

I Love My Grandma

Teacher and Parent Resource Guide

By Kelly Reddin

This free resource helps utilize the book for multiple readings.

- Social and Emotional Learning
 - Feelings
 - Different Abilities
 - Role Play
 - Discussion and/or Drawing
 - Reflection on Action
 - Seeking and Offering Help
- Vocabulary and Sight Words
- Discussion Questions
- What Would Come Next
- Compare and Contrast
- Story Retelling
- Can You Find It?
- Storytelling
- Art activities
- Movement activities
- Music activities
- A Song
- Matching activity
- Mazes

Resource Guild for "I Love My Grandma – A Celebration of Grandmothers"

Written by Kelly Reddin, 2024

Teachers and Parents have the right to copy and use, but not to sell, the activities.

Social and Emotional Learning

Self-Awareness

SEL 1: The child will be able to recognize, identify, and express his/her emotions.

SEL 2: The child will demonstrate accurate self-perception.

Activity - Feelings

Ask students to identify how the student in the story (choose any page) might feel. Ask students to tell how they would feel if they were in the story. Have students explain how someone else would know they felt that way – what would their facial expression be, what words would be said, how would their voice sound, what actions or behaviors would they have.

Have students draw pictures of themselves showing happiness because they are with someone who cares about them, especially a grandmother.

Social Awareness

SEL 5: The child will display empathetic characteristics.

SEL 6: The child will recognize diversity and demonstrate respect for others.

Activity – Different Abilities

Ask:

Do all the children and adults look the same? (No)

How do they look different?

Do all grandmothers and their grandchildren do the same things together? (No)

Why are the grandparents different?

Do grandparents have different abilities just like children? (Yes)

How do they know that everyone has different likes and dislikes?

How do they know that everyone has different abilities?

Do the grandchildren enjoy interacting with their grandmothers, even though they don't do the same things? How can you tell?

Have students draw a picture of themselves with their grandmother.

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Find the page with someone who uses a cane or a wheelchair.

Ask:

How do these grandmothers interact with their grandchildren?

Are the grandchildren having fun with these grandmothers?

Does using a cane or a wheelchair change how they interact? If so, what is changed?

SEL 7: The child will demonstrate the ability to communicate with others in a variety of ways.

Activity - Role Play

Choose a page.

Ask students to take turns pretending to be the grandmother and the grandchild.

What would the conversation between the grandmother and the grandchild be?

One child is the grandchild and an adult pretends to be the grandmother.

One child pretends to be the grandmother and another child or an adult pretends to be the child.

What hand gestures could be used with the conversation?

For example, use the hands to show how big the fish were.

Ask the students to have a different conversation. What would they say as the grandchild or the grandmother?

SEL 8: The child will engage socially, and build relationships with other children and with adults.

Activity – Discussion and/or Drawing

Students may discuss or draw pictures.

Ask students to give examples of how they show they are friends with their grandparents.

Ask students to give examples from the book that demonstrate trust and caring for another person.

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SEL 9: The child will demonstrate the ability to manage conflict.

SEL 11: The child will demonstrate personal, social, and ethical responsibility.

SEL 12: The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

Activity – Reflection on Actions

Find a page where the grandmother and grandchild are playing a game.

Ask:

How do you think the child feels if he or she wins?

What would be a proper way to show you won a game that is respectful to the other person?

How do you think the child feels if she loses the game?

How do you think the child feels if her grandma loses the game?

What would be a proper way to show you lost a game that is respectful to the other person?

Ask students if it is hard to be a respectful loser. Why or why not?

How do you feel if you play a game with someone who gets angry and yells or calls others cheaters when that person loses? How do you handle that conflict?

Have students draw two pictures. One picture should show a respectful winner. The other picture should show a respectful loser. How do the pictures differ? How are they the same?

SEL 10: The child will demonstrate the ability to seek help and offer help.

Activity – Seeking and Offering Help

Find the page where the grandmother and grandchild are fishing.

What might the grandchild need help with?

How could the grandmother help the grandson?

What might the grandmother need help with?

