



# A Week at Grandma Ruth's

Level K / 1259 words / fiction

High frequency words:

*again, always, because, far, pretty*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you do at your grandparent's house? What do you think Danny will do at Grandma Ruth's house?"

## Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *country, luggage, exactly, tongue, ghost, whistle,* and *machines*. Discuss meaning, word structure, and sounds you expect to hear in those words.

## Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

## After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

### FUN FACT

In the United States, Grandparents Day has been celebrated since 1978, on the first Sunday after Labor Day. The goal of Grandparents Day is educating the country's youth about the contributions seniors have made throughout history.

- **Literal comprehension:** The answers are in the text. Ask, "Where did this story take place? Who were the characters? What happens in this story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What do you bring with you when you spend the night away from home? Who was your favorite character and why? Would you recommend this story to a friend? Why or why not?"

## Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Help the students locate the words with the *-ed* suffix: *patted, baked, stopped, looked, plopped, and packed*.
- Point out and discuss the contractions: *you've, let's, didn't, and it's*.
- Find and discuss the words with the *long e* sound: *week, sleep, need, leash, bees, clean, seen, eat, and three*.

## Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

## Writing activity

- At the end of the story, Grandma Ruth wrote a thank you note to Danny. Have each student write a thank you note to Grandma Ruth from Danny, making sure that they mention two events that happened during Danny's stay. Have the students read their thank you notes to each other.

**Teaching Points:** Introducing new words; Identifying and understanding basic story elements in a text; Practicing words with the *-ed* suffix; Noticing contractions; Practicing the *long e* sound; Rereading; Practicing writing thank you notes.