Green Eggs and Ham
BY DR. SEUSS

MAP Grade 1 • Unit 3
UNIT Life Lessons
TYPE Literary Text (Lexile 30L)

OVERVIEW

RATIONALE
This text is one of the most well-known and beloved pieces of children's literature—a Dr. Seuss classic. This text could be enjoyed simply for the delightful word play created with only a very limited number of words. Its lesson could be compared to other stories with strong lessons, such as The Blind Men and the Elephant or The Little Red Hen. We have chosen to use this text to teach the elements of a story in order for students to be able to do a rich retelling, including characters, setting, problem, solution, and lesson learned. Students will retell this story in the performance assessment and then write an original narrative based on the lesson in Green Eggs and Ham.

SUGGESTIONS FOR USE
Green Eggs and Ham is a K-1 CCSS-ELA exemplar text. With a Lexile level of 30, many students may be able to decode the words independently. Reading this book with excitement and joy requires a dramatic reading, demonstrating to students how a book comes to life. Consequently, teachers may want students initially to read the text by themselves, asking them to pay special attention to the sounds of the words and to Seuss's fantastical illustrations. Teachers may want to read the text dramatically, with appropriate cadence, before students respond to questions, so that students can experience the joyful nature of the text prior to studying it closely. This book is a fluency masterpiece. It will take on a life of its own as students choose sections to read aloud to each other.

COMMON CORE STATE STANDARDS ALIGNMENT

(a) Focus Standards

Students will practice the following standards a close read of the text and the completion of the performance assessment task:

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

RF.1.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

(b) Additional Standards

RL.1.3
L.1.2
L.1.2(b)

VOCABULARY

Note to teachers: There are no academic or “Tier Two” vocabulary words in this book because the book was written by Theodore Geisel with the caveat that only 50 words could be used. Geisel chose words that were common nouns and sight words. We have created a word activity to be used in lieu of academic vocabulary. The complexity of this text is qualitative, with an intriguing message and outstanding illustrations.

Create a list of all 50 unique words used in this story. After the list is compiled, do word sorts with the words.

- The 50 words featured are: a, am, and, anywhere, are, be, boat, box, car, could, dark, do, eat, eggs, fox, goat, good, green, ham, here, house, I, if, in, let, like, may, me, mouse, not, on, or, rain, Sam, say, see, so, thank, that, the, them, there, they, train, tree, try, will, with, would, and you.
**TEXT-DEPENDENT QUESTIONS**

1. Look closely at the illustration on the cover of the book. What is on the plate? What is the title of the book?
   - There is a green ham and two eggs with green yolks.
   - The title of the book is *Green Eggs and Ham*.

**THE CHARACTERS AND SETTING (PAGES 3 – 9)**

2. According to pages 3 – 9, who are the two main characters in the story?
   - The character with the red hat is Sam-I-am.
   - The character with the black hat is not named.

3. This book is fun to read aloud with bold and crazy voices! Using your best reading voices, read the text on pages 3 – 9 out loud. Be sure to read what is on Sam-I-am’s sign as if he were saying it. How does your voice change with a change in character?
   - Sam-I-am is whizzing around the room with a sign, introducing himself proudly, saying, “I am Sam” and then “Sam I am.”
   - The black-hatted character says his part with disgust: “That Sam-I-am! That Sam-I-am! I do not like that Sam-I-am!”

4. Why did the black-hatted character start off the story by declaring, “I do not like that Sam-I-am!”?
   - Although the text doesn’t really say, you can infer that he just wants to read his newspaper and not be bothered with any interruptions.
   - Maybe there is a story before this story, and he has reason to not like Sam-I-am.
   - *Note to teachers: You may want to draw attention to the use of “Sam-I-am” as Sam’s name. It is interesting and shows the attitude of the speaker.*

**THE PROBLEM (PAGES 10 – 53)**

5. The word “absurd” means not making sense or not logical. What is absurd about pages 10 and 11?
   - Sam-I-am has a contraption with long hand that he can reel out like a fishing rod.
   - The red hand is shoving the green eggs and ham into the character’s face, while his hat changes shape to match his surprised look.

