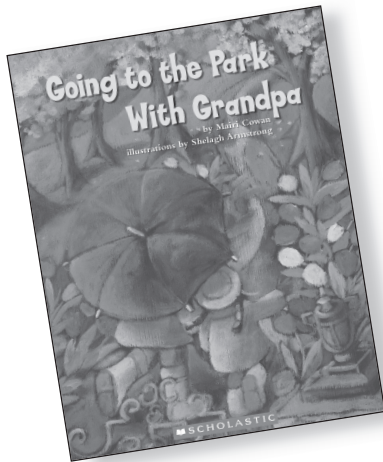


Going to the Park With Grandpa

Written by Mairi Cowan

Illustrated by Shelagh Armstrong



Text Type: Fiction: Narrative — Personal Account

Summary: This book describes the change of the seasons in the park, as experienced by a little girl and her grandfather.

Audio Available Online
www.lpey.ca

Text Features

Print Concepts

- ▶ exclamation mark

First Reading

Reading Strategies

Comprehension

- ▶ predicting
- ▶ making connections: text to self

Working with Words

- ▶ attending to print (tracking across lines of print and down pages)
- ▶ language predictability: associating meaning to words (vocabulary)

Assessment Opportunities

Note each student's ability to:

- ▶ join in on repeated phrases and predictable language
- ▶ make predictions about content
- ▶ draw on background knowledge and experience to make a personal connection to the text
- ▶ use illustrations and background knowledge to discuss meanings of words



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Ask students to choose a favourite season and think of an outdoor activity they enjoy during that time of year. Invite them to share their responses with a partner (think-pair-share). Briefly discuss different outdoor activities for each season. Record names of seasons on a chart. Leave ample space beside each label as this chart will be revisited over future readings. Record some of the students' ideas in the chart with key words or simple illustrations.

Predicting

Read the title, and the names of the author and illustrator. Ask students what they think the book will be about. Then turn to the back cover. Have students look at the picture and then read the back cover blurb to them. Ask, *Does this help us to add to our ideas about what this book will be about?* Identify the present season. Compare to the seasons shown on the front and back covers. Ask, *What other seasons do you think we'll read about in this book?*

Predicting

Setting a Purpose

Say, *We've thought of some interesting activities for each season. Let's read and see if any of our ideas are in the book.*



DURING READING

Tracking print

Read the book, tracking print. (Pages vary from two lines of print to six lines of print. Movement to new lines can be emphasized, as well as the flow of sentences across two lines of print.)

Building confidence

Invite students to join in, especially on the repeated phrase, *"I go to the park with Grandpa in the..."* Pause at the name of each season, encouraging students to predict the word.

Language predictability

Pause to discuss unfamiliar concepts or phrases. Examples might include: *flowers springing, actors performing, apple cider*. Use the illustrations and students' personal experiences to explain meanings.

Print concepts

Emphasize the word *snowpuppy* on the last page, as indicated by the exclamation mark.



AFTER READING

Predicting

Revisit students' initial list of seasons and activities. Put a checkmark beside any activities on the students' list that also appeared in the book. Add one or two activities described in the book for each season.

Making connections: text to self

Ask students to think of one activity from the book that they have done or would like to do. Share with a partner. Follow up with a few key prompts, e.g., *Has anyone ever fed ducks? Has anyone ever had a bonfire in the winter? Has anyone ever had a picnic in a park?*

ESL Note: There may be students who come from a country where there is no snow in winter or a country where the leaves don't turn colour. Include questions and prompts that refer to the students' prior experiences, such as, *Does it snow (do you have picnics, do the leaves change colour, etc.) in your country?* Also ask them simple questions that require yes/no answers such as, *Do you like to go on the swings (play baseball, walk in puddles, etc.)?* Students can answer in simple sentences, *Yes, I like to go on the swings, etc.*

Second Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ analyzing

Working with Words

- ▶ attending to print (tracking across lines and down pages)
- ▶ recognizing high-frequency words

Assessment Opportunities

Note each student's ability to:

- ▶ join in on repeated and predictable language patterns
- ▶ use text structure to understand sequence of events
- ▶ find main ideas and supporting details
- ▶ locate high-frequency words (*I, go, we*)
- ▶ track print across lines



