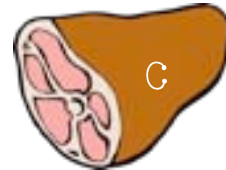
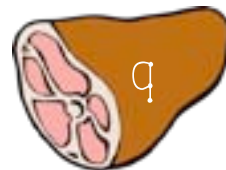
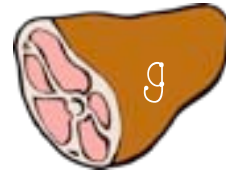
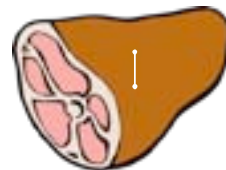
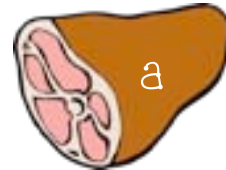
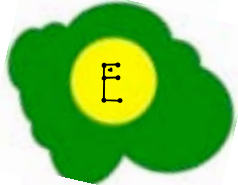
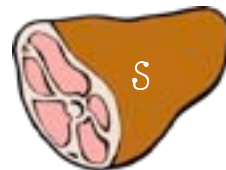
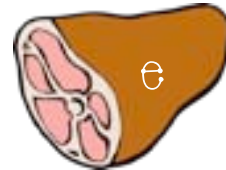
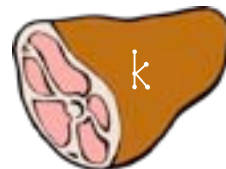
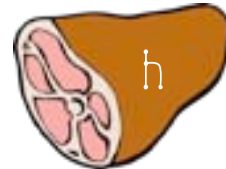
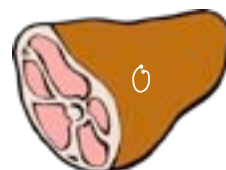
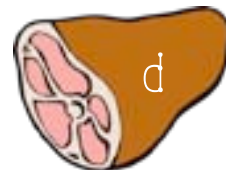
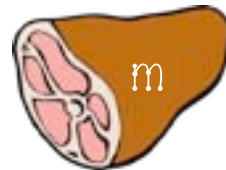
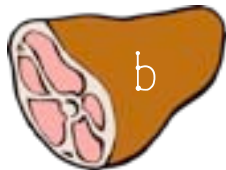
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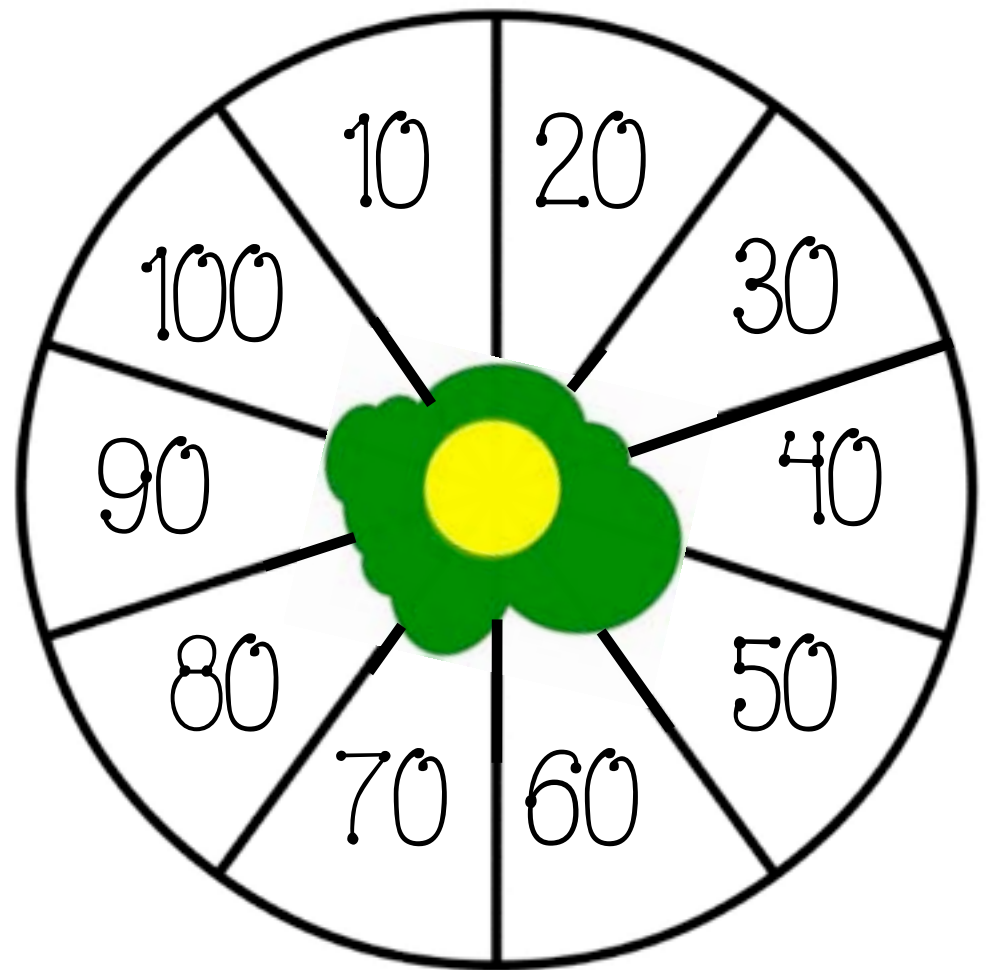
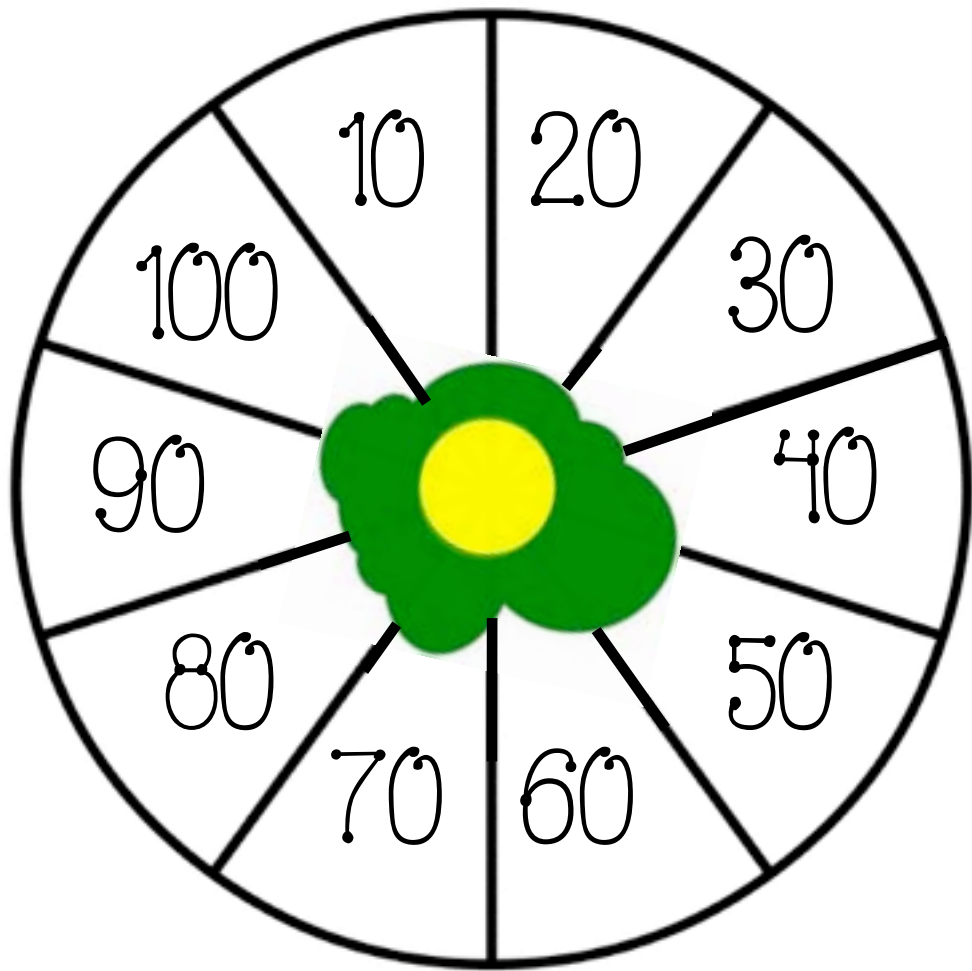
111 112 113 114 115