How could the grandson help the grandmother?

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Find the page where the grandmother and grandchild are cooking.

What might the grandchild need help with?

How could the grandmother help the grandson?

What might the grandmother need help with?

How could the grandson help the grandmother?

Vocabulary and Sight Words

- fun
- sew
- mad
- fish
- flag
- swim
- knit
- sing
- cards
- eat
- grow
- play
- fly
- loser
- winner
- water
- dough
- kindness
- love
- song
- flower
- quiet
- peppers
- pilot
- brain
- dive
- game
- beans
- tools
- porch
- work
- patio
- animal
- healthy
- vegetables

Discussion Questions

1. What activities do you enjoy with your grandma (or older female adult)?
2. What activities in the book would you like to do? Who would you like to do the activities with?
3. What special names do you have for people in your family? For example, do you call your grandma something different? Do you or one of your siblings have a nickname?
4. What page do you like the most? How does it make you feel? Why?

What Would Come Next?

Choose any page and ask the student what would come next. Look at the page with the boy and his grandma catching fish. What could happen next? One example might be that they clean the fish and then cook and eat the fish.

Compare and Contrast

Choose a page. Have students compare and contrast the characters on the left and right side of the page. Are the characters the same age? How did they change if they did not stay the same?

Choose two pages. Have students compare and contrast the characters and activities on the two pages. Are the characters about the same age? Are they the same gender? How do the activities differ? What do the children learn from their grandmas?

Story Retelling

Read a page or read the book.

Ask the child to use their own words to tell what is happening in the story.

Can You Find It?

Have students look through the book to find the following items:

- Tomatoes
- Apron
- Birds
- Tools
- Fishing pole
- Reading glasses
- Cup
- Swimming pool
- Wheel chair
- Bare feet
- Scarf
- Photographs
- Flower bouquet
- Cane
- Trees
- Board game
- Guitar
- Food
- Beans
- Hat
- Backpack
- Broom

Storytelling

- Ask the child to create an activity they would like to do with a grandma. Have them include where the activity would take place.
- Find pictures of grandmothers and children together. Have students choose one picture and then write or tell a story. The story should include what they are doing together, where they are, and how each person feels.
- Have students create a book of activities to do with a grandma. Bind together all the activities and have the students take turns reading the book. Read these stories and books aloud on Grandparents Day or to other visitors.

Art Activities

- Have students draw their pictures for each page.
- Have students create a collage by cutting out pictures from magazines of things they would like to do with a grandmother.

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Movement Activities

Read the book.

Have students create a movement for each page. For example, have students move their arms and bodies like they are swimming or diving.

After all the pages have had a movement created, have the students show the correct movement for each set of pages.

Music Activities

- Have students create a song by choosing words to a known tune. Give students a beginning line and let them continue. For example, Old MacDonald Has a Farm could be
 - My grandma has lots of fun.
 - I love my grandma.
 - We go fishing at the pond.
 - I love my grandma.
 - With a cast, cast, here and a cast, cast, there.
 - Catch a fish, catch a fish, catch a really big fish.
 - My grandma has lots of fun.
 - I love my grandma.

A Song About Grandmas

Tune: Are You Sleeping

You may add motions and additional verses.

