

About the Book

Text Type: Fiction/Realistic Page Count: 30 Word Count: 2,907

Book Summary

Hannah's grandpa has lived with Hannah and her mother since Hannah was two years old. One day while Hannah is at school, Grandpa has a stroke. Hannah visits him in the hospital even though he is in a coma. With her mother's help, Hannah learns how to cope with her feelings while her grandfather is sick, and when he eventually dies. This thoughtful book offers young readers a realistic look at loving—and losing—someone they care deeply about.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of making connections to prior knowledge
- Analyze characters in a story
- Understand and use quotation marks, commas, and end marks
- Recognize and use compound words

Materials

Green text indicates resources available on the website

- Book—*Losing Grandpa* (copy for each student)
- Chalkboard or dry erase board
- Character analysis, compound words, punctuation 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

Content words:

Story critical: *antics* (n.), *arthritis* (n.), *coma* (n.), *funeral* (n.), *paramedic* (n.), *stroke* (n.)

Enrichment: *ghoulish* (adj.), *traumatic* (adj.), *zany* (adj.)

Before Reading

Build Background

- Ask students to tell things that make them happy. Have them tell how they act when they are happy. Ask students to tell things that make them sad. Elicit dealing with sickness or death in a family (including a pet). Have them tell how they act when they are sad. Ask any student who wishes to, to share an experience he or she has had. Discuss how feelings change over time.

- Have students think about and discuss the following:
 The importance of working through feelings; it's healthy to grieve.
 It's okay to sit and be sad. It isn't necessary to be busy every minute.
 Adults cry, too. Adults have feelings. Just because they cry doesn't mean that they aren't strong.
 It's okay to burst into tears, or even to laugh uncontrollably. It isn't possible to have control over our feelings when we are really sad. We can control the things we do, though.
 Different people may have the same feelings but act differently. It's important to let each person be sad in his or her own way.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Remind students that the table of contents gives them an overview of what they will read about in the book. Point out that this is a chapter book in which the chapters have titles.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Model how to use prior knowledge to help students make connections to the text.
Think-aloud: I see that the first two chapters have something to do with Mom. I remember that both of my grandfathers died when I was a little girl, and my mom called on the phone and talked to my older brother. I didn't go to the hospital to see either one of them because they lived far away. I loved them, but I didn't know them very well. I felt sad, but not the same sad I felt when my dog Lucy died. I felt sad for a long, long time. (Tailor comments to fit personal experience.)
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Have students preview the rest of the book, looking and talking about what they see in the illustrations. Encourage them to continue to make connections with what they already know, and to make predictions about what they think they will read about the girl and her grandpa in the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes, or other word endings. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 10. Have them find the words *zany* and *ghoulish*. Tell students that they can look at the letters the words begin with to help them sound out how to say the words. Tell them that they can then use context clues. Read the sentence with students. Explain that the sentences before the one that contains the unfamiliar words tells them that Hannah's grandpa does some silly things. In the sentence with the unfamiliar words it says that he *delights* in these kinds of pranks. Tell students that from this they can guess that *zany* and *ghoulish* are not bad, but rather silly and weird. Tell students that sometimes a context clue will be in the same sentence, but other times they have to use the clues in the rest of the paragraph to make a guess about the meaning of the unfamiliar word. Tell them if their guess doesn't make sense in the sentence, they can look up the words in a dictionary or a thesaurus.


Set the Purpose

- As students read the book, tell them to think about what they know about how it feels to lose someone or something they love.

During Reading

Student Reading

- **Guide the reading:** Have students read to page 16. Tell them to underline the words or phrases in the book that tell something about Hannah. If they finish before everyone else, they should go back and reread.
- When they have finished reading, have students identify the characters (Hannah, grandpa, mom, Laura). Have students tell the words and phrases they underlined. Ask them what they learned about Hannah. Ask how Hannah and her mother get along. Have them explain what the author meant by the words *Hannah put away the thought*.
- Model making connections to prior knowledge.
Think-aloud: While reading I remembered times in my life that I lost, or was worried about losing, someone or something I loved very much, and as a result, I can understand how sad and worried Hannah is feeling.
- Ask students what they think might happen next. Remind them to think about how their personal experiences and knowledge might help them to relate to the events and characters in the story.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Discuss how making connections with what students already know about the topic of the book keeps them actively involved in the reading process and helps them remember what they've read.