116 117 118 119 120



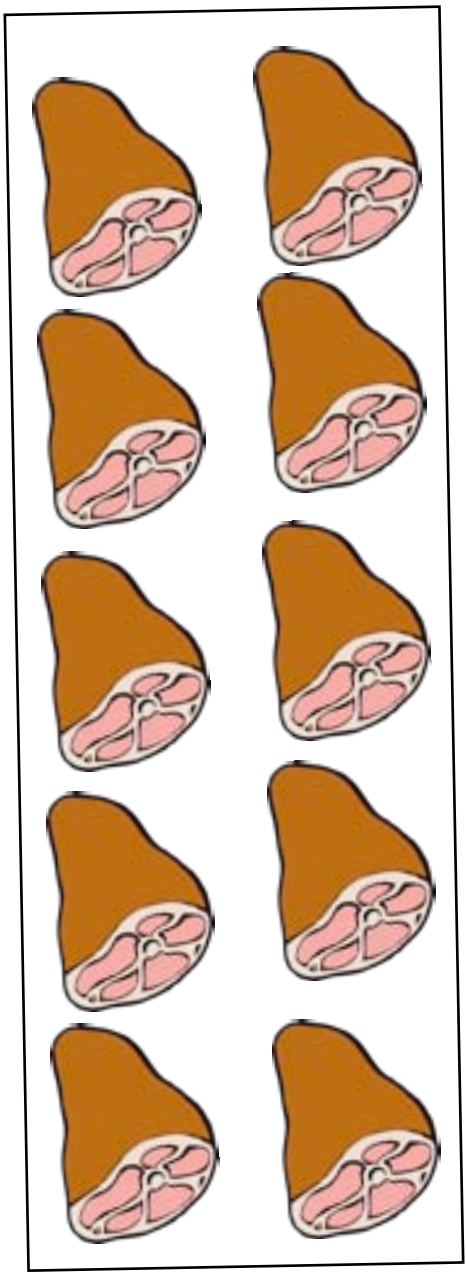
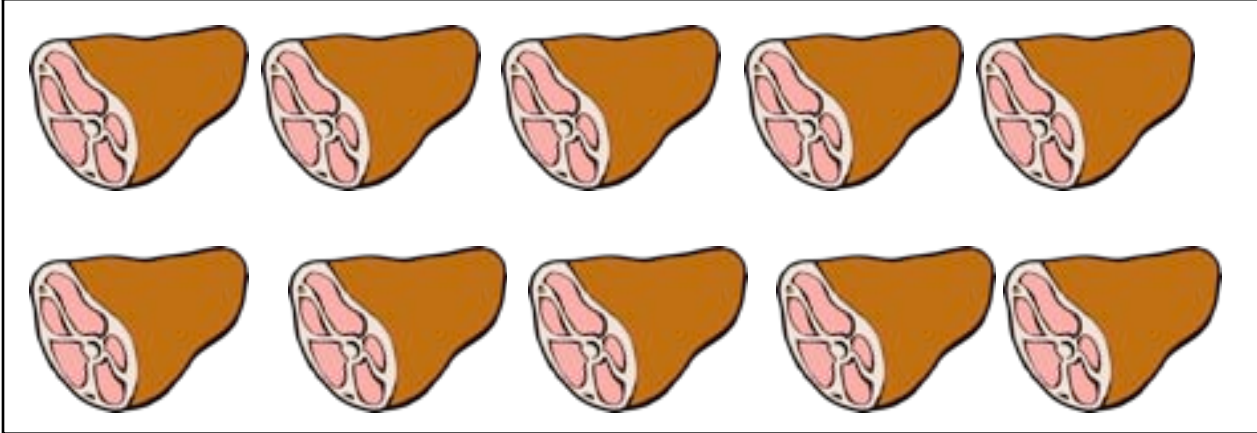
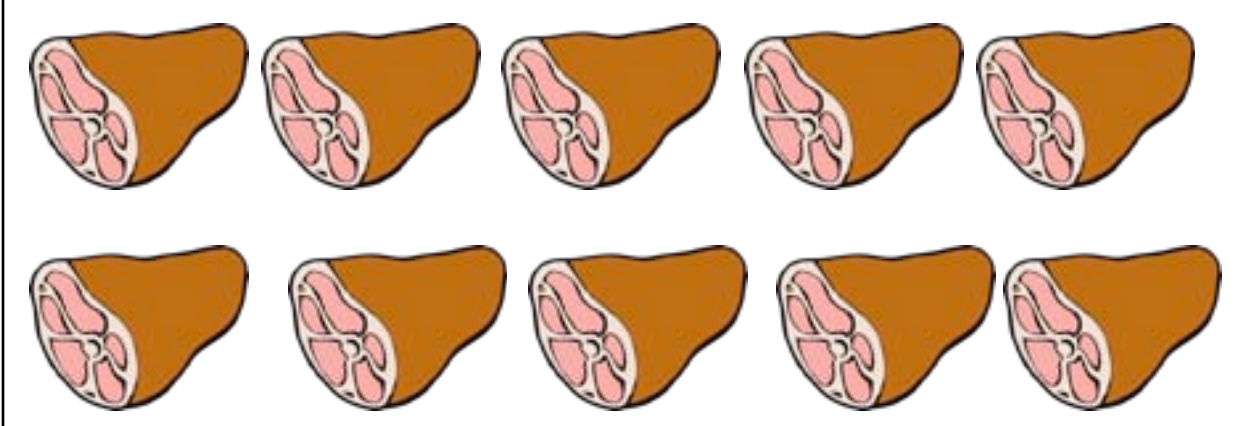
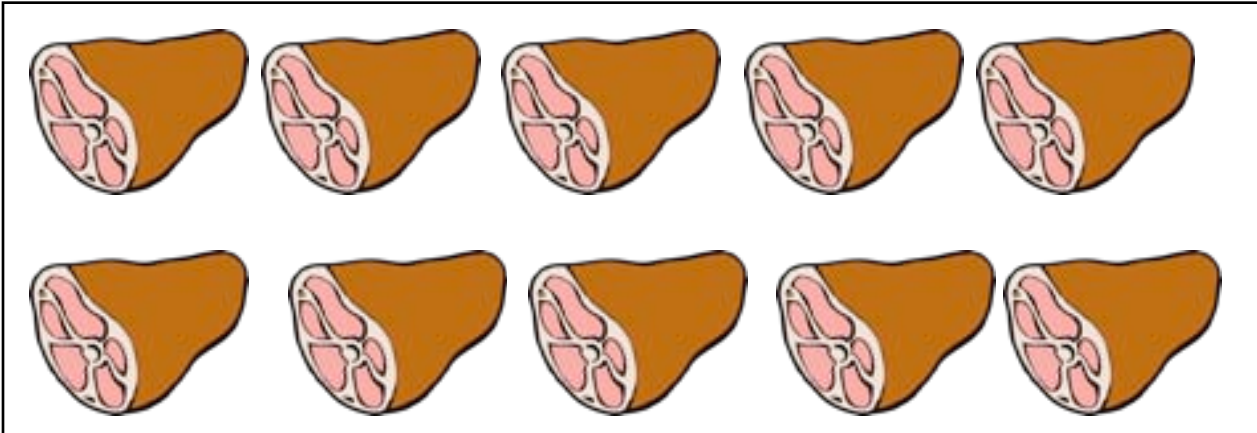
Match the uppercase letter to the lowercase letter. Use a different color for each one.

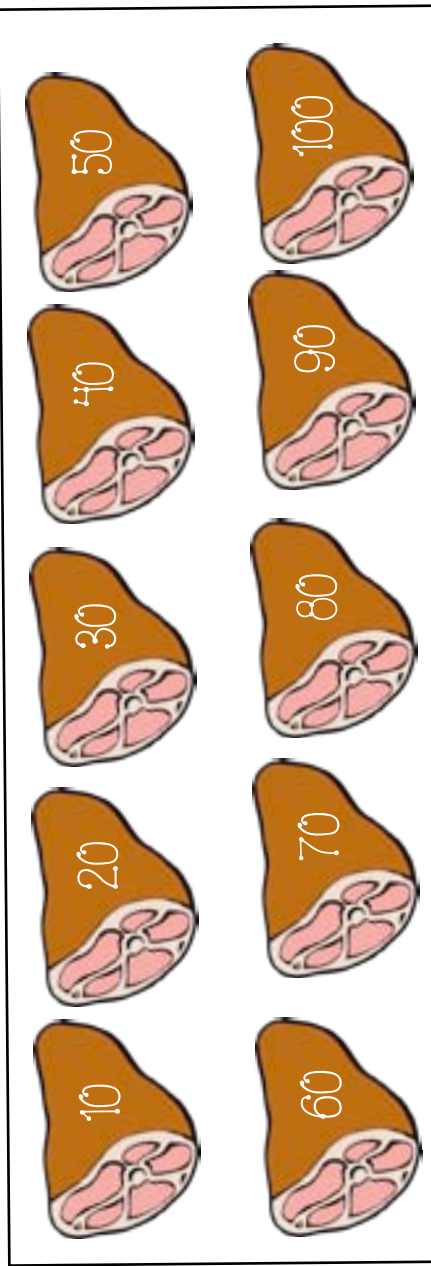
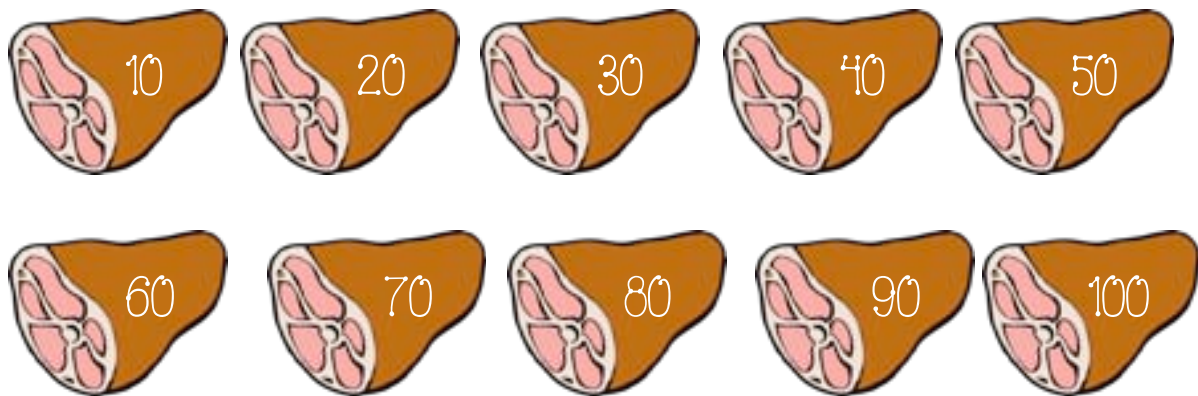
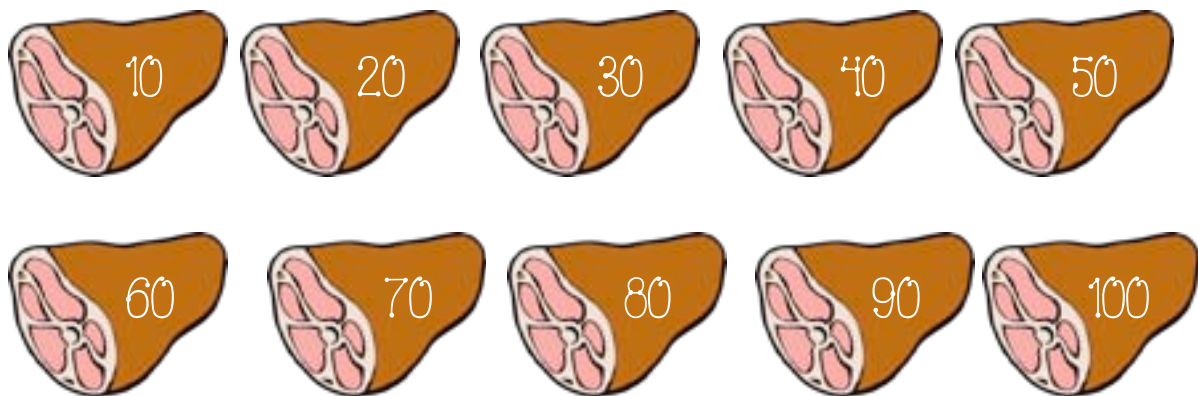
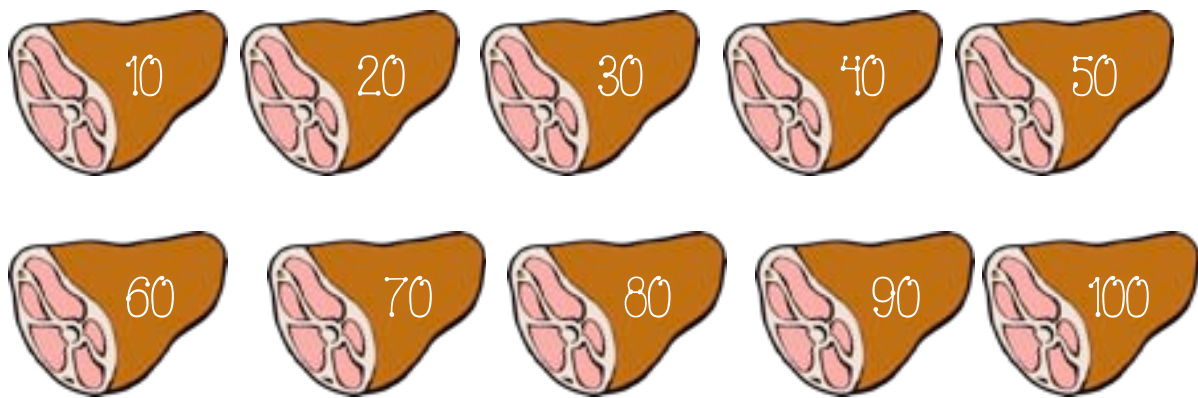




Green Eggs and Ham Spinners.

