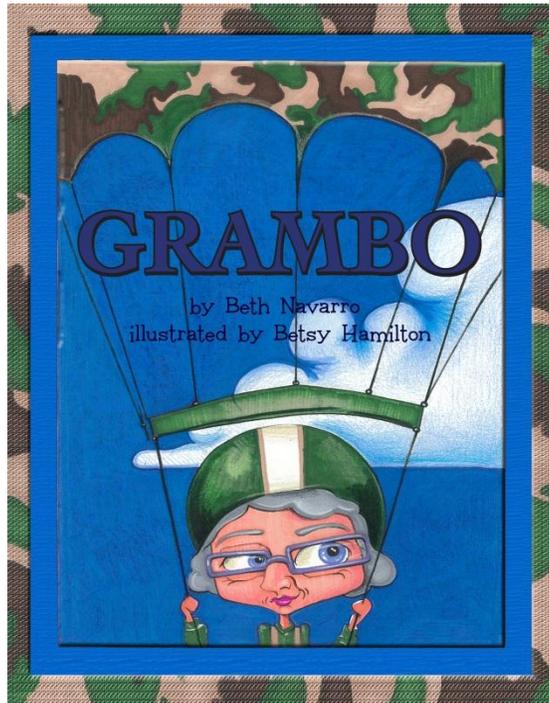


A Common Core State Standards Aligned
Activity Guide for

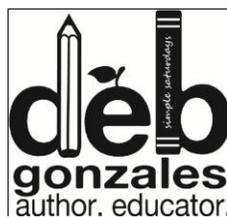


Written by Beth Navarro

Illustrated by Betsy Hamilton

Published by Be There Bedtime Stories

Guide Created by Debbie Gonzales



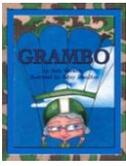


Table of Contents

Discussion Questions & Writing Prompt 3

Double Puzzle Clue Buster 6

 Double Puzzle Clue Buster Answers 7

Grambo – A Dice Game..... 8

 Game Cube & Board..... 9

Common Core State Standards Alignment:

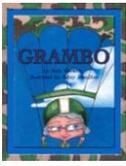
 English Language Arts Standards » Reading: Literature 11

 English Language Arts Standards » Reading: Foundational Skills..... 11

 English Language Arts Standards » Writing..... 12

Acknowledgements..... 13

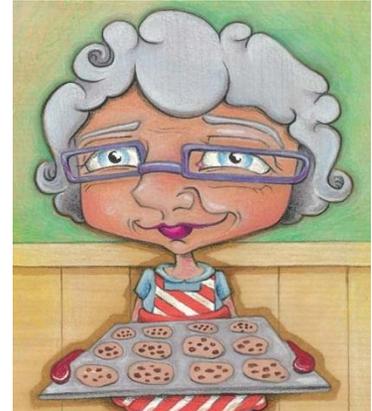




Discussion Questions & Writing Prompt

My grandma is not your average grandma. Sure, she has white hair, violet framed glasses, comfy, square shoes and bakes spectacular chocolate chip cookies.

- ☞ The word 'average' is defined as ordinary, normal, and hum-drum. Are there ways that Ryan's grandma appears to be average? If so, list the ways.
- ☞ Tell of ways that Ryan's grandma is, most definitely, not average.
- ☞ What about your grandma?
 - Tell of ways that she seems to be average.
 - Describe ways that she is extra-ordinary!



"Uh, thanks," I said baffled. When did Grandma learn how to use a GPS?

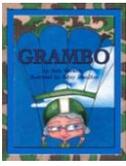
- ☞ The word 'baffled' means to be puzzled, stunned, and amazed. Tell how Ryan's discovery of a GPS in Grandma's luggage has left him baffled.
- ☞ Explain why Grandma might need a GPS.
- ☞ The state of Texas borders the country of Mexico. Explain how there might be a connection with the snow globe souvenir from Texas and Grandma's spying in Mexico.



