

The Gruffalo

Book Companion Language Packet

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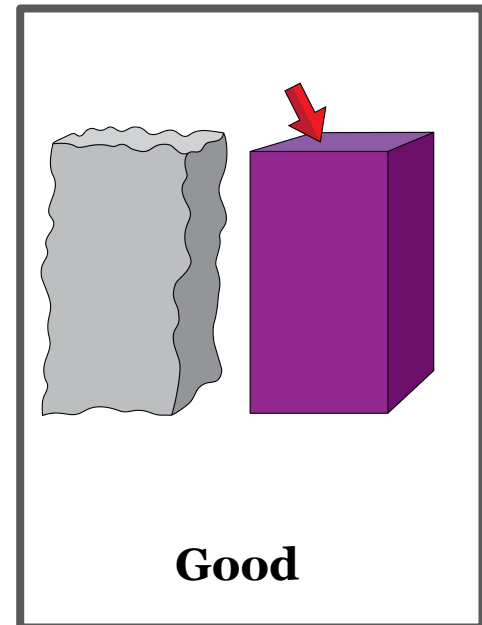
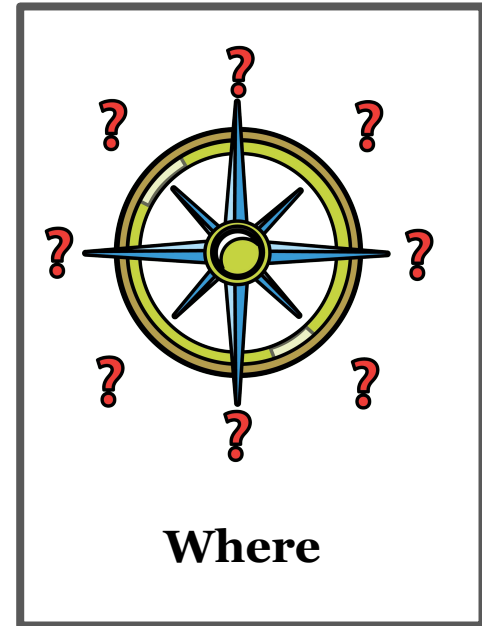
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Letter Identification

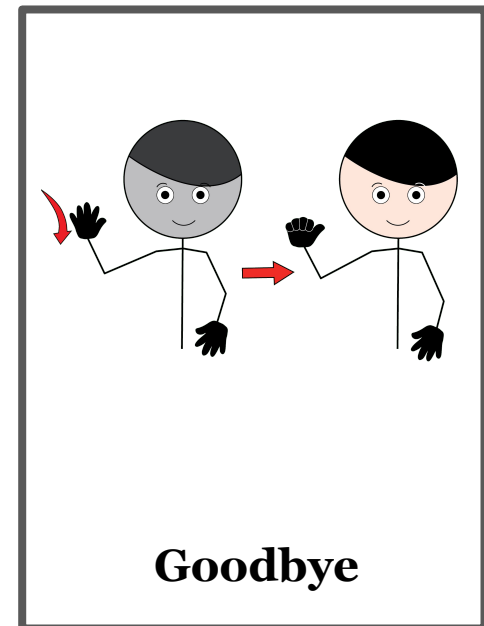
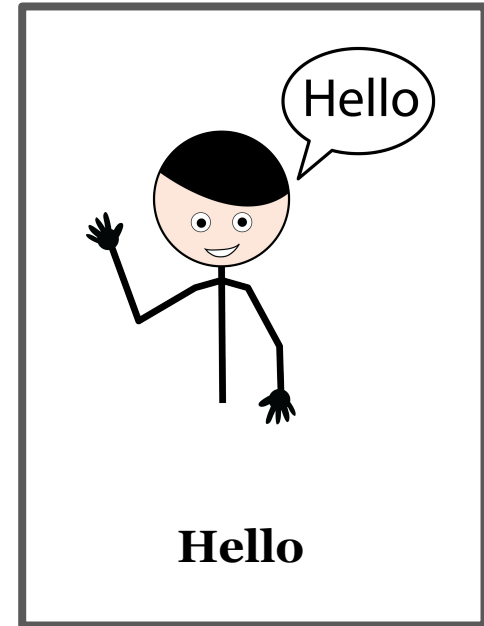
Letter

Gg

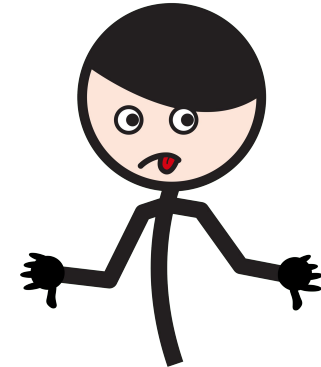
Core Words: *(Repeated)*



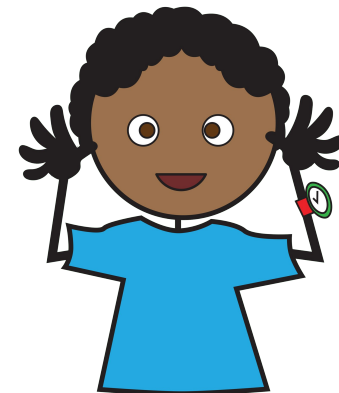
Core Words: *(Greetings)*



Core Words: *(Adjectives)*




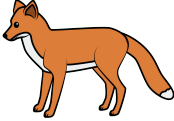







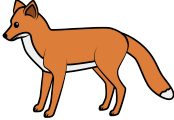


Terrible

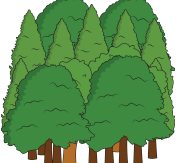


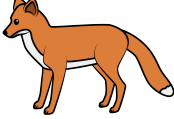




Silly

Fringe Vocabulary Flips

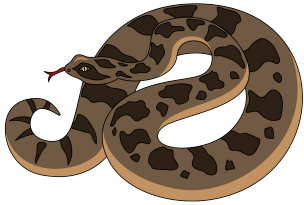
○					
					
Forest	Mouse	Owl	Fox	Snake	Gruffalo

○					
					
Forest	Mouse	Owl	Fox	Snake	Gruffalo

○					
					
Forest	Mouse	Owl	Fox	Snake	Gruffalo

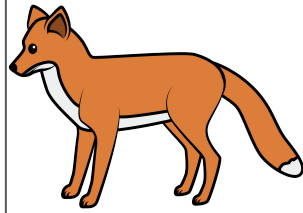
Instructions: Cut out these flips and attach to the top of your student's core communication board.

