

# Where Did My Grandparents Come From?



Level: C2 Word Count: 77

Little Books of Answers

C2 Where Did My Grandparents  
Come From?

Curriculum Connection	History
Content Vocabulary	Africa, away, children, China, country, England, grandparents, India, live, long, Mexico, way
Visual Literacy Element	world map
Critical Thinking	further research
Comprehension Strategy	connecting self to text
High-Frequency Words	a, came, from, in, is my, now, they, us, were, when, with

## Before Reading

### Prior Knowledge – Discuss the Topic

- Discuss grandparents with the students. Talk to the students about where their grandparents live. Do they live in the same town as the students? Do they live in the same country? Ask how many students have grandparents who speak a language other than English. Did these grandparents originally live in another country? If so, which one?

- Give each student a copy of the book *Where Did My Grandparents Come From?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out the countries that many grandparents come from, to find out if the book tells them where these grandparents live now.
- Discuss the cover photo. Ask questions such as – *Do these grandparents look like your grandparents? Do you think these grandparents could have come from another county?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are names of countries. Invite the students to read the labels with you. Explain that the arrows show you where in the world the country is.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Read the captions to the students and then invite the students to read them with you.
- To extend understanding and vocabulary say things such as, *India is a very big country in Asia, Mexico is a country in central America. You can see on the map that England is part of an island – that mean there is water all around the land. The other two countries on this island are Wales and Scotland. China is a big country like India. Lots of countries make up Africa.*
- Discuss the map on pages 14/ 15. Show the students where they live. Discuss how near or far away the other countries are to where they live.

## **Read the Book**

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:  
*Which grandparents come from a country that is part of an island?*  
*When did the grandparents come to where they live now?*  
*How far away is England?*  
*Where do the grandparents live now?*
- Check inferential comprehension by asking these questions:  
*Why do you think the grandparents moved to a new country?*  
*How long do you think the grandparents have been living in the new country?*  
*Did the grandparents come to the new country by themselves?*  
*Do you think the grandparents knew each other before they came to the new country? Why or why not?*
- Have the students make connections between themselves and what they read in the text to the world. Ask questions such as, *Do any of your grandparents come from the same countries as those in the book? If your grandparents came from a different place, do you know where it is on the map?*
- Invite volunteers to choose one set of grandparents, and ask another question about it, for example, *Which country do you think these grandparents like the best?* Have other members of the group answer the question.

### Critical Thinking

- Have the students turn to page 16 and look at the map. Tell them that their task is to find out exactly where their grandparents came from and find that place on the map.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students draw their grandparents. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# Where Did My Grandparents Come From?

Level: C2

Name:



Little Books of Answers

Use these words to write a sentence  
under the photo.

grandparents      from      My  
China.      came



Permission is given to copy for use with the Little Books of Answers series

# Where Did My Grandparents Come From?



Level: C2

Name:

## Read and Draw

Little Books of Answers

My grandparents came from Mexico.

My grandparents live in my country now.

Permission is given to copy for use with the Little Books of Answers series