

About the Book

Text Type: Fiction/Humorous Page Count: 24 Word Count: 779

Book Summary

Sammy Stuffit likes to collect stuff. By the time he is an adult, he has so much stuff that he has to find places to store it. Realizing that his stuff does not make him happy, Sammy gives it all away. Illustrations show how much stuff Sammy has collected over the years.

About the Lesson

Targeted Reading Strategy

- Summarize


Objectives

- Summarize to understand events in a story
- Analyze the problem and solution in the story
- Identify initial consonant *st*-blend
- Identify and create simple sentences
- Identify multiple-meaning words

Materials

Green text indicates resources available on the website

- Book—*Sammy Stuffit* (copy for each student)
- Chalkboard or dry erase board
- **Problem and solution, initial consonant *st*-blends, simple sentences worksheets**
- **Discussion cards**

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *boxcars* (n.), *collecting* (v.), *fancier* (adj.), *frustrated* (adj.), *selfish* (adj.), *warehouses* (n.)

Enrichment: *stuff* (n.), *stuffed* (v.)

Before Reading

Build Background

- Discuss different reasons why people save stuff. Ask students if they collect anything and, if so, what? Ask how long they plan to collect and save it and how much they would consider enough.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Summarize**

- Reinforce how stopping to summarize what is happening in the book while you read is a strategy that good readers use to make sense of text.
Think-aloud: To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them for a couple of moments. Since I haven't read the book yet, it's difficult to decide what's important and what isn't at this point, but as I read, I will think about what is important.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes, or other word endings. They can use the context to work out meanings of unfamiliar words.
- Have students turn to page 4 in their book. Point out the word *collecting*. Ask students to look at the letters at the beginning and ending of the word. Have students look at the picture on the page and tell you the word. Repeat with other vocabulary words if necessary.
- Remind students that they can check whether words make sense by rereading the sentence.


Set the Purpose

- Have students think about what they know about different kinds of collections as they read the book.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 14. Tell them to pay attention to what happens to Sammy as he collects his stuff. If they finish before everyone else, they can go back and reread.
- Model summarizing as you read.
Think-aloud: I stopped after the first three pages to summarize what I'd read so far. First, I decided what was important and what wasn't. Then, in my mind, I organized the important information into a few sentences and thought about them for a couple of moments. For example, I thought about Sammy and how he began collecting things when he was five years old. From then on, he kept getting more stuff and stashing it away.
- Have students read the remainder of the story. Remind them to think about what happens to Sammy and why so they can summarize the events in their minds.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how stopping to review in their minds what is happening in the story helps them to better understand and remember the events in the book.

Teach the Comprehension Skill: **Analyze problem and solution**

- **Discussion:** Review with students what Sammy's problem was (he had a bad habit of collecting everything, even if he didn't need it). Ask students how the story ended. (Sammy gave his stuff away to people who didn't have much.)

- **Introduce and model:** Explain that writers have reasons for what they write. Write the following words on the board: *problem* and *solution*. Tell students that a writer usually poses a problem to one or more of the characters and that the rest of the story evolves around solving the problem. Review or explain that a *problem* is something that is difficult to deal with or hard to understand and must be worked out or solved (such as, having too much stuff). A *solution* is an act or a process of solving the problem (such as, giving stuff away).
- Explain to students that the writer sometimes may give hints about the problem by talking about it in many different ways. Ask students to identify pages in the story where the problem is talked about (page 6: *Soon his dresser was so stuffed he had no room for more stuff*; page 10: *He had more stuff than anyone else on the planet*; page 11: *And he never threw anything away*; page 16: *I do absolutely nothing with my stuff*, and so on).
- **Check for understanding:** Ask students to identify the point at which Sammy realizes his problem and to tell the page number where it is written (page 21: *He began to realize that he never used it. And he suddenly came to realize it was just stuff.*). Ask students to identify the solution to the problem and tell the page number where it is written. (page 24: *To Sammy's surprise, giving his stuff to others made him happier than having the stuff for himself. Before long, Sammy had given most of his stuff away.*)
- **Independent practice:** Have students complete the [problem-and-solution worksheet](#). Discuss their responses aloud once students have finished.
- **Extend the discussion:** Ask students if they think the solution in the story was the best solution. Would they have created a different solution? If so, what would it have been?

