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Overview of the Concept: Change

Book Summaries

Title	Level	Summary
My Dog Kam	D	In this illustrated realistic narrative, a young girl talks about her close relationship with her dog Kam. Although she is very sad when Kam dies, she knows she will never forget him. The concept of bereavement due to loss of a pet is central to the book.
Moving Away	F	In this illustrated realistic narrative, Alex doesn't want to move to a new apartment because he will miss his best friend Jamal who lives across the hall. Alex learns that although they won't be living near each other, he and Jamal can continue to be friends. The story explores the concept that although important relationships can change over time, they can endure.
Grandpa Moves In	H	In this illustrated realistic narrative, a young boy learns that his grandfather is coming from Japan to live with his family. He experiences different emotions and has many questions about how things will change. His feelings change once his grandfather arrives.

Target Outcomes

BC	Ontario
<p>Society and Culture:</p> <ul style="list-style-type: none"> Describe changes in their lives and their reactions to them. 	<p>Heritage and Citizenship: Understanding Concepts:</p> <ul style="list-style-type: none"> Recognize and describe consequences of events and actions that affect their lives (e.g., mothers being grateful for their playing with sibling).

Related Resources

- At Grandpa's Sugar Bush* by Margaret Carney (Toronto: Kids Can Press, 1996).
- The Berenstain Bears' Moving Day* by Stan Berenstain (New York: Random House, 1981).
- My Best Friend is a Salamander* by Peter Himmelman (Liquid 8, Audio CD, 1997).
- The Biggest Fish in the Lake* by Margaret Carney (Toronto: Kids Can Press, 2001).
- Bing and Chutney* by Andrea Wayne Königslöw (Toronto: Annick Press, 1999).
- Death of a Goldfish* (video) by Fred Rogers (Pittsburgh: Family Communications, Inc., 1986).
- A Dog Like Jack* by Dyanne Disalvo-Ryan (New York: Holiday House, 1999).
- Farewell to Shady Glade* by Bill Peet (Boston: Houghton Mifflin, 2003).
- A Funeral for Whiskers* by Lawrence Balter (Hauppauge, NY: Barron's Educational Series, 1991).
- Grandfather Counts* by Andrea Cheng (New York: Lee and Low Books, 2003).
- Grandmother Bryant's Pocket* by Jacqueline Briggs Martin (Boston: Houghton Mifflin, 2003).
- Grandmother Five Baskets* by Lisa Larrabee (Boulder, CO: Roberts Rinehart Publishers, 2000).
- Grandparents* by Roser Capdevila (La Jolla, CA: Kane/Miller Book Publishers, 2003).
- Hooray for Grandparent's Day!* by Nancy Carlson (London: Puffin, 2002).
- I'll Always Love You* by Hans Wilhelm (New York: Dragonfly Books, 1988).
- Ira Says Goodbye* by Bernard Waber (Boston: Houghton Mifflin/Walter Lorraine Books, 2003).
- Jamaica's Blue Marker* by Juanita Havill (Boston: Houghton Mifflin, 2003).
- Cat Heaven* by Cynthia Rylant (New York: Scholastic, 1997).
- Dog Heaven* by Cynthia Rylant (New York: Scholastic, 1995).
- Me and Mr. Mah* by Andrea Spaulding (Victoria: Orca Books, 2001).
- My Grandma, My Pen Pal* by Jan Dale Koutsky (Honesdale, PA: Boyds Mills Press, 2002).
- My Most Favorite Thing* by Nicola Moon (New York: Dutton Children, 2001).
- Tales of a Gambling Grandma* by Dayal Kaur Khalsa (Toronto: Tundra Books, 1994).
- The Tenth Good Thing about Barney* by Judith Viorst (New York: Simon and Schuster, 1987).
- Walking with Maga* by Maureen Boyd Biro (San Jose, CA: All about Kids Publishing, 2002).
- Waiting for the Whales* by Sheryl McFarlane (Victoria: Orca Books, 1991).

Introducing the Concept

The stories related to the concept of change address such topics as the death of a pet, moving away and the potential loss of a friend, and changing family structures. For some students these stories may evoke an emotional response as they make connections to their own lives. Anticipating these kinds of responses and handling them with sensitivity in the classroom will help all students participate successfully.

