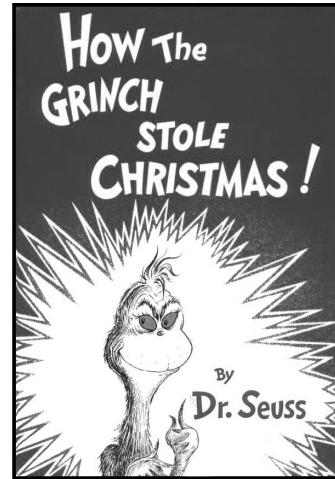


## ***How the Grinch Stole Christmas***

By Dr. Seuss  
Random House Books for Young Readers  
New York, NY: 1957  
ISBN: 0394800796



**Read  
Aloud**

**Narrative**

### **Themes**

We have chosen *How the Grinch Stole Christmas* as our Christmas Holiday contribution since Dr. Seuss was a long-time resident of Mulberry Street in Springfield, Massachusetts. Later in his life, he lived in San Diego, California. Besides the East/West geographical connections, the theme is universal: conflict leading to understanding, friendship, and ultimately to peace. The linguistic aspects of the story lend themselves to classroom use. The story is a narrative poem in structure. Thus, rhyming is evident and could be a focus of phonological awareness activities.

### **Episodic Structure**

*Complete Episode and an Embedded Episode.*

**Story Grammar Marker®:** See map on next page.



**Character:** The Grinch and the Residents of Who-ville, the Whos

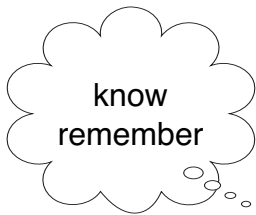


**Setting:** Who-ville and Mount Crumpit, the residence of the Grinch and his dog Max



**Kick-Off:** the coming of Christmas Eve in Who-ville. Specifically, the mistletoe wreaths, stockings, noise of children's toys, the roast beast feast, holding hands and singing while Christmas bells were ringing.

**Note:** This is quite an extensive Initiating Event...his remembrances of past Christmases fill the pages as he thinks about the coming of Christmas Eve in Who-ville.



*Internal Response:* Hate. “The Grinch hated Christmas. The whole Christmas season.”



*Plan:* To stop Christmas from coming. “The more the Grinch thought, ‘I must stop this whole thing! Why, for fifty-three years I’ve put up with it now! I MUST stop this Christmas from coming!...But how?’”

Notice the facial expression accompanying the following quote:

“Then he got an idea!

An awful idea!

THE GRINCH GOT A WONDERFUL, AWFUL IDEA!”

This Plan utilizes many mental states.

*Mental State Verbs:* What did the Grinch **know** that will help him make his plan? He knew the Whos were hanging mistletoe wreaths and stockings, he **remembered** the noise, the feast and singing from his past experience. He also remembered he had put up with it for 53 years.

So...



*Attempts:* First, he made a Santy Claus hat and coat.

Next, he dressed his dog Max like a reindeer.

After that, he loaded bags, sacks on an old sleigh and hitched up Max.

Then he drove the sled toward Who-ville to take all the “things” related to Christmas away.

Finally he went to the houses and filled his empty bags with all the “things.”



*Direct Consequence:* He “stole” Christmas. He brought all the “things” up to Mt. Crumpit and waited for the Whos to wake up on Christmas morning to discover their loss which was his “trick.”



*Resolution:* He feels great awaiting their reaction.

COMPLETE EPISODE

## SGM Writing Helper Form

STUDENT

**CC** **MAIN CHARACTER:** Who is your story about?  
The Grinch and the Residents of Who-ville, the Whos

**S** **SETTING:** Where does your story take place?  
Who-ville and Mount Crumpit, the residence of the Grinch and his dog Max

**IE** **INITIATING EVENT:** What happened to the character to cause him/her to do something?  
the coming of Christmas Eve in Who-ville: wreaths, stockings, noise of toys, roast beast feast, singing while Christmas bells were ringing.

