



Grandfather Rock

Guided Reading Level: F

DRA Level: 10

Lexile Level: 270L

written by Sandra Samatte and illustrated by Julian Grafenauer

Overview: In *Grandfather Rock*, young readers will practice reading words with the short /o/ vowel sound as Tom and his dog visit the dock and leave an offering for Grandfather Rock.

About the Book

Drumbeat Decodable Series:

Each book contains a word list, high-frequency words, short vowel words, and fun activities for extended learning. *Grandfather Rock* is part of the Drumbeat Decodable Book Collection, a groundbreaking beginning reader series designed to strengthen and advance phonics and reading skills (www.leeandlow.com/books/drumbeat-decodable-book-collection).

The series was written by Sandra Samatte, Anishinaabe, member of Ne-biimiskonaan (Skownan) First Nation, Treaty 2 Territory, and illustrated by Julian Grafenauer, Anishinaabe, member of Ditibiney-aziibiing (Rolling River) First Nation, Treaty 4 Territory.

Page number: 15, **Word Count:** 143

Genre: Realistic Fiction

Focus: Concepts of Print and Reading Strategies

- blend letter sounds to read phonetically regular words
- use high frequency words
- read varied sentences fluently, with expression and stamina

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive language

High-frequency/Sight words: *and, his, a, to, the, I, like, that, said, can, on, off, one, with, got, do, not, out, of, at, an*
Note: words based on Dolch Sight Word List and Fry's Instant Words lists

Phonics:

- decode words with short /o/ vowel sound

Lesson plan designed to support foundational language skills and comprehension skills, K-2:

- Common Core Standards
- Texas Essential Knowledge and Skills (TEKS)

Reviews

"Simple text with clear and specific targeted practice for emergent readers reinforce foundational skills like segmenting and blending CVC words. . . Wonderful resources for parents to read together with children. The illustrations are breathtaking and lend themselves to lots of rich conversation." - *School Library Journal, starred review*



Getting Ready to Read

1. For the first reading, focus on decoding the text. Many students might not know the meaning of the words *jog*, or *bog*. Teachers can observe a student's ability to decode/sound out without depending on their prior knowledge or relying on the pictures to guess the word. In later re-readings, students can study the story features of the book, the vocabulary, and work on comprehension skills.

2. Remind students of the strategies they know and can use with unfamiliar words:

Encourage students to sound out each letter if the word can be phonetically sounded out. Point out any consonant blends, digraphs, word families, and vowels sounds they may know.

3. In subsequent readings, the focus can shift to comprehension practice and vocabulary development. Introduce unfamiliar words and their meanings. Talk about the vocabulary words and ask students what they might mean.

- bog = freshwater wetland
- jog = gentle run
- fog = low-lying cloud
- give/gave an offering = a way to show you are thankful to someone or something

4. Be aware of the following text features:

- The book contains familiar words, some of the most common words in English that students learn to read on sight without sounding them out: *and, his, a, to, the, I, like, that, said, can, on, off, one, with, got, do, not, out, of, at, an*
- The story is filled with many words with

the short /o/ vowel sound, at least three examples per page. Short /o/ vowel words: *Tom, dog, Dot, jog, bog, frog, hop(ped), long, dock, sock, off, other, plop, on, got, honk, stop, not, mom, offering.*

- Multisyllable words: *other, offering, Grandfather, really*
- Content-specific vocabulary words and phrases include: *jog, bog, dock, honk, fog, an offering.*

Reading the Book

1. Set a purpose by telling students to read the book to find and practice decoding words with the short /o/ vowel sound. Additional purpose for future re-readings: Learn how Tom and his dog visit the dock and leave an offering for Grandfather Rock.

2. Have students read quietly, but out loud. Each student should be reading at their own pace. Students should not read in chorus. Listen to students as they read by leaning in close or bending down beside each student.

3. Look for these reading behaviors during the first reading:

- Do they rely less on the pictures and more on print when reading?
- Do they sound out an unfamiliar new word correctly even if they do not know what it means?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Do they easily move from one line of text to



the next when making a return sweep?

- Do they use punctuation appropriately and to gain meaning?

4. As students read, suggest reading strategies if they are struggling: Encourage students to sound out each letter if the word can be phonetically decoded. Point out any consonant blends, digraphs, word families, and vowel sounds they may know.

