

### About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 102

### Book Summary

*A Week with Grandpa* is the story of a little boy who spends seven fun-filled days with his grandfather. The days of the week are presented in sequential order, with the boy and his grandfather engaging in a different activity each day.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand the text
- Sequence the events of a story
- Segment onset and rime
- Identify initial consonant *r*-blends
- Identify proper nouns
- Read the days of the week

#### Materials

Green text indicates resources available on the website

- Book—*A Week with Grandpa* (copy for each student)
- Chalkboard or dry erase board
- Calendar
- Sticky notes
- Word journal (optional)
- Sequence events, proper nouns, days-of-the-week worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the 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](http://VocabularyA-Z.com).

- High-frequency words: *saw*, *went*
- Content words:  
 Story critical: ***Friday*** (*n.*), ***Monday*** (*n.*), ***Saturday*** (*n.*), ***Sunday*** (*n.*), ***Thursday*** (*n.*), ***Tuesday*** (*n.*),  
***Wednesday*** (*n.*)  
 Enrichment: *Grandpa* (*n.*)

### Before Reading

#### Build Background

- Ask students to think of someone special they occasionally visit or would like to visit. Tell them to close their eyes and think about that person as you ask the following questions: *Where are you? What are you doing? Who is with you (or whom would you like to be with you)? How long would you like to stay?* Ask students to share their experiences or their plans to visit a special person. Ask what makes the person special to them.

## Lesson Plan *(continued)*

## A Week with Grandpa

- Ask students what day of the week it is. Ask what day it was yesterday and what day it will be tomorrow. Show students a calendar and have them name the days of the week.

### Book Walk

#### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *A Week With Grandpa*. (Accept any answers students can justify.) Ask students who they think is in the picture.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain that when someone retells something, they explain the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened at a sports game. Ask students to share other examples of when people might give a retelling.

- Model retelling a familiar story in detail, such as *Goldilocks and the Three Bears*.

**Think-aloud:** *In Goldilocks and the Three Bears, Goldilocks comes to a house in the forest that belongs to three bears: a mama bear, a papa bear, and a baby bear. The bears leave the house for a walk in the forest while their porridge is cooling. Goldilocks goes inside the house, even though no one is home. First, Goldilocks sees three bowls of porridge on the table. She tries each one. The first bowl is too hot, the second bowl is too cold, and the third bowl is just right, so she eats it all up. Next, she sees three chairs and sits in each one. The first chair is too hard, the second chair is too soft, and the third chair is just right. However, that chair breaks and Goldilocks falls to the ground.*

- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 4, 6, 8, and 10. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Vocabulary

- As you preview the book, use vocabulary from the book in your discussion. Have students turn to page 3. Say: *We know the story is about a boy who spends a week with his Grandpa. It looks like they visit a different place each day. Days of the week are always capitalized. Point to the word that begins with a capital S. Saturday and Sunday are days of the week that both begin with the /s/ sound. This word has a /n/ sound in the middle. Saturday has a /t/ sound in the middle, so that can't be the word. Sunday has a /n/ sound in the middle and is at the beginning of the week. Sunday makes sense, so the word must be Sunday.*
- Go through the rest of the book pointing out the days of the week and saying them together.
- Encourage students to add the new vocabulary words to their word journals.

#### Set the Purpose

- Have students read the book to find out what happens during the week with Grandpa. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of what has happened so far in the story.


## 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. Read the word together (*On*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- 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.
- Ask students what has happened so far in the story. Model how you stopped to mentally retell the story.

**Think-aloud:** *I stopped after a few pages to retell in my mind what has happened so far in the story. First, on Sunday, the boy and his grandfather went fishing. The boy caught a fish. Next, on Monday, they went to a ball game. The boy caught a ball.*

- Have students read to the end of page 6. Ask them to retell the events of the story to a partner.
- Have students read the remainder of the story. Remind them to pause after a few pages to think about what has happened in the story and to make sure they understand it.