**IR** **INTERNAL RESPONSE** (response to the kick off): What are the character's feelings about what happened? (emotions, goals, desires, intentions or thoughts)  
Hate. “The Grinch hated Christmas. The whole Christmas season.”

**P** **PLAN:** What will the character do? Think about the kick off and the internal response.  
To stop Christmas from coming.

**PA** **ATTEMPT:** How does the character solve the problem?  
First, he made a Santy Claus hat and coat.

**PA** **ATTEMPT:** Next, he dressed his dog like a reindeer.

**PA** **ATTEMPT:** After that, he loaded bags, sacks, on an old sleigh and hitched up Max.

**PA** **ATTEMPT:** Then he drove the sled toward Who-ville to take all the “things” related to Christmas away.

**PA** **ATTEMPT:** Finally he went to the houses and filled his empty bags with all the “things.”

**DC** **DIRECT CONSEQUENCE:** What happened as a result of the action? Is there a complication in the plan?  
He “stole” Christmas. He waited for the Whos to wake up to discover his “trick.”

**R** **RESOLUTION:** How does the character feel about the consequence?  
He feels great awaiting their reaction.

Feeling Words

Planning Words

Cohesive Ties

**Embedded Episode:** See map on this page.



*Character:* Grinch



*Setting:* Mt. Crumpit, overlooking Who-ville.



*Kick-Off:* After waiting for a long time to hear the “Boo-hoos” from the Whos, the Grinch hears a sound which gets louder. It is the singing while the Christmas bells are ringing. It was merry!

They had no presents at all. It did not seem to matter.



*Internal Response:* He is flabbergasted!

“The Grinch popped his eyes! Then he shook! What he saw was a shocking surprise!”

*Note:* The children should role play this group of feelings.

*Mental State Verb:* What did he **realize**? He hadn’t stopped Christmas from coming. Christmas was more than presents and decorations. It was friendship, thanksgiving, love of fellow Whos and peace on earth despite tragedy.

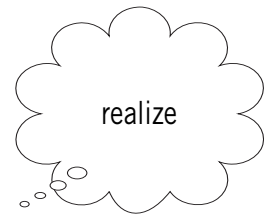


*Direct Consequence:* There is no plan to do something. This is a reaction to a realization. There are no attempts, just a consequence:


As a result, he returned all the “things” and joined in the feast and even carved the roast beast.




*Resolution:* We infer that the Grinch felt great and at peace.



EMBEDDED MAP **SGM Writing Helper Form** STUDENT  
(To be used with Complex Episode Writing Helper Form)


 After waiting for a long time to hear the “Boo-hoos” from the Whos, the Grinch hears a sound which gets louder. The Whos are singing while the Christmas bells are ringing. They had no presents at all. It did not seem to matter. He is flabbergasted!


 There is no plan to do something. This is a reaction to a realization.

PA

PA

PA

 As a result, he returned all the “things” and joined in the feast and even carved the roast beast.

 We infer that the Grinch felt great and at peace.



## Story Sparkle

(Literate Language Style)

Story Sparkle is very important to developing good comprehension. These features of Story Sparkle are the words that link the stories, the characters and their feelings together.

*Conjunctions:* but (multiple), for, then, if, so

*Elaborated Noun Phrases:* whole Christmas season; two sizes too small (heart); sour, Grinchy frown; warm lighted windows; his Grinch fingers nervously drumming; Whos, young and old; every Who down in Who-ville, the tall and the small; this whole thing; wonderful, awful idea; great Grinchy trick; his dog Max; some red thread; a big horn on the top of his head; some old empty sacks; a ramshackle sleigh; first little house on the square; rather tight pinch; smile most unpleasant; his grinch-feet ice-cold in the snow; Grinch's small heart; bright morning light

*Mental State Verbs:*

knows, think, knew, thought, puzzling

*Linguistic Verbs:* hissed, with glee, grinch-ish-ly humming, grinned, paused, snarled with a sneer, laughed in his throat, chuckled and chuckled, simply said, lied

*Adverbs:* nervously, very nimbly, as quick as a flash, Grinch-ish-ly

## Phonological Awareness

### Word Level

*Rhyming Couplets* are delightful in this narrative poem. Many activities can be done with the rhyming words in the couplets:

Identify the rhyming couplets.