Choose one or more of the following activities to introduce the concept of “Change.”

Read a Story

Choose one of the books about change from the list of Related Resources. Read it aloud to the class. Discuss what changed for the character(s) and how they felt about the change(s). Encourage the students to share similar changes they may have experienced and how they felt about the changes.

Classify Types of Change

Print the word “change” on a chart. Ask, *What things do you know that change or have changed?* (e.g., seasons, weather, themselves, anything that grows, where they live, who they live with, their friends). Record all their responses on cards. Distribute the cards to the students. Work with the students to sort the cards into groups that reflect types of change, for example, nature, home life, growing up, and so on. Encourage the students to create names for the groups.

Look How We’ve Changed!

Have students bring to school a picture of themselves prior to the age when they started school and one of them at present. (Students who don’t have access to a photograph can draw pictures.) Ask the students to share their pictures in small groups to discuss what has changed in their lives since they came to school and how they feel about those changes. You may want to model this process using pictures of your own, reinforcing the concept of “before and after.” Invite the students to share their changes and reactions with the class. Try to ensure the examples include a range of personal and/or life changes (e.g., losing a tooth, moving to a new house, a new baby, losing a grandparent, getting a pet). The students can attach their pictures to a blank sheet of paper and complete the following:

This is a picture of me. I am _____ years old. One important thing that has changed for me is _____. I feel _____ about this change because _____.

Collate the pages to create a class book about “Changes in Our Lives.”

Extending and Reinforcing the Concept Using the InfoRead Little Books

On the pages that follow, you will find a lesson plan and ideas for activities specific to each InfoRead title related to this concept.

Culminating Activities

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students' understanding of the concept of "Change."

A Personal Timeline

Give the students as many pieces of paper as their age plus two. On each page, have them draw one important event for each year of their lives. Under each illustration, the students complete the sentence, "When I was _____, I _____." Have them collate the pages in sequence to make a book, using the extra pages as front and back covers. On the front cover, they write a title and their name. On the back cover they write about the changes that have taken place in their lives over time and how they feel about them.

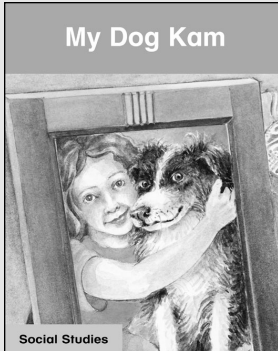
Sharing Changes

Give each student a large sheet of paper folded in half. In one half, the students draw and write about a friendship and something that changed in the friendship. Have them exchange papers with a partner. The partners discuss their drawing, their writing, and their reflections. In the second half of the page each student draws and writes a response to their partner's work, for example, adding information, responding to the information, sharing a common experience. Have the students meet in larger groups to talk about their shared drawing and writing.

Conduct an Interview

Ask each student to interview one older person (e.g., parent, grandparent, sibling) and ask the questions, *What are two important changes that have happened to you in your life? How did you feel about these changes?* Have them use **BLM 5: An Interview About Change** to make notes in point form about what the interviewee tells them. Each student then gives a brief oral report about their interview. As a class, discuss any similarities and differences in experiences and reactions.

Extending and Reinforcing the Concept Using the InfoRead Little Books



Level D

Text Type

narrative (realistic)

Word Count

73

High Frequency Words

a, and, but, can't, day, eat, had, he, him, I, in, is, make, my, not, said, she, to, very, was, we, went, will

Content Words

friend, together, Dr., veterinarian, sick, pain, died, forget

Text Features

- 16-page book
- 2–4 lines per page
- illustrations
- moderate picture clues

Working with Words

Contractions

Cross-Curricular Links

Mathematics

Social Studies

My Dog Kam

Before Reading

If you have a pet, show a picture of it to the students and tell them something about it. Initiate a discussion about the pets the students have. Students who do not own a pet could talk about the pet they would like to have. Ask, *Who has a pet? What kind is it? What is its name? What is special about your pet?* During the discussion, reinforce the concept that pets play a special role in our lives.