Run off on card stock, or run off on copy paper and then glue to a piece of construction paper. Laminate, cut out, poke a hole in the center, add a paperclip spinner, and fasten with a brass brad. Students can also spin the paperclip while holding a pencil in the middle of the egg.





Use these as a bookmark or a skip counting lesson. Students fill in the blank hams with numbers. You can also play the Counting by 10's Green Eggs and Ham game.

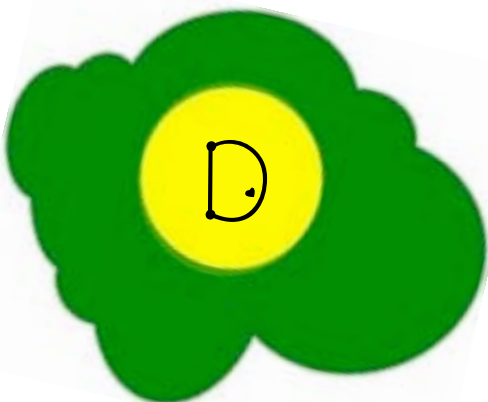
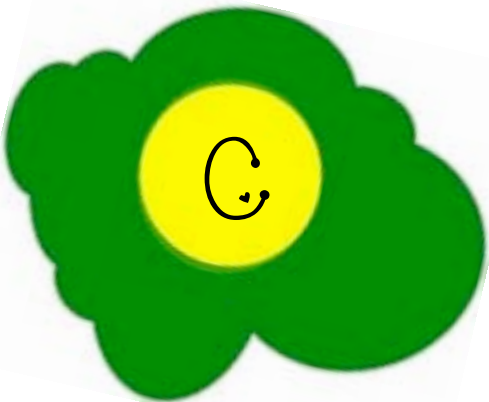
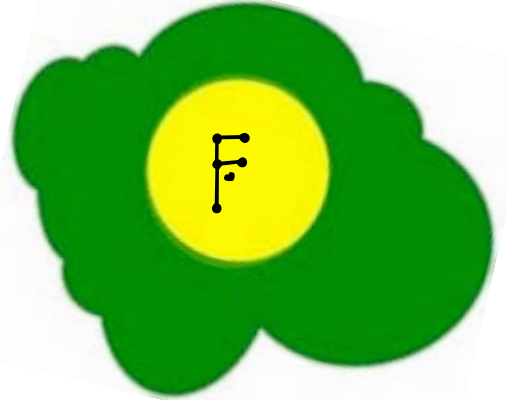
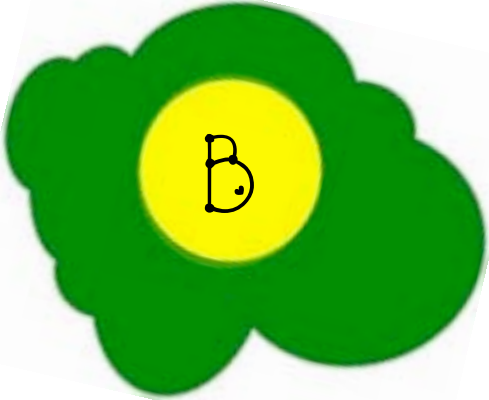
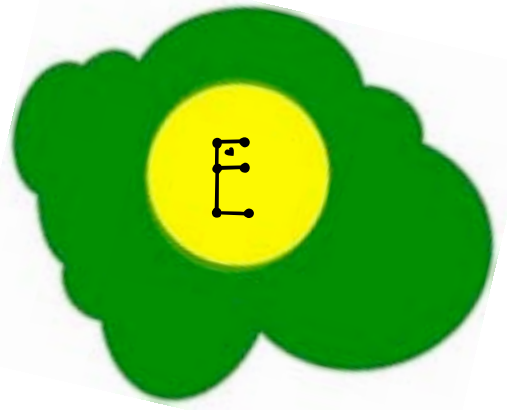
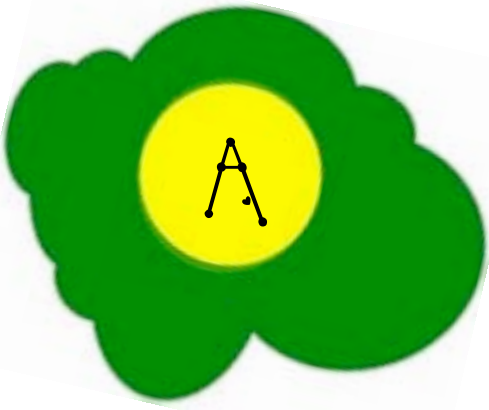
Laminate the cards so you can reuse them.

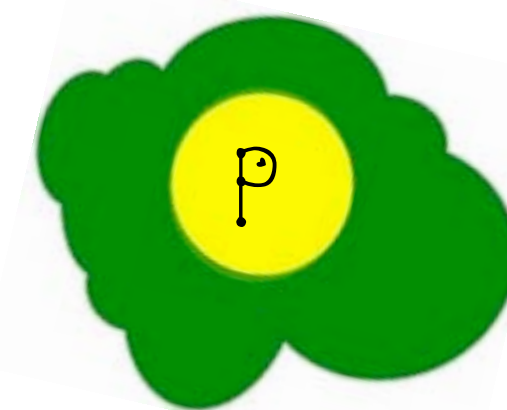
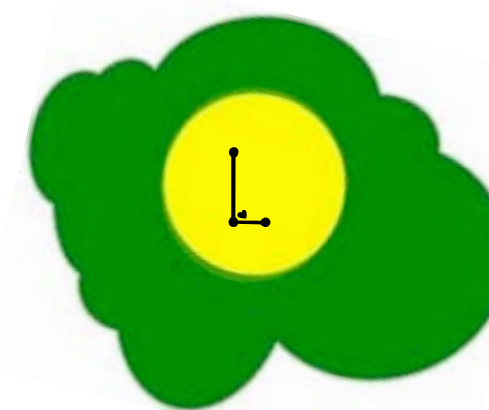
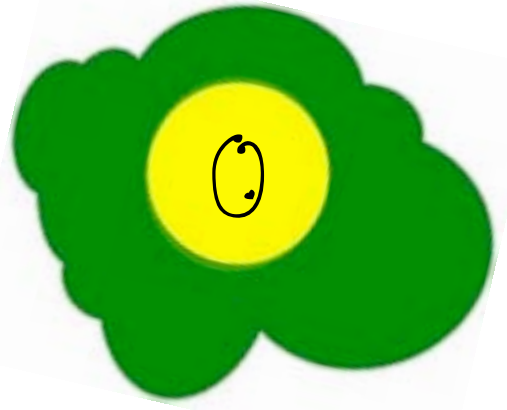
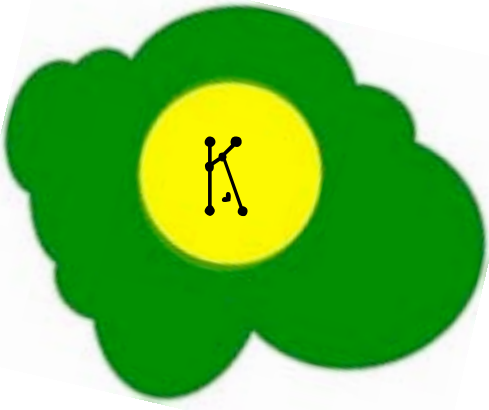
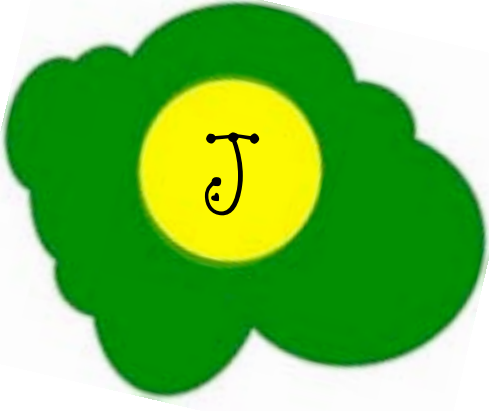
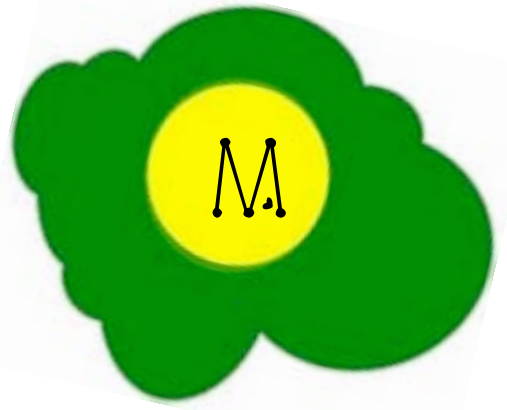
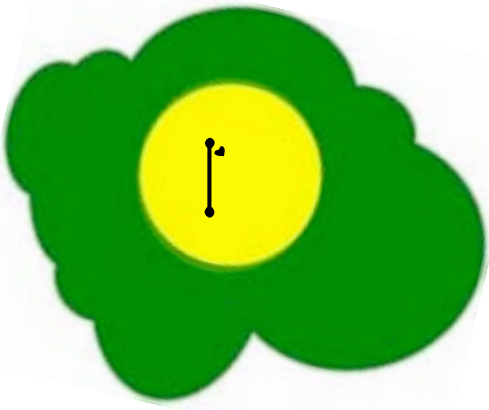
Students play in groups of 2-4.