But you know that old  
Grinch was so smart  
and so **slick**  
He thought up a lie, and  
he thought it up  
**quick!**

Further, children having difficulties with use or comprehension of literate language features are generally viewed as being at risk for problems with literacy and academic achievement. Such difficulties may be associated with an oral language impairment influencing acquisition of specific linguistic forms and functions, but can also occur when the discourse style of the child's home environment differs dramatically from the discourse of the academic environment.

— Curen-ton, S. & Justice, L. (2004). *African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives*. LSHSS (35) 240-253

Identify the rhyme and generate new words: **pick, sick, lick, hick, kick**, etc.

Supply a word in a particular couplet:

“This is stop number one,” the old Grinchy Claus **hissed**  
And he climbed to the roof, empty bags in his \_\_\_\_\_. (fist)

Sound categorization: Which one does not rhyme?: feast, beast, **heat**, air, **fist**, care

Matching rhyme: Which word rhymes with noise?: **toys**, turn / glee?: **tree**, here

### Sentence/Word Level

*Repeating Sentences*: Note: All the sentences chosen for this exercise will have words to emphasize with the pragmatic element of *tone of voice* in mind.

Say this sentence from the story after me:

“The Grinch hated Christmas!”

Focus on *tone of voice*.

How many words do you hear in the sentence? (4)

Listen to these sentences:

“They’d sing! And they’d sing! AND they’d SING! SING! SING! SING!”

Focus on *tone of voice* in your modeling.

How many words did you hear in each sentence? (2), (3), (6).

Repeat the string of sentences if necessary using pauses.

We chose this string of sentences because of the possibilities for incorporating pragmatic elements of *tone of voice* and *body language*. The tone should be that of growing anger/disgust about the singing in Who-ville. Pauses and intonation together would be good techniques to focus on how *tone of voice* and added *body language* contribute to comprehension.

THEY’D SING! (This would be the most calm in tone and facial/body language)

AND...THEY’D...SING! (Lengthen the pauses for emphasis.)

AND THEY’D SING! SING! SING! SING! (Each SING! would be louder, with more body language.)

Children often do not vary their *tone of voice* or visualize facial expressions of characters in stories as they read the text. This book is “chock full” of opportunities to show the importance of these two pragmatic elements.

### Pragmatic Features:

- Tone of Voice
- Body Language

Other examples to use for pragmatic elements of *tone of voice* and facial expression:

“And they’d feast! And they’d feast! And they’d feast, feast, feast, feast!”

“I know just what to do!” The Grinch laughed in his throat.

“And he chuckled and clucked, ‘What a great Grinchy trick! With this coat and this hat, I look just like Saint Nick!’” The words “chuckled and clucked” begin with a digraph and a blend respectively.

Many sentences have “fun” words to say. The following is one that amuses young readers:

“Then he slithered and slunk, with a smile most unpleasant.” There are 10 words in this sentence. The words slithered and slunk are fun to say. The (s) sound is evident in most of the words although it is voiced in “unpleasant.” Role play this sentence making up body language for “slithering and slunking.” Also, ask the children how a smile can be “most unpleasant.”