Previewing the Text

- Show the cover. Ask, *What do you see?* (framed photo) *What does the photograph tell you about the characters in the story?* Read the title of the book. *How does the girl feel about Kam? How do you know?* Explain that the book does not tell us the girl's name but we know the dog is called Kam. Ask, *Which character do you think will be the most important one in this book? Why do you think so?*
- Say, *This is a book about a girl who loves doing things with her dog Kam. Kam is very important to her and she is very sad when he gets sick.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Point out the dog's name again. Ask, *Why do you think Kam and the girl had their picture taken together? Look at the last word on the page. How does it start? What do the last three letters say?* Point out the word "friend" and ask, *What do you think these two friends like to do together?*

Pages 4–5: Say, *Kam and the girl played together.* Ask, *Which word on the page says "together"?* *What little word do you see at the beginning?* Say, *When they played together they had fun.* Ask, *Which word says "fun"?*

Pages 6–7: Ask, *What does this picture tell us about Kam?* Say, *Find the word that says "friendly."* *Show me the small word "friend."* Ask, *Did Kam ever hurt anyone?* Say, *Look at the words to see if you are right.*

Pages 8–9: Say, *One day, Kam was different.* Ask, *What didn't he do? What did he do? If Kam is sick, what do you think the girl might do?*

Pages 10–11: Ask, *Who is the woman in the picture?* Say, *The veterinarian's name is Dr. Jin. Find the word "veterinarian." Look at the first three letters. Sometimes we use this short form when we talk about animal doctors.*

Pages 12–13: Say, *The veterinarian is explaining that Kam is very sick and that she can't make him well. Look at the words in the quotation marks to see if Kam is in pain or not.* Use the phrase "not in pain" several times in your discussion to help the students get familiar with it.

Pages 14–15: Say, *The girl is very sad because Kam died. She cried and cried. Look at the word "died" and the word "cried."* Ask, *How are they the same? How are they different?*

Page 16: Say, *The girl is looking at her photograph of Kam and remembering him.* Ask, *Why do you think this picture is now extra special to her?* Have the students look at the word at the end of the first line. Ask, *What two small words do you see?* Say, *The girl will never forget her dog Kam.*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do only some of these activities over several days.

- Ask individual students to retell the story.
- Have the students reread the book to find and read aloud the parts that answer these questions:
 - What did Kam and the girl do together?*
 - How do we know that Kam was a friendly dog?*
 - How did the girl know Kam was sick?*
 - What did the veterinarian say about Kam?*
 - How does the girl feel about Kam now?*
- Have the students read the book aloud with a partner, each one reading a page in turn.
- Have the students create a four-frame illustrated strip to retell the main events in the story, emphasizing the changes that take place.
- Make a list of the emotions in this story. Have the students locate where in the story each emotion is shown and say what clues they have.

- Have the students work in pairs, one acting as the girl and one acting as her grandmother. Have them create and role play the dialogue they might have about Kam. Some students may be more comfortable using puppets for this activity.
- Go over **BLM 1: What Changed?** with the students. Students are to read each sentence and decide if it is something that changed during the story or not. Choose one or two sentences to discuss and model the response, or provide different examples, such as, *Kam was very special to the girl. Did that change? Kam was a playful, happy dog. Did that change?*

Working with Words: contractions

Ask the students to locate the contractions in the book (didn't, can't, he's). Record them on a chart and review or explain that the apostrophe shows that some letters are missing because two words were put together and then shortened. Ask the students what the two words were for each contraction. Take a strip of paper with "did" and "not" printed on it. By folding the paper forward after the "n" and then backward after the "o" demonstrate how the word was abbreviated. Open the paper again to show the two words. Do this with the other two contractions. Have each student create five paper strip contractions using different words to make contractions. Collate the list of words and their contractions to create a class list.

Extending Activities

Design a Sympathy Card

Brainstorm ways that one can mourn constructively (e.g., create a memorial service, write about the pet, keep some of the pet's belongings, recall good times with the pet, share their feelings). Ask, *How should we treat people who are sad like this? What can we do to help them?* Give the students time to share their own experiences. Have the students create a sympathy card using paper or a graphic program that they would send to the girl after Kam's death. Create a list of possible statements that the students can use as models.