BEFORE READING

Sequencing

Activating and Building Prior Knowledge

Remind students of the four seasons they discussed, and review some favourite activities as recorded on the chart. Revisit the text by conducting a picture walk. Invite students to name the seasons depicted and identify aspects of the illustrations that show each season. Use prompts such as, *What are the people in the picture doing? What kinds of plants and animals do you see? What are the people wearing? Which season will we read about next? How do you know?*

ESL Note: Ask students to name as many things as they can in the illustrations for each season. Jot their answers on the board under the four headings. For example, Fall: squirrels, nuts, leaves, apple cider, sweater, pants, etc. If they need help, give them prompts such as, *What is the squirrel eating? What is the girl wearing?* Have them read the words from the list if they can.

Analyzing

Setting a Purpose

Say, *We have some ideas about what we can see and do in each season. Today when we read, let's listen for the author's ideas about each season.*



DURING READING

Tracking print

Read the book, tracking print. Emphasize the repeated line, “*I go to the park with Grandpa...*” Draw students’ attention to the words *I* and *go*. In subsequent sentences, highlight the repeated word, *we*. Invite students to join in.

Analyzing

As you read the text, locate the items/actions conveyed in the illustrations. Emphasize the repeated phrases (e.g., “*We look...*, “*We listen...*”). Show students how these phrases are used to describe each season.

Predicting

As you begin reading each section, stop after the introductory sentence, and ask students what season they are going to read about and what kinds of activities the girl and her grandfather will enjoy. Say, *The first sentence in each part of the book really helps us, doesn’t it? We can guess some of the things we will be reading about that would happen in that season, and we know some of the things that couldn’t possibly happen. For example, could you make a snowman in summer?*



AFTER READING

Analyzing

Today we looked for the illustrator’s ideas about the seasons and we listened for the author’s ideas. What is your favourite season shown in the book? What part of the book should I look at to find out what happens in summer? in fall?

Evaluating

Ask students to decide on their favourite season, take a vote, and tally. Record the results on the initial chart created for the seasons.

High-frequency words

Review the introduction to each season in the book by reading together the repeated phrase, “*I go to the park with Grandpa in the...*” Invite students to frame the words *I* and *go*.

Evaluating/analyzing

Remind students of the vote they took and ask them to think of something they like about their favourite season. Distribute large sticky notes and ask students to illustrate their idea. Remind students to put their names on their notes. Then have students place them on the chart beside the appropriate season.

Third Reading

Reading Strategies

Comprehension

- ▶ making connections: text to world
- ▶ evaluating

Working with Words

- ▶ letter knowledge (“l,” “s”)
- ▶ phonological and phonemic awareness (listening for initial sounds)

Assessment Opportunities

Note each student’s ability to:

- ▶ attend to print (tracking, recognizing repeated phrases)
- ▶ relate text experiences to their own experience of the world around them
- ▶ evaluate author and illustrator’s craft
- ▶ identify targeted letters and words
- ▶ recognize same initial sounds



BEFORE READING

Evaluating

Activating and Building Prior Knowledge

Review students' illustrations for their favourite season. Extend ideas with prompts such as, *Is that something you would see or hear? Is that something you would taste?*

Evaluating

Setting a Purpose

Today we're going to listen for the way the author describes each season. Think about how we can look, listen, smell, taste or do something. Do the author and the illustrator make you see, hear, smell, and taste the things they describe?

ESL Note:

Introduce the concept of taste by giving students some apple cider (use small disposable cups). Say, *In the fall, what do the little girl and her grandpa taste? Who here has tasted apple cider? What is it made from? In the fall, many people in Canada like to drink apple cider. I have some apple cider for you to taste. What colour is it? Does it taste good? Do you like it?*



DURING READING

Tracking print/ building confidence

Invite students to join in. Decide on an action to depict the use of each sense (e.g., point to eyes, ears, nose, mouth, or wiggle fingers). Ask individual students to track repeated phrases and locate repeated high-frequency words (e.g., *I, go, we*).

Evaluating

Emphasize the repeated words, *look, listen, smell*, etc. Ask students why they think the author did this for each season.