After the First Reading

1. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words students have learned and used. Refer to the Word Lists on the last page of the book.
- Practice sounding out the multisyllable words.
- Be aware of the irregular or more challenging words: *took, honked, heard, jumped, saw, out, high, one, said, love, loud, comes, hopped.*
- Pick one of the short /o/ vowel words and have students find that word throughout the story.

2. Make a photocopy of or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections you can find at the end of the book. Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on words with the short /o/ vowel sound.

Second Reading for Meaning and Comprehension

1. Have students reread the book in a whisper voice or to a partner.

2. Have students confirm their predictions and talk about what Tom did on his adventure that day.

3. Ask students to retell what happened in the story. Encourage them to share something they found funny, sad, or unexpected.

4. Ask a combination of literal and higher thinking questions, including the following:

- Where did Tom go?
- Who was with Tom on his adventure?
- What animal did Tom and his dog Dot see at the bog (type of wetland)?
- Why do you think Tom liked the rock?
- Why did Tom's mom not want him to touch or take the rock?
- Did the frog actually talk to Tom? Who really spoke to Tom? Why couldn't Tom see his mom behind the frog at first?
- Why do you think Tom's mom gave an offering to the rock before Tom picked the rock up?
- What do you think it means when they call the rock Grandfather Rock?
- Why is the rock special to Tom and his mom?
- The next time Tom sees a rock he wants to touch and hold, what will he do first?
- What do you think Tom's mom wants to teach him about nature and human responsibility to nature?



- Do you think it is important to show gratitude/be thankful? Why or why not?
- After Tom enjoys the rock, do you think he should keep the rock or put the rock back? Why?
- What could you use a rock for when you are playing outside?
- Where are other places you might find rocks?
- What are some ways you might describe a rock?
- Share some examples of what kids might do with rocks safely? (e.g. stack them, build an insect house, form their name, and so on)
- What are some ways you and your family show that Land and nature are special to you?
- Has anything similar in one of the story's scenes ever happened to you?

5. This is a time for assessment. While students are reading, watch what they do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Make a photocopy of and place in sheet protectors or put an overhead projector film sheet over the Read and Review and Fill in the Blanks sections of the book. Using a whiteboard marker on the film sheet, students can follow the directions for both activities focused on short /o/ words.

List and practice reading multisyllable words and names from the book. Talk about how to divide each word into syllables and how that helps them read the words. Talk about open vs. closed

syllables.

Encourage students to make a list of other short /o/ words they know.

Ask students to think of other words that rhyme with *bog*, *jog*, *dog*. Students can illustrate several of the other words they thought of.

Write out and cut up the words, *Grandfather* and *Rock*. Encourage students to work in small groups to rearrange only these letters to make new words. How many words can they make? Encourage students to write down their new words or assist them in making a list.

Reading: Read the story, *All My Relations* (<https://goodminds.com/products/all-my-relations-hc-pre-order-for-aug-30-25>), written by Nikki Soliman and illustrated by Julian Grafenauer. In a First Nations, Inuit, and Métis context, this story will help children learn about our connections to each other and the world around us, including: The Winged Ones, The Swimmers, The Crawlers, The Four-Legged, The Two-Legged, and All Our Relations.

Read other books featuring rocks, including: *Where Wonder Grows* (www.leeandlow.com/books/where-wonder-grows/), *I Found a Rock* (www.leeandlow.com/books/i-found-a-rock/), *My Big Rock* (www.leeandlow.com/books/my-big-rock/), and *Mama Elizabeti* (www.leeandlow.com/books/mama-elizabeti/). What are some ways we can play with rocks safely? What makes rocks special to people? Why are rocks important? What should we do with rocks after we have enjoyed them?

Read more contemporary First Nations, Inuit, Métis, Indigenous Peoples and Native American stories of kids having fun and being kids. See the Additional Resources suggestions at the end of this lesson



plan for curated book recommendations.

Writing: Encourage students to write and sketch a special place outside they like to go to enjoy nature. With whom do they go? Why is this place meaningful to them?

Write a description of a rock that has been observed and studied. Encourage students to use their different senses to describe the rock. For example, is the rock rough or smooth, cool or warm, one color or multiple colors, and so on.