Where is Grandma?
In the pool
Swimming like a fish
Exercise

Where is Grandma?
In the pool
Swimming like a fish
Exercise

Where is Grandma?
At the pond
Catching fish for dinner
Yum, yum, yum

Where is Grandma?
At the pond
Catching fish for dinner
Yum, yum, yum

Where is Grandma?
On the floor
Playing the guitar
Silly songs

Where is Grandma?
On the floor
Playing the guitar
Silly songs

Where is Grandma?
She's outside
Watching fireworks
Waving flags

Where is Grandma?
She's outside
Watching fireworks
Waving flags

Where is Grandma?
Sewing clothes
Knitting a scarf
Sharing love

Where is Grandma?
Sewing clothes
Knitting a scarf
Sharing love

Where is Grandma?
Flying a plane
Traveling the world
Seeing new things

Where is Grandma?
Flying a plane
Traveling the world
Seeing new things

Matching

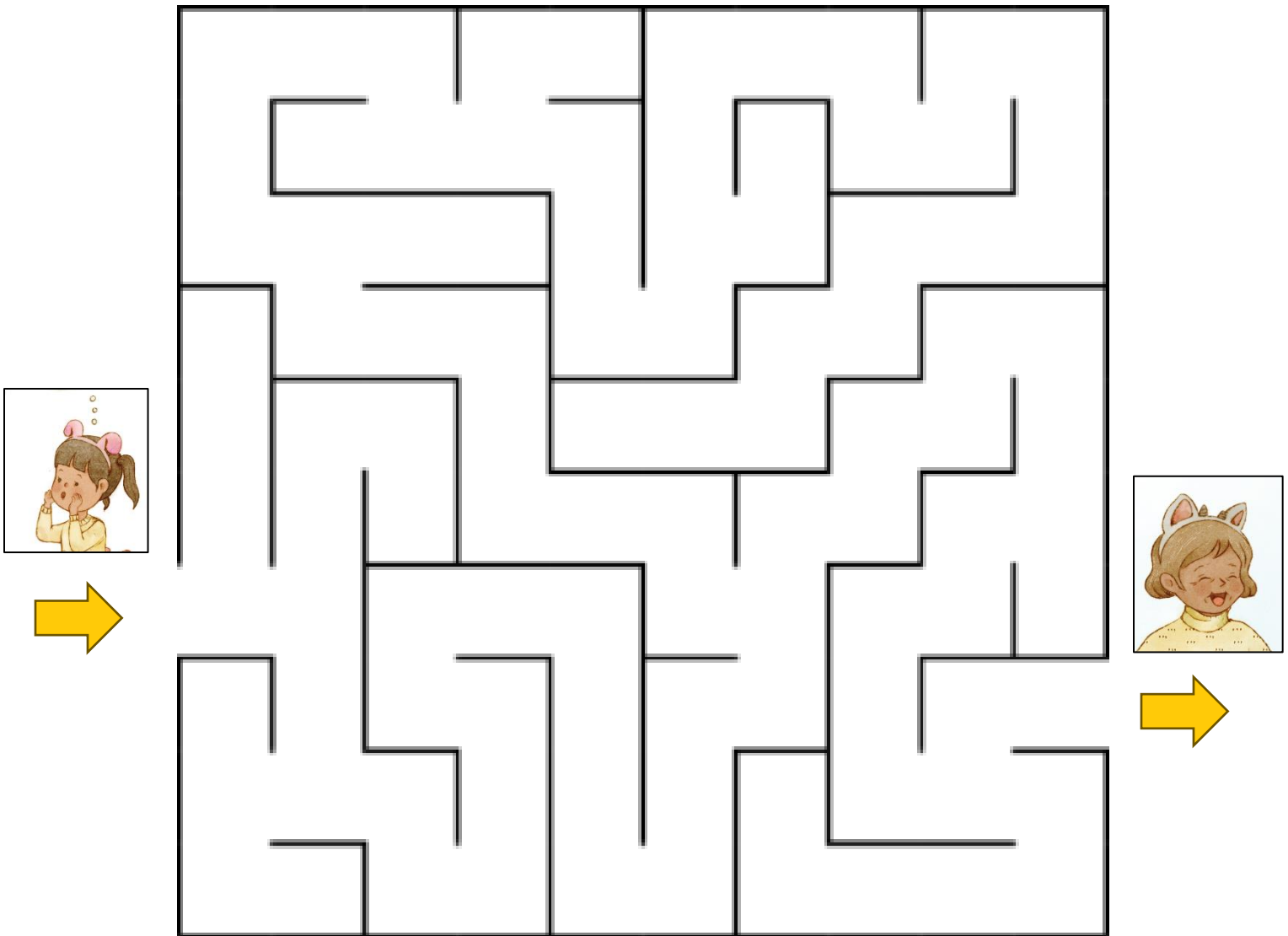
Match the child to the grandma.