The plane landed. Five secret agents stood at attention. "Buenos tardes, senora," said one of the agents. "Buenos tardes," Grandma answered in a thick Mexican accent. Mexico? I almost said out loud.... I followed her.

- ☞ The five secret agents responded to Grandma's presence by standing at 'attention.' Explain why these five important men would do so. Tell what their behavior says about how they feel about Ryan's grandma.
- ☞ Consider ways that Ryan is paying close attention to his grandma. Describe discoveries he is uncovering by observing her more closely.
- ☞ What about your grandma? Pay close attention to her. Identify secret characteristics that make her unique and special.





Shouts followed. In minutes she ran out with the newly freed hostage so fast I barely kept up. “Code name Grambo. We need an extraction team ASAP!” she shouted into her radio.



- ✍ Hostages are prisoners who have been held captive, oftentimes in cruel and violent places. Grandma put herself in harm’s way to save hostages. Tell what her action reveals about her character. What kind of a person would do such a risky thing?
- ✍ Grandma is leading a ‘double life,’ which means someone has a second self, one that is different from person’s normal or original personality. Give examples of both of her lives. Which life is her true self – the ‘average’ grandma, the spy, or both? How so?
- ✍ Explain how Ryan is affected by the discovery of his grandma’s double life.
- ✍ How about people in your life? Are there those who behave one way at home and another when away? How so?

“It was a short trip, but I didn’t forget your souvenir.” Grandma handed me the stuffed donkey from the marketplace and winked.

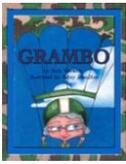
- ✍ Explain why Grandma winked when she handed Ryan the toy donkey. What does that action reveal?
- ✍ Spies are highly trained to pay close attention to their surroundings. Do you think that Grandma knew that Ryan was following her? If so, why didn’t she acknowledge him?
- ✍ Tell how sharing secrets can make people become special friends.



Writing Prompt:

Imagine that your grandma or someone older and special in your life was a spy. Use the paper found on page 5 to tell your story.

- ✍ Explain how you discovered their secret life.
- ✍ List the clues you uncovered.
- ✍ Tell of an adventure or dangerous situation you experienced with them.
- ✍ Illustrate your work.



Handwriting practice lines consisting of solid top and bottom lines with a dotted midline, repeated ten times.

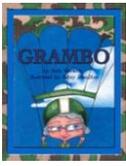


Double Puzzle Clue Buster Answers

- GOMRAB **G R A M B O**
 6 16
- CIESOKO **C O O K I E S**
 10 24
- RESSCTE **S E C R E T S**
 18 5
- TEAXS **T E X A S**
 35 8
- ROVENNEMGT **G O V E R N M E N T**
 11 23
- BESNOGWOL **S N O W G L O B E**
 25 13
- POARTRI **A I R P O R T**
 15 21 27
- NEVLOEPE **E N V E L O P E**
 14
- NAIMECX **M E X I C A N**
 38 28 9
- SGURDA **G U A R D S**
 37 12 22
- PYS **S P Y**
 7
- RIOTEELHCP **H E L I C O P T E R**
 33 36 20 30 3
- GISDESUI **D I S G U I S E**
 17
- TEAMINRL **T E R M I N A L**
 32 34 19 1
- GLAGGEU **L U G G A G E**
 2 26
- RIONEVSU **S O U V E N I R**
 31 4 29

A G E N T R Y A N , C O D E N A M E R Y N O , I S N O W
1 2 3 4 5 6 7 8 9 , 10 11 12 13 14 15 16 17 18 19 20 , 21 22 23 24 25

A P A R T O F T H E T E A M .
26 27 28 29 30 31 32 33 34 35 36 37 38



Grambo – A Dice Game

Objective: To reinforce information gained from the illustrations and words, developing a deeper understanding of character, setting, and plot.

Materials:

- Cardstock
- Game Cube found on page 9
- Game Board found on page 10
- Scissors
- Tape or a glue stick
- Markers or crayons
- A number of small objects to serve as game movers – i.e. paper clips, pennies, pebbles – one for each player.

