

Welcome Home Grandpa

Identifying and Describing Story Elements –Grade One

Indiana Standards Connections

Language Arts

Reading

Comprehension

1.7.1 Listen attentively.

Analysis of Grade-Level-Appropriate Literary Text

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.

1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).

Structural Features of Informational Materials

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

1.2.2 Identify text that uses sequence or other logical order.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

1.2.3 Respond to *who, what, when, where, why*, and *how* questions and recognize the main idea of what is read.

1.2.6 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words

Lesson Summary:

Students will identify and describe characters, setting and events in a story. Children naturally are attracted to stories, which help them communicate their thoughts and emotions. The ability to understand stories and to be able to share them with others will increase confidence and an appreciation for both reading and writing. This exercise emphasizes creativity and thinking beyond the story and into the main theme and the motivation of the characters, as well as giving an understanding of what authors and illustrators do.

Estimated Duration: One hour

Pre-Assessment:

Talk to the students about the meaning of “character,” “settings” and “sequence of events.” After reading *Welcome Home Grandpa* to the class, take the sequencing work sheet and cut the events into six strips of paper that you randomly place on a table. Have students read the sentence strips, arrange them in sequential order, read them again, and tell something they liked about the setting and characters of the story.

Scoring Guidelines:

- 3 = Puts all six sentence strips in order and tells something about the characters and setting of the story.
- 2 = Puts four or five sentence strips in order and tells something about the characters and setting of the story.
- 1 = Puts two or three sentence strips in order and tells something about the characters or setting of the story.
- 0 = Demonstrates little or no understanding of these concepts.

Post Assessment:

Discuss with the students the following questions: Who were the main characters in the story? Do any of your parents or grandparents have a uniform like Grandpa’s? Why did Katie threaten to punch Joey Baker? Was she right or wrong? Why was Katie a little sad at the end of the book? Why did Grandpa say it is important to tell people in the military “thank you” or “welcome home”? Explain to the students that the next time they see someone in uniform – with their parents’ permission – they should shake his or her hand and say “thank you for your service.”

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Speaking Applications

1.7.9 Provide descriptions with careful attention to sensory detail.

1.7.10 Use visual aids, such as pictures and objects, to present oral information.

Instructional Procedures:

1. Introduce *Welcome Home Grandpa*. Review what an author and an illustrator do and state that sometimes the same person does both. Note that there are two authors of this book, and one illustrator.
2. Preview the book by slowly turning pages and asking students what they think is happening. Ask students to describe the setting, who or what the story is about and tell what they think is happening to the character(s) based on the illustrations. Say, "Let's see if we are correct," and read the story aloud followed by a discussion about the setting, character(s) and events of the story.
3. Tell students that they are going to play a game called "Paper Bag Charades" in which someone will act out one part of the story they just heard. Present the paper bag and tell the students it contains strips of paper on which a part of the story is written. Also mention the strips are out of order. Tell the students you will "whisper read" what is written on the strip of paper each student picks from the bag. Each student selected draws a strip from the bag and acts out the scene described on the strip. As a student acts out the scene, the rest of the class tries to guess which part of the story the student is depicting.
4. Repeat with other students until all the slips have been drawn from the bag.

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Extension:

These are ideas for all students to continue learning on this topic – in class or outside of class.

- **Compare and Contrast.** *Welcome Home Grandpa*, draw three columns on the chalkboard and write: "Things About Katie," "Things About Me" and "Things the Same About Katie and Me". Show one illustration at a time from the book. Ask students if they do the same things that the character in the story does or is there something about themselves that is the same or different from that of the character in the story. Have the students draw a picture of the main character and a picture of themselves. Have students write three sentences to accompany their picture:

I _____

Katie _____

We both _____

- Using story writing paper, each student creates an illustration depicting what he/she likes to do with his or her grandfather or grandmother. Collect all the pictures and create a book called *Fun with Grandpa and Grandma*. The students take turns standing in front of the class and telling about their picture, the character (himself or herself) and the setting (place and activity) and reading what is written beneath the picture. Books are then placed in the classroom library.

Homework Options and Home Connections:

- If possible, make up four or five *Fun with Grandpa and Grandma* books and, each night, give four or five students each a chance to take the book home. Students are to read the book to their parents and tell them about the character (classmate) and the setting (place and activity).
- Encourage parents to tell personal and family stories to their child. Let parents know that when they tell such narrative stories they are helping their child learn to read. When they listen attentively to their child tell personal stories and ask questions that help the child express his or her thoughts more clearly, they also are helping their child learn to read. Ask the parents to share stories of activities they did with their grandparents, or of experiences attending a parade or even age-appropriate stories of military service.

Sequence of Events

Name: _____ Date: _____

Directions: Number the events in the order they happened in *Welcome Home Grandpa*. Number 1 would be the first thing that happened; Number 6 would be the last thing that happened.

_____ Katie saw a tall skinny man with a white beard
and a big hat decorated like a flag.

_____ Grandpa drove his big white car to the parade.

_____ Joe Grady asked Katie and Grandpa to walk in the
parade.

_____ Grandpa came through the door and picked Katie
up.

_____ Katie kissed Grandpa and said “welcome home.”

_____ Two men came up and thanked Katie for
marching in the parade.