SPEECH WITHOUT LIMITS



Snake

SPEECH WITHOUT LIMITS



Fox

SPEECH WITHOUT LIMITS



Owl

SPEECH WITHOUT LIMITS



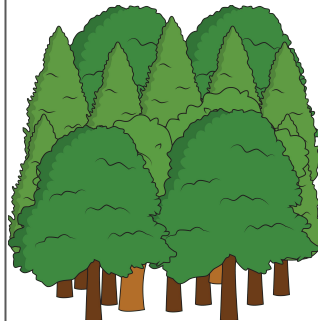
Mouse

SPEECH WITHOUT LIMITS



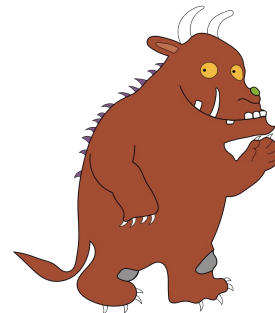
Nut

SPEECH WITHOUT LIMITS



Forest

SPEECH WITHOUT LIMITS

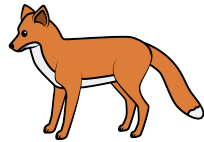


Gruffalo

**Fringe
Vocabulary
Cards**

Match: Word-Picture

Snake



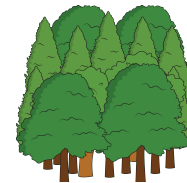
Forest

Fox



Nut

Owl



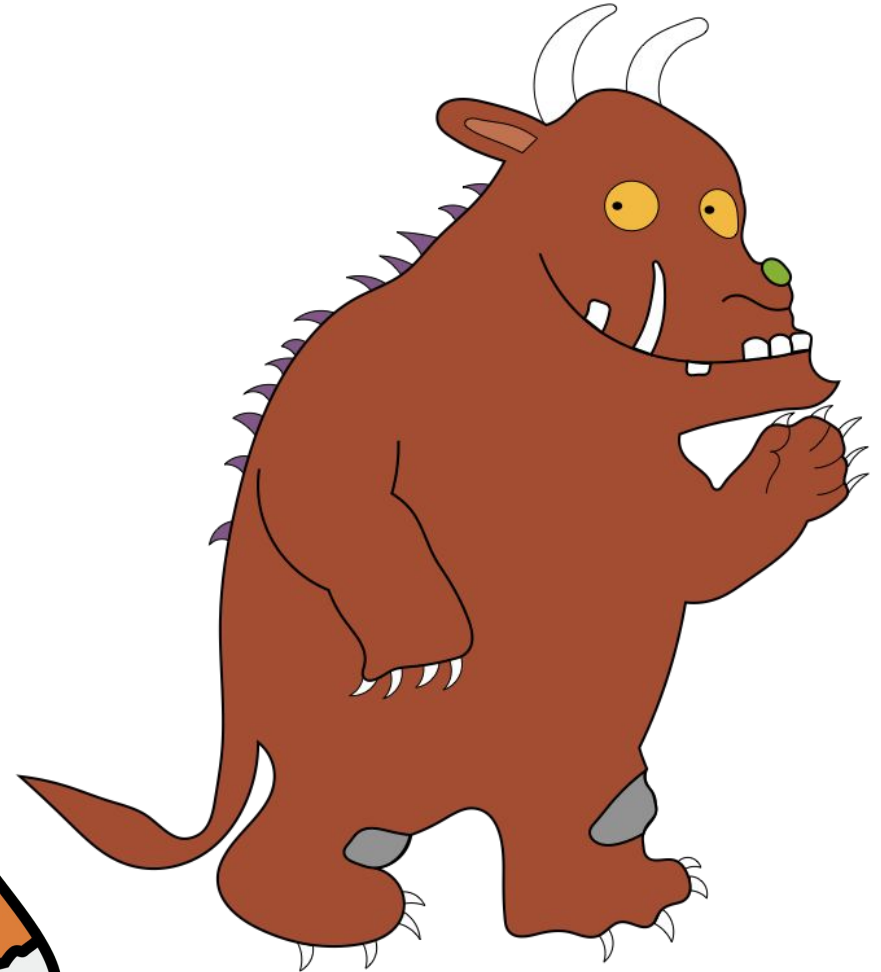
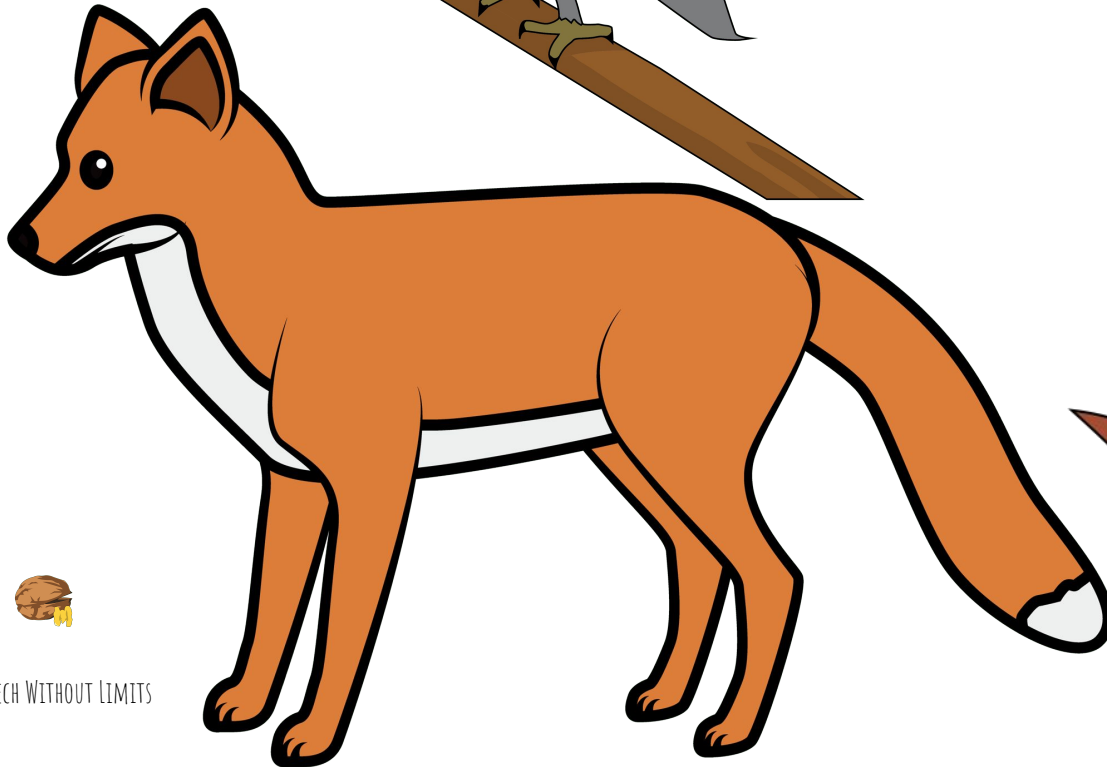
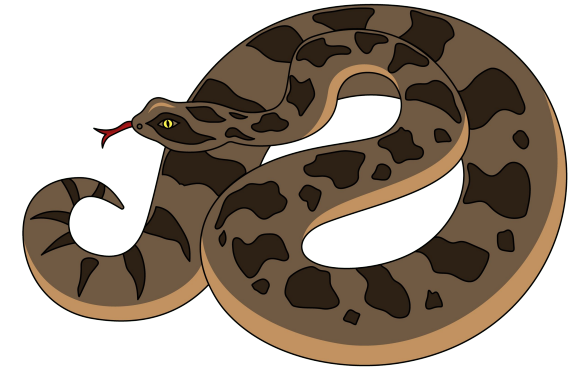
Gruffalo