Construction Procedure:

- Print Game Cube and Game Board on cardstock.
- Use scissors to trim around the edges of the Game Cube.
- Fold and bend edges of Game Cube to fashion a large, paper dice.
- Decorate Game Board using markers or crayons.

Game Playing Procedure:

- All players begin on the pentagon labeled “START HERE”.
- Taking turns, each player rolls the Game Cube, responding to the instructions printed on the Game Board and the uppermost plane of the cube.
- The player to reach the illustration featuring four images of Grambo at the far right of the game board is the winner.



Game Cube & Board

Glue Under

Peeking out from under her flannel Pajamas was a cool new GPS device.

 **Clue Number 1!**
Move ahead one space and roll again.

Glue Under

Glue Under

I was distracted by these cool donkeys, piled high in a booth.

LOSE A TURN. 

Glue Under

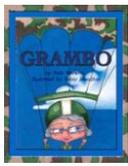
<p><i>My Grandma has SECRETS!</i></p> <p>YOU MIGHT BE IN GREAT DANGER. CAUTIOUSLY MOVE AHEAD 2 SPACES.</p> 	 <p>Grambo's cookies! Hurry! Move ahead 3 spaces.</p>	<p><i>And I thought Grandma had taken up hiking.</i></p> <p>SNEAK PASSED GRAMBO 4 SPACES. FAST!</p> 
---	---	--

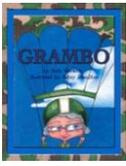
Glue Under

I did what any curious grandson would do. I stowed away.

 **SCOOT BACK DEEP UNDER COVER. MOVE BACK 2 SPACES.**

Glue Under





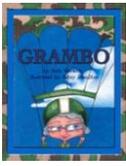
Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Discussion Questions	Writing Prompt	Double Puzzle	Dice Game
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.				
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.				
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.				
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.				
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.				
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.				
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.				

English Language Arts Standards » Reading: Foundational Skills

CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.				
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.				
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.				

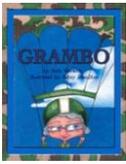


English Language Arts Standards » Reading: Foundational Skills (cont.)

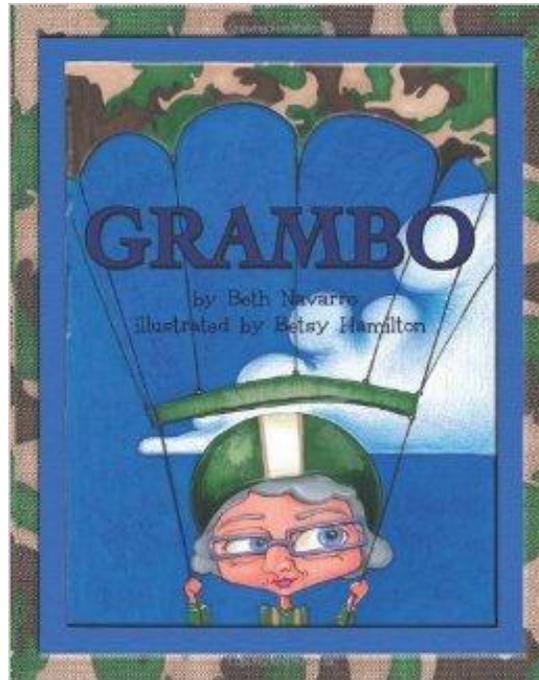
		Discussion Questions	Writing Prompt	Double Puzzle	Dice Game
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.			☞	☞
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			☞	☞
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.			☞	☞

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		☞		
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		☞		
CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		☞		
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		☞		
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		☞		
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		☞		
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		☞		
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		☞		



Acknowledgements



Written by Beth Navarro

www.bethnavarro.com

Illustrated by Betsy Hamilton

Guide Created by Debbie Gonzales

www.debbiegonzales.com

www.readerkidz.com