Build Skills

Phonics: Initial consonant st-blends

- Write the words *stuff* and *stashing* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students which two letters together stand for the /st/ sound in the words *stuff* and *stashing*.
- Explain to students that the *st* letter combination represents the /st/ sound in the words *stuff* and *stashing*.
- **Check for understanding:** Write the following words that begin with the /st/ sound on the board, leaving off the initial blend: *store*, *stack*, *stir*, *stop*. Say each word, one at a time, and have volunteers come to the board and add the initial *st*-blend to each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant st-blends worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Simple sentences

- Write the following on the board: *Gave a little of his stuff*. Ask students if they can tell what the words mean. Explain that although they might get the idea that some stuff is being given away, they don't know who is getting the stuff, and they don't know who is giving it away. Explain that the words do not form a complete thought.
- Direct students to page 23 in the book. Read the page aloud as students follow along silently. Ask students to tell what each sentence means in their own words. Explain that the reason they can understand what the sentences mean is because each one tells a complete thought. In other words, each group of words gives enough information for the reader to figure out what it means. Ask students if, with the additional information, they can figure out what the phrase written on the board means. Explain that the context clues help them figure out the meaning. Ask students how the phrase is written in the book to express a complete thought. (*So Sammy gave a little of his stuff to someone who had very little stuff.*)

Lesson Plan *(continued)*

Sammy Stuffit


- Write the following on the board:
stuffed rocks
He stuffed rocks in his drawers.
Sammy Stuffit

Ask students to tell which of the above tells a complete thought. Ask them to make suggestions for words to add to the phrases to make complete thoughts. Remind them that complete sentences begin with a capital letter and end with punctuation such as a period, question mark, or exclamation point.

- Give students the [simple sentences worksheet](#). Discuss the answers aloud after students finish.

Word Work: Multiple-meaning words

- Review that a *noun* names a *person, place, or thing*, and that a *verb* names an *action*. Explain that some words can be used as both nouns and verbs—for example, *Sammy stuffed his stuff in drawers*. Ask students which use of the word *stuff* is a noun (the second) and which use of the word *stuff* is a verb showing action (the first). Ask a volunteer to act out the verb *stuff* by stuffing something into his or her pocket.
- Write the following definitions for the word *stuff* on the board:
Noun. The material or ingredients something is made of—*What kind of stuff is in this soup?*
Noun. Personal belongings—I *put my stuff in my backpack*.
Noun. Useless or worthless things; junk—*The garage is full of old stuff*.
Verb. To fill something tightly—*Sammy stuffed his sock drawers with rocks*.
- Ask students to think of other words that can be used as both a noun and a verb (*study, stream*, and so on). Have them give examples of sentences, using the word first as a noun and then as a verb. (*We sat in the study to read the morning paper. I had to study my spelling words for the test.*)

 **Check for understanding:** Have students work in pairs to reread the story and circle the words *stuff* or *stuffed* as they appear in the text. Above the circled words, have them write (n) if the word is used as a noun or (v) if the word is used as a verb. Discuss their answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Give students an open-ended sentence starter, such as: *If I could not store all of my things, I would....* Ask volunteers to think about what they would do, and record their answers on the board under the question. Have students write the sentence starter on a piece of paper, choose the idea they like best (or make up a new one), and continue writing their own opinion paragraph. Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Math Connection

Have students reread page 9 to find out how much stuff Sammy accumulated. Ask students to show how they found out the total number of televisions, radios, stereos, and bicycles he had. (Add together 16, 24, 9, and 32.) Have them work this problem. Next, ask students to estimate how much more they think Sammy collected before he gave all his stuff away. Remind them to look closely at the illustrations on each of the last few pages before they estimate.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of summarizing as they read to better comprehend the text
- understand and effectively identify the problem and solution in the story
- identify and write the letter symbols that stand for the /st/ sound during discussion and on a worksheet.
- identify incomplete sentences and write simple sentences using correct capitalization and punctuation
- understand the use of words as both nouns and verbs

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**