



READ Guide: *In My Granny's Garden*

Why do we *READ*?

R Repeat the Read

When we repeat books, with children, we give them the opportunity to hear vocabulary words several times. As we encourage children to become the storytellers and talk about the book, we give them the chance to use language and vocabulary, and they learn empathy as they relate to the characters. By reading this book at least three times, you help children build language and vocabulary, engage in meaningful conversation, and nurture critical thinking. They become powerful, determined learners and problem-solvers.

Read 3 times: transform story time into the ultimate learning experience

1st read Focus on events: what's happening in the story

2nd read: Focus on emotions: how character's feel

3rd read: The child tells the story: ask "why " questions

E Engage & Enjoy

When we keep our children engaged in the book, they are more likely to learn the vocabulary we are trying to teach and to participate in conversations about the book. Using silly voices, with movement helps to keep them focused on the book and make the most of every opportunity to build vocabulary and model what skilled readers do when they read.

Enjoy acting out and explaining **vocabulary** from *In My Granny's Garden* to your child. Change your voice to show emotion. Use gestures, actions and sounds, and have the children join you. Point to words and share child-friendly definitions.

Country: an area with lots of farms
Pick: to pull off the vine
Gather: to get things together, collect
Excuse: a reason not to do something
Harvest: pick the vegetables when they are ripe
Delicious: tastes very good

Ripe: ready to be picked and eaten
Variety: many different kinds
Favorite: the one you like the best
Proud: to feel very good about yourself or someone else and something you or they have done
Bruise: to squeeze or hurt a vegetable

When an author uses language to paint a picture, or uses poetic words and descriptions, help build your child's imagination by talking through what the phrases may mean. *In My Granny's Garden*, some of the opportunities are:

Describe what the girl might mean when she says to pick the tomato when you can "still taste the sunshine."

Talk about dew, and how when the sun shines on it, it sparkles - like diamonds sparkle.

Ask "what does it mean to be a super hero, and how is Granny one?"

Explain that when the author says to pick after they have been "kissed by summer rain," it means to not pick the vegetables until after the first rain of the summer.

A Ask Questions

Conversation about the book is critical. Encourage thinking and talking by asking open-ended questions that begin with "how" or "why" to encourage children to look back in a story and discuss key events and characters' thoughts and feelings related to those events. Children who cannot yet talk can still listen - answer your own questions. Use think-alouds to help children understand important parts of the story. You can say things like, "I wonder why..." or "She must feel..." or even, "What does it mean, you *wont* see anything like this in the grocery store?" (Because Granny's vegetables are grown with love!)

D Do More

Read other books about growing food:
How a Seed Grows by Helene Jordan
The Ugly Vegetables by Grace Lin
Curious George: The Perfect Carrot by Marcy Goldberg Sacks
From Seed to Plant by Gail Gibbons

Make the book come alive. Tie the book to other parts of the day, and connect children to the events of the book. .

Let your child pick a new fruit or vegetable, one you don't typically eat, to try at home.

Call attention to the variety of fruits and vegetables that you see when you go to the grocery store. Remind your child that the produce once grew in a garden, just like Granny's!

Visit a community garden close to your neighborhood.



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READ to make a difference for a lifetime.

1st READ Focus on Events

READ is a way to have meaningful conversations with a child, using a book to promote thinking, enhance comprehension, build vocabulary and enhance relationships with your children.

The first time you read, use think-alouds to teach vocabulary, introduce key events, and help the child understand the story problem and relate to the character. Use voices, expressions, tone and pace to bring the story to life.

Look at the cover, read the title and author and say, "Look at this giant tomato! It looks like someone has picked it from the garden. Let's read and find out what they will do with the vegetables from the garden." As you read, explain any words your child may not understand like *country*, *gathers*, *harvest*, *excuse* and *bruise*. Add in words like *delicious* and *variety* as you talk about the vegetables. Act out words like *gather* and *pick*. Point to illustrations as you say the words to help support vocabulary. After the first read, ask, "Why does Granny grow so many things to eat in her garden?"

2nd READ Call out Emotions

Ask open-ended questions: "how" or "why" to encourage children to discuss key events, characters

The second time you read, use think-alouds to teach vocabulary and characters' thoughts and feelings related to key events. Remember to use expression in your voice to bring joy to reading.

Before reading, say, "Now that you know this story so well, help me read it. Remember that Granny grows so much food in her backyard, in her garden? Let's read and find out how the little girl feels about her Granny being able to grow so much delicious food." Say things like, "I am thinking this little girl must be so proud of her Granny, because she grows all of the food she likes" and "I'm thinking the Granny must love her granddaughter so much, because she asks about what she is thinking/grows her favorite foods/ teaches her about gardening." Use this read to talk about what it means to be proud of someone or something. After finishing the read, ask "Why is the little girl so proud of her Granny?"

3rd READ Child tells Story

Point to words, act-out words, and tell child-friendly definitions using words the children understand

The third time you read, encourage children to tell you about the key events and how they relate to the character's thoughts and feelings. As you read, ask questions like "What's happening here?"

For this read, before you start, say, "Remember how Granny grows food in her back yard, and teaches her granddaughter how to grow food, too? Why did she want the little girl to know how to grow food? Let's read and find out." Then, instead of reading every word, encourage your child to tell you what is happening on each page and how the characters feel about what is happening. Use vocabulary from the book and previous reads to restate what your child says (for instance, if your child says the granddaughter is happy with her Granny, you could say, "Yes, I think she feels so content being with her and proud of her Granny." After the read, ask "Why does Granny want the little girl to know how to grow a garden?"