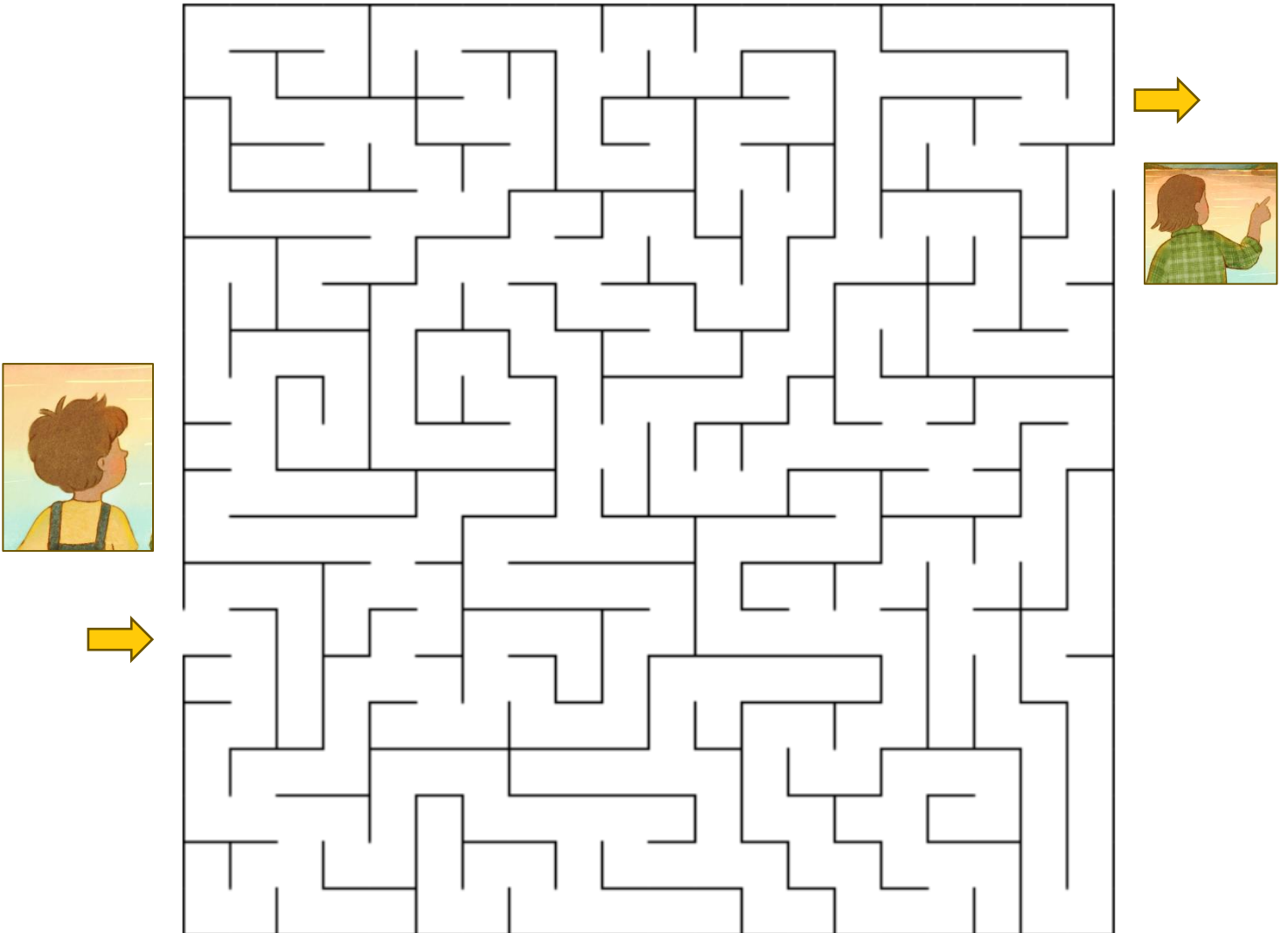
Mazes

Help each child find his or her grandma.

Maze 1



Maze 2



Maze 3