Letter knowledge

Highlight the letters "l" and "s" when reading repeated words *look, listen*, and *smell*.

Phonological and phonemic awareness

Many words and sentences lend themselves to a discussion of some initial sounds (e.g., "l" in *look, leaf, listen* on page 4; "p" in *performing, play* on page 9; "s" in *summer, stars* on page 9).



AFTER READING

Making connections: text to world

Review students' class set of sticky notes by seasons and then help them sort into categories by senses (i.e., something they see, hear, smell, taste, or do) for each season.

Evaluating

Reread the pages in the book describing one of the seasons and compare with students' ideas for that season. Note the descriptive words the author uses. Ask, *How do the author's words help you see* (or hear, taste, smell, etc.)?

Invite students to think of and share some descriptive words for the illustrations on their sticky notes.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features

Review the title, author, illustrator, and text on the back cover.

Tracking print

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with students who need assistance.

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now?*

Identify the beginning and end of sentences. Show students how the sentences go across two or more lines.

Print concepts

Discuss the use of capital letters for names (i.e., *Grandpa*).

Focusing on Comprehension

Sequencing

Review the sequence of the seasons and accompanying illustrations.

Evaluating

Say, *I'm going to read part of the text, but I'm going to leave out some of the words.* Select one or two pages to read aloud to students but leave out the descriptive phrases and adjectives. For example, read page 5 as, *We smell the flowers. We walk through puddles.* Then say, *Now here is what the author wrote* and reread the text exactly as written. Ask: *What extra words did the author add?* Find the words on the page and read them. Clarify meaning where necessary. Discuss how the added descriptions help the reader understand and enjoy the book.

Making connections: comparing

Select one illustration for each season and compare them to each other. Identify similarities and differences, and details that aren't in the text. Ask students how the illustrator helped them understand the book.

Synthesizing

Demonstrate how to provide the gist of a text, e.g., *This book describes all the things a little girl and her grandfather can see and do in the park each season.* Ask students to follow your model. *What is this book about? Tell me in a sentence.*

Phonological and phonemic awareness

Letter knowledge

Working with Words

- ▶ Clap syllables for one-, two-, and three-syllable words selected from the text e.g., *green, bark, flo-ber, buzz-ing, fa-mi-lies, per-for-ming, to-ge-ther*. Discuss the concept of “big” and “little” words with students.
- ▶ Sort a selection of words from the text into same initial sounds for /s/, /w/, /f/. Use the seasonal names “Spring,” “Summer,” “Winter,” “Fall” as headings for each category.
- ▶ Invite students to orally stretch some words from the text, e.g., *Let’s say the word splashing slowly*. Stretch it out: *s-p-l-a-sh-ing*.
- ▶ Frame the letters “l” and “s” when they appear in various places in words, i.e., beginning, middle, and end.
- ▶ Turn to any page in the text and ask students to look for and frame words of different lengths, e.g., a two-letter word, a three-letter word, a five-letter word.



RESOURCE LINKS



Home Links

Have students ask a family member about their favourite season.

Recommend that the family member tell the student something they like to see, listen to, smell, taste, and do during that season. Have students report back to the class.

Writing

During Shared Writing, write a description of a season. Select an opening sentence appropriate for your students’ experience, e.g., *We go to the park/playground/outside in the summer*. Follow with a description using the text structure, e.g., *We look... We listen... We smell... We taste... We walk...* Model the use of descriptive language. See the Narrative text-type study in the Writing Guide.

Use students’ set of sticky notes created during earlier readings to create a class book. Ask each student to illustrate his or her selected activity and include in a book about the seasons. Help students record their ideas.

Independent Reading

Make the six small versions of *Going to the Park With Grandpa* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of the text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Gather a selection of books about the seasons and the senses for individual or partner reading.

Place any texts created during Shared Writing/Independent Writing and based on *Going to the Park with Grandpa* in the class library.

Working with Words

Once concepts have been introduced in context, see the focused mini-lesson in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Going”) in the Working with Words Guide.

Read Aloud

Read to the class other descriptive personal accounts or books about seasonal changes and activities.