**LESSON 7 TEACHER’S GUIDE**

**Grandma’s Surprise**

by Ann M. Rossi

Fountas-Pinnell Level G
Realistic Fiction

**Selection Summary**
Grandma tells her young grandson to come to her house with a cabbage from his garden. When he arrives, his cousins are there, too, each with a vegetable. Grandma chops all the vegetables and makes soup for everyone.

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**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>First-person narrative</td>
</tr>
<tr>
<td>Content</td>
<td>Vegetables, Family</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Something simple can be a good surprise.</td>
</tr>
<tr>
<td>Language and</td>
<td>Simple dialogue, all speakers assigned; none split</td>
</tr>
<tr>
<td>Literary Features</td>
<td>Predictable pattern of events</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Mostly short, simple sentences, some with phrases</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vegetables: cabbage, sweet peppers, spicy peppers, squash, potatoes</td>
</tr>
<tr>
<td>Words</td>
<td>Mostly one- and two-syllable words</td>
</tr>
<tr>
<td></td>
<td>Some longer words: vegetables, potatoes, everyone</td>
</tr>
<tr>
<td></td>
<td>Words with endings -ed and -ing, and suffix -y: spicy, bumpy</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations support text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Each sentence begins on a new line.</td>
</tr>
<tr>
<td></td>
<td>One- and two-line sentences, some three-line sentences.</td>
</tr>
</tbody>
</table>

**Grandma’s Surprise** by Ann M. Rossi

**Build Background**

Have children name vegetables they like to eat. Build interest by asking questions such as the following: Where do vegetables grow? What are some ways to eat them? Read the title and author, and have children identify the vegetables they see. Tell them that this story is realistic fiction. It is a made-up story, but the events could happen in real life.

**Introduce the Text**

Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

- **Page 2:** Explain that this story is about a family get-together. The boy telling the story is part of the family.
  - **Suggested language:** Turn to page 2. The boy is talking to his Grandma on the phone. She asks him to visit her and bring a cabbage from his garden. Why do you think this book is called Grandma’s Surprise?

- **Page 4:** Turn to page 4. What do you see in the picture? All the boy’s cousins have also arrived at Grandma’s house. What is each of them carrying?

- **Page 7:** Have children find the words cabbage, peppers, and squash on the preceding pages. Point out that the cousins on page 7 are carrying potatoes in baskets. These cousins used shovels to dig up the potatoes. Why did they need to use shovels?
  - **Pages 8–9:** What is Grandma doing on these pages? The book says: A wonderful scent filled the air. Where did that nice smell come from?
  - Now turn back to the beginning of the story and read to find out about Grandma’s surprise.

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**Target Vocabulary**

- **blooming** – a plant is growing flowers, p. 3
- **muscles** – the parts of your body that control how it moves
- **nodded** – moved one’s head up and down to agree, p. 10
- **plain** – simple, not fancy
- **scent** – a smell, especially a nice smell, p. 9
- **shovels** – tools with a wide scoop and a long handle that are used for digging and moving things, p. 7
- **tough** – hard to chew, cut, rip, or break apart
- **wrinkled** – lined
Read

As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Analyze/Evaluate Strategy to tell how they feel about the story.

Discuss and Revisit the Text

Personal Response

Invite children to share their personal responses to the story.

Suggested language: How do you think the cousins feel about Grandma’s soup?

Ways of Thinking

As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The narrator and his cousins all bring vegetables from their gardens to Grandma’s house.</td>
<td>• Grandparents enjoy making things for their grandchildren.</td>
<td>• The story could be true.</td>
</tr>
<tr>
<td>• Grandma chops the vegetables and puts them into soup for everyone to enjoy.</td>
<td>• Something that everyone shares can be a good surprise.</td>
<td>• The author gives clues about what the surprise will be.</td>
</tr>
<tr>
<td></td>
<td>• People can eat food they grow themselves in gardens.</td>
<td>• One illustration has a split frame to show two people in different places talking on the phone.</td>
</tr>
</tbody>
</table>

Choices for Further Support

• Fluency Invite children to choose a part of the text that has dialogue to read aloud. Remind them to pay attention to quotation marks and to sound like the character who is speaking.