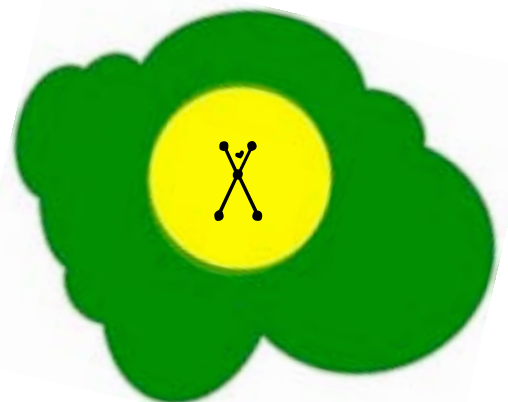
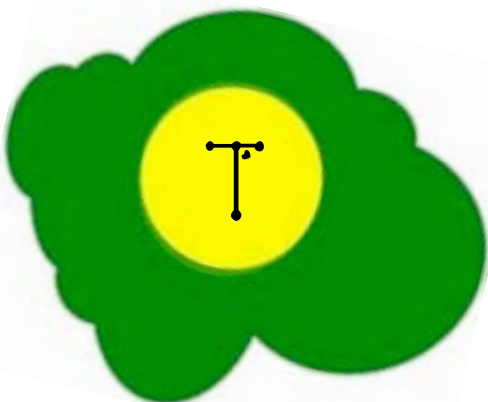
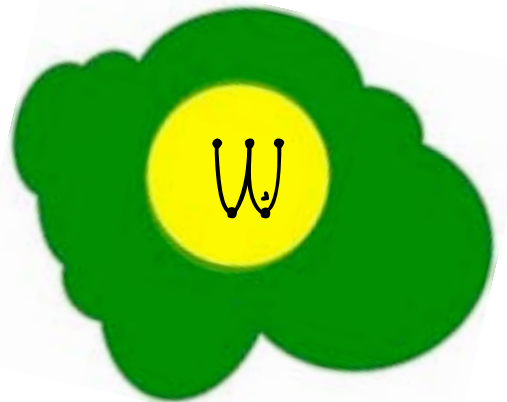
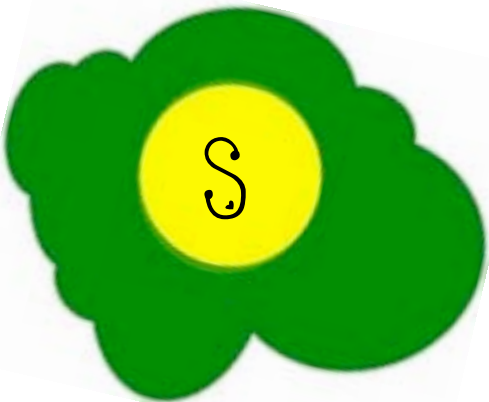
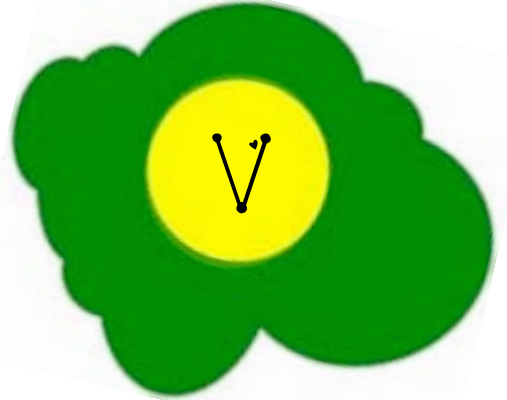
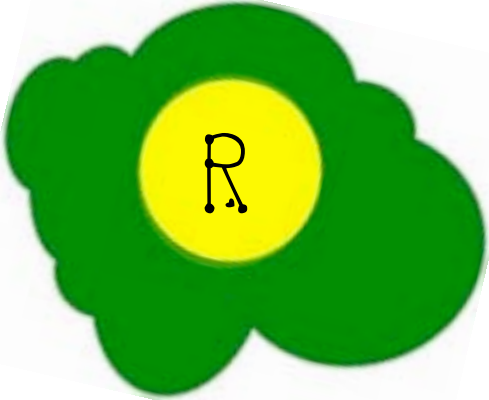
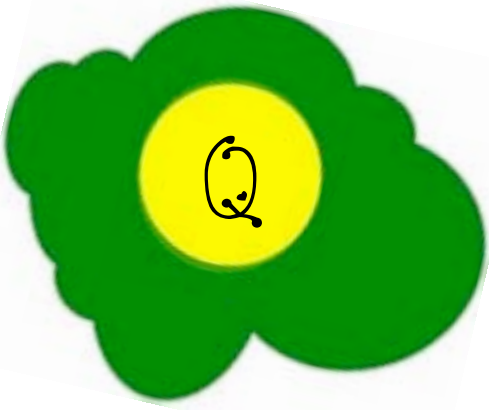
They each take a turn spinning the green egg spinner. Whatever number they land on they X that ham off their playing card. The 1st one to X-off all of their hams, or the one with the most X's when the timer rings is the winner.

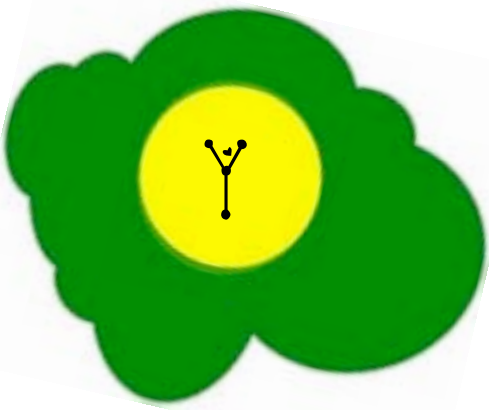


Make sure that you cut the bomb cards the same size as the letter and number cards.

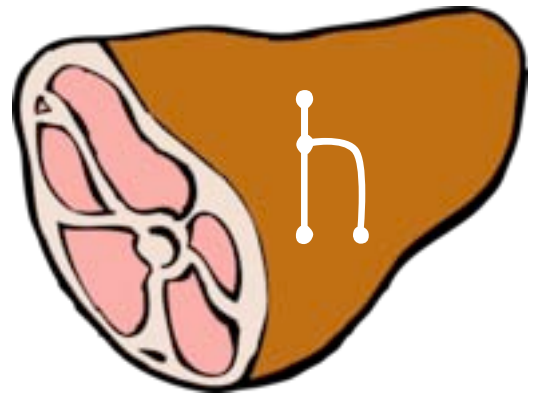
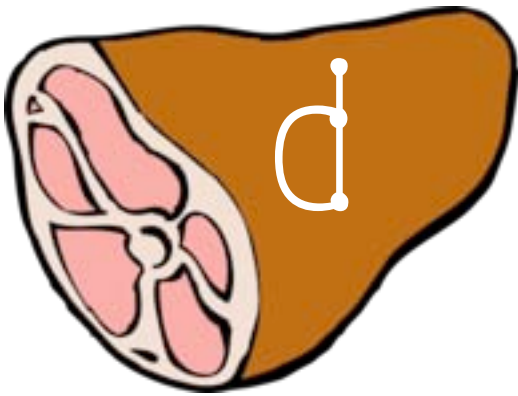
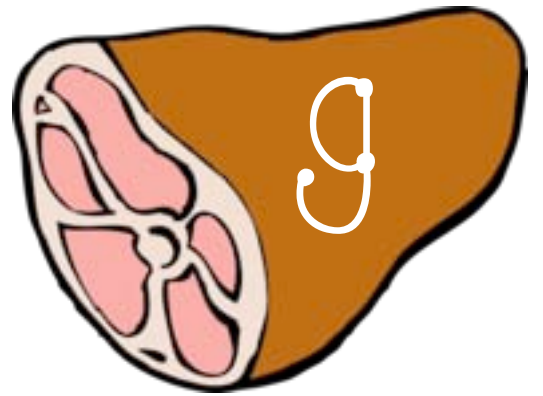
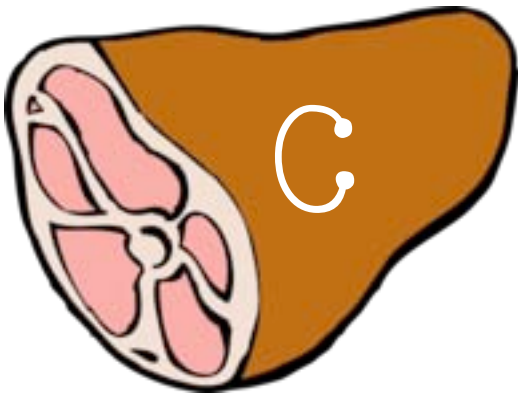
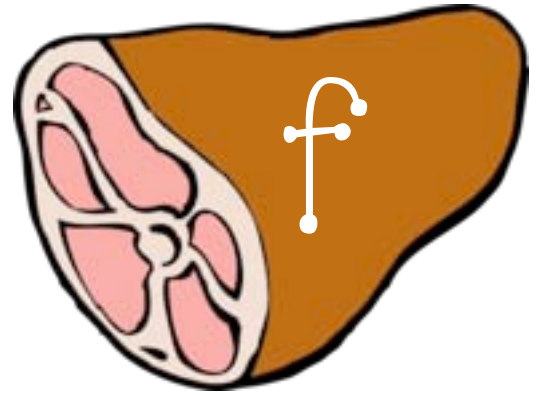
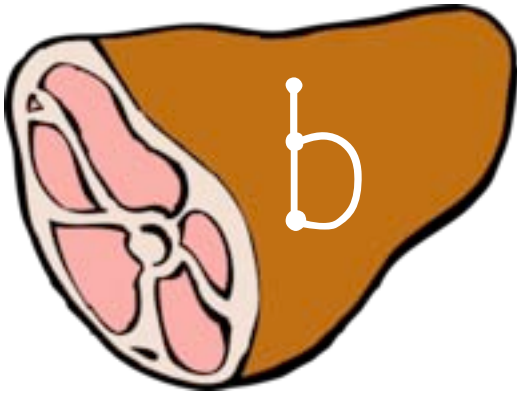
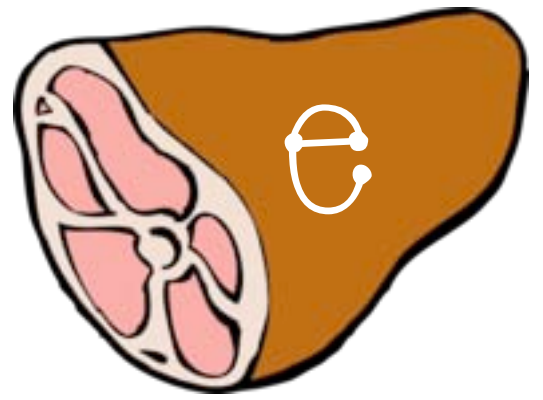
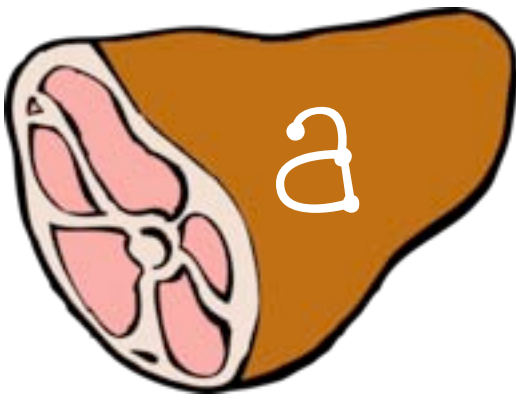