Talk About Pets and Change

Review the earlier discussion about pets. Focus now on how their pets have changed since they've owned them, and how the students' lives have changed since owning a pet, or since no longer having a pet. The students who have pets can show pictures of how their pet has grown and changed in physical ways. They can talk about how routines at home have changed (e.g., making time for dog walking, feeding of pets, grooming, training). Make a list of tasks that are part of owning a pet, that require someone's time and attention. If any students feel comfortable talking about the death of any of their pets or pets of people they know, encourage them to describe how the death changed their daily lives and their feelings.

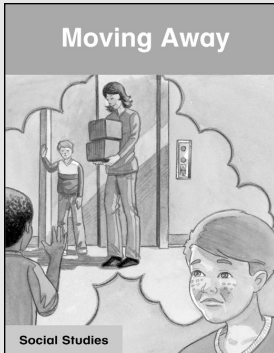
Cross-Curricular Links

Mathematics

On uniform squares of paper, have each student draw a picture of the pet they own or a pet they would like to own. Use these drawings to make a graph with the types of pets printed along the bottom. Examine the completed graph together. Ask, *What does this graph tell us? Which pet do most people have or want? Which pet do the least number of people have or want? Which pets do the same number of people want?* Record the conclusions and create an appropriate title for the graph.

Social Studies

Create a KWL (What I **K**now, What I **W**ant to Know, What I **L**earned) chart about veterinarians. In the K column, record what the students know about veterinarians. In the W column record the questions the students have about veterinarians. Invite a veterinarian to come and talk to the class or arrange for a visit to a local veterinarian clinic. Provide a copy of the questions to the vet ahead of the visit so he or she can be sure to address them. Following the visit, fill in the answers to the questions and any other new information in the L column. Have each student complete a personal reflection about what he or she learned about veterinarians, along with an illustration.



Level F

Text Type

narrative (realistic)

Word Count

140 (not including print within illustrations), 142 (including print within illustrations)

High Frequency Words

a, and, away, back, be, can, day, from, get, he, his, home, in, is, it, mom, not, on, over, said, saw, see, the, they, to, very, want, was, you

Content Words

playground, movies, apartment, huge

Text Features

- 16-page book
- 2–8 lines per page
- illustrations
- strong picture clues
- dialogue
- thought bubbles
- varying text placement
- print within illustrations

Working with Words

Root Words

Cross-Curricular Links

Drama/Health

Art

Moving Away

Before Reading

Ask the students to think about one friend that is special to them, and who they would really miss if they were to move away from each other. If applicable, invite the students to share personal experiences with moving away from family and friends, what it felt like, how they said goodbye, and how or if they keep in touch. Ask questions such as the following, *What happened to your friends when you moved? How did things change with them? What stayed the same? How did you feel about it?*

Previewing the Text

- Show the cover of the book and read the title. Talk about the picture and what it shows.
- Say, *This story is about Alex. He and his mom are moving to a new apartment. Alex is upset because he will miss his best friend Jamal who lives just across the hall.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Pages 2–3: Ask, *Who is Alex thinking about in this picture? How do you know? Find Jamal’s name on the page. Find the part that tells why Alex is so unhappy.*

Pages 4–9: Ask, *What things do Jamal and Alex like to do together? Find the word “school” on page 4. Find the word on page 5 that tells where they liked to play. (playground) What are the two small words in this word? Find the word on page 6 that says where they skated. (park) What kind of movies did they like to watch? What team game did they play together?*

Pages 10–11: Say, *Find the part that tells how far away Alex and his mom are moving. Ask, Why is Alex sad about this?*

Page 12: Say, *The next day Alex and his mom walked to their new apartment. Ask, Which word says “apartment”? What small words do you see in the word?*

Page 13: Say, *Alex saw his new room. It was very big. Ask, What word on the page means “very big”?*

Page 14: Say, *Alex asks his mom if Jamal can sleep over. Mom’s answer is a compound word.* Ask, *What are the two little words you see in “anytime”?*

Page 15: Say, *Now Alex is in a hurry to get home. He couldn’t wait to get back.* Ask, *Who is he going to see?*

Page 16: Say, *Alex tells Jamal that their new place is great.* Ask, *What else does he tell him?*

Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You may choose to do some of these activities, over several days.

