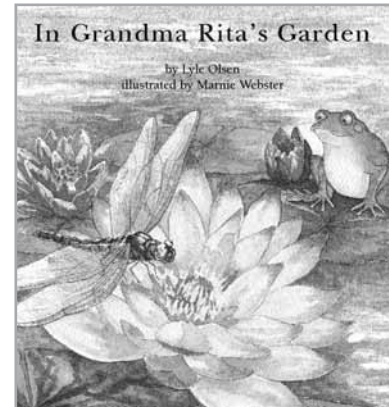


In Grandma Rita's Garden

Author Lyle Olsen

Illustrator Marnie Webster

12 pages ■ 191 words



In Grandma Rita's Garden

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

1st grade–early 2nd grade

SYNOPSIS

Grandma Rita welcomes a special friend to her garden.

WHAT THE BOOK OFFERS

- Fiction
- Third person, past tense
- Longer sentences with varied structures
- Repetition of words/phrases
- Cyclic structure
- Nonfiction information on the inside back cover
- Double adjectives
- Transitions to show passage of time
- Varied text placement
- Book language
- Use of commas
- Quotation marks
- Double adjectives
- Setting as time and place

POSSIBLE SKILLS EMPHASIS

- Use of transitions to show passage of time
- Maintaining meaning over longer sentences
- Use of double adjectives to describe
- Using punctuation to support fluency

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
	S		G	I					

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In Grandma Rita's Garden (continued)

INTRODUCING THE BOOK

Using the Cover: *From the title and illustration on the cover what do you expect the setting to be? What do you already know about gardens, the animals and insects that live there? Chart important student responses.*

Title page: *How does the title page help you as a reader? What do you now know?*

FOCUS OF INSTRUCTION

Pages 2 and 3: *Read in your head. What has the author told us? What do you know about Grandma Rita?*

Pages 4 and 5: *What has the author revealed to you? What do you already know about dragonflies? How was the dragonfly described? How would you describe the dragonfly if you were the author? Why would the dragonfly need to be careful?*

Before turning to pages 6 and 7: *Will the dragonfly return? How do you know?*

Read pages 6 and 7: *What has happened? How did the author/illustrator indicate the passage of time? What words did the author use? [transitions]*

Pages 8 to 9: *What is Grandma Rita doing? Why is she standing like that? How has the author described what Grandma Rita is doing? Where do you think the dragonfly is? How do you know? (Refer to the nonfiction note on the back inside cover if needed.) How has the author described the change of seasons?*

Pages 10 and 11: *What time of year is it now? How has the author described it? What other ways could you describe it if you were the author? What has happened to the friendly dragonfly? Why are there now three? Has the author described them the same way? What else has the author told you about these three dragonflies?*

Before turning to page 12: *What do you suppose Grandma Rita wonders about these dragonflies? How will the author tell us?*

FOLLOWING THE READING

- Read and discuss the nonfiction note and do an Internet search on dragonflies and the Migration project.
- Discuss the author's use of transitions and how they guide the reader through the text. Use the text as a model for the student's writing.
- Discuss the use of double adjectives to describe the dragonflies and the seasonal changes. Use the text as a model for the student's writing.