



About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 83

Book Summary

Who will we meet at school on *Grandparents Day*?

Grandparents Day takes a look at familiar things children do with their grandparents. Students have the opportunity to identify the characters as well as to connect to prior knowledge. Supportive illustrations, high-frequency words, and repetitive phrases support emergent readers.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify characters
- Segment syllables
- Identify initial consonant blend *gr*
- Recognize and use complete sentences
- Understand, use, and write the high-frequency word *my*

Materials

Green text indicates resources available on the website.

- Book—*Grandparents Day* (copy for each student)
- Chalkboard or dry erase board
- Identify characters, initial consonant blend *gr*, complete sentences worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting 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.

- High-frequency words: *my*, *we*
- Content words:

Story critical: *bakes* (v.), *grandparents* (n.), *piano* (n.), *share* (v.), *together* (adv.), *watches* (v.)

Before Reading

Build Background

- Write the word *grandparents* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Have students share information about their families, including grandparents. Discuss activities that students participate in with their grandparents or other special adults.

Book Walk
Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Grandparents Day*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that good readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
Think-aloud: On the cover, I see many older people and a young boy. Since the title of the book is Grandparents Day, I think the older people might be grandparents. I know that my son's school celebrates Grandparents Day by inviting grandparents to visit the school. However, I don't think all these people could be this boy's grandparents. I wonder if this story will be about Grandparents Day at school. I will have to read the story to find out.
- Invite students to share how they connected to prior knowledge, on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Identify characters

- Explain to students that a story is made up of many parts, called *story elements*. One important story element is the *characters*. *Characters* in the story are the people, animals, or imaginary creatures that the story is about.
- Model how to identify characters using a familiar story.
Think-aloud: I know that the characters are the people or animals in a story. In the story The Three Little Pigs, the three pigs leave home to build their own houses. The Big Bad Wolf tries to blow down each house. In this story, the characters are the three little pigs and the Big Bad Wolf because they are the animals in that story.
- Draw a picture of each character on the board and label them.
- Choose another story with which the class is familiar. Have students work with a partner to identify the characters in the story. Invite volunteers to come to the board and draw pictures of the characters.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the boy and his grandma bake cookies together.*
- Remind students that they can help themselves when they come to a tricky word by looking at the first letter in the word and then checking the picture on the page to see what might start with the same sound and what might make sense in the story. For example, on page 9, point to the letter *Pp* in *piano*. Say: *I am going to help myself by looking at the picture and thinking about what is in the picture that starts with /p/ (make the /p/ sound). It looks as if there is a keyboard in the picture. I know a keyboard like this belongs on a piano. I think the word might be piano.*
- Invite students to identify the word (*piano*). Use the word in the sentence and ask students if the word *piano* makes sense.

Set the Purpose

- Have students use what they already know about grandparents to help them read the book. Remind them to think about the characters as they read.

During Reading
Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Today*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 4, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge and identifying characters.
Think-aloud: So far, I have learned that it is Grandparents Day at school. I think that the characters in the story will be grandparents and grandchildren. I know that grandchildren and grandparents do special things when they spend time together. I read that the boy and his grandma bake cookies together. I wonder what other things grandchildren will tell about their grandparents.
- Invite students to share how they connected with what they already knew as they read.
- Remind students that characters are people or animals that play an important role in the book. Have students discuss with a partner the characters they have read about so far in the story.
- Invite volunteers to name characters in the book. Record the information on the board. Have students share one detail about each character.
- Introduce and explain the [story elements worksheet](#). Have students fill in information for one character.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected with prior knowledge as they read. (Accept all answers that show students understand how to connect with prior knowledge.)
- Have students read the remainder of the book. Remind them to think about what they know about grandparents and grandchildren as they read.



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

- **Think-aloud:** *When I read the end of the story, I learned that the one boy didn't have grandparents at Grandparents Day. I know that children can feel sad and left out when they don't have a grandparent around. The other children shared their grandparents with the boy. I know that the boy and the grandparents are happy because they are laughing and smiling.*
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the pictures and descriptions of characters on the board. Ask students to tell how the grandparents in the story are like their grandparents.
- **Independent practice:** Have students complete the story elements worksheet. If time allows, discuss their responses.

Lesson Plan *(continued)*
Grandparents Day

- **Enduring understanding:** In this book, you read about activities that children do with their grandparents. The children shared these activities at a Grandparents Day celebration at school. Now that you have thought about this information, what might you share about your grandparent or other special adult?

Build Skills

Phonological Awareness: Segment syllables

- Review or explain that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *watches*. Clap each time you say a syllable (2 claps).
- **Check for understanding:** Say the following words aloud, one at a time, and have students clap the syllables and tell how many syllables are in each word: *bakes, grandparents, piano, share, together*.

Phonics: Identify initial consonant *gr*-blends

- Write the word *grandparents* on the board and say it aloud with students.
- Have students say the /gr/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /gr/ sound in the word *grandparents*.
- **Check for understanding:** Write the following words that begin with the /gr/ sound on the board, leaving off the initial consonant: *great, grape, grunt*. Say each word, one at a time, and have volunteers come to the board and add the initial *gr* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-gr-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Complete sentences

- Write the following sentence on the board: *Grandma bakes cookies*. Read the sentence aloud with students. Explain that every sentence has two parts: a subject and a predicate. The subject tells who or what the sentence is about, and the predicate tells what the subject is doing.
- Circle *Grandma* and explain that *Grandma* is the subject of this sentence. Underline the rest of the sentence and explain that this part is the predicate because it tells what Grandma is doing.
- Explain that exclamation marks, like periods, are a signal to end the sentence, but they are also a signal to read the sentence with feeling.
- Brainstorm sentences that describe something children do with their grandparents. Write these sentences on the board.
- Ask volunteers to come to the board and circle the subject in each sentence. Remind students that the subject is who or what the sentence is about. Next, ask volunteers to come up and underline the rest of the sentences. Remind students that the other part of the sentence is the predicate, which tells what the subject is doing.



Check for understanding: Have students reread the sentences in the book. Have them circle the subject and underline the predicate in each one.

- **Independent practice:** Introduce, explain, and have students complete the [complete sentences worksheet](#). If time allows, discuss their responses.

Word Work: High-frequency word *my*

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *my* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *my* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.

Lesson Plan *(continued)*

Grandparents Day

- Point to the word *my* on page 4. Explain that the word *my* is used to show that something belongs to someone.
- **Check for understanding:** Have students locate and highlight all occurrences of the word *my* in the book. Then have them use the word *my* in oral sentences with a partner.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them identify the characters with someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of something they like to do with their grandparent or other family member. Under the picture, have them write one sentence telling about their picture.

Visit WritingA-Z.com for a lesson and leveled materials on realistic fiction writing.

Social Studies Connection

Locate and share with students resources about families. Discuss different types of families and how students' families are alike and different. Model how to make a family tree.

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 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 connect to prior knowledge to understand text
- accurately identify characters during discussion and on a worksheet
- consistently segment syllables during discussion
- identify and write the letter symbols that represent the /gr/ sound during discussion and on a worksheet
- correctly understand and use complete sentences during discussion and on a worksheet
- accurately use the high-frequency word *my* during discussion

Comprehension Checks

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