- Ask individual students to retell the story.
- Place the students into groups of four to read the book together. One student will read what Alex says, one student will read what his mom says, and two students will take turns reading the narrative. If time permits, have them change roles and reread the book.
- Create a T-chart with the headings “Happy” and “Sad.” Ask the students to find evidence in the book when the characters showed those feelings. Have them read the correct part aloud and record it in the appropriate column on the chart.
- Have the students find answers to the following questions:
How do you know Jamal and Alex are good friends?
Name three things Jamal and Alex liked to do together.
What kinds of movies did they like to watch?
What made Alex feel better about moving?
- Ask the students to look through the book to find
 - the number of times the word “together” appears
 - the only question in the book
 - three places where an exclamation mark is used
 - one word that appears in italics

Working with Words: root words

Write the word “moving” on the board. Ask the students to tell you what the root word, or main word, is. When you’ve written “move” on the board, ask a volunteer to describe how “move” changed to make “moving.” Repeat the process with another example, “lived.” Ask the students to complete **BLM 2: Root Words** by writing the root word for the words provided.

Extending Activities

Illustrate an “After the Move” Activity

Discuss with the students what Jamal and Alex would talk about after Alex told him that he could sleep over. Talk about how their relationship and their lives might change—new adventures, new activities, new friends—and how they will learn to make the best of the change in their lives. Have the students illustrate Alex and Jamal doing a new activity after Alex has moved. Suggest that they include speech balloons to indicate dialogue.

Write Some Advice to Alex

Ask, *What might have happened if Alex’s bedroom had not been huge? What other ways might he solve his problem? What could he do to make sure that he and Jamal remained friends?* Have the students write an e-mail to Alex, giving him advice on how to maintain his friendship with Jamal even though they no longer live in the same apartment building. If necessary, review the format of an e-mail.

The Pros and Cons of Change

Talk with the students about the changes that happen in the story. Briefly discuss how we all live with changes—big and small—all the time, and that there are pros and cons to every change. Explain what is meant by “pros and cons,” then ask them for examples of each in the case of Alex’s move. You may also want to discuss the pros and cons of personal examples of change provided by the students. Distribute **BLM 3: The Pros and Cons of Change**. Students can complete it for Alex’s change in the story, or for a personal change that they have experienced or are experiencing now.

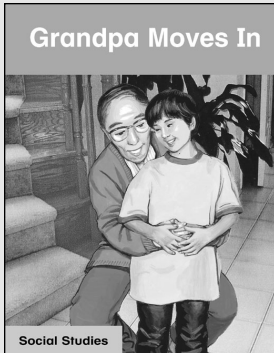
Cross-Curricular Links

Drama/Health (Conflict Resolution)

Help the students recognize that there is a conflict between Alex and his mom about moving—Alex doesn’t want to move, but his mom has said they have to. Invite pairs of students to dramatize a dialogue between Alex and his mom about moving, showing first how they feel differently about it, and then how they resolve the conflict between them. Encourage the students to describe and dramatize other situations (perhaps from personal experience) showing how a conflict was resolved.

Art

Have the students consider what Alex could put into his “huge” bedroom. Ask, *What do you think he would include? How would you like to change your bedroom?* Have the students use a shoebox or similar box, paper, paint, modelling clay, and found objects to create the kind of bedroom they would like to have to share with a friend.



Level H

Text Type

narrative (realistic)

Word Count

161 (doesn't include speech balloons), 205 (includes speech balloons)

High Frequency Words

all, and, be, can, do, eat, for, had, has, have, he, here, him, his, how, I, in, is, like, make, me, mom, my, now, said, the, them, to, was, we, what, will, with, you, your

Content Words

Japan, Ojiisan, surprised, lonely, Toshio, English, Japanese, curious, favourite, secrets

Text Features

- 16-page book
- 1–3 lines per page
- illustrations
- moderate picture clues
- dialogue
- speech balloons
- thought bubbles
- varying text placement
- italics

Working with Words

Quotation Marks

Cross-Curricular Links

Language Arts

Visual Arts

Social Studies

Music

Grandpa Moves In

Before Reading

Ask the students to count the number of people who live in their homes, including themselves. Ask a volunteer to identify all the people who live with him or her. Discuss if any of them are new to the household, or if anyone has left the home. Encourage the students to share stories of changes in their home life related to the people they live with, such as a new baby, a relative moving in with them or moving out, a death, or a family member leaving home. Talk about how the change has made a difference in their personal routines—what the students do at home, who they do it with or how often, when they do certain things, and so on.