### **Syllable Level**

#### *A Sampling of One Syllable Words*

bags	beast	big	bright	can	care	carved
cleaned	close	clucked	coat	cold	crumb	cup
dark	dawn	dear	dove	dreams	drink	drums
fake	feast	fib	filled	fist	fix	flash
flue	food	fooled	found	frown	glee	great
grew	grinned	head	heard	heart	hissed	hitched
home	homes	hooks	horn	hung	just	last
laughed	least	left	lie	lied	light	load
log	Max	mouse	must	Nick	noise	North
old	once	paused	pinch	plums	pop	popped
quick	rare	red	roast	roof	room	row
rush	Saint	scarce	sent	shoes	shook	shove
side	sing	skates	sleigh	slick	slid	slunk
small	smart	smile	snarled	sneer	snow	sound
sour	speck	square	stand	start	stood	stop
stuck	stuffed	sweet	tall	thing	think	thought
thread	throat	tight	top	tot	toward	town
toys	tree	trick	two	wake	walls	whizzed
whole	wire	years	young			

*A Sampling of Two Syllable Words*

a-bed	any	around	a-snooze	awful	before	beneath
Boo-Hoo	boxes	busy	chimbley	chimney	Christmas	chuckled
coming	couldn't	Crumpit	daughter	dreaming	early	empty
even	every	fifty-three	finding	fingers	fireplace	Giddap
Grinch's	Grinch-feet	Grinchy	hated	himself	humming	icebox
ice-cold	instead	leaving	liar	lighted	loaded	merry
minute	moment	morning	mouses	nimbly	number	open
other	over	patted	perhaps	popcorn	present	pudding
puzzler	puzzling	quarter	reason	reindeer	ribbons	ringing
rising	roller	Santa	Santy	season	shocking	simply
singing	sizes	slithered	something	staring	started	stockings
surprise	taking	thousand	tinsel	tiptop	trappings	trimmings
very	waking	water	Who-hash	windows	without	workshop

wrappings

*A Sampling of Three Syllable Words*

checkerboards	Cindy-lou	fifty-three	grinch-ish-ly	hand-in-hand
idea	mistletoe	nervously	packages	practically
ramshackle	together	tomorrow	tricycles	whatever
Who-pudding	wonderful			

*Manipulation of Syllables:*

Reversing syllables in compound words:

Tiptop: toptip  
Himself: selfhim  
Popcorn: cornpop  
Reindeer: deerrein  
Something: thingsome

Using the reversed syllables from above, delete a syllable:

Say toptip without the tip. (top)  
Say selfhim without the self. (him)  
Say cornpop without the corn. (pop)  
Say deerrein without the rein. (deer)  
Say thingsome without the some. (thing)

Delete a syllable from a three-syllable word:

Say wonderful without the (der). Wonful  
Say mistletoe without the (sel). Mistoe

## Expository Text Features

Manipulation of sounds within words:

Say Grinch.

Take off the (ch). What is left? (*Grin*)

Say Grin. Change the (n) to a (m). What do you have? (*Grim*)

Say Grim. Change the (g) to a (t). What do you have? (*trim*)

What does the word (trim) have to do with the story?

The Grinch referred to trimming the tree.

Manipulation of sounds and syllable within words:

Say "sled."

Change the (e) to (i). What do you have? (*slid*)

Say "slid."

Delete the (d) and add (ther). What do you have? (*slither*)

Say slither.

Take off the (*ither*). What do you have left: (*sl*)

Generate a list of words beginning with (sl).

*Slow, sling, slip, slot, slunk, slam, slap, slime...*

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*See map on page 122.*

**Sequence:** The Grinch needed to get ready to go to Who-ville.

- 1) made a quick Santy Clause hat
- 2) made a quick Santy Clause suit
- 3) got red thread
- 4) tied reindeer antlers to the dog's head using the red thread
- 5) loaded bags and empty sacks on a sleigh
- 6) hitched up old Max to the sleigh
- 7) went to steal Christmas

**List:** What was in the icebox/fridge?

Who-pudding      roast beast      can of Who-hash

**List:** The presents the Grinch saw in the living room in Who-ville.

popguns              bicycles              rollerskates              drums  
checker boards      tricycles              popcorn              plums