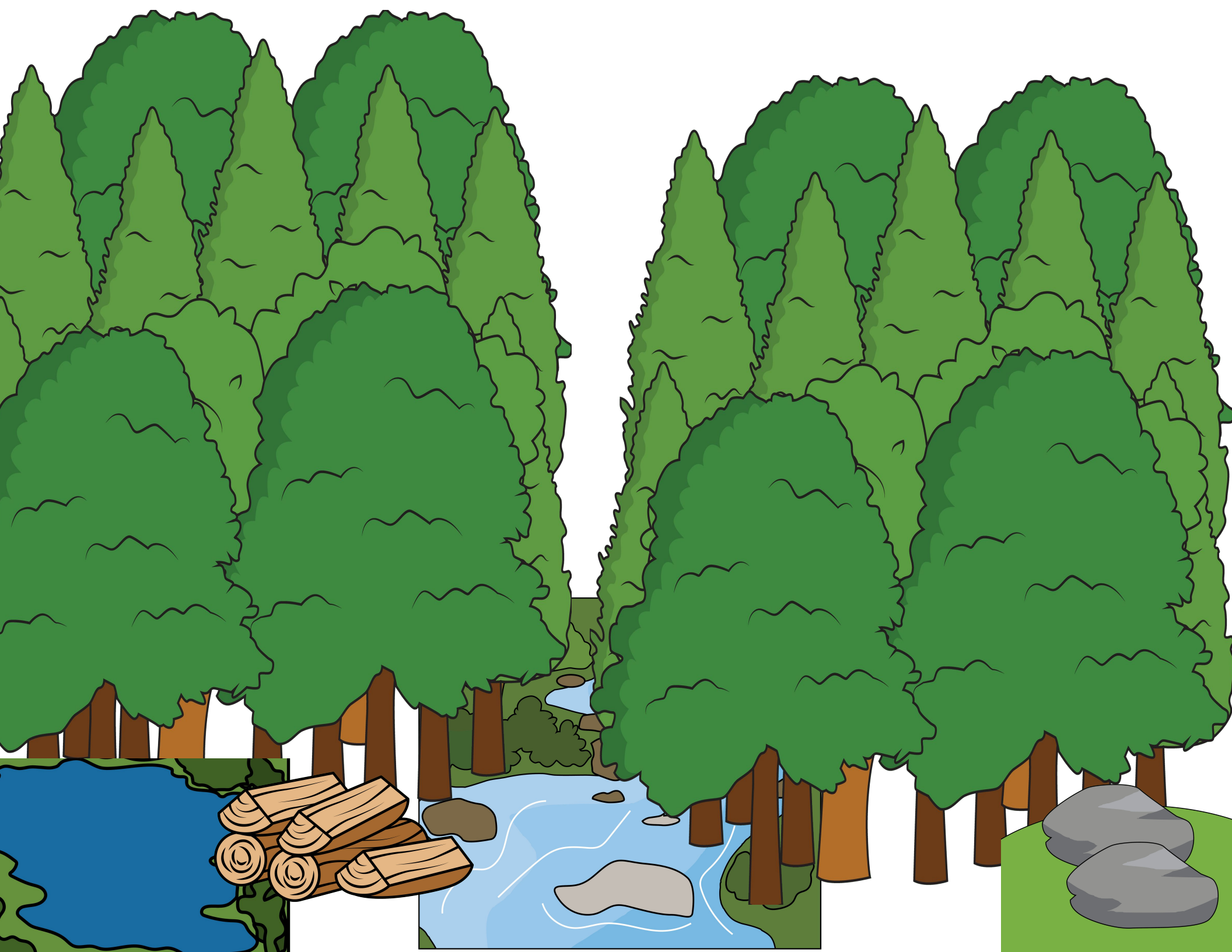
Mouse



Story Props

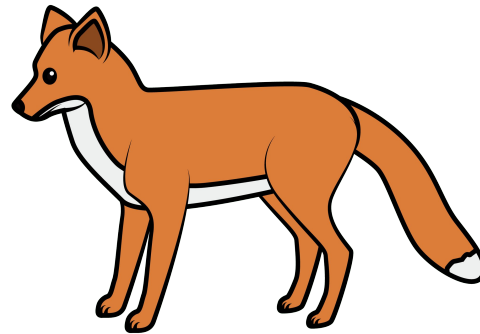
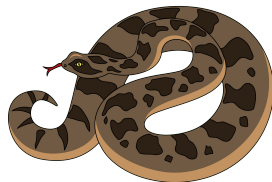
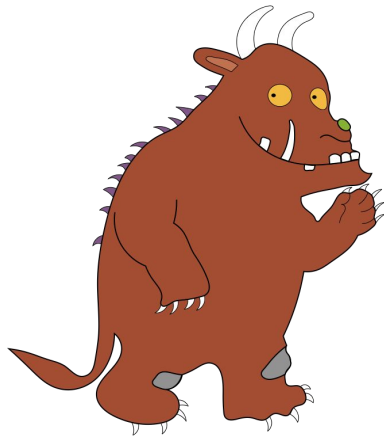
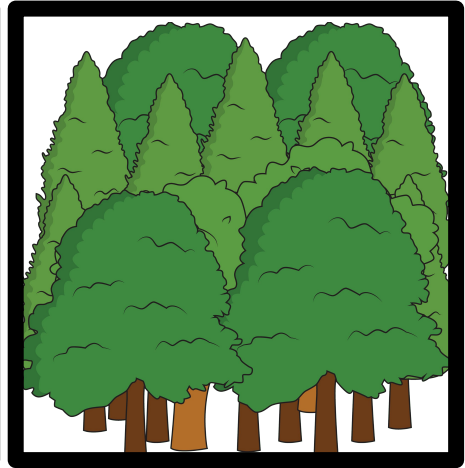
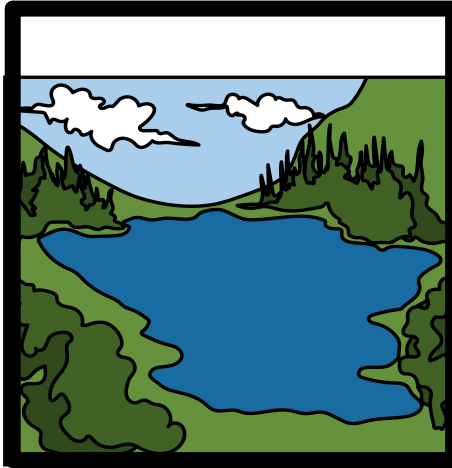
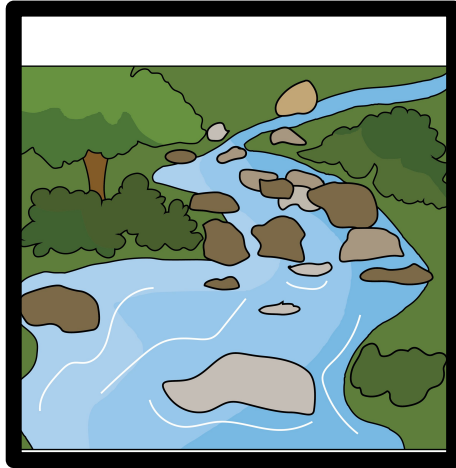
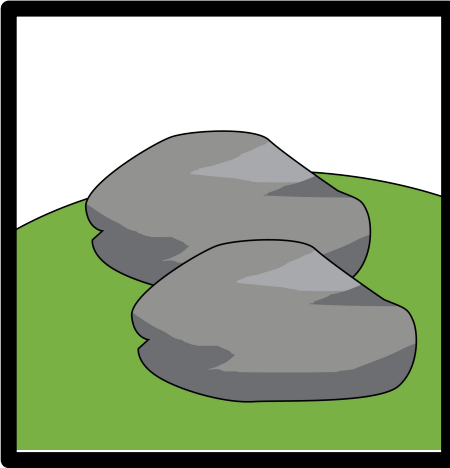
Instructions: Cut out the Story props on this page and the forest landscape on page 10. Make a diorama to help you make your shared reading experience even more interactive.





Story Retell

Instructions: Have the student move the characters around the different landscapes below to help them retell the story.



