

## **ACTIVITY GUIDE FOR**

***GRANDMOTHER, HAVE THE ANGELS COME?***  
BY DENISE VEGA

*Activities may be copied for classroom/library use only. If you would like to use them in a context other than a classroom/library, please contact the moderator at [vegamoderator@q.com](mailto:vegamoderator@q.com).*

# Grandmother, Have the Angels Come?

## Activities

**Grade(s):** Kindergarten-3rd grade

**Developmental Areas:** Science: The Five Senses, Reading: Sequencing & Vocabulary, Writing/Comprehension, Math: Patterns & Addition, Poetry

### Objectives:

- Given a sets of scenes, the learner will demonstrate event order by putting the scenes in the appropriate order.
- Given the story references, discussion and flashcards, the learner will demonstrate recognition of sound blends by identifying them auditorily or visually.
- Given the story, the learner will demonstrate reading comprehension by completing sentences and answering questions.
- Given the story and discussion, the learner will demonstrate the recognition of basic poetry elements by identifying them auditorily and creating his/her own poem.
- Given paper and pencil, the learner will demonstrate early addition skills by totaling shape sets.
- Given shapes, the learner will demonstrate pattern recognition by creating and identifying patterns.
- Given story examples, the learner will demonstrate understanding of the five senses by identifying unknown objects using his/her senses.

## EXTENSION ACTIVITIES

### READING

#### *Imagery/Sequencing*

**Preparation:** This activity is a large group activity with a learning center extension. Print out Reproducibles 1 and/or 2, enough for each student. **Variation:** Have students draw the different stages on Reproducible 1 rather than paste scenes from Reproducible 2.

#### Activity:

1. Read the book as a class.
2. Discuss the many images used throughout the story, e.g. clouds, cotton, valleys, etc. What pictures do you see on the pages? Are these pictures you hear about in the story? What picture is shown on almost every page though it is only mentioned once in the story? Why do you think this picture is used throughout the story? Discuss the stages of development of a butterfly. Use the sequencing reproducible (s) to compare the stages of butterfly growth to the stages of human growth.
3. If using Reproducible 1, have students cut out each scene and paste them in the correct order on Reproducible 2.

#### *Vocabulary*

**Preparation:** Print out Reproducible 3 on transparency paper or while viewing in Adobe Reader cut and paste into a PowerPoint Slide. (If you don't have printable transparency paper, handwrite sentences on transparency or overhead.) Print the Reproducibles for the targeted Phonics Rule on card stock. For the handout reproducible, print out enough for each student to have one card. Each sheet has ten cards. **Note:** The center activity requires adult guidance. The flashcards are formatted to fit on Avery Business Cards, #8371. Only examples represented in the book are included in the Reproducibles.

Phonics Rule	Reproducibles
Consonant Digraphs	5 & 6
Vowel Blends	7 & 8
Silent E/Long Vowel	9 & 10

#### Activity:

1. Introduce or review the common consonant digraphs: ch, sh, th and wh
2. Discuss the sounds the letters make alone and the new sounds they make together.
3. Hand out a digraph flashcard to each student. (Not everyone will have the same digraph.)
4. Ask the students to raise their flash card if they see/hear a word with their digraph.
5. Display transparency or slide. Reveal one sentence at a time. Read sentences to the group. When students raise their card, call on one or more students to share the recognized word.
6. At center, have the students practice sounding out and reading the relevant words on the flash cards.

## EXTENSION ACTIVITIES

### WRITING/COMPREHENSION

#### *Finish the Sentence*

**Preparation:** This activity can be done as a class or at a center. Print out Reproducibles 11 and/or 12, enough for each student. **Note:** Reproducible 12 is for students more comfortable with sounding out and writing as it requires more writing.

#### **Activity:**

1. After reading the book, have the students complete the sentence.
2. Have students color the picture.

#### *Answer the Question*

**Preparation:** Print out Reproducibles 13 and/or 14, enough for each student.

**Note:** Reproducible 14 is for students more comfortable with sounding out and writing as it requires more writing.

#### **Activity:**

1. After reading the book, have the students answer the question in a complete sentence.
2. If using Reproducible 14, students can also draw a picture of their answer.