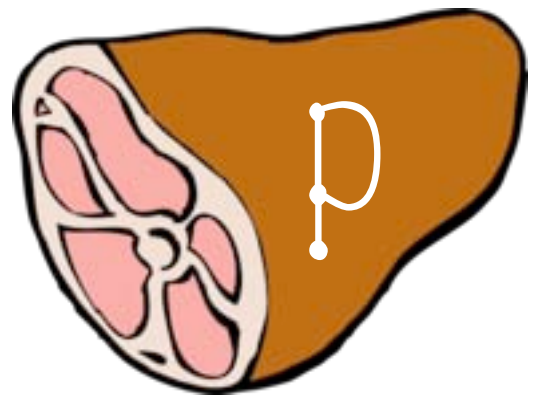
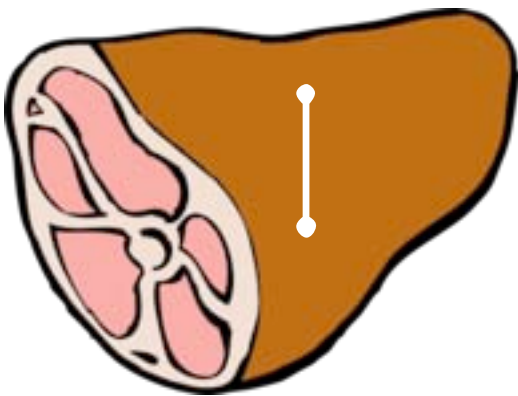
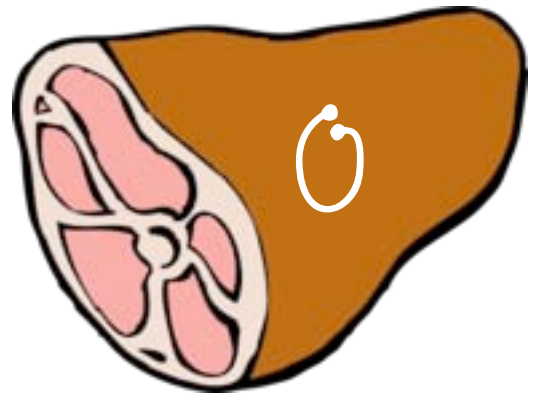
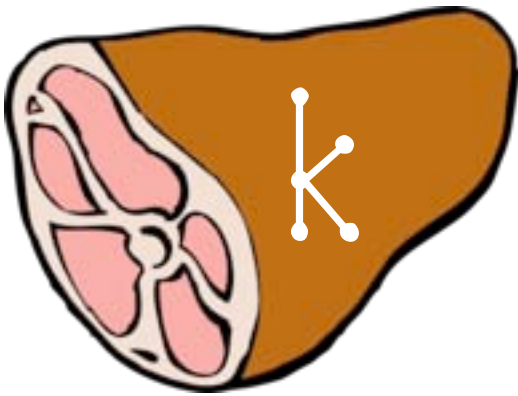
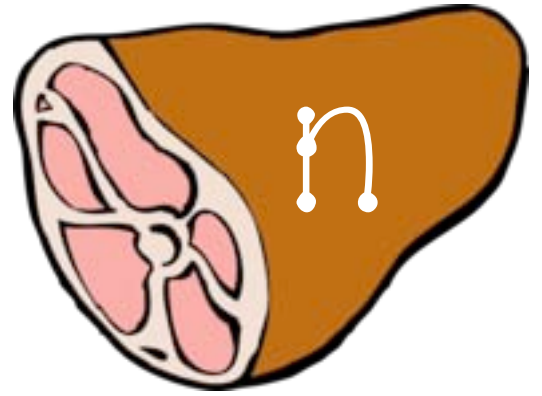
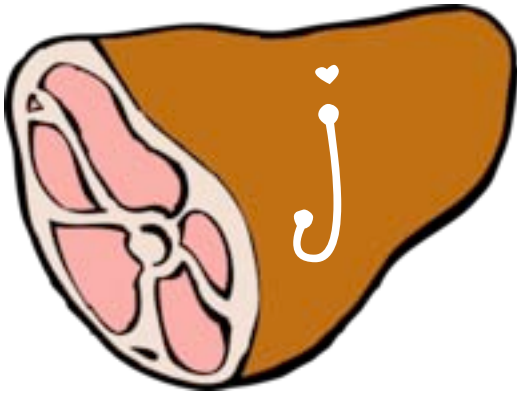
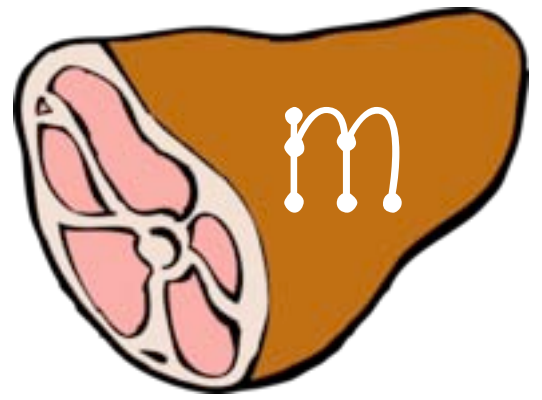
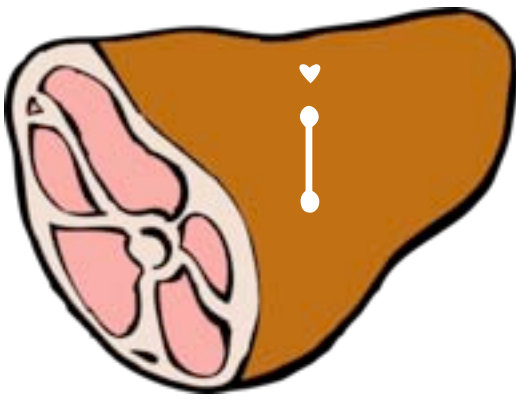


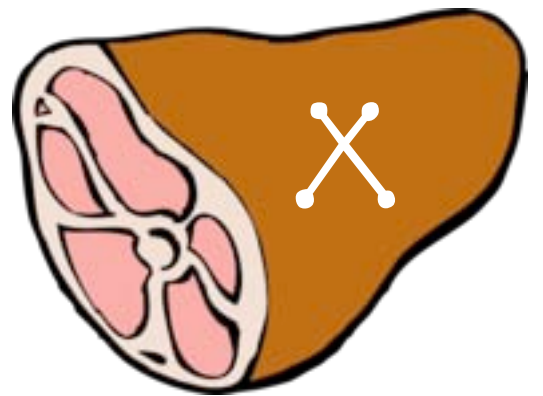
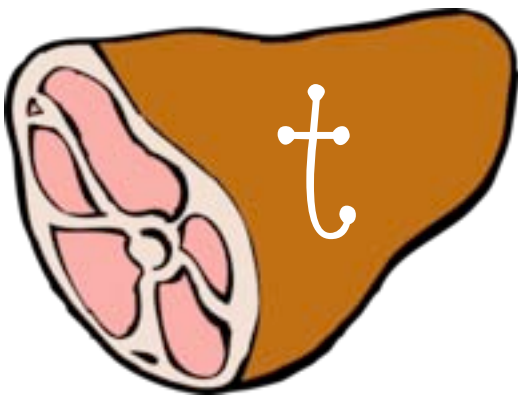
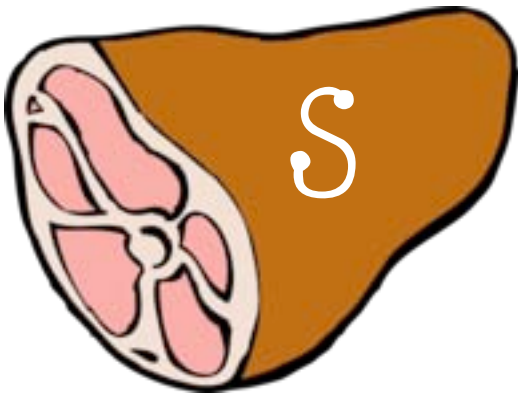
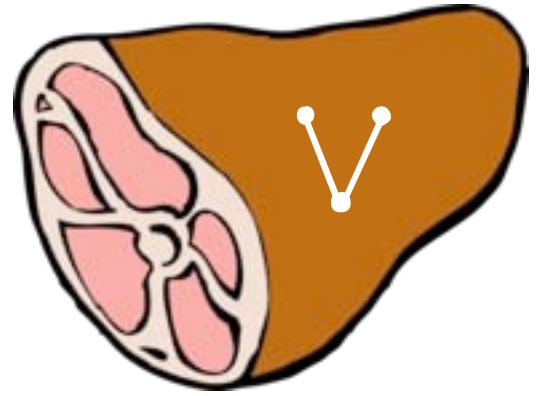
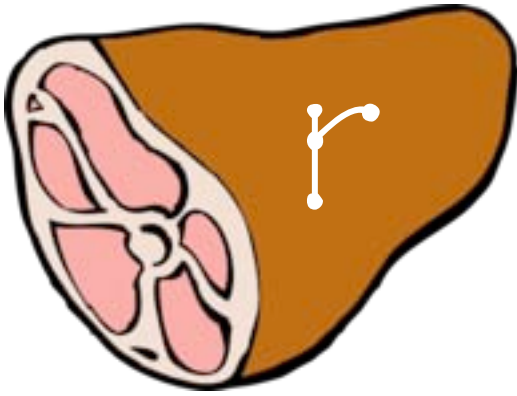
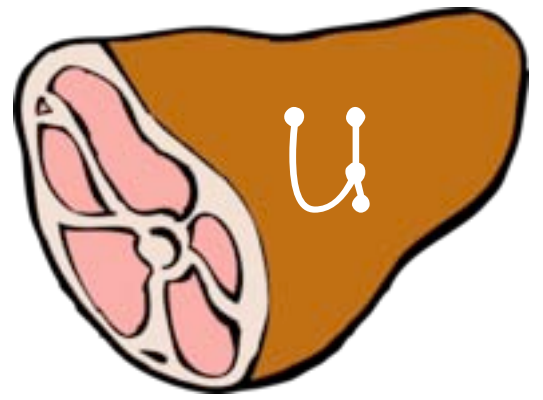
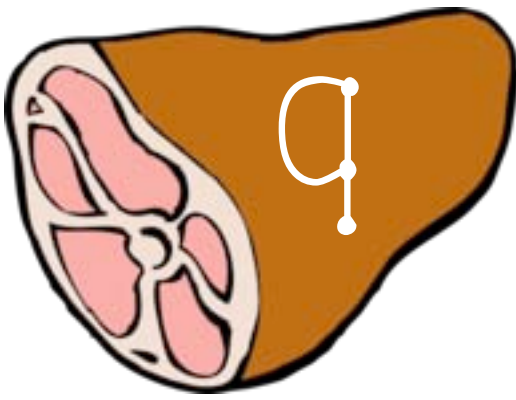