Predictable Chart Writing: Have each student write their answer. Then re-read each sentence together.

Name: _____

My favorite food is _____.

Name: _____

My favorite food is _____.

Name: _____

My favorite food is _____.

Name: _____

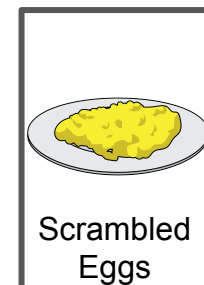
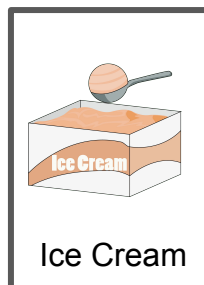
My favorite food is _____.

Name: _____

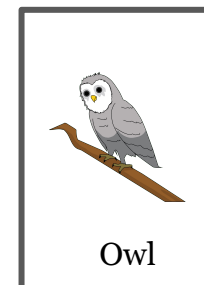
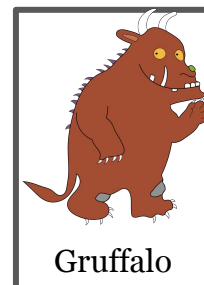
My favorite food is _____.

Comprehension Worksheet

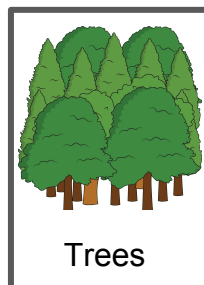
1. What did the mouse eat at the end of the story?



