Stage: Full Alphabetic
Skill Level:

Skill Level: For students to read this book independently they need to be able to:

- Read closed syllable words with digraphs.
- Recognize high-frequency words: she, the, with, are, wants, have, to, my, so, of, sees, and, her, do, help, too, looks, from, likes, how
- Sound out words that have a closed syllable pattern (VC or CVC, CCVC, CVCC)
- Use all the short vowel sounds to read words (a, e, i, o, u)
- Use long vowel sound of e spelled ee to read words.
- Use the illustrations to confirm what a word says.
- Participate in a guided lesson with the teacher.

Lesson Guide

Activity 1 Explore the Book Cover and Character Page

Direct students attention to the illustration on the book cover. Lead students to infer what the book will be about to get them thinking. Connect the title of the book to the illustration. This will help students to try to read the words during the guided reading of the book. Then go to the character page and identify the characters by how they look and their names under the pictures. The lesson provides the questions you can ask students and a think-aloud model of what you can say to make a prediction with evidence from the title and illustration.

Make Predictions About the Story

- Explore the title and illustration
- Who are the characters?
- Where are they?
- What are they doing?
- What do you see in the picture that connects to the title?

Model Think-Aloud to Describe the Cover Illustrations

- I see an old woman and young girl holding a hen.
- The title says “Grandma’s Bananas,” so I think the old woman is the girl’s grandma.
- They see many bananas growing on trees, and there is a house in the background.
- I think the banana trees belong to the grandma because it says Grandma’s bananas. The apostrophe (‘s) means the bananas belong to Grandma.
• I think they are going to pick bananas.

Model Inferences That Can be Made From Pictures and Words
• I see an old woman and a girl, so I think that the old woman must be her grandma.
• I see a house and a lot of banana trees, so I infer that the grandma is going to pick bananas. I infer this is a banana farm.
• I predict the story will be about what a girl and her grandma do together with the bananas, because I see a girl and her grandma and the title says, “Grandma’s Bananas.”

Academic Language Sentence Frames
Use the sentence frames for students to practice making inferences about the cover.
Oral Language Level 1:
Have students point to parts of the illustration and make connections between the illustration and the words in the title.
Oral Language Level 2:
I see __________________, SO, I think ___________________.
I predict that ___________________.

Character Page

Teacher Says:
• The characters are Deepa and Grandma. Have students pronounce the name each character.
• Have students practice pronouncing each of the characters names.
• Ask students to pronounce the syllables in each of the characters names (Deep/pa) (Grand/ma).

Activity 2 Word Work (Prepare to Read Pages 3-5)

Before students read assigned pages of the text, Grandma’s Bananas, prepare students to apply what they know about words, letters, and sounds to figure out what the words in the story say. This will include practice thinking about how to sound out words and blend the sounds back into a word that is recognized.

Phonemic Awareness Practice:
Use fingers to segment words into their sounds and then blend the sounds back together.
3 sounds: pick, hen, sell
4 sounds: still, tells, help, asks
6 sounds: plants

Identify How to Make the Vowel Sounds Use Vowel Staircase:
/i/, /e/, /a/, /o/, /u/
Use the vowel staircase and keyword hand signals to help students pronounce the 5 short vowel sounds
Sound-By-Sound Blending for Closed Syllable Words:

- *hen, pick, still, tells, help.*
- On wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.
- Example: *still*
  - Write the letter *s*.
  - Say: *Sound* (Students respond /s/).
  - Write the letter *t*.
  - Say: *Sound* (Students respond /t/).
  - Write the letter *i*. Say sound: /i/.
  - Say: *Blend* (Students respond /sti/).
  - Write the letters /l/ together.
  - Say: *Sound* (Students respond /l/).
  - Say: *Blend* (Students respond /stil/).
  - Say: *Notice that I spelled the /l/ sound with ll at the end of the word.*
  - Make a loop under the two letters ll to show it makes one sound.
  - Note: You will also have to point out to students that -ck only spells one sound (*pick*).