Previewing the Text

- Show the cover of the book and discuss the art. Ask, *What does the picture tell us about the characters in the story?* Read the title to the students. Ask, *Which word in the title tells us who the man is? What do you think the story will be about?*
- Say, *In this book, the boy's grandfather (whom he has never met) moves from Japan to live with him and his parents. At first, the boy is worried about how things will change and he has many questions for his parents about what is going to happen.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

Page 2: Say, *Find the word that tells where Grandpa had always lived. The boy had never met his Grandpa, but he knew some things about him. Ask, What is he looking at? (a photo album)*

Page 3: Say, *Mom is reading a letter and tells her family what it says. She tells them that Ojiisan is coming to live with them. Ask, How can you tell from the picture who the letter is from? (picture of Grandpa in the envelope) What do you think the word "Ojiisan" means?*

Page 4: Point out the two different types of text: narrative and speech balloon. Ask, *How does the boy feel? How do you know?* (text and facial expression in the art) Say, *Find the word that says how he feels. The boy asks a question. He asks why Grandpa is coming here.*

Page 5: Ask, *Who answers the boy's question? What words explain why Grandpa is moving? In the speech balloon, Mom is explaining that the picture shows Uncle Toshio visiting Grandpa in Japan.*

Page 6: Ask, *How is the boy feeling now? What is he worried about? What language do you think Grandpa speaks?*

Page 7: Ask, *Who answers the boy's question? Say, Dad thinks that the boy and Grandpa can teach each other things. Ask, What can the boy teach Grandpa? Where does the art show what "Ojiisan" means?*

Page 8: Ask, *How is the boy feeling on this page? Find the word that tells how he is feeling. What does he want to know?*

Page 9: Ask, *What is Mom thinking about? How does she answer the boy's question? Say, Find the two words that start with the letter "f."* Talk briefly about Grandpa's favourite foods.

Page 10: Ask, *How does the boy look? Say, He is mad because he'll have to share his room now.*

Page 11: Say, *Dad says the boy's room has space for another bed.*

Page 12: Say, *Now the boy is scared. He asks, "Do you think Grandpa will like me?" Find the word "scared."* Ask, *What is the "What if" question he wonders about?*

Page 13: Ask, *What is the photo that Mom is showing the boy? Say, Find the word that says how Grandpa feels about his grandchildren. Ask, Does this make the boy feel better? How can you tell?* (facial expression)

Pages 14–15: Say, *Now Grandpa has lived with the boy's family for two months. Look at the pictures. Ask, What are the boy and Grandpa doing together? Point to each picture in turn and ask the students to find the corresponding text. How is the boy feeling now?*

Page 16: Ask, *How does the boy feel about his grandpa now? What does he say "Ojiisan" is to him?*

Reading the Text

Encourage students to read the book independently, at their own pace.

Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

Revisiting the Text

You can choose to do only some of these activities, over several days.

- Ask individual students to retell the story.
- Have the students take turns retelling parts of the story. Start the story off by reading the title. Have one student begin to tell the story. When you give a signal, the next person continues the story. Continue until all have participated in retelling the story.
- Have the students find the answers to the following questions and read the appropriate text aloud:
Why didn't the boy know his Grandpa very well?
How do we know Grandpa lives far away?
Where does he live?
What language does Grandpa speak?
What is the Japanese word for Grandpa?
What are some of Grandpa's favourite foods?
What are some of the questions the boy has?
How did things change at the end of the story?
- Together with the students, examine each page where there is a speech balloon. Help the students read the speech balloons aloud with expression that demonstrates the emotion.
- Have the students work in pairs to find and list all the words in the book that describe people's feelings. Pairs of students can then compare their lists and add any they're missing. Challenge them to find at least seven words (surprised, lonely, worried, curious, mad, scared, glad). Some might want to include the words "like" and "loves" too.
- Have the students complete **BLM 4: Before and After** by reading what the boy says about how things were before Grandpa came, finding the sentence that describes what changed, and then gluing it in the "Now..." column. You may want to model the activity by doing the first one together.