6. Why do you think Dr. Seuss used the color green for the eggs and ham?
   - Dr. Seuss was showing the reader how awful and absurd it would be to try eating these eggs and this ham.
   - Food that is spoiled can also turn green, making it no longer good to eat.
7 Looking closely at the illustrations on pages 10 – 13, what has changed between the two scenes?

- The black-hatted character goes from looking afraid of the eggs and ham, to standing up for himself and pushing Sam-I-am’s eggs back.
- Sam-I-am goes from looking excited about offering the eggs, to listening (maybe a bit surprised) to the other character’s confident answer.

8 On page 19, why did the illustrator show a mouse in the house with Sam-I-am? How is the scene on page 23 similar to the scene on page 19?

- The illustrator chose two objects whose names rhyme: a house and a mouse. The mouse is inside the house.
- The scene on page 23 shows two more objects whose names rhyme: a box and a fox. He shows them again with the fox inside the box.

9 What is absurd about the illustration on page 35?

- The green car is on top of the red car.
- The cars are not following the tracks, but riding beside them. Why isn’t it a train?
- The people riding inside the red car don’t seem to be aware of the whole scene above them.
- Note to teachers: this book is based on absurdity, so the answers to this question are endless.

10 How does the black-hatted character respond to every one of Sam-I-am’s suggestions? How does Sam-I-am’s request change on page 53?

- He tells Sam-I-am he doesn’t care where they are or with whom, he will not eat the green eggs and ham because he doesn’t like them.
- Sam-I-am finally asks the character to at least “try them.”

THE SOLUTION (PAGES 54 – 61)

11 Look closely at the black-hatted character’s face on page 54. What does his expression tell you about how he is feeling and what he is thinking at this point in the story?

- He is tired, completely exhausted. Sam-I-am’s antics have worn him out!
- He is so sick of Sam’s bothering him that he is willing to try the green eggs and ham.

12 According to page 54, why does the black-hatted character finally agree to try the eggs and ham?

- He just wants to be left alone. So he says, “If you will let me be, I will try them.”
13 Look closely at the faces of each character on pages 53 – 57 and compare them with their expressions up through page 49. What words would you use to describe their expressions or feelings before the black-hatted character decides to try the green eggs and ham?

- The creatures weren’t paying any attention to what was going on around them up through page 49.
- They look bored or as if they are daydreaming.
- Once the black-hatted character decides to try the green eggs and ham, the creatures look like they are filled with curiosity and anticipation. They appear very eager to find out if he likes the green eggs and ham, especially by pages 56 and 57, when the black-hatted character brings the fork to his mouth.

14 How does the black-hatted character’s face change from page 57 to page 58? What causes the change?

- On page 57, he is looking at the green egg with a disgusted face as if he doesn’t want to even try it. He is frowning.
- On page 58, he is smiling because he liked the green egg.

15 Who is speaking at the end of the story? What is he trying to say?

- The black-hatted character is speaking.
- He is saying that he likes the green eggs and ham so much that he would eat them anywhere and with anyone.

16 Compare the black-hatted character’s attitude toward Sam-I-am at the beginning of the story, throughout the story, and at the end of the story. How has this attitude toward Sam-I-am changed?

- At the beginning of the story, he doesn’t like Sam-I-am. He says it on page 9: “I do not like that Sam-I-am.”
- Throughout the story, Sam-I-am is constantly pestering the black-hatted character with the repeated question of whether he likes green eggs and ham and endless suggestions about all the different places he could eat them. Finally, he agrees to try the ham and eggs because he wants Sam-I-am to leave him alone. On page 54, he says, “If you will let me be, I will try them.”
- At the end of the story, he is very grateful to his friend, as evinced by his words, “Thank you! Thank you, Sam-I-am!” There is also evidence of a friendship developing because the illustration shows his arm around Sam and a smile on both faces.

