

## TO GRANDMA'S HOUSE



## LITERACY ELEMENTS

apostrophe: Grandma's

## WORDS TO DISCOVER

on  
my  
way  
to  
house  
I  
saw  
it  
was

## MATH CONNECTIONS

GEOMETRY AND SPATIAL SENSE  
identifying and describing  
2D shapes

## ESL CONSIDERATIONS

For *First Reading*, children can listen to the first track of *To Grandma's House* on the audio CD as you point to and focus their attention on the illustrations.

## Story Synopsis

A little girl is on her way to her grandmother's house. Along the way she encounters basic shapes (circle, rectangle, square, triangle) in her environment and identifies and explores the objects (a tire swing, a wagon, a tree house, a tent) made up of those shapes. Children will enjoy searching for the shapes in the pictures.

## Overall Learning Opportunities

A  
B  
C

Children will:

- demonstrate understanding of a variety of written materials that are read to them
- make sense of written materials, using reading strategies that are appropriate for beginners

1  
2  
3

Children will:

- identify the characteristics of 2-dimensional shapes
- collect, display, and interpret data in daily activities

## Activity Menu

*Shared Reading*, page 11

Read the story to the class or a small group. Children will be eager to guess the next object that the girl sees.

*Guided Reading/Picture Walk*, pages 12–13

Meet with children who are at Instructional Level A to guide them through the text, using discussion, a Picture Walk, Independent Reading, and Revisit and Reinforce the Story.

*As a Group*, pages 14–15A  
B  
C

*Creating Book Titles* – Children create their own “To ...” titles.

*Make a Story* – Children use Oral Cloze to complete sentences similar to those in the story.

1  
2  
3

*I See Shapes* – Children take a shape walk to identify shapes in the environment.

*Sorting Shapes* – Children sort shape cutouts and define their rules for sorting.

*Independent Work*, pages 16–19A  
B  
C

Blackline Master 5 asks children to draw shapes from their environment.

Blackline Master 6 asks children to match shapes and shape words.

1  
2  
3

Blackline Master 7 provides shapes for children to sort in a variety of ways.

Blackline Master 8 provides shapes for picture making.



## LEARNING OPPORTUNITIES

Children will:

- listen to stories for enjoyment and information
- make connections between their own experiences and those of storybook characters
- demonstrate awareness of some conventions of written materials

## YOU WILL NEED

- strips of chart paper

## OBSERVING FOR ASSESSMENT

During *Shared Reading*, you can observe specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- use the book title and cover illustration to stimulate prior knowledge and activate personal experiences?
- directly connect text to illustrations?
- construct meaning using illustrations?

## Getting Ready to Read

Show the cover of the book and read the title aloud. Begin a discussion that connects to children's experiences by asking:

- What places do you like to visit?
- How do you get there?
- How do you know the directions for getting to these different places?

Chart a list of the places offered by the children, then list methods of transportation beside each place and ways of remembering beside each method of transportation. You will need this chart for the activity *Creating Book Titles* on page 14.

Explain to the children that they are going to see shapes and hear shape words in this story. Draw a circle on chart paper and ask:

- What is this shape?

When the shape is correctly named, print the word "circle" beside the sketch.

Continue this activity for a square, a triangle, and a rectangle, labelling each one on chart paper.

Show the picture on the cover again, repeat the book's title, and ask:

- What do you think the story will be about?

## First Reading

Read through the story, pointing to the words as you read.

Pause after you read each of the sentences that begins, "It was a . . ." and point to the swing, the wagon, the tree house, and the tent. Have children look around the room and identify objects that look like a circle, a square, a rectangle, and a triangle.

## Returning to the Story

Ask open-ended questions, such as:

- What was your favourite part of this story?
- What shape do you like best — circle, square, rectangle, or triangle? Why?
- Which of the activities in the book would you most like to do? Why?

Ask children questions to help them recall specific details, such as:

- Which shape did the girl see first? Second? Third? Fourth?
- Which shape did she see before the rectangle?

## Second Reading

To prepare for the second reading, have a volunteer point to and read the title of the book. Point out the uppercase and lowercase letters and explain why they are used.

Invite another volunteer to show the page on which the story begins. Have a third volunteer show where the first word begins and where it ends.

Reread the story aloud. Encourage the children to chime in with the reading where they feel comfortable.

## Extending the Reading Experience

- When the children have become very familiar with the text, they can chime in by reading the text that follows "It was a . . ." Point to the words as children read them.
- Cover the print with strips of chart paper. Using the pictures as memory clues, chant the story together.



During *Second Reading*, play the first track of *To Grandma's House* on the audio CD.

## LEARNING OPPORTUNITIES

Children will:

- make connections between their own experiences and those of storybook characters
- demonstrate understanding of a story by making predictions

## YOU WILL NEED

- colouring materials

## Setting the Scene

Explain to the children that the girl in this story loves to visit her grandmother.

Ask:

- When you go visiting, where do you like to go? Why?

Tell the children the title of the book, then ask:

- Where could her grandma live?
- How will she know how to get to her grandma's house?