Divide Words into Syllables:

- *vis/it, se/cret*
  - First clap the number of syllables in the word. (2 syllables)
  - Then write it on the board and divide it with a slash into 2 syllables vis/it, se/cret
  - Help students to pronounce each syllable.
  - Blend the syllables back together.

Note: the first syllable in *secret* is an open syllable so the vowel says its name (long vowel pronunciation).

Oral Language Practice with High-Frequency Words

Practice using the phrases or sentences and have students use the pictures to complete the sentence: Come with me. Come with __________ (Deepa, Grandma, me, Mom, Dad).

- Deepa visits with __________ (Grandma).
- Deepa looks at the __________ (bananas, tub, trees, hen).
- She looks at the __________ . (bananas, tub, trees, hen).
- It is my __________ (book, desk, pencil).
- Deepa and Grandma are __________ . (Characters in the story, picking bananas)
- The __________ (bananas, apples, grapes) are from my __________ (Mom, Dad, Grandma).
- She wants you to have her __________ (bananas, apples, grapes).

Practice reading the high-frequency words with students: *she, with, are, wants, have, to, my, so, of, sees, and, her, do, too, looks, from, likes, how*

Organize words that have spelling and pronunciation in common: *do, to*

Compare the two words: *to* (examples: go to someplace, give to someone) and *too* (means *also*).

**Activity 3 Read Pages 3-5**

First Read of Text (pages 3-5) by Students

The students read the text and sound out words they don’t know. While other students are reading, the teacher listens to one student read at a time and gives the student feedback on their pronunciation.
Choral Reading of pages 3-5
The teacher and students reread the pages together.

The Story Set-Up
Teacher does a close reading of the text with student (pages 3-5) and uses a think-aloud to talk about the set-up of the story. Students are asked text-dependent questions to help them focus on the story set-up, make inferences, and practice talking about the text in response to questions. During the close read the teacher guides the students to integrate information from the text with information from the pictures. Inferences about what is happening in the story and evidence to support inferences or answer other questions can be used from both the text and the illustrations.

Think-aloud: If I am going to talk about the set-up of the story, I will tell who the characters are, where they are, and what they are doing when the story starts.

One day a girl named Deepa visits her Grandma. Grandma picks green bananas and puts the bananas in a big tub. She is holding big green leaves. Deepa asks Grandma how she makes the bananas yellow, but Grandma tells her it is a secret. Deepa asks Grandma if she can have a banana, but Grandma tells Deepa the bananas are still green and she has to sell the bananas.

Text-Dependent Questions
Confirm content words from the pictures. Ask text-dependent questions about each page of text to connect the pictures with the words and to examine the set-up of the story (characters, setting, and what the characters are doing). The questions will help students to participate and understand the story.

Page 3

Oral Language Level 1:
Point to Grandma, Deepa, the hen, the bananas, a bunch of bananas. Point to the banana tree.

Oral Language Level 2+:
Where is Deepa? (Outside at Grandma’s).
How do you know? (It says she likes to visit Grandma and the picture shows Grandma and Deepa outside near the banana tree plants.)
What does Deepa like to do? (visit her Grandma)
What does Grandma do? (Grandma picks bananas to sell.)
Oral Language Level 1:
Point to Grandma, Deepa, the green bananas, point to the tub. Is the tub big or little? (big) What color are the bananas in the tub? (green)

Oral Language Level 2+:
What did Grandma do? (Grandma picked bananas.)
Where did Grandma put the bananas? (In the big tub)
What is Deepa looking at? (She is looking at the green bananas in the big tub)
What did Deepa ask Grandma? (“How do you make the bananas yellow?”)
What did Grandma say? (It is my secret).

Infer: What is Deepa thinking about? (how will the bananas get ripe, turn yellow, what is Grandma doing with the big green leaves. What is the secret)

Think aloud: I can infer that the green bananas are not ripe or sweet to eat because Deepa wants to know how they turn yellow.