THE LESSON

17 What was the lesson learned by the black-hatted character?

- He learned that when you try something new, such as green eggs and ham, you just might like it.
- He learned to try new things.
PART ONE

Retell the story of *Green Eggs and Ham*. Be sure to describe the characters, setting, problem, the solution to the problem, and the lesson learned in the story. (RL.1.2, RL.1.3)

Your response should:

- Describe the characters in the story.
- Describe the setting in the story.
- Describe the problem in the story.
- Describe the solution in the story.
- Tell the lesson learned in the story.

PART TWO

Choose one of the following narrative writing prompts for the students:

- Write a prequel to *Green Eggs and Ham*. Use the same characters in the story, showing the problem that set up the hatred for “Sam-I-Am.” Be sure to include two or more things that happened in your story, including details, and use words that rhyme, if you can. Use time order words and have some sense of closure. Be sure to use proper punctuation and capitalization, and be sure that your words are spelled correctly in your final draft. (W.1.3, L.1.)
- Write a new version of *Green Eggs and Ham*. Be sure to include two or more things that happened in your story, including details. Use time order words and have some sense of closure. Be sure to use proper punctuation and capitalization, and be sure that your words are spelled correctly in your final draft. (W.1.3, L.1.)
- **Note to teachers:** You may want to write a new version of the story as a class project, limiting yourselves to 50 words like Dr. Seuss did. By using his core selection of words, you could simply change the names and the nouns, rhyming where appropriate.
  - The 50 words featured in Dr. Seuss’s text are: a, am, and, anywhere, are, be, boat, box, car, could, dark, do, eat, eggs, fox, goat, good, green, ham, here, house, I, if, in, let, like, may, me, mouse, not, on, or, rain, Sam, say, see, so, thank, that, the, them, there, they, train, tree, try, will, with, would, and you.
  - You may want to change the bolded words. For example, “I do not like pink beans and rice.”

Your response should:

- Tell a new version of *Green Eggs and Ham*.
- Include two or more things that happened in your story, including details.
- Use time order words.
- Have some sense of closure.
- Use proper punctuation, capitalization, and spelling in your final draft.
TEXT FLUENCY

Read the following text out loud for students, demonstrating the elements of fluent reading: accuracy, prosody, and appropriate rate. Addressing the punctuation will help students to see how it influences an oral reading in terms of the phrasing, pace, and expression. For fluency development, have students choose a page to practice reading aloud. Have them focus on phrasing and expression, showing the characters’ feelings from the story.

Although the whole book is packed with rich opportunities to focus on fluency, you may want to have them look at the contrast in the way the same character would say pages 46 – 49 and pages 59 – 61. (RF.1.4)

PASSAGE ONE

(102 words)

I could not, would not, on a boat.
I will not, will not, with a goat.

I will not eat them in the rain.
I will not eat them on a train.

Not in the dark! Not in a tree!
Not in a car! You let me be!

I do not like them in a box.
I do not like them with a fox.

I will not eat them in a house.
I do not like them with a mouse.

I do not like them here or there.
I do not like them ANYWHERE!

I do not like green eggs and ham!

(Seuss, pages 46 – 49)
PASSAGE TWO

(107 words)

Say!
I like green eggs and ham!
I do! I like them, Sam-I-am!
And I would eat them in a boat.
And I would eat them with a goat…

And I will eat them in the rain.
And in the dark. And on a train.

And in a car. And in a tree.
They are so good, so good, you see!

So I will eat them in a box.
And I will eat them with a fox.

And I will eat them in a house.
And I will eat them with a mouse.

And I will eat them here and there.
Say! I will eat them ANYWHERE!

(Seuss, pages 59 – 61)