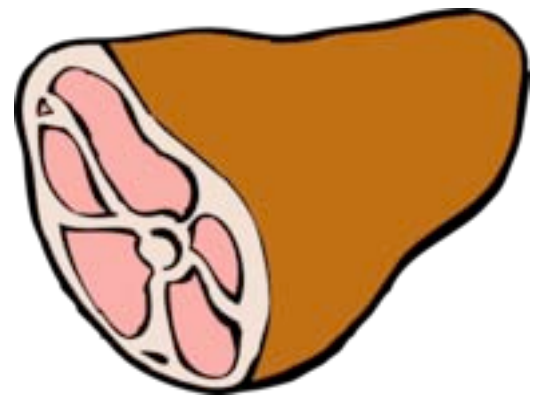
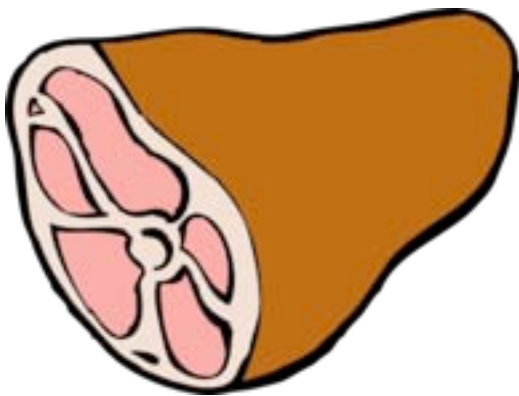
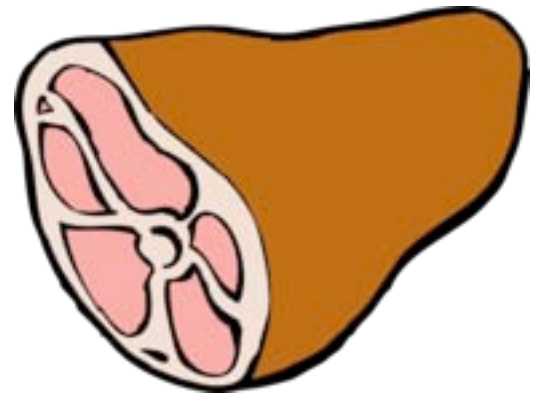
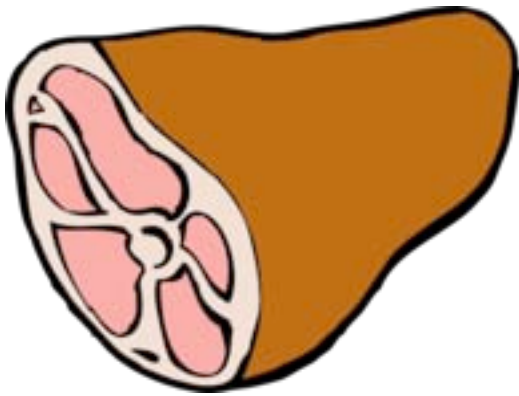
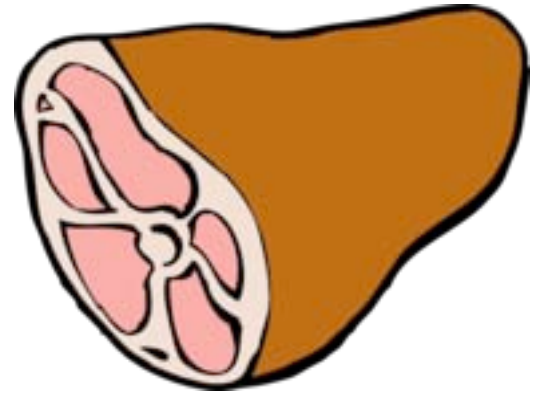
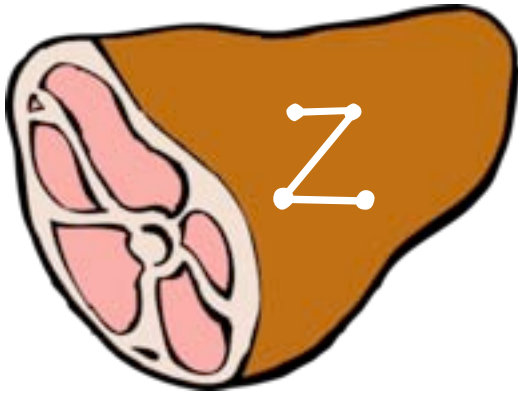
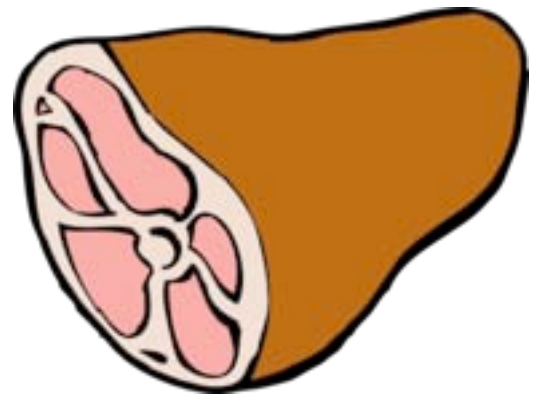
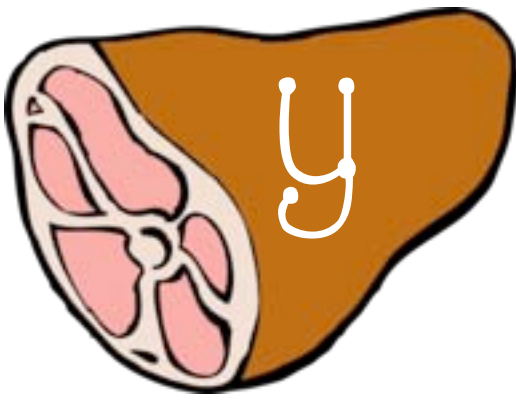


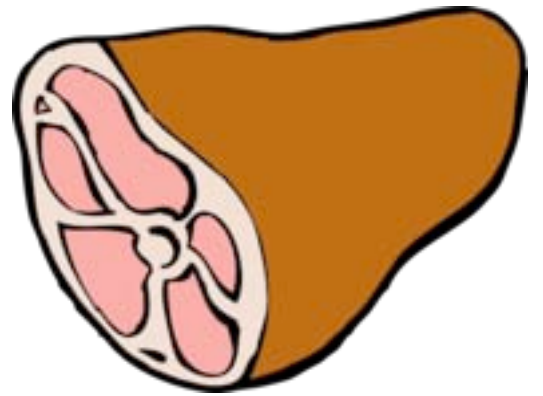
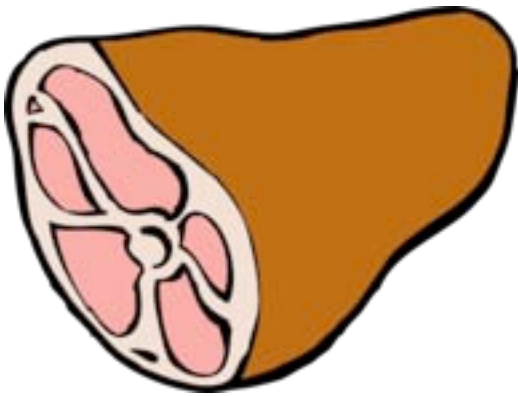
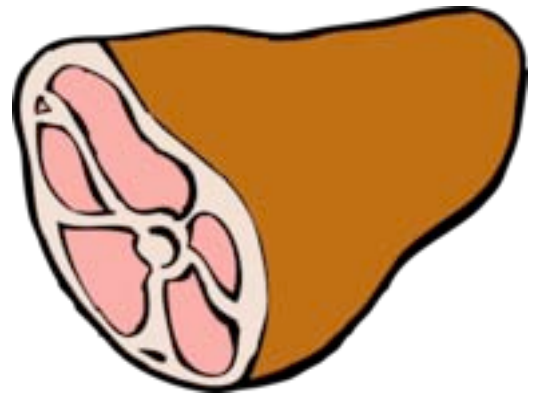
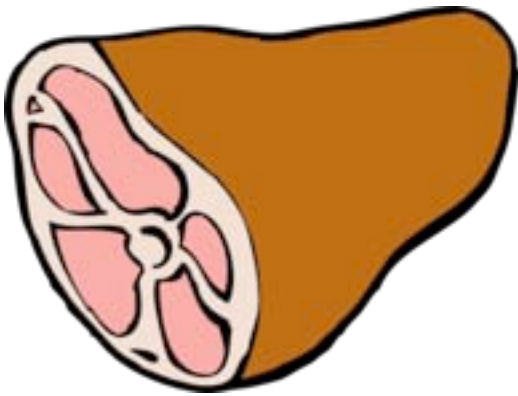
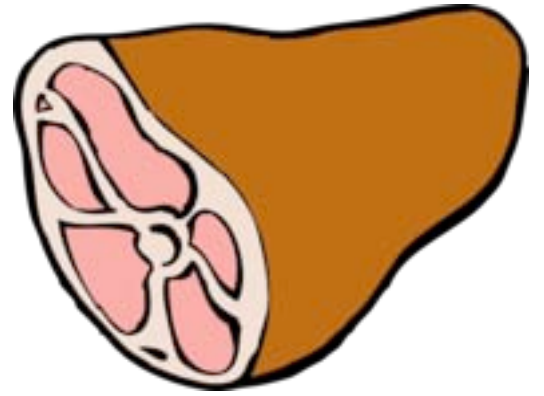
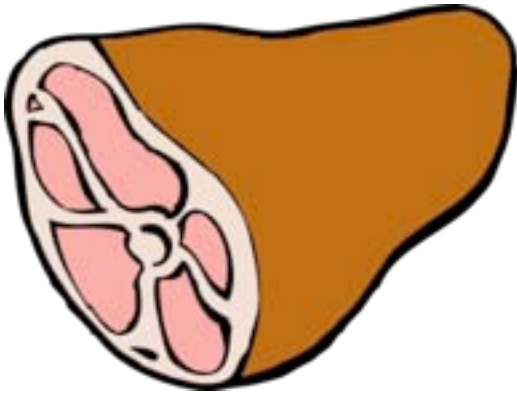
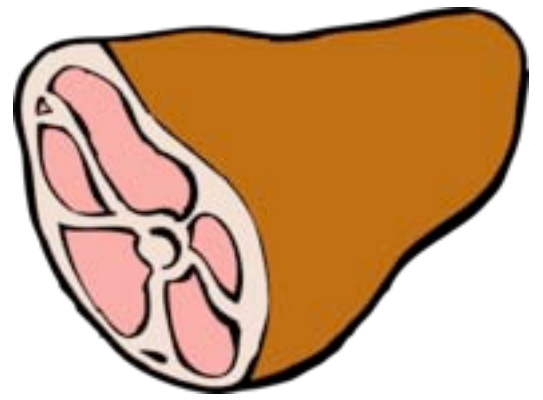
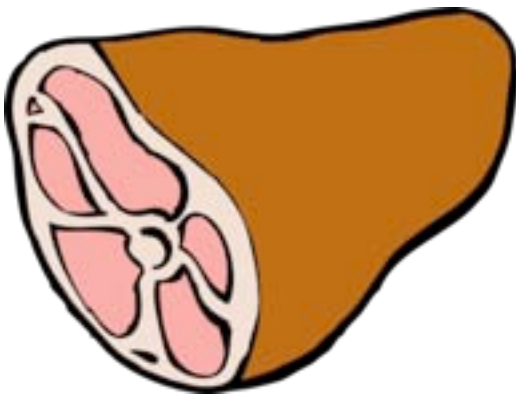










