

## A BEAUTIFUL GARDEN

Help your child sequence the story in the order that the old lady eats each object. Draw a line from the number to the object to show what she eats first, second, third, and so on. Use the word bank to write what the old woman eats next to the object.

1<sup>st</sup>



\_\_\_\_\_

2<sup>nd</sup>



\_\_\_\_\_

3<sup>rd</sup>



\_\_\_\_\_

4<sup>th</sup>



\_\_\_\_\_

5<sup>th</sup>



\_\_\_\_\_

6<sup>th</sup>



\_\_\_\_\_

7<sup>th</sup>



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### Word Bank:

dirt frog gloves rain rake seeds sunlight

new  
worlds  
reading

## INTERACTIVE READING GUIDE

### *There Was an Old Lady Who Swallowed a Frog!*

by Lucille Colandro

**Spring is in the air, and everyone's favorite old lady is ready to celebrate! That zany old lady is back and with a serious case of spring fever! This time, she's swallowing items to make the most of the season ... with a beautiful garden!**

Want to read more books like this one? Visit your local or school library to check out more!

#### **Create Successful Reading Habits**

Research suggests that when children understand the purpose of why they're reading, they are more motivated to engage with books in a meaningful way.\* When children are motivated and engaged, they are more likely to comprehend what they have read, and it encourages them to explore the deeper meanings of a text. When children understand what they read, they begin to see themselves as successful readers.

Here are ways you can help your child ask and answer questions about the books they read:

- Encourage your child to see the value in each reading activity by showing them how they use their reading skills in everyday settings. Whether it is reading a book, a grocery list, or a road sign, you can emphasize the importance of reading by pointing out the information that can be learned from real-life examples.
- Relate a new book to other books that your child has already read and enjoyed.
- Identify books on topics that your child is interested in reading. Work together to discover new reading material.
- Allow your child to choose the book they want to read. When children have a choice, they are more comfortable and motivated to read.

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

## WORD WORK

Help your child recognize **vowel teams**, which are two vowels (*a, e, i, o, u*) that work together to make one sound. Some vowel teams make a long vowel sound, and the first letter in the vowel team will say its name. For example:

- The **ea** vowel team in **seat** makes the long /e/ sound.
- The **ai** vowel team in **wait** makes the long /a/ sound.
- The **oa** vowel team in **boat** makes the long /o/ sound.

When your child learns the sounds that vowel teams make, they will be able to read more words. Here is an example of how to talk about words with the **ai** vowel team using words in this book and a bonus word:

**rain** (p. 9)      **gain** (p. 10)      **pain**

Say the word *rain* out loud to your child. Then say, "What long vowel sound do you hear when I say the word *rain*?" (/a/)

- Point to the word *rain* and say, "There are two vowels in this word that work together to make one long /a/ sound."
- Point to the first vowel, *a*, and say, "What vowel is this?"
- Point to the second vowel, *i*, and say, "What vowel is this?"
- Say, "When *a* and *i* are next to each other in a word, the first vowel says its name, /a/."
- Help your child read the whole word, *rain*.

Repeat the steps for *gain* and *pain*.

Keep practicing when you see other words in the book with the **ai** vowel team where the vowel *a* says its name. You can repeat words.

## TALK ABOUT NEW AND INTERESTING WORDS

When children encounter unfamiliar words, take a moment to talk about the words using child-friendly explanations or definitions. Here are some interesting words and child-friendly definitions to discuss from the book:

### swallowed (title, p. 2)

If someone **swallows** something, it goes down their throat and into their stomach. The first item that the old lady **swallows** is a frog.

### fog (p. 2)

When someone is in a **fog**, they feel confused. The old lady is in a **fog** when she swallows the frog.

### gain (p. 10)

If someone **gains** something, they have more of it or they get something that they didn't have before. The old lady swallows the rain, but no one knows what she has to **gain** from doing it.

### pardon (p. 28)

When you **pardon** someone, you forgive them for something they have done that is wrong or not polite. The old lady asks to be **pardoned** when she burps.

## ASK QUESTIONS TO CHECK UNDERSTANDING

Help your child understand what they read by pausing to have conversations before, during, and after they engage with a book. Encourage them to make connections to their lives, other books, and the world around them. Have your child go to the page numbers listed to help answer the questions.

### Before Reading:



- What do you notice about the illustration on the front cover?
- How do you think the frog is feeling? Why?
- This story takes place in spring. What do you see, hear, and smell when you think of springtime?

### During Reading:



- What is the first thing the old lady **swallows**? (p. 2)
- Would you ever eat a frog? Why or why not?
- What does she eat after the frog? Why? (p. 3)
- How does the woman feel about **swallowing** the different objects like rain and seeds? How do you know? (p. 6, 10)
- Why is it a mistake when the old woman **swallows** the rake? (p. 26)
- Have you ever had an upset stomach after eating? What did it feel like? (p. 26)
- Why does the old woman spill out a garden after **swallowing** all the objects? (p. 29 - 30)

### After Reading:



- What objects do you have in your house or near your house, like the ones that the old lady swallows?
- Is this story real (nonfiction) or imaginary (fiction)? How do you know?
- What is one event in this story that could happen in real life?
- What is one event in this story that could not happen in real life?

## FUN ACTIVITY

After reading *There Was an Old Lady Who Swallowed a Frog!*, help your child complete the activity on the back page.