2. Who was the smartest animal?



3. Where did the snake hide?





Directions: Draw a picture of something that scares you. Then write 1-2 sentences about your picture

Name: _____

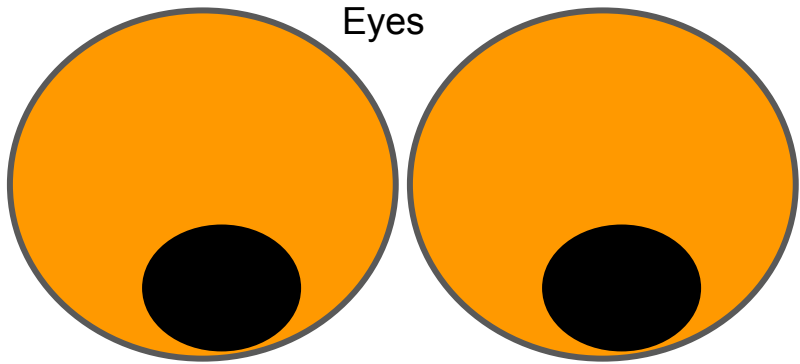
Gruffalo Puppet

Materials

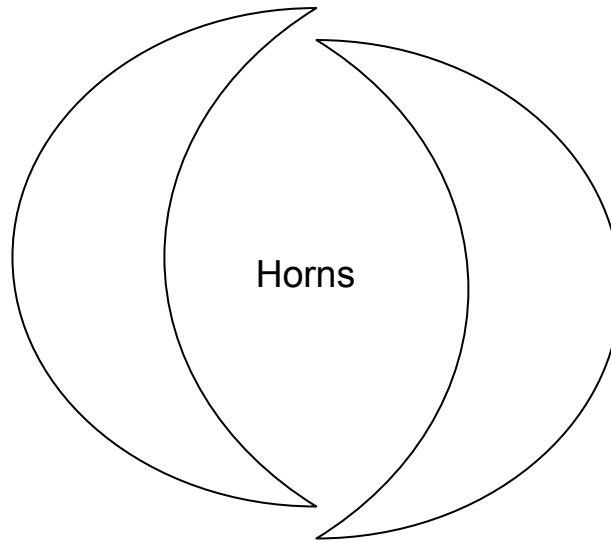
- Colored Paper or Page 16
- Brown Paper Bag
- Scissors, Tape, & Glue



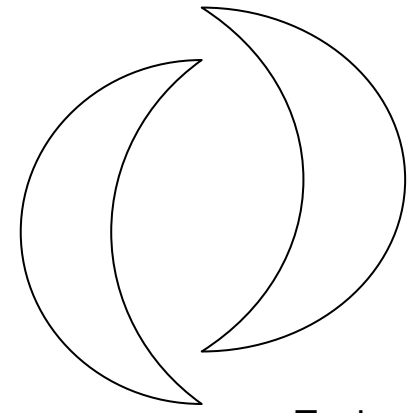
Other Gruffalo crafts
can be found on various
blogs and Pinterest!



Eyes

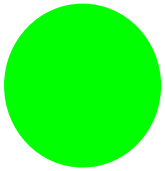


Horns

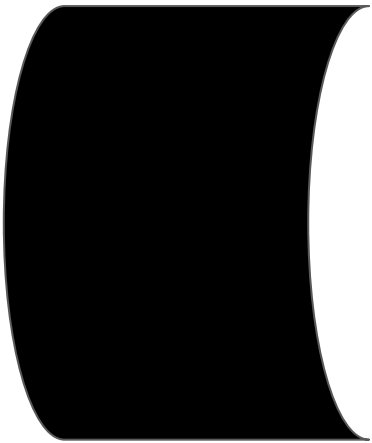
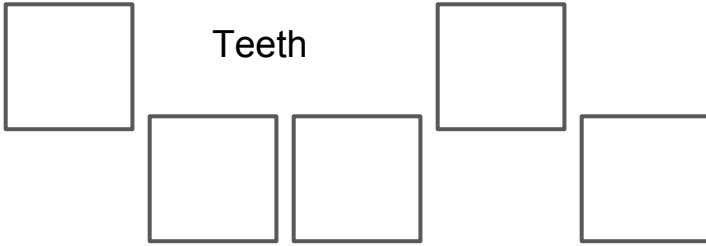


Tusks

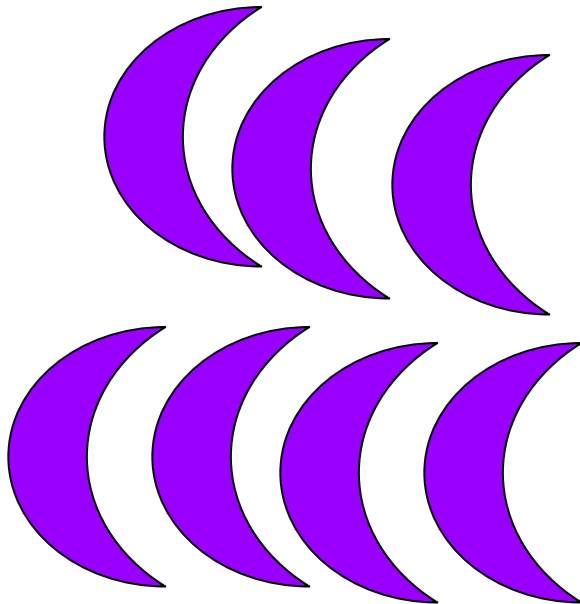
Nose
Wart



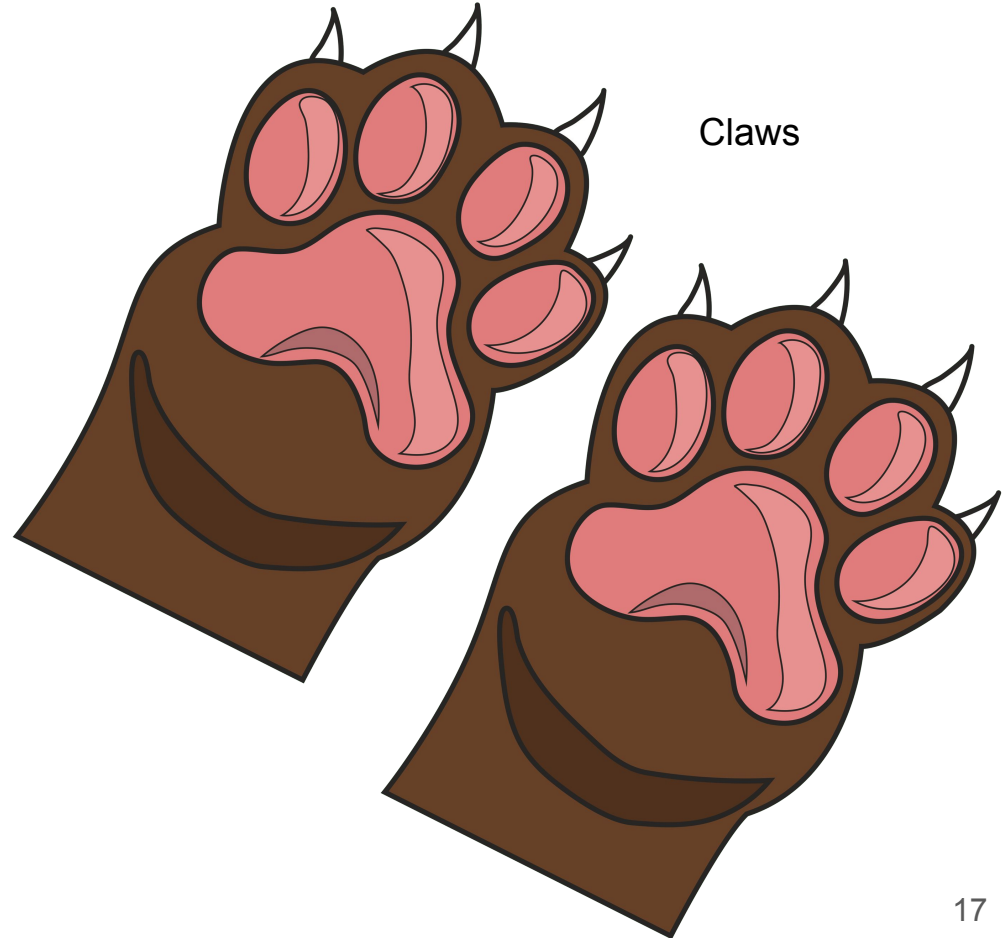
Teeth



Black
Tongue



Back Prickles

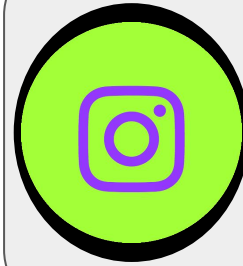


Claws

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*Additional materials
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<http://bit.ly/tptswl>*



*Check out my
YouTube Channel!*

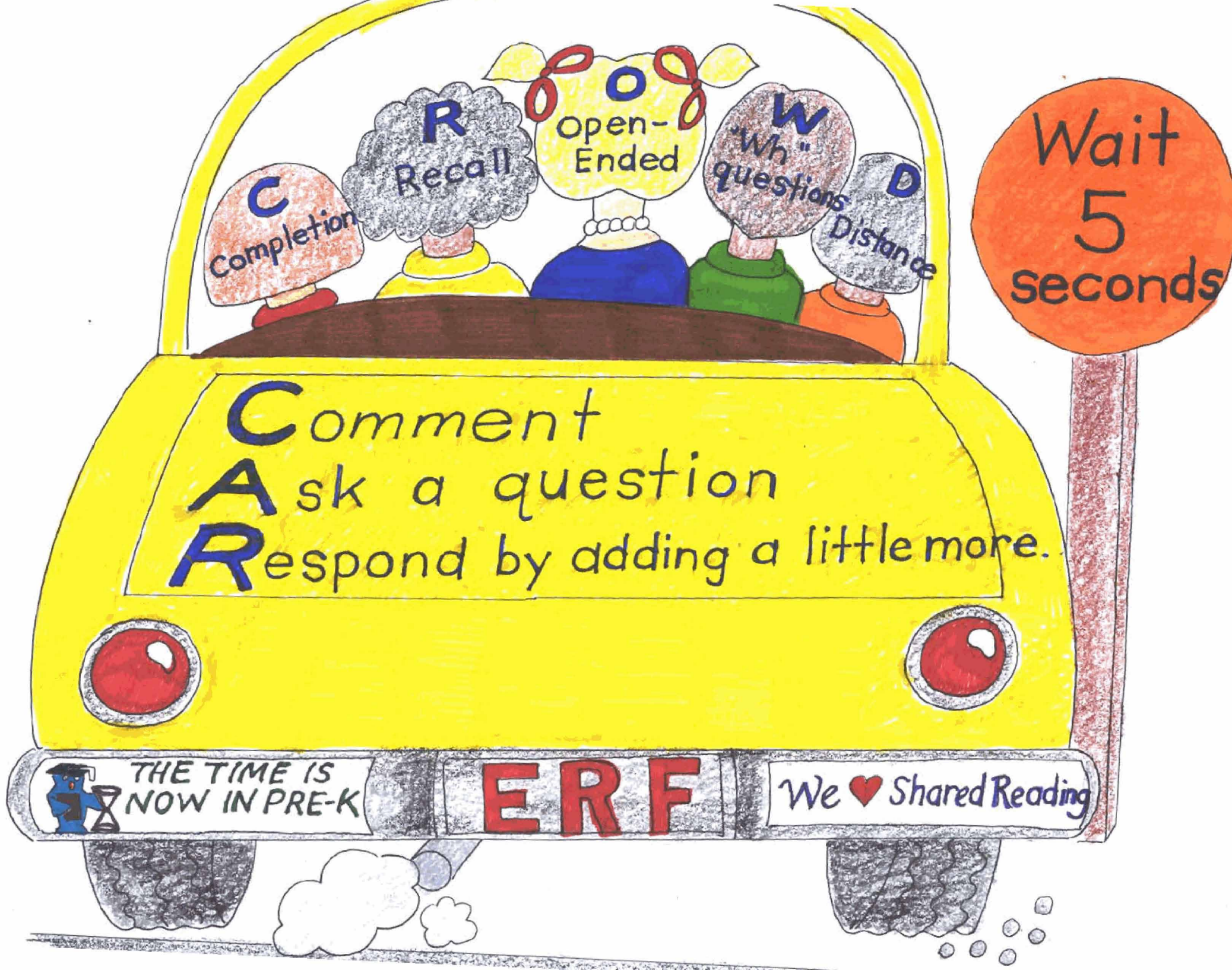


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speechwithoutlimits@gmail.com



C
Completion

R
Recall

O
Open-
Ended

W
"Wh"
questions

D
Distance

Comment
Ask a question
Respond by adding a little more.

