



**TEACHER GUIDE**

**GRADES K-3**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **Sylvester and the Magic Pebble**

William Steig

**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Sylvester and the Magic Pebble

William Steig

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Thinking

Brainstorming

### Comprehension

Predicting, summarizing,  
comparison/contrast

### Listening/Speaking

Retelling, discussion, role  
play

### Writing

Description

### Vocabulary

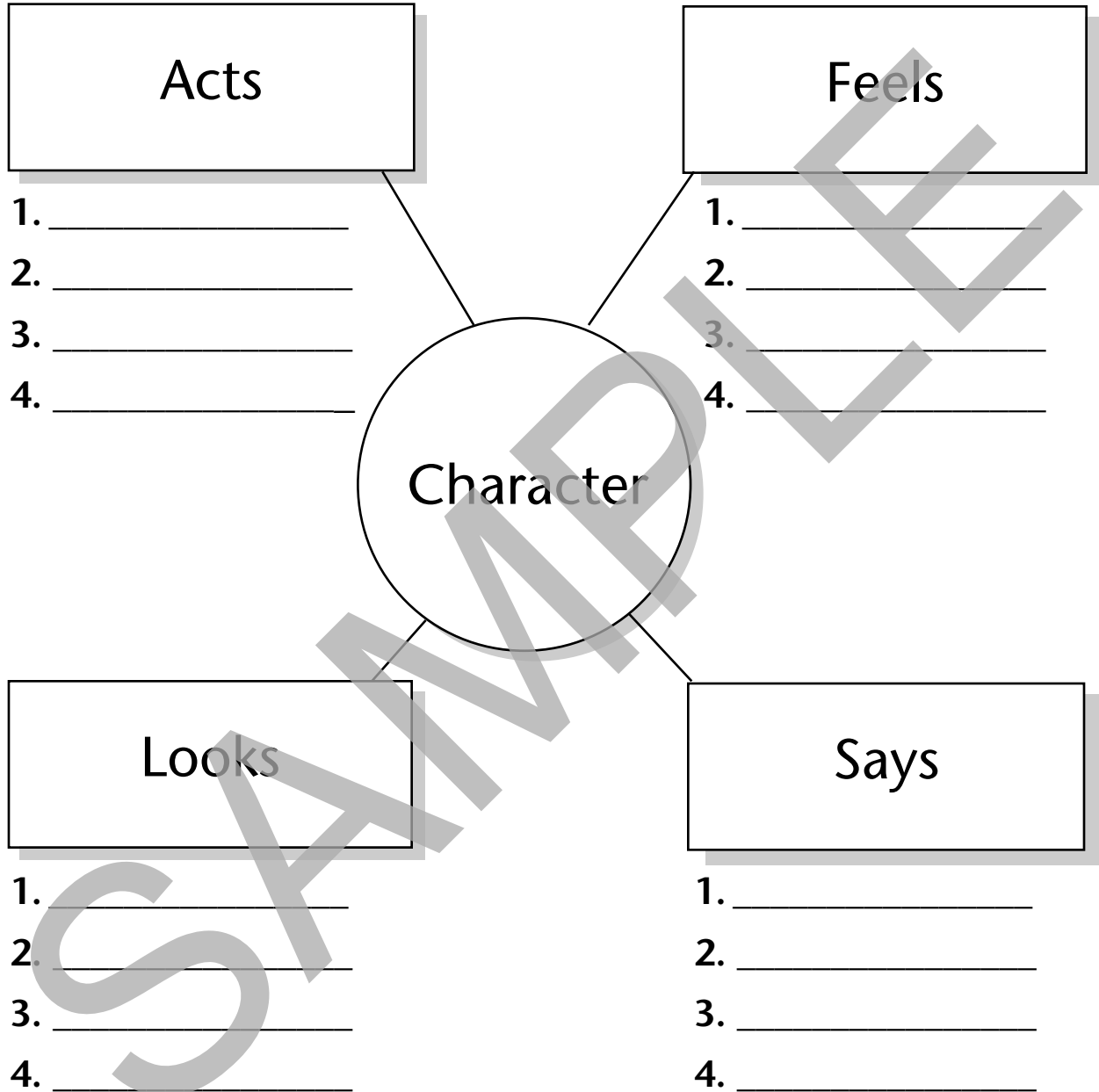
Context clues

### Literary Elements

Characterization, story  
elements

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Activity Sheet  
Attribute Web



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Pages 4-7

Vocabulary

gratified  
fetlock  
gnat  
perplexed  
muttered

relatives  
eager  
bounding  
bewildered

1. What do you think the author means by **gratified**?  
"...Sylvester had never had a wish gratified so quickly."  
*satisfied, fulfilled*
2. Is there a special way that Sylvester must wish for something?  
*He must hold the pebble when he says, "I wish..."*
3. Look back at the pictures. Where does this story take place?  
What season is it?
4. Sylvester wished his wart away. What is a wart? Where was Sylvester's wart? *On his left hind **fetlock**. What is a fetlock? A tufted pad on the back of the leg just above the hoof.* Have the children locate it in the picture.
5. Why is Sylvester going home? *He wants to **amaze** his parents.* What is another word for amaze? *surprise*
6. How did Sylvester feel when he saw the lion? *startled, frightened*
7. What word describes how Sylvester reacted? *panicked* What words explain the meaning of panic. *Couldn't think carefully.*
8. What should Sylvester have wished? *To make the lion disappear, or that he was safe at home, or the lion would turn into a butterfly, daisy, or gnat.*

- 
9. Why did Sylvester turn himself into a rock? *He panicked.*
  10. If Sylvester had not turned into a rock, what do you think would have happened?
  11. What kind of animal is a lion? What would the lion have done to Sylvester?
  12. How did the author describe the lion's reaction to the magic? *"Sniffed the rock a hundred times, walked around and around it, and went away confused, perplexed, puzzled, and bewildered."*

**Activity**

The children will use their rocks. In pairs the children will role play Sylvester and the lion. How did Sylvester feel? How did he show it? What did Sylvester say? How did the lion act? What did he feel as he walked around the rock? How did he show his feelings -- confused, perplexed, puzzled, and bewildered?

**Prediction**

How can Sylvester get himself out of this trouble?

**Pages 8-9**

**Vocabulary**

possibilities                      eventually  
billion

1. What kind of story is this? How can you prove that this is not a real life story?
2. Why can't Sylvester change back into a donkey? *He has to be holding the rock when he makes a wish.*