 Have students make a small question mark in their book beside any word or words 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


- Retell in detail with students the events of the story from pages 7 and 8, using the pictures in the book as a guide.  
**Think-aloud:** *On Thursday, the boy and his grandpa went to the beach. They played in the waves. On Friday, the boy and his grandpa went to the movies. They both ate popcorn there.*
- Have volunteers retell the events to the end of the book, using the pictures in the book as a guide. Then have them retell the story to a partner, starting at the beginning. Listen for whether students include the following: correct events in detail, events in order, main characters.
- Ask students how pausing to retell the story in their minds helped them remember what was happening in the story.
- Discuss additional strategies students used to gain meaning from the book.

### Teach the Comprehension Skill: **Sequence events**

- **Discussion:** Ask students which of the things the boy did with his grandfather they would like to do most. Have them explain why.
- **Introduce and model:** Tell students that a story is a series of events that happen in a particular order. First one thing happens, then something else, and so on. Explain that the order in which the events happen is called the sequence. Point out the sequence in this story.
- **Think-aloud:** *This story told what the boy and his grandfather did during each day of the week. The days of the week happen in a particular order, too. On Sunday, the boy and his grandpa went fishing. On Monday they went to a ball game. I don't include all the details of the story, as I would in a retelling. I only tell the most important events in order to tell the story correctly.*
- **Check for understanding:** Have students share the sequence of events through the end of the story. If necessary, use the pictures in the book as a guide.
- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.

## Lesson Plan *(continued)*

## A Week with Grandpa

-  Instruct students to use the last page of the book to draw a picture of themselves doing something with a special person. Have students share their picture with the group.

### Build Skills


#### Phonological Awareness: Segment onset and rime

- Say the word *ball* and tell students that you can split the word into its beginning part and ending part: *b-all*. Repeat the word and have students split it into its two parts.
- Say the following words to students: *game, went, beach, waves, bed, back, home, fish, caught*. Pause after saying each word so that students can segment each word into its beginning part and ending part.

#### Phonics: Initial consonant r-blends

- Write the word *grandpa* on the board and read it with students. Underline the *gr* blend and explain that the sounds of these two letters are blended together to stand for the /gr/ sound. Have students blend the sounds of the letters together to say the *gr* blend.
- Tell students that the letters *gr* are consonant blends. Write the following consonant blends on the board: *br, cr, gr, dr, fr, pr, tr*. Have students say each blend with you. Under each blend, write a word that begins with that blend: *brim, crop, drab, frog, grab, prop, trip*. Have students blend the sounds together in each word with you as you run your finger under the letters. Then have volunteers circle the blends in the words.
- Have students look on page 8 to find a word with an consonant blend (*Friday*).

#### Grammar and Mechanics: Proper nouns

- Write the name of students' school on the board (for example, Smith Elementary School). Point out the capital letter at the beginning of each word. Explain to students that these words begin with a capital letter because they are part of the special name for the school.
-  Tell students to look at page 3 and put their finger on the word that tells the day of the week (*Sunday*). Point out that the word *Sunday* begins with a capital letter because it is a special name for a day of the week. Have students see if they can find another proper noun on the page (*Grandpa*). Then have them find and circle all the proper nouns in the book.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their responses.

#### Word Work: Days of the week

- Ask students to name the days of the week and write them in order on the board. Provide opportunities for students to talk about difficult words, such as *Tuesday* and *Wednesday*. Ask students what sound each begins with. Explain that the /d/ sound in *Wednesday* is silent (not spoken). Provide opportunities for students to say the new vocabulary words and use them in sentences.
- **Independent practice:** Introduce, explain, and have students complete the [days-of-the-week worksheet](#). If time allows, discuss their responses.

### 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**

As a group, write a cumulative book using the days of the week. (For example, *On Sunday we \_\_\_\_\_*. *On Monday we \_\_\_\_\_*.) Have students brainstorm a list of things they can do on each of the days. Then have them select the activity for you to record in the group book.

### **Social Studies Connection**

Model how to create a family tree. Have students work with their family to create their own 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 as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- retell story events as they read
- correctly sequence the order of the events in the book using a worksheet
- correctly segment the onset and rime in words during discussion
- identify and read initial consonant *r*-blends in the book
- correctly identify the proper nouns in the book and on a worksheet
- accurately say and read the days of the week in order; correctly use the words in sentences and on a worksheet

### **Comprehension Checks**

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