



Grandma Ruth Feeds Her Friends

Level D / 57 words / fiction

High frequency words:

come, here, me, she, we

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you think Grandma Ruth is doing in the picture on the cover? Who could her other friends be?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Have the children find the words that may be new to them: *feeds, calls, goats, birds, and kids*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

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

FUN FACT

Goats are social animals that like to live in groups. They should not be kept alone. Goats make great companion animals for horses, cows, chickens, and other goats.

- **Literal comprehension:** The answers are in the text. Ask, "Who does Grandma Ruth give the red apple to? What does she call the baby goats? What does the author put on either side of the word "kids" to show that Grandma Ruth is talking?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Does Danny eat the same food as the birds or the baby goats? Why or why not? What do you think Grandma Ruth will feed Danny?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate the names of the animals in this story.
- On separate cards, write the different animals Grandma feeds in the story: *chickens, horse, goats, ducks, birds, and Danny*. Have the students put the cards in sequential order to match the text.

Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

Writing activity

- Have each student write and complete the following sentence: "Grandma Ruth feeds the _____." Then have them draw a picture that corresponds to what they have written. Encourage the use of punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Introducing animal words; Rereading; Sequencing.