Teach the Comprehension Skill: **Analyze characters**

- **Discussion:** Ask students if they think Hannah and her mother will be okay. Ask students to talk about some of the things Hannah did to help her cope with her grandfather's illness and death (she cried, she visited and said good-bye to him in the hospital, she talked to her mom, she planted a tree in her backyard).
- Review the characters they read about in the story (Hannah, her mom, Laura, grandpa).
- **Introduce and model:** Review or explain that the characters in a story are the people or animals that are in it, and that some may be more important than others. Review the characters they read about in the story (Hannah, her mom, Laura, grandpa). Ask students to tell which were the most important characters.
- Review or explain that some writers let their readers get to know the characters through the characters' words, thoughts, and actions. Have students turn to page 18 in the book. Read the last two paragraphs. Ask students what they learned about Hannah's mom from her words. (She is truthful.)
- Have students look at the top of page 19. Ask what else they learned about Hannah's mom. (She doesn't want her daughter to be sad, but she wants to help her learn how to handle difficult situations in life.)

- **Check for understanding:** Have students read the remainder of the first paragraph on page 19. Ask them to tell what else they learn about Hannah's mom. (She is very sad.) Have them find the sentence that indicates this.
- **Independent practice:** Give students the [character analysis worksheet](#) to complete. Discuss their responses.



Extend the activity: Ask students if they have heard the expression "Big girls/boys don't cry." Have students use the last page of their book to write a short paragraph telling if they agree or disagree with this statement. Have students share their paragraphs with the group.

Build Skills

Grammar and Mechanics: Quotation marks and commas

- Write the following sentences on the board: *"What are you doing here?" Hannah asked.* and *"It's Mom! I know it is!" she shouted to Laura.* Read the sentences and ask students who is speaking and what she is saying. Circle the quotation marks and explain that these are placed before and after the words a speaker says. Point out the question mark and the exclamation mark and explain that these are placed inside the last set of quotation marks.
- Write the following sentence on the board: *"Yes, Hannah Banana, it's me," she heard her mom say.* Have students tell how this sentence is different from the other one written on the board. Point out that the quotation marks are still around the speaker's words, but now a comma is placed between the words the speaker says and the rest of the sentence. Reverse the order of the sentence and point out the placement of the comma.
- Have students turn to the fourth paragraph on page 20. Explain that from reading the paragraphs above, they know that Hannah's mom is talking. Point out that there are two sentences and one question mark surrounded by quotation marks. Explain that it isn't necessary to have quotation marks around each sentence separately if the same person is speaking.



Check for understanding: Give students red, blue, and green pencils. Have them use their book and underline the sentences with quotation marks and commas in red, the questions with quotation marks in blue, and the sentences with exclamation marks in green. Tell them to watch for quotation marks that are used to surround both a sentence and a question.

Word Work: Compound words

- Write the word *grandpa* on the board. Review or explain that this is a compound word, and that a compound word is made by joining one word with another word. Use the word in a sentence: *Hannah loved her grandpa very much.*
- Direct students to page 5. Ask them to find another compound word (something) Ask them to identify the two words that have been joined to make the word. Write *some + thing* on the board.



Have students use their book to find the compound words, except for *grandpa* and *something*. Tell them to circle the words and write the first ten they find on the [compound words worksheet](#). Tell them they do not need to write a word more than once even if they find it again in the story. Explain that they are then to write the two words that were joined to make the compound word. Tell them to write the total number of compound words they found at the bottom of the worksheet. (Note: Hyphenated compound words are not included in this lesson.)

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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.

Extend the Reading

Writing Connection

Have students think of someone they love very much. Show students a casual letter format and have them write the person a letter telling why the person is important to them. Have them include specific examples like Hannah did on page 23 of the book. Have students decorate their letters. Show them how to make a construction paper envelope. Have them give the letter to their special person.

Science Connection

Provide resources for students to research strokes and heart attacks. Encourage them to write or e-mail a hospital for information. Also provide addresses for stroke support groups to find out how stroke victims are rehabilitated. If possible, have a physician or nurse speak to the group. Have students work together to prepare a poster and oral report. Have them share their findings with the group.

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 as 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:

- use the strategy of making connections to prior knowledge to understand text
- understand and analyze a character's thoughts, feelings, and actions
- understand the placement of quotation marks, commas, and end marks
- understand and recognize compound words

Comprehension Checks

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