Science: Have students examine some rocks or pebbles. Use a hand lens to get a closer view. Discuss how the rocks are similar and different. If time permits, have each student get to “know” a rock very well by studying the rock’s shape, size, color, and so on. Put all the rocks in a pile and then challenge students to find the rock they studied and tell the characteristics they used to identify the rocks. Some Indigenous Peoples say that all rocks are living and have spirit.

Reminder: Not all rocks are ready to be collected. Some parks prohibit taking rocks and plants from their natural environment. Before collecting a new find, be sure to check the park, community, and place’s rules.

Math: Give each student two rocks of similar size. Have students decide which rock is heavier. Use a balance scale to test the two rocks. Discuss how the heavier rock will be lower on the balance scale. Have students tell whether or not their predictions were correct.

Write and practice simple rock collection story problems, such as “I see two big rocks and three small rocks. How many rocks do I see in all?”

Social Studies: Review the significance of offerings in Indigenous and Native American cultures. In *Grandfather Rock*, Mom gives an offering to the rock. Offerings are a way to show respect and gratitude. Why do you think Mom stopped them from taking the rock? How are rocks meaningful?

Rocks have significance in many Indigenous Peoples and Native American cultures. Studying rocks is important because people can learn valuable teachings about the Earth from rocks. Rocks are chosen for ceremonies, for marking sites, guides for travel, and more. It’s very important to learn about a rock’s origin.

Read additional stories about showing thanks and gratitude to Nature, including *Giving Thanks: A Native American Good Morning Message* (www.leeandlow.com/books/giving-thanks/) and *When a Shadbush Blooms* (www.leeandlow.com/books/when-the-shadbush-blooms/).

Reach out to your county or state government to connect with local Indigenous Peoples and Native American communities. Invite Indigenous/ Native American Elders, Language Keepers, and Knowledge Keepers, librarians, and storytellers to share their stories. A local university or public library may also be a good resource to learn more.

Help students understand the importance of Land to Indigenous Peoples of Turtle Island (North America). Share a map of traditional territories. Talk about how different territory and geography influence culture, stories, and language. Check out Native Land Digital www.native-land.ca and “Coming Home to Indigenous Place Names in Canada” map from the University of Maine Canada-American Center: <https://umaine.edu/canam/coming-home-map/>.



If possible, go for a walk around the school and look for ways that rocks have been used. Why would a town or city use rocks for building, paving, and/or decorating?

Read more stories in the Drumbeat Decodable Book Collection: www.leeandlow.com/books/drumbeat-decodable-book-collection and the Canadian editions <https://goodminds.com/collections/indigenous-education-press/products/drumbeat-decodable-set-1-5-books>.

Art: Take the class for a school walk and using clipboards with paper and pencils, have students each sketch a scene around them.

Multilingual Language Learners: Draw and label a pond/bog with what you might find there, including the following terms: *bog, dock, frog, rocks, grass, fish*.

Bring a few small rocks for students to touch and hold. Make a list together of adjectives to describe rocks with each of our senses. This is also a great opportunity to show and practice antonyms: smooth/rough, big/small, and so on.

Consider consulting www.multilinguallearningtoolkit.org for more ideas on how to support Multilingual Learners.

Additional Resources: Seek out more First Nations, Inuit, Métis, Indigenous Peoples and Native American stories for the curriculum and classroom. From GoodMinds.com, Indigenous book distributor and publisher: "Indigenous stories have familiar connections for Indigenous healing, empowerment and resilience and enhance cultural understandings, mutual respect, empathy, and reconciliation through shared realities." Check out:

<https://goodminds.com/>

<https://cynthialeitichsmith.com/>

<https://americanindiansinchildrensliterature.blogspot.com/>

<https://americanindian.si.edu/nk360>

<https://ailanet.org/>

To evaluate Native American children's literature, consider this worksheet from the National Museum of the American Indian: <https://americanindian.si.edu/nk360/pdf/Native-American-Literature-in-Your-Classroom-Worksheet.pdf>.

Helpful lesson plan from Native Knowledge 360, Smithsonian National Museum of the American Indian: "Native American Cultures and Clothing: Native American Is Not a Costume:" <https://americanindian.si.edu/nk360/resources/Native-American-Cultures-Clothing-Not-Costume>