• Comprehension Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Tell children that they can figure out words by looking for endings, like -ed. List these words from Grandma’s Surprise: picked, opened, used, chopped, stirred, nodded. Use the words to point out the three sounds for an -ed ending, the base words, and spelling changes in use, chop, stir, and nod.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 7.7.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Conclusions  
Explain that readers can put together story details to figure out something that the author did not tell them. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
The boy in the story gets a phone call from Grandma. She tells him to bring a cabbage to her house. When he gets to the house, his cousins are all holding different vegetables. These details lead me to figure out something that was not in the story: Grandma must have called the other cousins, too, and told them what to bring, too.

Practice the Skill
Have children find details in the story that support this conclusion: Families can grow their own food.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
• How can you figure out the meaning of blooming on page 3?
• How does everyone feel at the end of the story?
## English Language Development

**Reading Support** Make sure the text matches the child's reading level. Language and content should be accessible with regular teaching support.

**Vocabulary** Help children name the vegetables shown in the pictures.

### Oral Language Development

Check children's comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Who comes to Grandma's house?</td>
<td>Speaker 1: What does Grandma do with the vegetables?</td>
<td>Speaker 1: How does Grandma make the soup?</td>
</tr>
<tr>
<td>Speaker 2: the cousins</td>
<td>Speaker 2: She washes and chops them. She puts them into a pot of water.</td>
<td>Speaker 2: She chops cabbage, peppers, squash, and potatoes.</td>
</tr>
<tr>
<td>Speaker 1: What does each cousin bring?</td>
<td>Speaker 1: What will the cousins do next?</td>
<td>She puts them into a pot of water. She stirs the pot.</td>
</tr>
<tr>
<td>Speaker 2: a vegetable</td>
<td>Speaker 2: They will eat soup.</td>
<td></td>
</tr>
<tr>
<td>Speaker 1: What does Grandma make?</td>
<td>Speaker 2: They will eat soup.</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: She makes soup.</td>
<td>Speaker 2: She makes soup.</td>
<td></td>
</tr>
</tbody>
</table>

### Responding

**Target Skill:** Conclusions. Why did Grandma need the vegetables? Copy and complete the chart below.

- **Detail 1:** Grandma invited her grandchildren over.
- **Detail 2:** Grandma asked them to bring food.
- **Detail 3:** Grandma ?

**Conclusion:** Grandma wanted ?

### Write About It

**Text to Self** Use a few sentences to write a summary paragraph about a time when you helped someone make a meal. Include details about what you made, who you helped, and how it tasted.

### Think About It

**Read and answer the questions.**

1. Which cousin brings a squash to Grandma's house?
   
   Jon brings a squash.

2. What is special about the soup?
   
   The soup has vegetables from all the cousins' gardens.

3. Do you think the cousins live near each other?
   
   Explain your answer.
   
   Possible response: Yes, they live near each other because they all show up at Grandma's house.

### Making Connections

Grandma makes a soup from all the vegetables. What else could she cook with the vegetables? What kind of vegetables do you like to eat?

Write your answer in your Reader's Notebook.

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**Grade 2**

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Grandma’s Surprise

Thinking Beyond the Text

Think about the questions below. Then write your answer in one paragraph.


__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Think About It

Read and answer the questions.

1. Which cousin brings a squash to Grandma’s house?

2. What is special about the soup?

3. Do you think the cousins live near each other? Explain your answer.

Making Connections  Grandma makes a soup from all the vegetables. What else could she cook with the vegetables? What kind of vegetables do you like to eat?

Write your answer in your Reader’s Notebook.
Grandma’s Surprise • LEVEL G

Lesson 7
BLACKLINE MASTER 7.11

Grandma’s Surprise
Running Record Form

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Then I went to Grandma’s house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My cousins were there.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>They had vegetables from their</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gardens, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Alan opened his bag.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He put sweet peppers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and spicy peppers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on the table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jon had a big, green,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bumpy squash.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He put the squash on the table.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Jo and Pat had some potatoes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“We used shovels to dig these up!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>@ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy Rate
(# words read correctly/58 × 100) %

Self-Correction Rate
(# errors + # Self-Corrections/ Self-Corrections) 1: ___

Grade 2
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