

## Books for Young Learners Teacher Resource

## Book Notes

**Grandpa's Candy Store / La dulcería de Abuelo**

Author Lois Podoshen

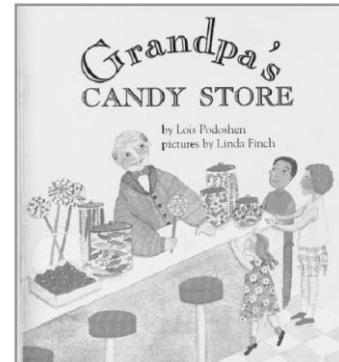
Illustrator Linda Finch

12 pages ■ 65 Eng. words ■ 58 Spn. words

Fountas and Pinnell Level F

Intervention Level 9

Descubriendo la Lectura Level 8



Grandpa's Candy Store

**SYNOPSIS**

The best thing about Grandpa's candy store was not the candy. It was the sweet figs from the fig tree in the yard.

**WHAT THE BOOK OFFERS**

- Realistic narrative fiction
- First person
- Past tense
- Some extended sentences
- Environmental print
- Extra information on inside back cover

**POSSIBLE SKILLS EMPHASIS**

- Punctuation, especially in extended sentences (as on pages 8 and 9)
- Attending to medial and final letters and letter clusters
- Self-correcting to work for accuracy
- Noticing and reading environmental print
- Confirming as an essential and automatic part of reading

**INTRODUCING THE BOOK**

*The title tells us where this story takes place, but do we get any idea from the cover about what happens?*

*Given that it is about Grandpa's candy store, what are some of the words we might meet?*

*Who might his customers be?*

*What signs might we see in his shop?*

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#### FOCUS OF INSTRUCTION

- The past tense, singular and plural form of words, and topic specific vocabulary provide opportunities for predicting and confirming using phonological and syntactic cues. Students should be encouraged to describe how they predicted *and* confirmed vocabulary, ensuring that they are not relying on picture clues.

- Instruction and questions could include:

*Scan the words for groups of letters that go together.*

*What letter or letters will give the vowel sound?*

*How did you check? How else could you check?*

*What told you that this was the right word?*

*Which part of the word helped you most?*

#### FOLLOWING THE READING

- Discuss why the fig tree was so special, and why the boy chose that as a treat.
- Discuss word endings, especially *-est*, indicating superlative. Building lists: sweet, sweeter, sweetest.
- Discuss environmental print. Students could draw another type of shop window and label items.

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## Grandpa's Candy Store / La dulcería de Abuelo (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>Fig trees have to be protected in cold weather because . . . If I went to this candy store, I would . . .</i>
<b>USE YOUR MEMORY</b>	<i>How can people know if Grandpa's candy store is open or closed? If you forget, look in the book for clues. What did Grandpa plant in his yard? Why did he do that?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Do you think most kids would rather have a fig instead of a piece of candy? Why or why not? Why do you think Grandpa sold soda and ice cream in his candy store? Do you think he should only sell candy? Why or why not?</i>
<b>BE CREATIVE</b>	<i>Make up a brand new kind of candy that you think Grandpa might like to sell in his store. Draw a picture of it and write a note to Grandpa about why you think he should sell your candy. What's special about it? Why would people like your candy? How much do you think Grandpa could get for each piece?</i>
<b>VOCABULARY AGENT</b>	<i>Go to Page 5 and find the sign that reads, <b>Soda Fountain</b>. Copy the sign on a piece of poster board or construction paper. Under '<b>Ice Cream</b>,' list as many ice cream flavors as you can think of. Under '<b>Soda</b>,' list as many different kinds of sodas as you can think of. Under '<b>Hot Fudge Sundaes</b>,' list all the things that someone could put on their hot fudge sundae.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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