Working with Words: quotation marks

Review the appropriate use and placement of quotation marks. Look for examples in the book. Write the text from one of the speech bubbles on the board. Ask, *How would we have to change this sentence to include it in the text of the story?* Have the students show you where to place the punctuation. Repeat this with the other speech bubbles in the book. You may wish to write some statements on the board for the students to copy and then transform into quotations individually.

Extending Activities

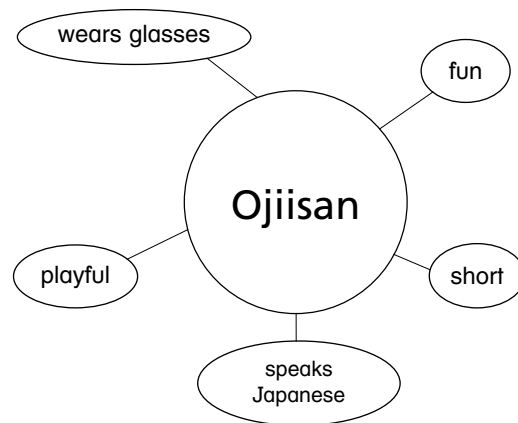
Change the Story

Work with the students to retell the story, but from Grandpa's perspective. Reread the book page-by-page and talk about how to change the text so that

it is Grandpa telling the story, rather than the boy. Record the new text for each page on chart paper, along with the page number. When the text has been revised, let the students choose a page to illustrate with a partner. Make sure they copy the text first. The completed pages can be bound into a new book.

Make a Character Web

Begin a character web on the board by writing “Grandpa” (or “Ojisan”) and drawing a circle around it. Then have the students offer some words that describe Grandpa. They can refer to the text of the story, the art, and especially the photographs on pages 2, 5, and 13. Model how they are to record the words on the web. Then have them make their own character webs for Grandpa. They could work with a partner. When their webs are done, use them to complete the one you started on the board.



Cross-Curricular Links

Language Arts

Choose another story about change from the list of Related Resources to read aloud to the students. Discuss any similarities and differences between the story and *Grandpa Moves In*, emphasizing the changes that happen in each story, and how the characters deal with it.

Visual Arts

Have the students draw or paint a picture of their grandparent(s) or another appropriate individual. Have them print words that describe what they do, who they are, their personalities, and so on, all around the picture to create a character sketch.

Social Studies

Have the students fold a large piece of paper into four sections. They can read fiction and nonfiction books about Japan and record one fact that they learn in each section, using pictures and words. The pages can be collated to form a class book about Japan.

Music

Play some traditional Japanese music to the students. Show them pictures of the traditional instruments and compare them to instruments they are familiar with. Have the students close their eyes and listen to the music again. Ask, *What mind pictures did you see when the music was playing?* Give each student paper and drawing tools (e.g., crayons, pastels, paint, markers) and have them draw to the music. The drawings can express how they feel when they hear the music or the mind pictures they see.

Blackline Masters

- 1 What Changed?
- 2 Root Words
- 3 The Pros and Cons of Change
- 4 Before and After
- 5 An Interview About Change

Name: _____

Date: _____

What Changed?

Read each sentence. Write **Yes** if it's something that changed. Write **No** if it didn't change.

	Did it change? Yes or No
1. Kam played.	
2. They had fun.	
3. Kam was black and white.	
4. Kam never hurt anyone.	
5. The girl was happy.	
6. Kam was sick.	

Name: _____

Date: _____

Root Words

Write the root words.

Words with Endings	Root Words
1. moving	
2. lived	
3. walked	
4. climbed	
5. skated	
6. watched	
7. played	

Name: _____

Date: _____

The Pros and Cons of Change

Describe a change.

Pros	Cons

Name: _____

Date: _____

Before and After

Before Grandpa moved in...	Now...
I had my own room.	
I couldn't speak Japanese.	
I didn't know Grandpa.	
Grandpa was lonely.	



Grandpa is my friend.	I share my room.
I know some Japanese words.	Grandpa lives with his family.

Name: _____

Date: _____

An Interview About Change

I interviewed _____

Changes	Feelings
1.	
2.	