Show the book cover, focussing the children's attention on the cover art, and ask:

- What do you think the story will be about? Why do you think so?

Encourage many predictions.

## Reading the Text

### Picture Walk

Have the children turn to pages 2–3. Ask:

- Where has the girl been?
- Where is she now?
- What shape did she see on her way to Grandma's house?
- Did she see a circle? Where is the circle in the picture?

Point to the picture on page 4. Ask:

- What was the circle?
- What did she do?

Turn to pages 6–7. Ask:

- On her way to Grandma's house, what shape did the girl see?

Say to the children:

- It was a ...,

then turn to page 8. Have children look at the picture on pages 8–9, and ask:

- What was the rectangle?
- What did she do?

Turn to pages 10–11. Ask:

- On her way to Grandma's house, what shape did she see?

Say to the children:

- It was a ...,

then turn to pages 12–13. Have children look at the picture on pages 12–13, and ask:

- What was the square?
- Where did she go?

Turn to pages 14–15. Ask:

- On her way to Grandma's house, what shape did she see?

- What was it?

Turn to page 16. Ask:

- What did she and her grandma do in the tent?

## Independent Reading

Have the children read the whole book independently.

## After Reading

### Revisit the Story

- Discuss the story using open-ended prompts, such as:
  - Was there anything in the story that surprised you?
  - Which picture was your favourite? Why?

Engage children in recalling specific information from the selection. Say:

- The girl saw a circle. What was it?
- What shape was the wagon?
- She went inside a shape and fell asleep. What shape was it?

## OBSERVING FOR ASSESSMENT

During *Independent Reading*, you can assess specific reading behaviours and make anecdotal notes of your observations. For example, does the child:

- show an interest in reading the book independently?
- use picture clues?
- use memory of the text?

Focus children on the way the story is told through language:

- This shape has 3 sides and looks like the front of a tent. What shape is it?
- This shape has 4 sides. Two of the sides are longer than the other 2 sides. What shape is it?
- This shape goes round and round and round. What shape is it?

- Give children a copy of **Blackline Master 5**. They can either draw the corresponding picture that describes the shape the girl saw in the book or draw their own picture to describe each of the shapes named.



Page 16

- Give children a copy of **Blackline Master 6** and challenge them to match the shape to its name.



Page 17

## Reinforce the Story

Have the children, in turn, retell the story in their own words, using the pictures to guide them.

## LEARNING OPPORTUNITIES

Children will:

- make connections between their own experiences and those of storybook characters

## YOU WILL NEED

- colouring materials

### Activity: Creating Book Titles

Have children create a book cover with a title, cover art, and “by-line.”

Refer to the list of places to visit created during *Shared Reading* on page 11. On a separate page for each child, print “To” and then leave a blank space. Ask each child where he/she would like to go (my cousin’s house, my friend’s house, the museum, the library, and so on). Act as scribe to complete the title for each child. At the bottom of the book cover, print the word “By” and leave a space for the child to print his/her name as author.

Provide children with colouring materials and have them illustrate their book jackets.

### Extension

Reserve a hall bulletin board where the book jackets can be displayed. Have children help to prepare the bulletin board by suggesting a title for the display, where the title should go, what colour the backdrop paper should be, where their book jacket should be displayed, and so on.

## LEARNING OPPORTUNITIES

Children will:

- use language to connect new experiences with what they already know

### Activity: Make a Story

Create a class version of *To Grandma’s House* by using a modified Oral Cloze procedure, in which the children add endings to make a complete sentence.

For example:

On my way to Grandma’s house,  
I went past \_\_.

On my way to Grandma’s house,  
I jumped over \_\_.

On my way to Grandma’s house, as  
I walked down the street, I saw \_\_.

On my way to Grandma’s house,  
I crawled under \_\_.

When the children have become accustomed to the pattern, let them try the beginnings as you supply increasingly more well-developed endings to the sentences.

### Extension

When the oral version is secure, invite the children to dictate the sentence endings as you record their ideas on chart paper. Post the charts so that the children can read them independently at another time.

## LEARNING OPPORTUNITIES

Children will:

- identify and sort 2-dimensional shapes

## YOU WILL NEED

- large paper shapes (circle, square, rectangle, triangle)
- 2-dimensional shapes cut from BLM 7
- drawing and recording materials

## Activity: I See Shapes

Reread *To Grandma's House*. As you present each page, allow children to point to and identify shapes they see.

Take children for a shape walk in or around the school. Bring with you a marker and large paper cutouts of a circle, a square, a triangle, and a rectangle.

Begin walking, then stop, hold up a large paper circle, and say:

► I see a circle, what could it be?

List children's observations on the paper circle. Continue toward the destination, stopping to identify objects that contain the other basic shapes. Each time, list the objects on the appropriate paper shape.

Back in the classroom, have each child choose a shape. Challenge children to search the room for objects that are made

up of the shape they selected. Provide drawing and recording materials and have children record their findings by drawing, tracing, or printing. Encourage children to share what they found.