### POETRY

#### *Introductory Concepts*

**Preparation:** Print out Reproducible 15 so each student gets a poetry element card. **Note:** Each sheet has ten cards. The poetry elements cards are formatted to fit on Avery Business Cards, #8371.

#### **Activity:**

1. Discuss poetry as a class. How do you know something is a poem? (e.g. it's short, it rhymes, it makes me see things, hear things etc.) What types of words help create a picture in your mind? How is poetry different from regular writing? (e.g. no sentence structure or repetitive structure. Does all poetry have to rhyme?)
2. Hand out one element card to each student.
3. Ask students to raise their card when they hear their element in the story.
4. Read the story as a class. When students raise their card, call on one or more students to share their element.
5. As a class or at a center, have students write a short poem focusing on one of the elements discussed; rhyming, repetition, sound, pictures

### MATH

#### *Patterns*

**Preparation:** This activity is designed for use at a learning center.

1. Print Reproducible 16 on cardstock. (Use colored cardstock for more visual appeal.) Print one set if students will work together at the center, otherwise, print enough sets for the maximum number of students at the center.
2. Cut out individual pictures.
3. Store in baggies or envelopes

#### **Activity:**

1. Have students dump out all the shapes.
2. Have students create patterns with the shapes: AAB, AABB, ABAB, etc.
3. For each pattern they create, have them ask a buddy if they can identify what the pattern is.

#### *Addition*

**Preparation:** This activity can done as a large group or at a learning center. Print Reproducible 17. Print out enough sheets for each student.

**Activity:** Have students complete math sentences on Reproducible 17.

## SCIENCE

### The Five Senses

**Materials:** Book, Reproducibles 18 & 19, Audio file, PowerPoint Slide, Cotton Rounds, Eye Droppers

**Preparation:** Print out one copy of Reproducible 18 and enough copies for each student to have Reproducible 19.

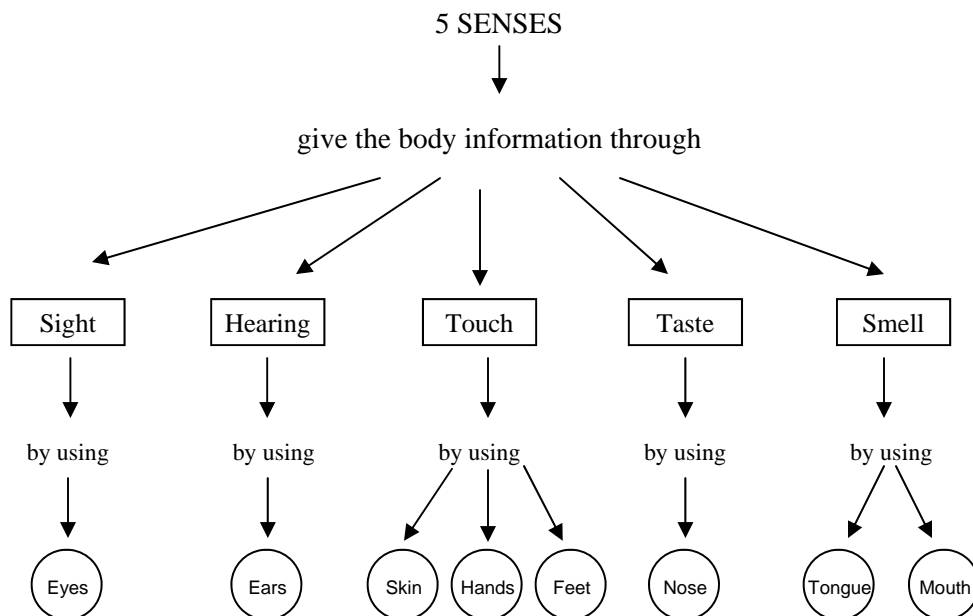
Download audio file and PowerPoint Slide (*optional*). Bring in 2-3 items for each sense. **See sample chart for Center**

**Activity.** For smell, use cotton rounds in baggies. For touch, have item in generic container. For taste, use an eye dropper. If you don't have a laptop or mp3 player with headphones to play the sounds, record your own on a tape player. If you don't have a color printer for Reproducible 18, use markers to create the color squares. **Note:** The center activity requires adult guidance. This activity can be adapted for older grades by introducing the concept of imagery and how the five sense help create imagery in writing.

