

Lousy Rotten Stinkin' Grapes

by Margie Palatini

Vibrant watercolor illustrations and witty dialogue combine to tell the story of a fox, his relentless drive to gather grapes and the team of friends who try to help.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *Have you ever eaten grapes?* Did you like them? Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder if these animals are friends?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Lousy Rotten Stinkin' Grapes*

- tantalizing: inviting, alluring and exciting
- vine: a climbing plant that grows along a surface
- morsels: a small piece of food
- sly: cleverly skillful and cunning
- clever: showing intelligence
- thicket: the thick growth of bushes
- boost: to push somebody or something up
- dim: somewhat dark, not well lit
- brawn: strong muscles and physically strong
- thrust: to push somebody or something forcefully
- shrugged: to raise and drop shoulders briefly
- peered: to look very closely and carefully at something
- interrupted: to stop someone from speaking by making a statement
- brambles: the prickly bush with edible fruit
- spied: to secretly watch someone or something
- shyly: reserved, uncomfortable around others and timid
- unattractive: not good-looking
- fret: to worry or be irritated about someone or something

After:

Discuss the story. Ask questions...

- What did the fox want?
- Why couldn't the fox reach the grapes?
- What plan did the fox come up with? Who was the first animal that helped him?
- Did Fox's plan work? What did he think of next?
- When the porcupine was added to the plan, whose head did he stand on?
- How many animals did Fox invite to help get the grapes?
- Did Fox get the grapes after he jumped off of possum's head?
- What did the bear suggest to get the grapes? Porcupine? Beaver? Possum?
- Did the fox like their ideas? What did the Fox do instead?
- Who finally got the grapes out of the tree?



Do

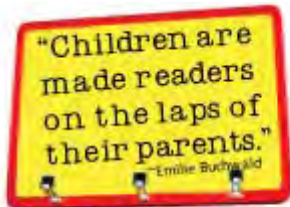
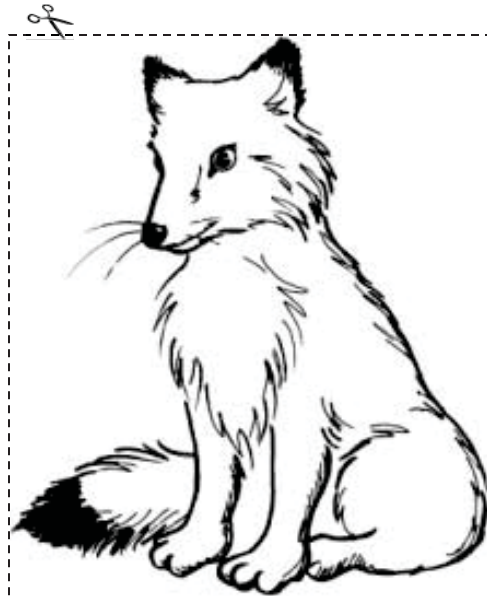
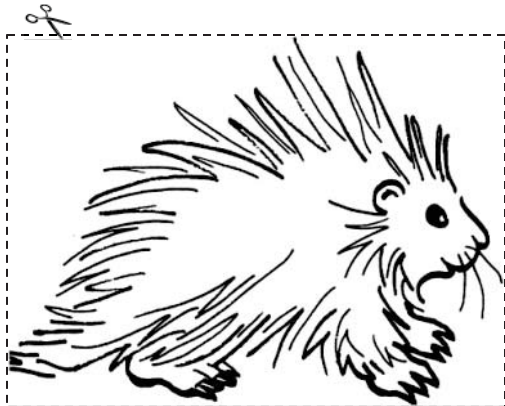
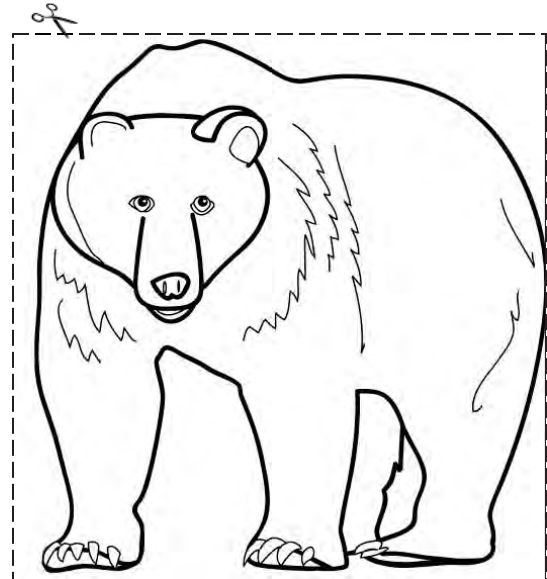
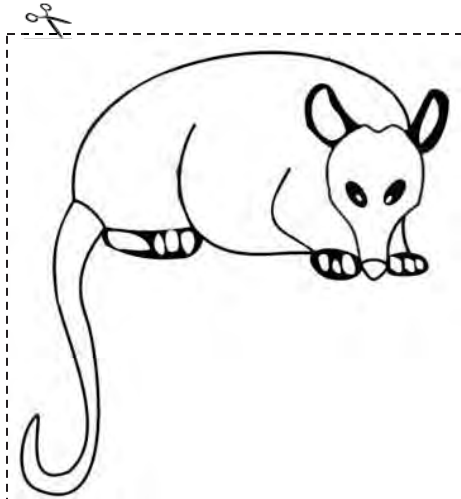
Story Sequence

You will need: *What Happened Next?* sheet, glue sticks, construction paper, crayons/markers and scissors

After reading the story, talk about what happened in the book. Hand out the *What Happened Next?* sheet to each child. Allow the students enough time to color and cut out the sequence cards. Next the children will choose a piece of construction paper and lay the squares out in correct sequence order. Once the timeline is complete, they can glue the pieces down.

My Name: _____

What Happened Next?



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