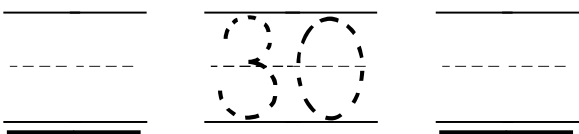
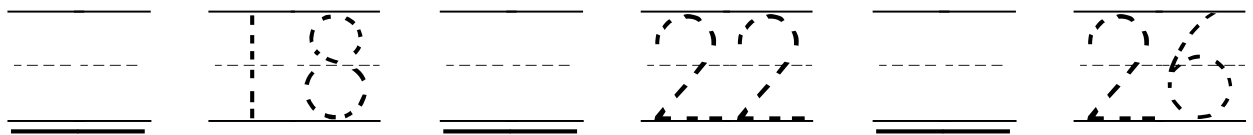
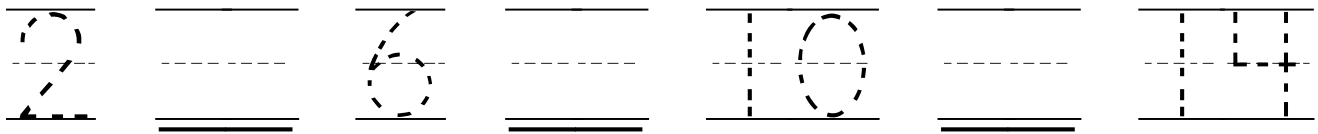




What's missing?

Help this green egg skip count by 2's.

Fill in the missing numbers. Trace and then write the numbers.





What's missing?

Help this green egg
skip count by 10's.

Fill in the missing numbers. Trace and then write the numbers.

10 30

50 70

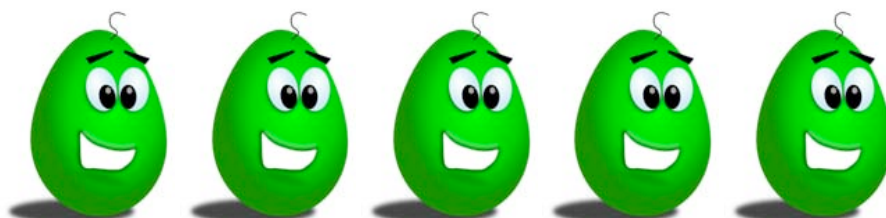
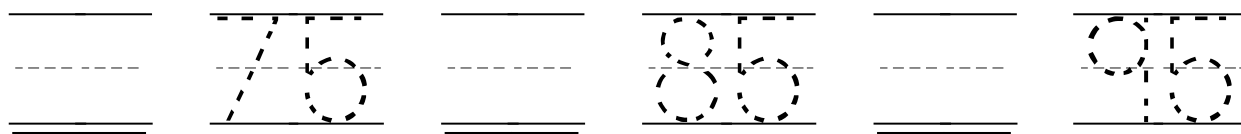
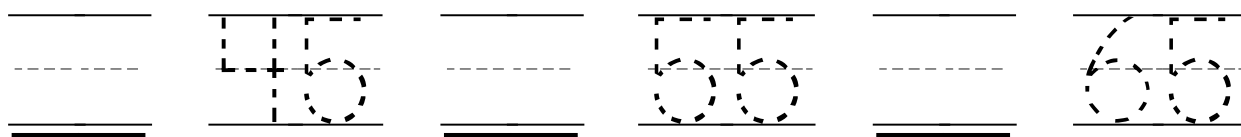
 90



What's missing?

Help this green egg skip count by 5's.

Fill in the missing numbers. Trace and then write the numbers.

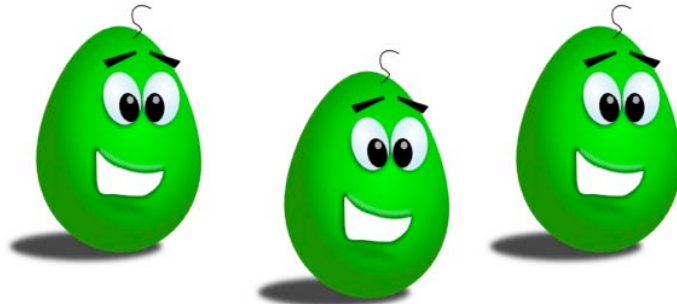
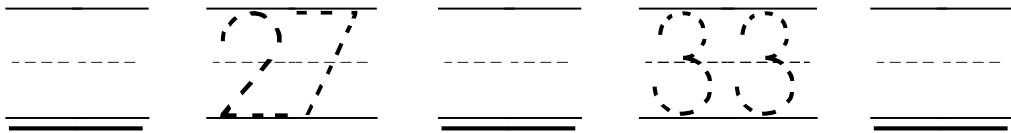
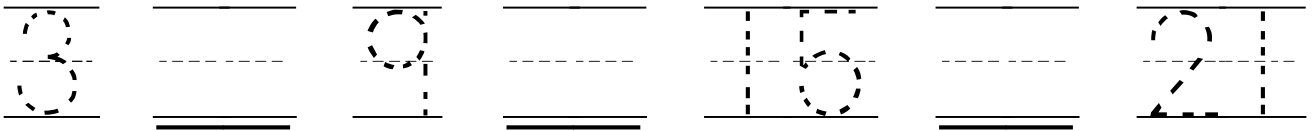


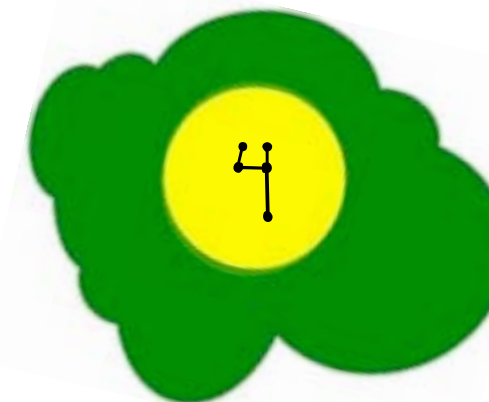
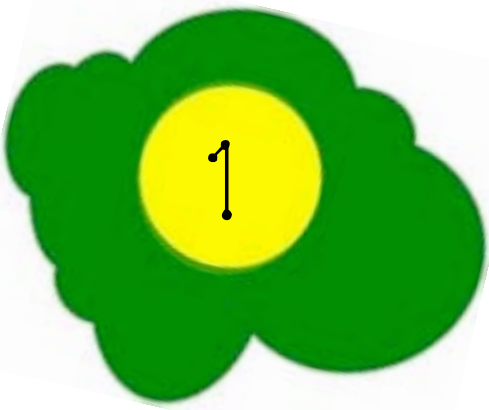


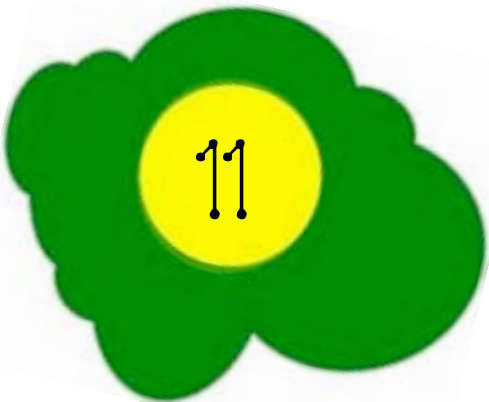
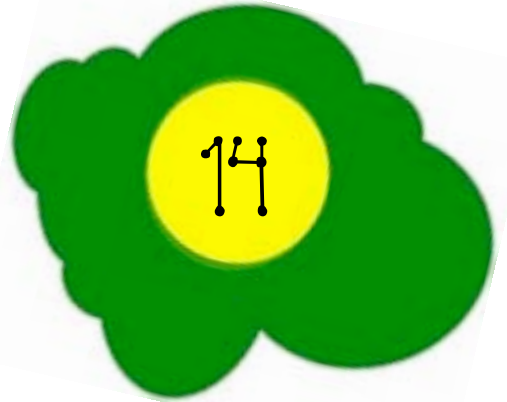
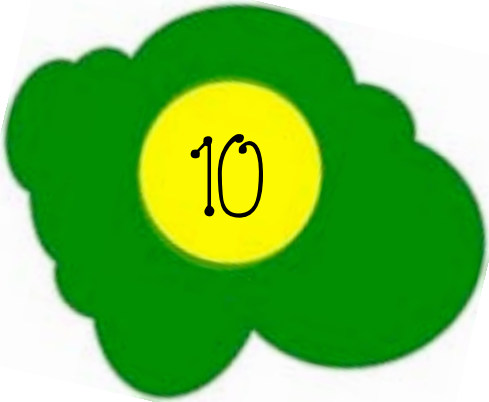
What's missing?

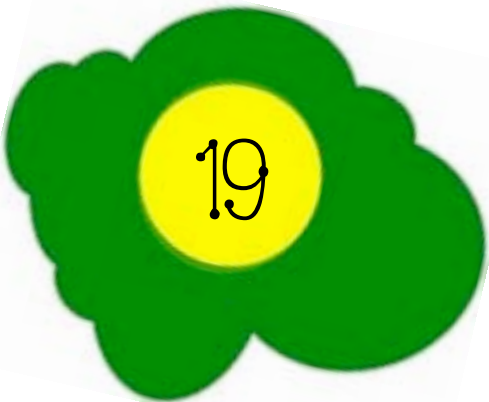
Help this green egg
skip count by 3's.

Fill in the missing numbers. Trace and then write the numbers.