#### Large Group Activity:

1. Discuss what the five senses are, what the five sense do and how our bodies get the information from these senses. Display PowerPoint Slide or write the information on the board like the flow chart below.
2. Have students select different items in the book and identify which senses the story uses to give information about the items. (**See chart below.**)
3. Even though the story doesn't directly use smell, which objects\* below could also be identified through smell?

Sight	Hearing	Touch	Taste	Smell
Blue Skies White Clouds Reflection in a dew drop	Sigh of a butterfly	Rain on your head Stroke Cheeks Hold Finger	Wild Honey Lemonade	* Wild Honey * Lemonade

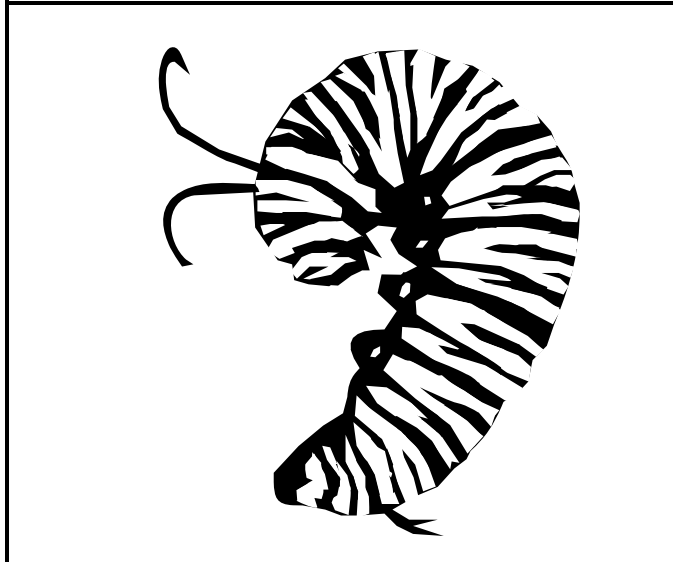
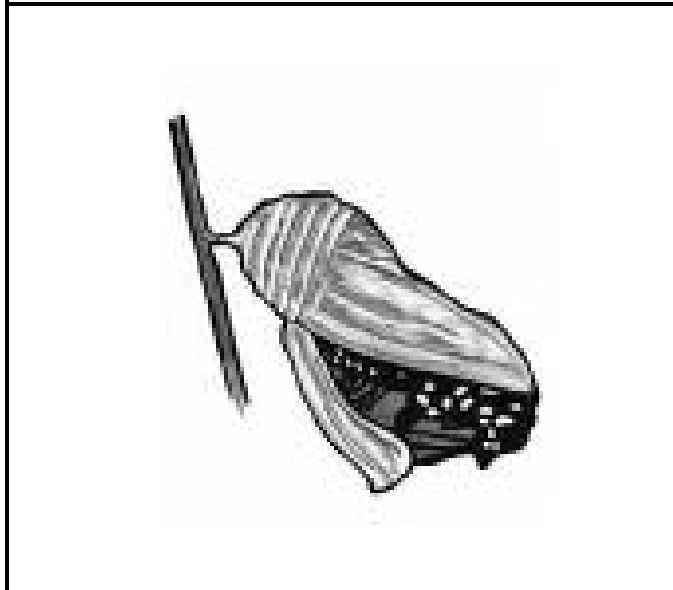
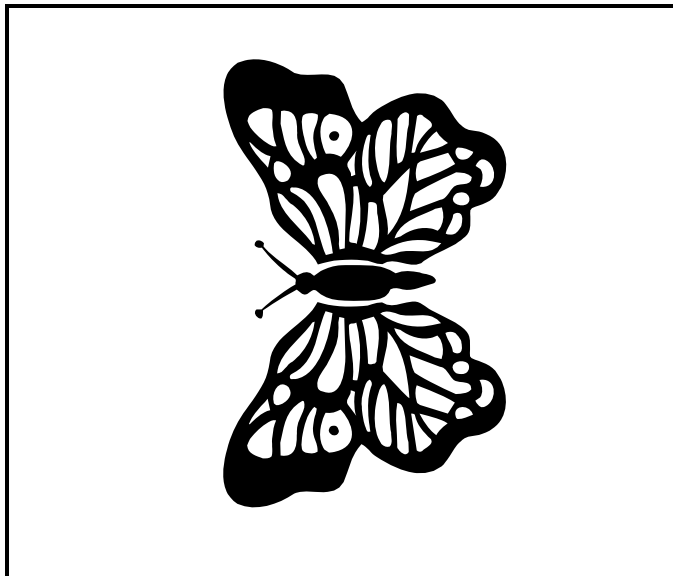


