Title: At Grandma’s House  Level: AA ISBN: 978-1-60719-607-5 Publisher: Newmark

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. we **ad**- had, mad, sad, bad

2. had Use the chunk **ad**- slide different

3. beginning sounds to make the words

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual) Show 1 copy of the book.

Our book today is called At Grandma’s House. What things do you think we’ll read about at grandma’s house? Share a text to self connection- At my grandma’s house, we had a slipper drawer and as soon as we came in, we took our shoes off and ran to get some homemade slippers to put on while we visited.

This book will focus on foods and drinks that grandma shares with her family.

Let kids look through their books to discover what we’ll read about.

Difficult Words/Vocabulary – reviewed on p. 2-3 Tell kids they will see these illustrations in the book. The illustrations will help us read the book. Notice the heading, then pictures and labels of important words.

In the blue at the right, we see those important sight words that we practiced. Knowing these words will help us read many books.

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Use the pictures or photos to help you read and think about the story!

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

Let’s echo read this book. I’ll read a page, and then you will all read the same page.

Have each child read the book using a whisper voice.

After Reading: (5-7 min.)

* Discuss the story

p. 2-3 Why did the author put this section in her book? Why did she put a drawing and a photograph by each item?

p. 4-5 What foods do you see on p. 4-5? Let’s look at the sentence.

We had \_\_\_\_\_. The last word show a drawing a cheese and we see lots of cheese in the photograph. The pictures help us read!

p. 6-7 Let’s read this page together. Can you name all the fruits pictured? What is your favorite fruit? Which fruit did the grandma and child choose to eat in the photo?

p. 8-9 Check my reading. Say, “I had milk.” What did you notice?

The first word starts with /w/. It can’t say, **I** had milk! It says, “We had milk.”

What other food is on the table? What is your favorite food to enjoy with milk?

p. 10-11 “Ummmm. Let’s read this page together!” What food is the family eating in the photograph? Pizza, so it makes sense that the words say, “We had pizza.”

p. 12 Let’s read this page then talk about it. We practiced the word had and I remembered it! Break the word into sounds, and repeat had! How do we know it doesn’t say, “We had popcorn and crackers.”? There aren’t 5 words in the sentence! Crackers aren’t in the photograph!

Use p. 13 to have the kids talk with a neighbor about things the families had at grandma’s house. (Encourage using complete sentences.)

Writing Connection: (5 min.)

Look at Laura Verderosa’s sentences… make one of your own telling about a food you could have at grandma’s house.

We had \_\_\_\_\_\_\_\_\_\_\_\_\_.

Or

Use the book to make a list of all the foods the families had a grandma’s house. Circle the food that you would like the most. Underline any foods that you would not want to eat.