25



29



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28



32



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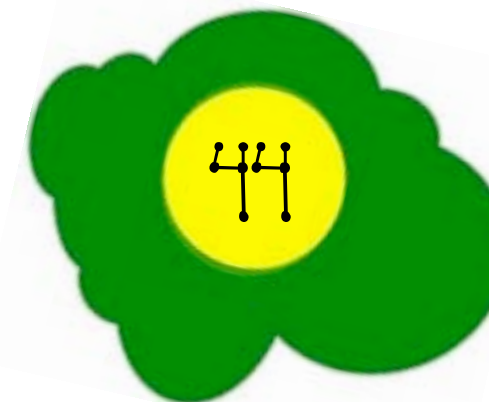
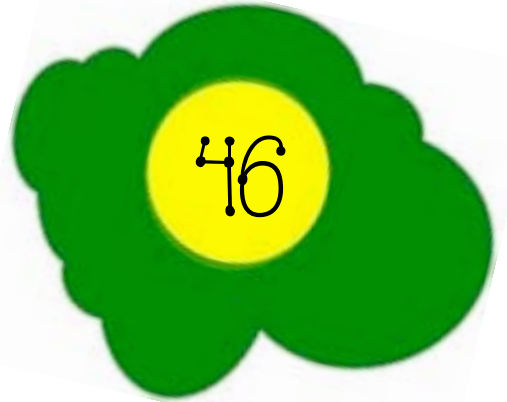
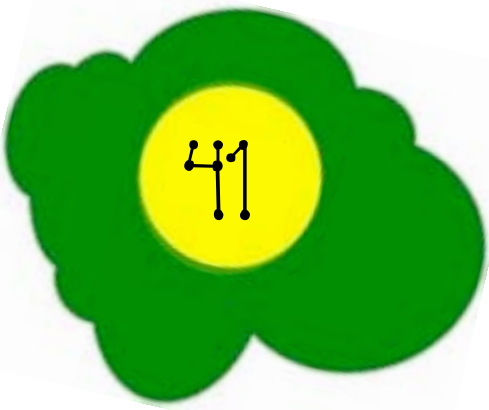
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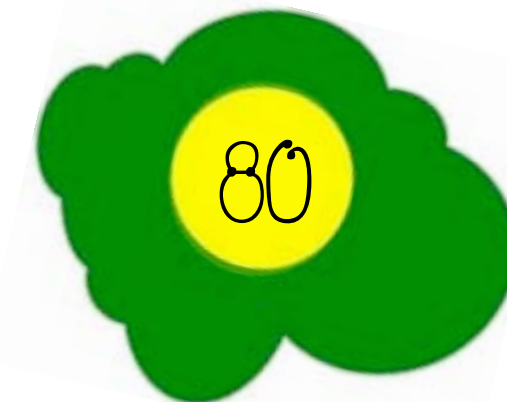
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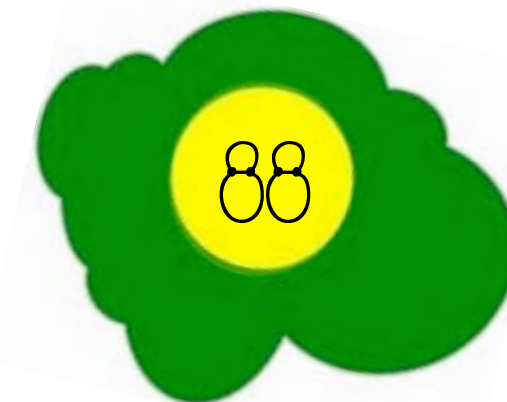
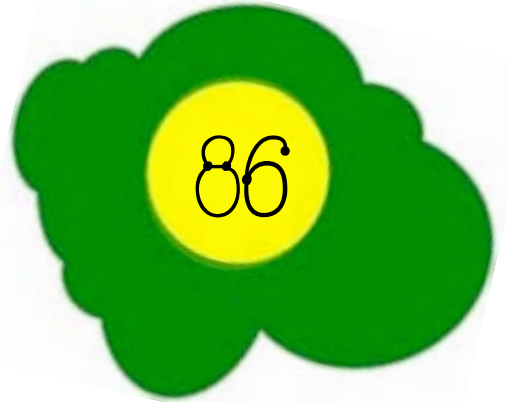
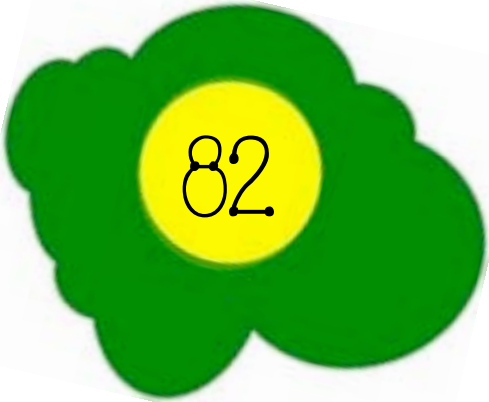
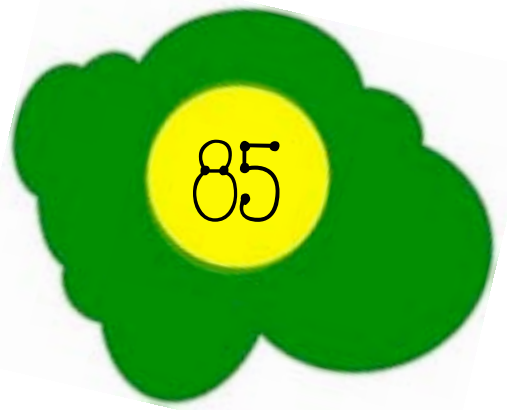
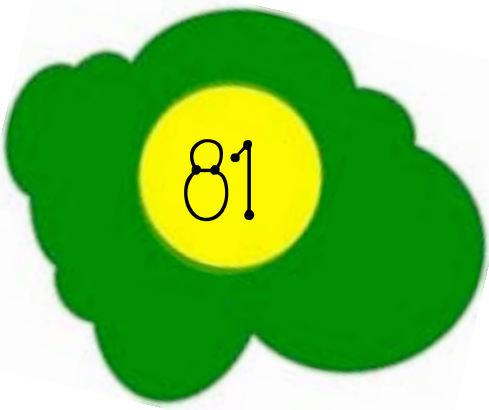


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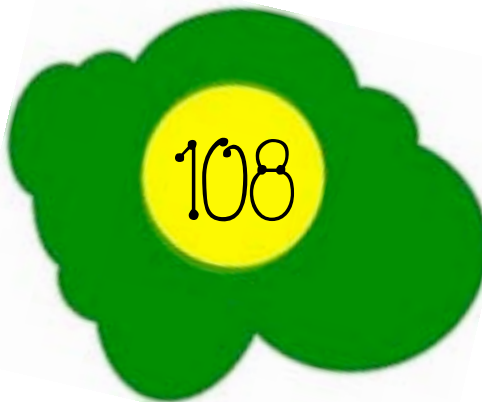
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107



111



108



112



113



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114



118



115



119



116



120

Sorting Mat

Odd

Even



Number Cards

What else can you do with the traceable number cards?

- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings.
- Run off sets on two different colors of paper so that you can make Memory Match games. This will make the game easier to play and expedite time.
- Students can either match number to number or number word to number.
- Put a set in a bag, basket or box and have students pull out a card and read the number. If they can't, they are out of the game.
- You can also have the start counting from that number to 10 or 20. They could also count backwards from that number to 1.
- Put some Kaboom bomb cards in the container along with a set of number cards + number word cards.
- Children take 2 cards out of the basket. Teacher calls on a student to start the game, that child reads their number/word card and asks for the matching number word or number card.
- That child with that card reads it and gives their card to that child. They then read their other card and ask for their match.
- Play continues 'til all of the cards are gone.
- When the bomb cards are added a child must use the bomb Kaboom card when they are called on for a match.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.

- Run off copies of the cards. Students trace the words, cut out the cards, and add a cover to make Itty Bitty booklets so they can share them with their families and reinforce lessons learned at school.
- Collating their books is a great way to sequence the numbers.
- If you decide to include the number words, to reinforce another skill, before students collate their booklets, have them alphabetize the number words.
- Play ***“I Have, Who Has?”***
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: ***“I have “one” who has 1?”*** The child with the number 1 card gives that child their card.
- Play continues ‘til all of the cards are gone.
- You can spice this game up by adding the “Kaboom” cards to this game as well.
- Have students choose a partner and play “Speed” against them.
- Each student mixes up their cards. Together they say, “Ready-Set-Go!”
- Each student puts their cards in numerical order. The 1st one to do so is the winner.
- Another version of “Speed” is the following: Each child has a set of cards that is in the same order as their partner’s. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce greater and less than. Decide which person will take the card, the one that has the greater number or the one that has the lesser number when they flip over their number or number word card.
- Display the number cards on the wall in a jumbled mess. Each day take a “mystery” number away. Choose a different child each day to guess which number is missing.
- Use them as flashcards.
- Cut them up and use them as puzzles.
- Use them as pocket cards.



Alphabet Cards

What else can you do with alphabet cards?

- Cut them up and use them as puzzles.
- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings.
- Run off sets on two different colors of paper so that you can make **Memory Match** games. This will make the game easier to play and expedite time.
- Students can either match lowercase letters to uppercase letters or upper to upper and lower-to-lower.
- Put a set in a bag, basket or box and have students pull out a card and read the letter. If they can't, they are out of the game.
- You can also have them start saying the ABC's from that letter.
- They can pick a card and tell if it is a consonant or vowel.
- They can pick a card and give a word that starts with that letter.
- They can pick a card and give a student's name that starts with that letter. If there are none, they say zero.
- They can pick a card and give the sound(s) the letter makes.
- Put some Kaboom bomb cards in the container along with a set of upper and lowercase letter cards.
- Children take 2 cards out of the basket. Teacher calls on the student who has the uppercase letter A to start the game, that child reads their letter card and asks for the lowercase matching card.
- That child with that card reads it and gives their card to that child. They then read their other card and ask for their match.

- Play continues 'til all of the cards are gone.
- When the bomb cards are added a child must use the bomb Kaboom card when they are called on for a match.
- They show the bomb card, everyone yells "Kaboom" and both children are out of the game.
- Run off copies of the cards. Students cut out the cards, put them in order, and add the cover to make Itty Bitty booklets so they can share them with their families and reinforce lessons learned at school.
- Collating their books is a great way to sequence the letters.
- Play **"I Have, Who Has?"**
- Make sure you have only enough pairs of cards so that things come out equal to the number of students present that day.
- One student starts and says: **"I have 'uppercase A' who has lowercase a?"** The child with the lowercase letter card gives that child their card.
- Play continues 'til all of the cards are gone.
- You can spice this game up by adding the "Kaboom" cards to this game as well.
- Have students choose a partner and play "Speed" against them.
- Each student mixes up their cards. Together they say, **"Ready-Set-Go!"**
- Each student puts their cards in ABC order. The 1st one to do so is the winner.
- Another version of "Speed" is the following: Each child has a set of cards that is in the same order as their partner's. They place them face down. They say 1-2 flip and then flip a card over. The first one to read the card takes the cards. The student with the most cards wins.
- Students mix up their pack of cards, and reinforce vowels and consonants.
- Students take turns flipping over cards. The first one to say whether it is a vowel or consonant gets the card.
- You could also play that they have to give a word that begins with that letter. i.e. A student flips over the B card, one of the children exclaims: "Boy!" they get the card.
- Play Go Fish.

- Display the cards on the wall in ABC order. Each day take a “mystery” letter away. Choose a different child each day to guess which letter is missing.
- As students become familiar with the letters, jumble them up instead of keeping them in ABC order.
- Use them as flashcards.
- Use them as pocket cards.
- Place a card behind a seasonal shape on your white board and choose a child to guess what letter the mouse has stolen today.
- Sort vowels and consonants.
- Use them in Daily 5 for “Word Work” & have students make CVC words, word wall words, spelling words, spell their name etc.
- I’ve given you a blank template so that you can program it with whatever else you may think of: numbers, shapes, equations etc.
- If you think of more ideas, I’d enjoy hearing from you:
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