#### Center Activity:

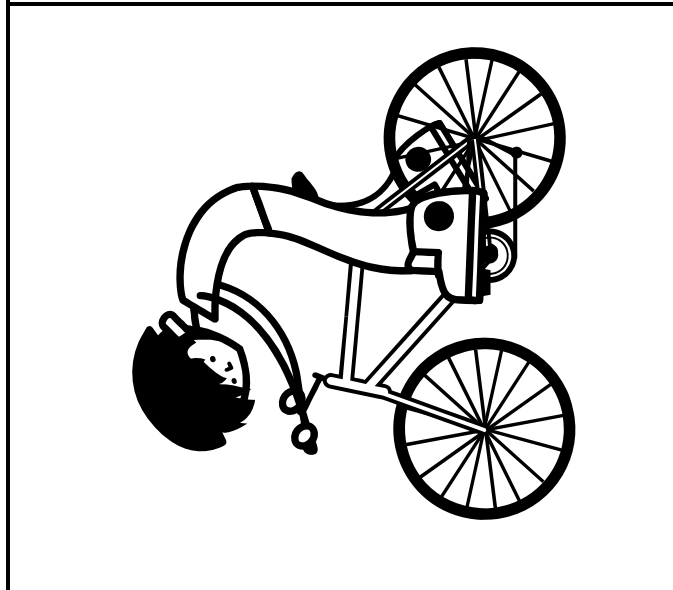
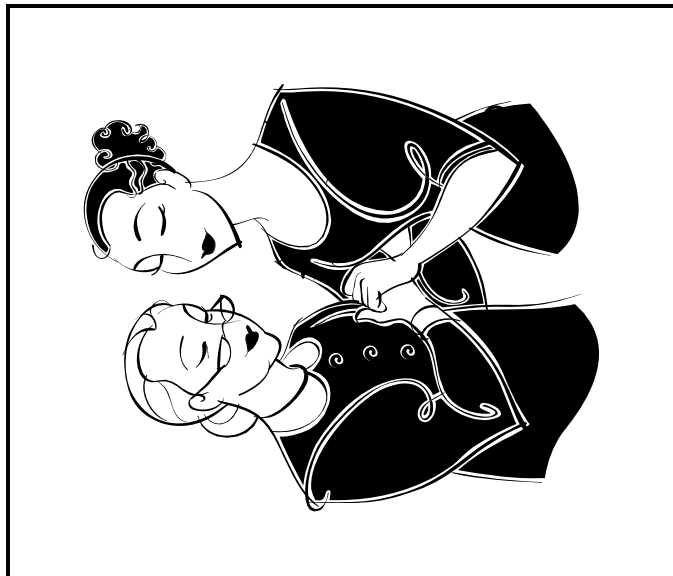
1. Keep objects out of sight.
2. Using Reproducible 19, have students make a prediction which sense they think they will use the most to identify the objects..
3. Have each student sense the item individually first. Then have each student tell what they think the item is. Did they need to use another sense to be sure about the item?
4. Have them color in the sense they used on the graphing chart. Can they use more than one sense to identify certain items? Are there any items that you use only one sense?
5. Repeat for each item as time allows.
6. How close were they to their prediction?