Ask: What color are ripe bananas? (yellow).

Say: When bananas turn yellow we know they are ripe and we can eat them. Maybe Grandma’s secret is how she gets the bananas to turn yellow. Let’s look for clues.

What do you think is Grandma’s Secret? (maybe the leaves help)

Model retell of story set-up: One day Deepa visits Grandma. She sees Grandma’s bananas on the trees. Next Grandma fills a big tub with the green bananas. Grandma is holding some big green leaves. Deepa asks Grandma how she makes the bananas turn yellow, but Grandma tells her it is a secret.

Page 5

Oral Language Level 1:
Point to Grandma and Deepa. Make the same face that shows how Deepa feels.

Oral Language Level 2+:
What does Deepa ask Grandma? (“Can I have a banana?”)
What does Grandma answer? (Grandma tells her the bananas are still green and she has to sell the bananas)

Why can’t Deepa have a banana? (because they are still green and Grandma plans to sell them).

Infer: How does Deepa feel?
Academic Language Frame:
Deepa feels _______________ because _______________.
Example: Deepa feels disappointed because Grandma won’t let her eat a banana.

Activity 4 Word Work (Prepare to Read Pages 6-9)

Phonemic Awareness Practice:
Use fingers to segment words into their sounds and then blend the sounds back together: stick, next, smells, plan
3 sounds: tub, run, yum, sit, bit, fed
4 sounds: stick, plan, past
5 sounds: next, smells
Note: The letter x make two sounds: /ks/.

Sound-By-Sound Blending for Closed Syllable Words:
*stick.*
On a wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the sound with the vowel.
Example:
Write the letter s
Say: Sound (Students respond /s/)
Write the letter t
Say: Sound (students respond /ti/)
Write the letter i
Say: Sound (students respond short /i/ sound)
Say: Blend (Students respond /sti/).
Write the letters ck.
Say: Sound (Students respond /k/).
Say: Blend (Students respond /stick/).
Draw a loop under the ck to show it makes one sound.
Note: The final letter s is often pronounced like the sound /z/. This happens in the word smells. The final sound of /k/ in words with a short vowel is spelled with the digraph /-ck/.

Activity 5 Read Pages 6-8

First Read of Text (pages 6-8) by Students
Students read pages 6-8 on their own. The teacher listens to individual students read and gives them feedback with their pronunciation.

Choral Reading of Pages 6-8.
The teacher and students reread the pages together.

Text-Dependent Questions
Use text-dependent questions to examine the initiating event of the story (something unexpected that happens in the story that starts a chain of events). As you ask questions, have students reread parts of the text out loud to hear the evidence for the answers.
Confirm content words from the pictures. Ask text-dependent questions about each page of text to connect the pictures with the words. Text-dependent questions help students to participate and understand the story. Questions at different oral language levels let English language learners participate at their level of oral language.
Oral Language Level 1:
Point to Grandma, Deepa, point to the walking stick, point to the tub.
Where are the bananas? (Students can point to the basket.)

Oral Language Level 2 +:
What does Grandma tell Deepa to do? (get her walking stick)
What is next to the walking stick? (the tub of bananas)
Call on a student to read what Grandma says.
Infer: Why does Grandma need a walking stick? How do you know? (Grandma says she needs it to get up.)
What do you predict will happen next?