## Rare Words

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Total number of words in the book: 1,175

Total number of different words: 241

Rare words (not on the Wepman/Hass list): 205

Percent of rare words: 81%

List of rare words: a-bed, air, a-snooze, awful, bells, beneath, bicycles, boo-hoo, bright, busy, carved, cave, checkerboards, chimbly, chimney, Christmas, chuckled, Cindy-Lou, clucked, coo, crumb, cup, dawn, dove, dreaming, drink, drumming, drums, dump, empty, Eve, fake, feast, feet, fib, fifty-three, filled, fingers, fireplace, fist, flash, flue, fooled, frown, giddap, glee, grabbed, Grinch, grinch-feet, grinch-ish-ly, Grinchy, Grinchy Claus, grinned, growled, guns, hand-in-hand, hang, hanging, hated, hear, heart, hissed, hitched, hooks, horn, hours, humming, hung, icebox, ice-cold, idea, instead, knew, last, laughed, least, leaving, liar, lie, lighted, likely, load, loaded, low, Max, merry, minute, mistletoe, moment, most, mouse, mouths, Mt. Crumpit, need, nervously, nimbly, noise, none, number, packages, packed, past, patted, paused, perhaps, pinch, please, plums, pooh-pooh, pop, popcorn, popped, practically, present, puzzling, quarter, quick, quiet, quite, ramshackle, rare, rather, reason, red, reindeer, ribbons, ringing, rising, rode, roller skates, roof, sacks, Saint Nick, Santa, Santy Claus, scarce, screwed, season, shocking, shook, shove, simply, since, singing, sizes, sled, sleigh, slick, slid, slithered, slunk, small, smart, smile, snarled, sneer, somehow, sore, sound, sour, speck, square, stared, staring, stockings, stood, stuck, surprise, sweet, tags, tall, thread, throat, tight, tinsel, tiny, tiptop, tomorrow, tot, toward, town, toys, trappings, trick, tricycles, trimmings, unpleasant, warm, whizzed, who-hash, whole, who-pudding, who-roast-beast, Whos, Who-Ville, wire, without, wonderful, workshop, wrappings, wreath, years, young

## Cultural Aspects

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This delightful book demonstrates the magic of the Christmas Spirit. It shows the triumph of good over evil and even the idea that through love, forgiveness and acceptance among human beings, new and positive relationships may be forged.

Classroom Conference Sheet — **Expository**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**DESCRIPTIVE**

Topic \_\_\_\_\_

Person, Animal **OR** Time, Place

YOUR PLAN **P** Describe a topic. Focus on the character or the setting.

**LIST**

Topic **In the ice-box/fridge**

Who-pudding  
 roast beast  
 can of Who-hash

YOUR PLAN **P** List things related to topic.

**SEQUENCE**

Topic **get ready to go to Who-ville**

1 First **made Santy hat**  
 2 Then **made Santy suit**  
 3 Next **got red thread**  
 4 Finally **tied antlers to the dog's head**

YOUR PLAN **P** Tell the order of steps.

**CAUSE/EFFECT**

Topic \_\_\_\_\_

YOUR PLAN **P** Explain the reason why something happened.

**ROBLEM/SOLUTION**

Topic \_\_\_\_\_

Problem → Plan To Solve → Solution

YOUR PLAN **P** State a problem and offer a plan to solve it.

**PERSUADE**

Topic \_\_\_\_\_

Issue  
 Your Opinion  
 Another's Opinion  
 Your Plan to Convince

YOUR PLAN **P** Persuade or negotiate with others.

**COMPARE and CONTRAST**

Topic \_\_\_\_\_ Same \_\_\_\_\_ Topic \_\_\_\_\_

Different

YOUR PLAN **P** Show how two or more components, or ideas, are the same and/or different.