Sight	Hearing	Touch	Taste	Smell
Color Ocean Mountain Sky	Train Whistle Telephone Ringing Rain Thunder	Grapes Cotton Balls Sand paper	Honey Lemonade Water	Lemon oil Peppermint extract Vinegar

Stages of a Butterfly



Stages of Human Growth



**Stages of a Butterfly**


**Stages of Human Growth**


CONSONANT DIGRAPHS

Will you hear me when it's loud and when it's silent?

They have painted it white so I may become more like the clouds.

Will you float across blue skies and make shapes for me to see?

Grandmother, have the angels come and taken your teeth?

They have curved my back so I may touch your face more easily.

I will stroke your cheeks in the light and in the darkness.

They have curved my feet so I may perch beside you.

---

VOWEL BLENDS

I will float like cotton and sprinkle rain upon your hair.

Will you hear me when it's loud and when it's silent?

They have painted it white so I may become more like the clouds.

Will you float across blue skies and make shapes for me to see?

They have curved my back so I may touch your face more easily.

I will stroke your cheeks in the light and in the darkness

They have curved my feet so I may perch beside you.

---

LONG VOWEL, SILENT E

They have painted it white so I may become more like the clouds.

Will you float across blue skies and make shapes for me to see?

Grandmother, have the angels come and taken your teeth?

They have curved my back so I may touch your face more easily.

I will stroke your cheeks in the light and in the darkness

And they have lit my heart with the fire of Love.

## CONSONANT DIGRAPHS

Will you hear me **wh**en it's loud and **wh**en it's silent?

**Th**ey have painted it **wh**ite so I may become more like the clouds.

Will you float across blue skies and make **sh**apes for me to see?

Grandmother, Grandmother, have **th**e angels come and taken your **teeth**?

**Th**ey have curved my back so I may **touch** your face more easily.

I will stroke your **ch**eeks in the light and in **th**e darkness.

**Th**ey have curved my feet so I may **perch** beside you.

## VOWEL BLENDS

I will **float** like cotton and sprinkle **rain** upon your **hair**.

Will you **hear** me when it's **loud** and when it's silent?

They have **painted** it white so I may become more like the **clouds**.

Will you **float** across blue skies and make shapes for me to **see**?

They have curved my back so I may **touch** your face more **easily**.

I will stroke your **cheeks** in the light and in the darkness

They have curved my **feet** so I may perch beside you.

## LONG VOWEL, SILENT E

They have painted it **white** so I may become **more like** the clouds.

Will you float across blue skies and **make shapes** for me to see?

Grandmother, Grandmother, have the angels come and **taken** your teeth?

I will **stroke** your cheeks in the light and in the darkness

And they have lit my heart with the **fire** of Love.



**WH**  
**wh**

**WH**  
**wh**

**CH**  
**ch**

**CH**  
**ch**

**TH**  
**th**

**TH**  
**th**

**TH**  
**th**

**TH**  
**th**

**SH**  
**sh**

**SH**  
**sh**

**with**

**touch**

**teeth**

**cheeks**

**earth**

**perch**

**they**

**when**

**white**

**shapes**

**AI**

**ai**

**AI**

**ai**

**EA**

**ea**

**EA**

**ea**

**OU**

**ou**

**OU**

**ou**

**EE**

**ee**

**EE**

**ee**

**OA**

**oa**

**OA**

**oa**

paint

see

rain

hear

touch

easily

cheeks

tears

float

feet

Ā ā

Ā ā

Ā ā

Ā ā

Ē ē

Ē ē

Ī ī

Ī ī

Ō ō

Ō ō

**make**

**flame**

**shape**

**fire**

**face**

**white**

**places**

**like**

**awake**

**more**

Name \_\_\_\_\_  
Grandmother, Have the Angels Come?



Grandmother Have the Angels Come? by Denise Vega. Illustrated by Erin Etrier Kono (Laird, Brown and Company 2009) ISBN: 0-716-10663-1

Grandmother will hold her granddaughter when she flies and when she

---

---

---

Name \_\_\_\_\_ *Grandmother, Have the Angels Come?*



*Grandmother Have the Angels Come?* by Denise Vega. Illustrated by Erin Miller-Koss (Lark, Brown and Company 2009) ISBN: 0716 10667 1

Grandmother will hold her granddaughter when

---

---

---

---

---



Name \_\_\_\_\_

*Grandmother, Have the Angels Come?*

What color did the Angels paint Grandmother's hair?

---

---

---

---

---

---

Name \_\_\_\_\_

*Grandmother, Have the Angels Come?*

Why did the angels cover Grandmother's ears?

---

---

---

---

---

---

---

---

Why did the angels curve Grandmother's back?

---

---

---

---

---

---

---

---

**rhyming**

**rhyming**

**repetition**

**repetition**

**repetition**

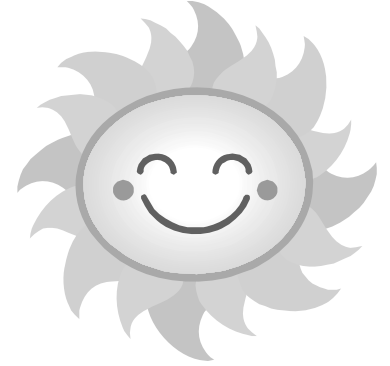
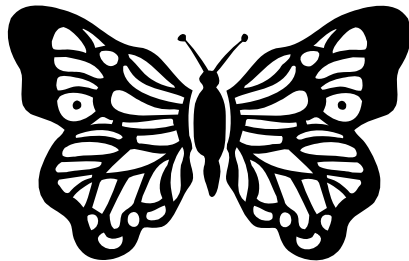
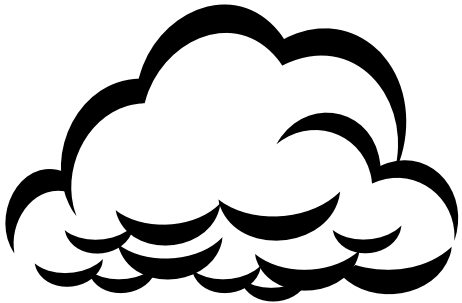
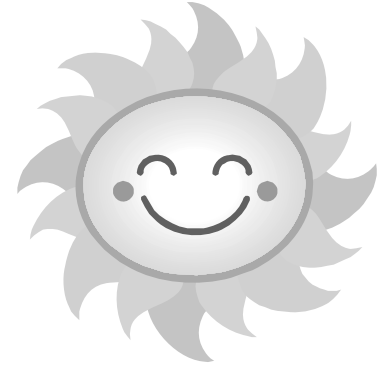
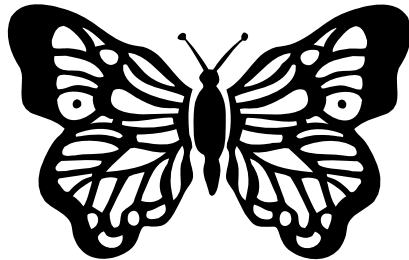
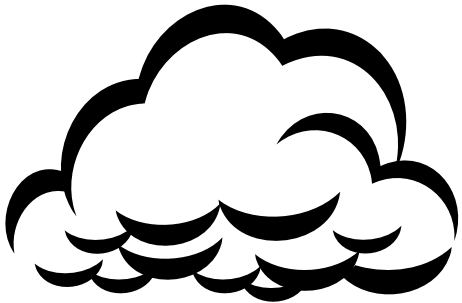
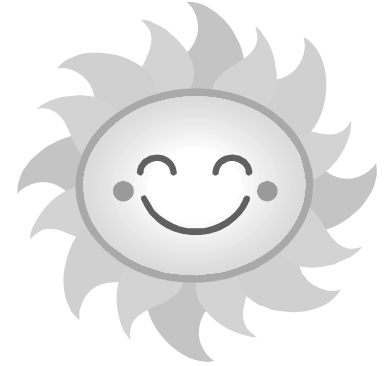
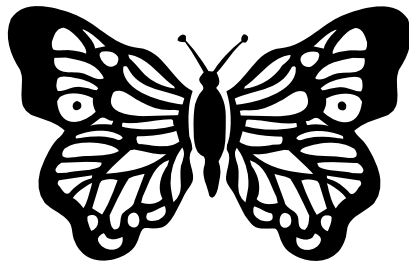
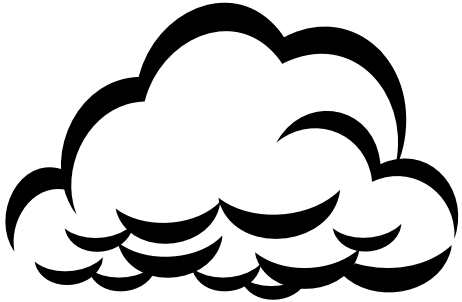
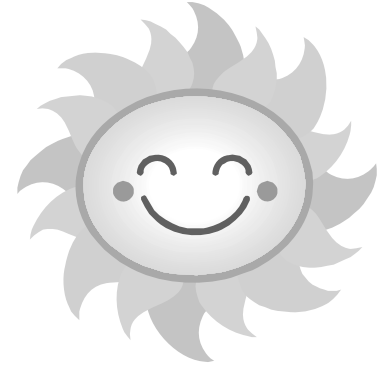
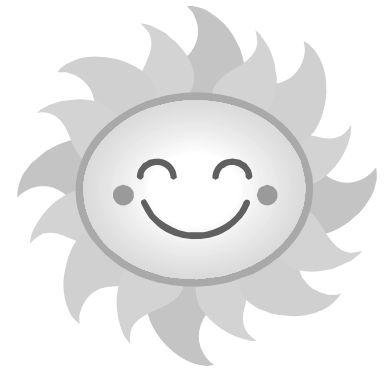
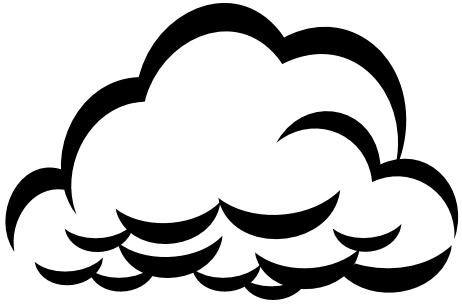
**pictures**

**pictures**

**pictures**



**sounds**

**sounds**



Count the number of shapes in each group then write the total.

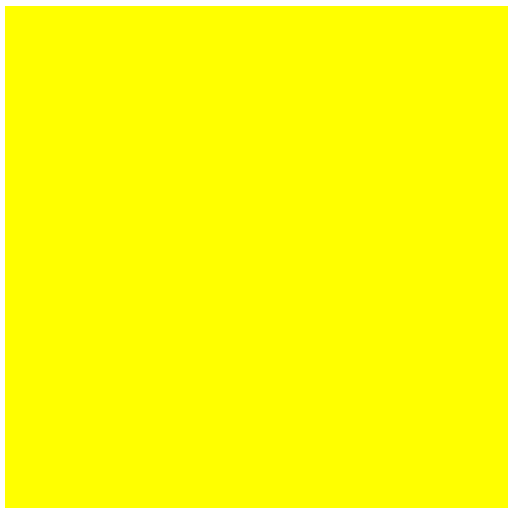
 $+$  $=$   
\_\_\_\_\_

 $+$  $=$   
\_\_\_\_\_

 $+$  $=$   
\_\_\_\_\_

 $+$  $=$   
\_\_\_\_\_

 $+$  $=$   
\_\_\_\_\_



Name: \_\_\_\_\_

Prediction: \_\_\_\_\_

## Five Sense Graph


Sight

Hearing

Touch

Taste

Smell