Oral Language Level 1:
Point to the yellow bananas. Make Deepa’s expression (surprised).
What does Deepa smell? (bananas)
What does Deepa see? (yellow bananas)
What color are the bananas? (yellow)

Oral Language Level 2 +:
What happens next? (Deepa smells the bananas so peeks into the tub).
How does Deepa feel? (surprised, shocked).
Infer: Why is Deepa surprised? (Deepa is surprised because the bananas in the tub are yellow. Before, they were green.)
Call on a student to read the part that tells that Deepa can smell the bananas.
Think-Aloud: I realize that Deepa is surprised that the green bananas changed to yellow.
I think she wonders how they change color. I wonder if she is thinking about Grandma’s secret. I am thinking about Grandma’s secret. Maybe the green leaves help the bananas to change color. Look back page 4. What do you see in Grandma’s hands? (green leaves) Then look on page 6. What is on top of the tub? (green leaves)
Say: So I remember in the set-up of the story Deepa was asking about Grandma’s secret, but Grandma
did not tell her. And Deepa wanted to eat a banana, but Grandma did not give her one because they are green and she has to sell the bananas. Deepa is disappointed because she does not know the secret and she cannot have a banana to eat. Then Grandma sends her to get her walking stick and there is the tub. I think Deepa feels curious about what is in the tub. Curious is when you want to know about something. And the text says Deepa has a plan. Let’s read page 8 again and figure out what Deepa’s plan is. A plan tells us what she wants to do.

Page 8

Oral Language Level 1:
Tell students to act out/ show what Deepa does. (takes the bananas and runs)

Oral Language Level 2 +:
What does Deepa decide to do? (She decides to take some of Grandma’s yellow bananas and run away with them.).
How do you know? (have students read the part of the text that tells what she did)
What word tells how Deepa moves ? (runs)
Infer: Why didn’t Grandma see Deepa run away with the bananas? (her back is turned away because she is picking bananas).
Infer: Why did Deepa run with the bananas? (She doesn’t want Grandma to know she has them.)
Think Aloud: I think Deepa’s plan is take some bananas when Grandma is busy picking bananas. I think this because of what I read that she runs and what the pictures show me she is doing it behind Grandma’s back. I think Deepa decided to take the bananas without Grandma’s permission. I think this because she is running past Grandma with the bananas.
What do you predict Deepa will do with the bananas? (eat them) Why? ( because the day before she asks Grandma for a banana.)

Model Retell of the Story:
Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. First, the teacher models a retell of the story using the sequence and connecting words. Then, students can help the teacher tell parts of the story or fill in words when the teacher pauses.
Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. These academic language word are bolded. Use the word decides or wants in the retell to help students understand the characters’ goals.
Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.

Model Retell of the story so far (Set-up, Initiating Event):
One day Deepa visits Grandma. Grandma picks green bananas and put them in a big tub. Deepa asks Grandma how can she make the bananas yellow. Grandma tells Deepa it is her secret. Deepa wants to know the secret, but Grandma doesn’t tell her. Then she asks Grandma if she can eat a banana, but Grandma tells her the bananas are still green and she has to sell the bananas. The next day Grandma asks Deepa to get her walking stick. The stick is next to the tub of bananas so when Deepa gets in the house she can smell the bananas. She looks in the tub. She is surprised to see the ripe yellow bananas. Deepa decides she wants a ripe banana so she makes a plan to get the bananas. First, she gets some bananas from the tub. Next, she runs past Grandma. Grandma is busy picking bananas and she can’t see Deepa.
Activity 6 Word Work (Prepare to Read Page 9)

Phonemic Awareness Practice:
Use fingers to segment words into their sounds and then blend the sounds back together: hen, sat, bit, fed, sad

Identify How to Make the Vowel Sounds Use Vowel Staircase:
/i/, /e/, /a/, /u/, /o/
Use the vowel staircase and keyword hand signals to help students pronounce the 5 short vowel sounds (itch, echo, apple, up, octopus).
Vowel Staircase

Sound-By-Sound Blending for Closed Syllable Words
:hen, sat, bit, fed, sad
On a wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the sound with the vowel.
Example:
Write the letter s
Say: Sound (Students respond /s/).
Write the letter a
Say: Sound (students respond /a/).
Say: Blend (Students respond /sa/)
Write the letter t.
Say: Sound (Students respond /t/).
Say: Blend (Students respond /sat/).