Wait
5
seconds



THE TIME IS
NOW IN PRE-K

ERF


We ♥ Shared Reading

Follow the C-A-R

An approach to structuring shared reading interactions.

COMMENT




 **stop** and wait 5 seconds.



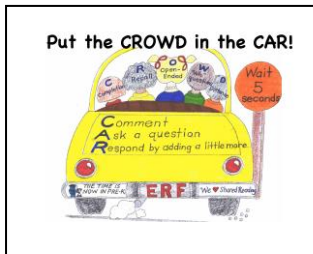
ASK a question.



 **stop** and wait 5 seconds.



RESPOND by adding more



Corinne Watson

Put the CROWD in the CAR

- **C**ompletion
- **R**ecall
- **O**pen- Ended
- **W**h – Questions
- **D**istancing

Rotate through the CROWD as appropriate.

Completion

- Leave a blank at the end of a sentence and child fills it in.
- These are typically used in books with rhyme or books with repetitive phrases.
- Example, "Brown bear, brown bear, What do you see? I see a white dog looking at _____," letting the child fill in the blank with the word *me*.
- Completion questions help students begin to understand the structure of language in books.

Recall

- Questions about what happened in a portion of the book that has just been read.
- Example "Tell me what the little truck did."

Open-Ended

- Questions that do not have specifically right/wrong answers.
- Usually focus on the pictures in books.
- Example, "Tell me what's happening in this picture."

Wh- Questions

- Questions that begin with what, where, when, why and how.
- Typically focus on the pictures in books.
- Example, "What does the man have?"

Distancing

- Questions that relate what is in the book to experience outside the book.
- Form a bridge between books and the real world.
- Example, "You saw animals at the farm. What animal did you see at the farm?"



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Predictable Chart Writing

(Adapted by Hanser, 2005, from Cunningham, 2001, Hall & Williams, 2001)

What is predictable chart writing?

Predictable chart writing is a fun and easy, shared writing activity that supports emergent and conventional writers and readers. It is a way of providing some structure, while allowing students to generate their own ideas. Many different activities can occur around this predictable chart over a 5-day period. Towards the end of the 5-day process, the result is a student written book for the class library. For students with dedicated AAC systems, this is an ideal activity to support them in using their existing vocabulary (example: favorite foods, favorite places, verb/adjective dictionaries or pages). The following includes a description of the process, along with ideas for adaptations for students with significant disabilities.

Day 1: Write Chart

Materials: Chart Paper & Single Message Devices/Tactuals

- Introduce topic and give a title, for example: Things to Eat
- Model and talk as you write first line on chart. I like chocolate. (Ms. H)
- Take 5 minutes to brainstorm 2-3 ideas with partner and program on device.
 - Adaptation: Sign and/or offer tactual symbols on a choice board (paper, plastic, cans, cash). Record selection on a single message device. Can use tactual comm. symbols.
 - Adaptation: Use partner assisted scanning to list out auditory choices; student uses single message device or "yes" sign to indicate preference
- Return to large group; students use devices and/or tactual symbols to callout ideas. Teacher writes them up on chart, modeling writing, and including student name in parenthesis. Frequently stops to reread/sign.

Day 2: Reread the Sentences

Materials: Individual Sentences on Strips

- Reread chart while pointing to each word (can clap/chant/rap/sign)
- Discuss how readers use an inner voice during reading
- Ask students about their inner voice. Read each sentence out loud & pause to allow them to read it using their inner voice.
- Discuss how we use our eyes during reading. Reread each sentence and give students opportunity to point to each word with their eyes or an adapted pointer. Students do not have to physically do this for each word; it is important for them to hear about this and see it modeled.
- Work with sentences to focus on certain parts of print: (Can do one)
- Can count the number of words in sentence
 - Adaptation: Use Step by Step for counting or eye gaze to numbers

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For Use in All Classrooms to Facilitate the Development of Exemplary, Research-Based Literacy Practices



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- Pick a letter and look for it in a couple sentences
 - Adaptation: Partner assist scan through words-students can use Step by Step with: "that one, that word..."
- Handout sentence strips with student's own sentence(s). Give each student opportunity to read their sentence(s) using their inner voice.

Day 3: Working with Cutup Sentences

Materials: 2 Sets of Sentence Strips/Tactualized/Brailled

- Discuss using inner voice
- In a group, reread whole chart, pausing to allow them to use their inner voice (Point to each word while you clap/chant/rap/sign)
- Give out sentence strips
- Individually, have students "reread" the sentence strips that have their own sentences on them.
- Cut up one of the sentences into individual words. Students can play with the words to make sentences. The goal of this to support students in understanding that sentences are made left to right; students do not have to create a perfect sentence. Continuously reread what they have written and eventually model writing it correctly for them using the model.
 - a. Adaptations: To offer more auditory feedback, can Velcro each word onto a single message device. Students can move the single message devices around and press them to hear what order the words are in.
- Partner assisted scanning/eye gaze through words
- IntelliPics Studio/IntelliTalk II with words from sentence
- Intellikeys Custom Overlay with Braille

Day 4: Be the Sentence

Materials: Single Message Devices & Individual Tactualized/Brailled Words

- Read the whole sentence to the group and give them the opportunity to say it in their head. Tell them a group of students are going to get a chance to "be the sentence."
- Pick and line up students. (There should be one student for each word in the sentence.)
- Give each student one single message device with one word of the sentence programmed on it.
- Teacher can reread the sentence to the group a couple times and ask:
 - Who has the first word?...
 - Encourage the students with single message devices to chime in.
 - Help them to line up in the proper order and have them say and "be the sentence."
 - Can repeat with a couple sentences.



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Day 5: Make a Book

One on one, support students with making their page(s) for the book

Light Tech Book Making:

- Together work with the words or uncut sentence strip and glue down. For students with visual impairments, can have them tactualized and brailled.
- Offer materials for them to draw a picture for the page. Example: adapted markers, pictures, tactuals, and/or Quick Draw Paper.

Electronic Book making:

- Use sentences student created in IntelliPics Studio or IntelliTalk II
- Offer banks of pictures for students to select from.
- For students with visual impairments, can offer music or sound effect choices to accompany page.



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North Carolina Extensions Addressed During Predictable Chart Writing

Grade 1-5

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Extension: The learner will develop and apply enabling strategies and skills to read and write.

- Kindergarten: Develop book and print awareness, Attend to pictures, text, environmental print or symbols.
- Grade 1: Demonstrate awareness of letters and non-letters, Develop phonemic awareness, Demonstrate awareness of symbol/letter-sound relationships, Increase vocabulary
- Grade 2: Demonstrate awareness of symbol/letter-sound relationships, Demonstrate sustained attention to text.
- Grade 3: Demonstrate sustained attention to text, Connect experience and text.
- Grade 4: Use word identification strategies.
- Grade 5: Expand and refine vocabulary, Demonstrate awareness of key words in text.

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Extensions: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- Kindergarten: Develop book and print awareness, Attend to pictures, text, environmental print or symbols; follow oral-graphic directions
- Grade 1: Demonstrate comprehension of text, Demonstrate an awareness of variety of texts
- Grade 2: Make connections between ideas and text, Demonstrates an awareness of variety of texts, Derive meaning from visual representations.
- Grade 3, 4, 5: Interacts with a variety of texts, Demonstrate active listening.

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Extension: The learner will make connections through the use of oral language, written language, and media and technology.

- Kindergarten, Grade 1, 2, 3: Connects text to self, Connects text to world.
- Grade 3, 4: Examine/explore visual representations, Explore a variety of information sources.
- Grade 4, 5: Connects text to text, Connects text to world.

Competency Goal 4: The learner will apply strategies and skills to create oral, written and visual texts.

Extension: The learner will apply strategies and skills to create oral, written and visual texts.

- Kindergarten, Grade 1, 2, 3: Use new vocabulary words and/or symbols, Maintain or attend to conversations, Write and/or participate in writing behaviors.
- Grade 2: Relate information in organized fashion, Explore visual representations.
- Grade 3: Share written or oral products in a variety of ways, Compose visual representations, Explore technology as a tool to produce a product.
- Grade 4: Share written or oral products in a variety of ways, Participate in pre-writing activities, Write and/or participate in writing behaviors, Use technology as a tool in preparing a product.
- Grade 5: Demonstrate self-determination skills through a product, Participate in pre and post-writing activities, Write and/or participate in writing behaviors, Use technology to produce a product.

Grade 6

Competency Goal 1: The learner will use language to express individual perspectives drawn from personal or related experience (*oral and written expression-expressive and not informational, use journal*).

Extension: The learner will use language to express individual perspectives drawn from personal or related experience (me).

- Communicate an expressive event orally and in writing, incorporating personally relevant details and feelings.
- Explore and comprehend expressive materials that make connections between events and feelings.

Competency Goal 4: The learner will use critical thinking skills to evaluate print and non-print materials.

Extension: Use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials.

- Explore, interact with, and/or demonstrate understanding of criteria.
- Make distinctions based on criteria.



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Grade 7

Competency Goal 1: The learner will use language to express individual perspectives in response to personal, social, cultural and historical issues.

Extension: The learner will use language to express individual perspectives in response to personal and social issues (me and my community).

- Communicate an expressive event orally and in writing, incorporating point of view.
- Respond to and comprehend expressive materials that make connections between events and feelings.

Competency Goal 3: The learner will refine the understanding and use of argument.

Extension: The learner will explore, identify and/or support a preference, opinion or argument.

- Explore, interact with and/or demonstrate comprehension of sources containing preference, opinion or argument.
- Express and support preference, opinion or argument.

Competency Goal 4: The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.

Extension: Develop and/or use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials.

- Explore, interact with, and/or demonstrate understanding of and/or develop criteria.
- Make distinctions based on criteria.

Grade 8

Competency Goal 1: The learner will use language to express individual perspectives through the analysis of personal, social, cultural and historical issues.

Extension: The learner will use language to express individual perspectives through the analysis of personal, social, cultural and/or historical issues (me in the world).

- Communicate an expressive event orally and in writing, showing connections between self and others.
- Interact with and comprehend expressive materials that make connections between events and feelings.

Competency Goal 3: The learner will continue to refine the understanding and use of argument.

Extension: The learner will explore, identify, support and/or evaluate a preference, opinion or argument.

- Explore, interact with, demonstrate comprehension of, and/or evaluate of sources containing preference, opinion or argument.
- Express and support preference, opinion or argument.

Competency Goal 4: The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.

Extension: Develop and/or use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials.

- Explore, interact with, and/or demonstrate understanding of , develop and/or evaluate criteria.
- Make distinctions based on criteria.

Grade 9

Competency Goal 1: The learner will express reflections and reactions to print and non-print text and personal experiences.

Extension: The learner will explore and express reflections and reactions to print and non-print text.

- Communicate personal experiences orally and in writing (product), expressing student's personal voice.
- Comprehend and respond to expressive materials that make connections between text and experience.

Competency Goal 3: The learner will examine argumentation and develop informed questions.

Extension: The learner will explore, identify, and/or provide informed support for a preference, opinion or argument.

- Explore, interact with, demonstrate comprehension of and/or evaluate sources containing preference, opinion or argument.
- Use information to express and/or support preference, opinion or argument.

Competency Goal 4: The learner will create and use standards to critique communication.

Extension: Develop and/or use criteria (rubric, visual structure, etc.) to make judgments about print and non-print materials.

- Explore, interact with, and/or demonstrate understanding of , develop and/or evaluate criteria.
- Make distinctions based on criteria.
- Demonstrate understanding of impact of elements or parts to the work as a whole.



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Grade 10

Competency Goal 4: The learner will critically interpret and evaluate experiences, literature, language and ideas.

Extension: Interpret and/or evaluate experiences, world events, literature, language and/or ideas.

- Make generalizations and connections between experiences, world events, literature, language and/or ideas.
- Demonstrate understanding of impact of elements or parts to work(s) as a whole.



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