## Extension

Cut the shapes from **Blackline Master 7**. Have children choose a shape. Explain to them that they can make their shape into anything they want. Once they have decided, they can glue their shape to a large sheet of paper and fill in the identifying details. Have children tell you about their shape (I saw a (rectangle). It was a (book).) Write their sentences below their shapes. Compile their recordings into a shape book for the classroom library.



Page 18

## LEARNING OPPORTUNITIES

Children will:

- identify and sort 2-dimensional shapes

## YOU WILL NEED

- a large collection of shapes that includes attribute blocks, paper shapes, and pattern blocks

## Activity: Sorting Shapes

Ask children to recall the shapes the little girl saw in *To Grandma's House*. Record each shape on a separate card as it is mentioned.

Display the labels and present a large collection of shapes made up of attribute blocks, paper shapes, and pattern blocks. Ask the children to sort the collection by shape. Encourage them to name the shape as they place it in the set. Ask:

- What is the same about all these shapes?
- How are the (circles) different?

On another day, ask children to sort the collection another way. Children might choose such criteria as size, material, colour, type, or thickness.

Set the collection at a centre and encourage children to sort and resort the collection. Draw children's attention to new ways of sorting.

## Extension

Copy **Blackline Master 8** on several colours of paper and cut to make a large collection of shapes.

Challenge children to use the collection of paper shapes to create a set that is the same in some way. Have them glue their set to a large piece of paper. Add a label on the back. Invite volunteers to present their sets and ask their classmates to guess their sorting rule. Post children's recordings, or compile them into a class book for the classroom library.



Page 19

Name \_\_\_\_\_

## Colour.

I saw a circle.

I saw a rectangle.

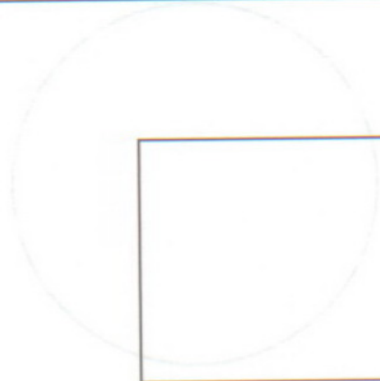
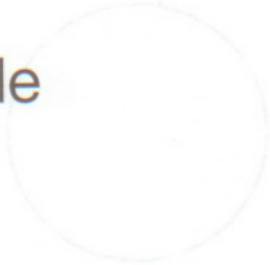
I saw a square.

I saw a triangle.

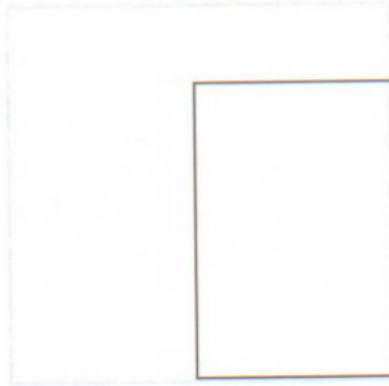
Name \_\_\_\_\_

Match.

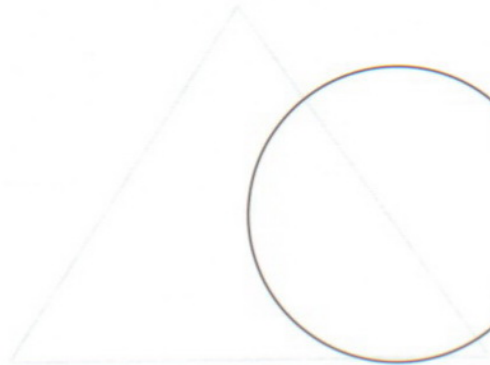
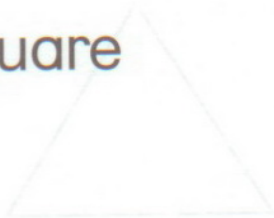
a circle



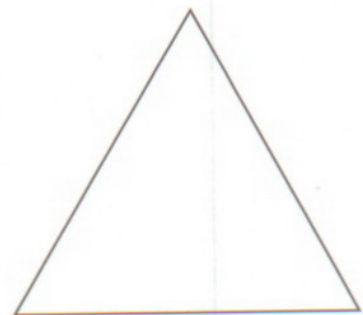
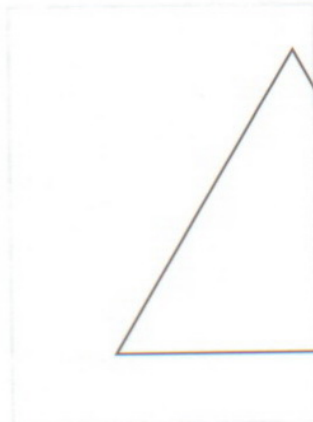
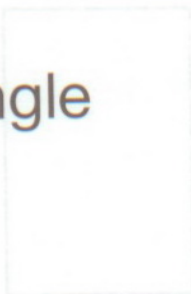
a rectangle



a square



a triangle





# To Grandma's House

BLM 7

Name \_\_\_\_\_

Match.