Activity 7 Read Page 9

First Read of Text (page 9) by Students
Students read pages 9-11 on their own. The teacher listens to individual students read and gives them feedback with their pronunciation.

Choral Reading of page 9
Reread the text with students.

Text-Dependent Questions
Confirm content words from the pictures. Ask text-dependent questions about each page of text to connect the pictures with the words.
The questions help students to participate and understand the story.
Use the language cue sequence words to retell the story.

Model Retell of the Story:
One day Deepa visits Grandma. They pick green bananas and Grandma puts them in a big tub. Deepa asks Grandma what she is doing, but Grandma tells her it is a secret. Deepa asks Grandma if she can have a banana, but Grandma tells her are not ready yet because they did not turn yellow and she has to sell the bananas. Deepa is disappointed because she wanted a banana. The next day Grandma asks Deepa to get her walking stick and Deepa smells the bananas in the big tub. She peeks and is surprised to see the bananas are yellow and ripe. So Deepa decides to take some bananas. She makes a plan. First, she gets some bananas. Next, she puts the bananas under her shirt and runs past Grandma. After that, she hides with the hen and they eat the bananas.

Activity 8 Word Work (Prepare to Read Pages 10-12)

Divide Words into Syllables:
- First, clap the number of syllables in the word. (2 syllables)
- Next write it on the board and divide it with a slash into 2 syllables vis/it, se/cret
- Then, help students to pronounce each syllable.
- After that, blend the syllables back together.

Activity 9 Read Pages 10-12

First Read of Text (pages 10-12) by Students
Students read pages 10-12 on their own. The teacher listens to individual students read and gives them feedback (help) with their pronunciation.

Choral Reading of pages 10-12 together
Reread the text with students.
Text-Dependent Questions

Confirm content words from the pictures. Ask text-dependent questions about each page of text to connect the pictures with the words. The questions help students to participate and understand the story. The questions and think-aloud will focus on the story resolution. How did Deepa’s plan work out for her? Did Deepa get what she wanted? What is the story message.

Page 10

Deepto says, "Oh no! Grandma has no bananas to sell."
Deepa is upset.
The hen is sad.

Oral Language Level 1:
Show me with your face how Deepa feels.
Point to Grandma.
Point to what Grandma is selling.
Repeat the word bananas.
Does Grandma have a lot or a little bananas to sell? (a little)

Oral Language Level 2+:
What happens after Deepa and the hen eat the bananas? (Deepa is worried about Grandma because she doesn’t have a lot of bananas to sell.)
What does Deepa say? (“Oh no! Grandma has no bananas to sell.”)
How does Deepa feel? (upset)
How do you know? (The text says, “Deepa is upset.” Deepa is frowning.)
Why is Deepa upset? (She realizes Grandma she ate the bananas that Grandma needs to sell.)
Think Aloud: I think Deepa realizes that she did something wrong because she sees that Grandma doesn’t have many bananas to sell at the market. Her plan worked and she got to eat bananas, but she feels sorry that she made a problem for her Grandma. Let’s see what happens.

Page 11

Mom, Dad and Grandma are mad.
What can Deepa do?
Deepa has a plan to help.

Identify the punctuation marks on each page (quotation marks). Model reading the sentence according to the punctuation mark.
Oral Language Level 1:
Point to Grandma, mom, and dad.
Show how mom and dad feel. (angry face).

Oral Language Level 2+:
What happens? (Mom and Dad find out what Deepa did.)
Infer: How do you think mom and dad know what Deepa did?
How do mom, dad, and Grandma feel? (They are mad at Deepa.)
Why are they mad? (because Deepa did not ask to take the bananas and Grandma needed the bananas to sell)
What does Deepa say? ( “Let me help.”)
Infer: Why do you think Deepa wants to help Grandma?

Page 12

Oral Language Level 1:
What is Deepa doing? (picking bananas)

Oral Language Level 2+:
How does the story end? (Deepa helps Grandma pick more bananas.)
What did Deepa decide to do to help Grandma? (pick bananas)
Infer: How does Deepa feel at the end of the story? (happy, proud, helpful).

Model Retell of the Story:
One day Deepa visits Grandma. They pick green bananas and Grandma puts them in a big tub. Deepa asks Grandma what she is doing, but Grandma tells her it is a secret. Deepa asks Grandma if she can have a banana, but Grandma tells her are not ready yet because they did not turn yellow and she has to sell the bananas. The next day Grandma asks Deepa to get her walking stick and Deepa smells the bananas in the big tub. She peeks in the tub and is surprised to see the bananas are yellow and ripe. So Deepa decides to take some bananas. She has a plan. First, she gets some bananas. Next, she hides the bananas under her shirt and runs past Grandma. After that, she hides with the hen and they eat the bananas. But then Deepa feels sad bad because she sees Grandma does not have enough bananas to sell at the market. Finally, mom, dad, and Grandma find out and are mad at Deepa. She feels sorry and asks them how she can help. They decide Deepa should help Grandma pick more bananas. So Deepa helps Grandma pick more bananas and she learned her lesson.

Activity 10 Word Fluency Practice

Use the Decodable Word Chart on page 13 to review all of the short vowel words from the book. This will help students become more automatic at reading closed syllable words with a short vowel pronunciation.
### Activity 11: Reread, Retell, and Infer

Students chorally reread the story with the teacher. The students point to each word as they read. Students retell the story with the teacher. The teacher can hold up the sequence words: *first, next, then, after that, finally* to help retell the story. The teacher can pause before the blank lines so students can give the word to complete the sentence.

One day Deepa visits her _______ (Grandma). Grandma picks green ______(bananas) and puts them in a big ____ (tub). Grandma tells Deepa the bananas are not ready yet because they did not turn __________(yellow). Later, Deepa peeks in the big tub and she sees the bananas are yellow and ripe. So Deepa decides to _______________ (eat the bananas). First, she gets some bananas. Next, she puts the bananas under her shirt and runs past __________. After that, she hides with the hen and they ______(eat the bananas). But then Deepa feels sad because Grandma does not have bananas to _____(sell). Then mom, dad, and Grandma are ______(mad) at Deepa. She feels sorry and asks them how she can ______. They decide Deepa should help Grandma pick ____________(more bananas). So Grandma and Deepa feel happy picking more bananas.

Have students take turns using the feeling words: *happy, sad, surprised and because* to tell how the character feels in the story. Use clues from the pictures and the academic language frame:

- Deepa feels ___________ because ________________.
- Mom and Dad feel __________ because ________________.
- Grandma feels __________ because ________________.

(Example: Deepa feels surprised to see the yellow bananas in the tub.)

### Lesson Learned

What can you learn from this story?

Have students draw a picture of Deepa from the story that shows her action and how she felt.

Write about how Deepa feels.

Use an academic language frame: Deepa feels ________________ because ________________.

### Comprehension Check-Up:

**Oral Language Level 1:**

Point to the characters in the story.
Show me the yellow bananas.
Show me how Deepa felt when her mom and dad were mad.
Show me in the book what Deepa did to show her family she was sorry.

Oral Language Level 2+:
What did Deepa want? (She wanted to eat the ripe bananas)
What did Deepa do? (She took the ripe bananas and ran to eat them.)
What happened at the end of the story? (Deepa is sorry and help her Grandma pick more bananas.)
How do you know Deepa feels sorry? (She looks sad and she offers a plan to help. She and her hen help Grandma pick more bananas).

Activity 12 Assessment

Use the assessment to monitor students’ progress and find out if any students need more practice with some of the vowel or consonant sounds.

Record answers:
If the student sounded out the word before saying it write the letters with dashes (For example: f-e-d’ or f-ed) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as ______correct/10.

Comment on vowel errors:
Comment on consonant errors:
Comment on blend errors:
Miscues (errors) made in context:
Type of error: