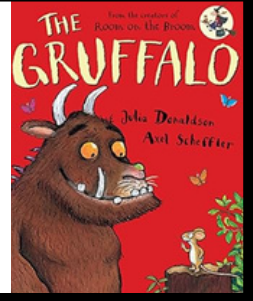


The Gruffalo

By Julia Donaldson



Before Reading: Get Ready

Review the book synopsis with the student to confirm interest in reading the book. Share the title, author, and illustrator. Talk about the cover.

Activate comprehension and set a purpose for reading. In this book, we meet a smart little mouse and creature called a Gruffalo! Do you think there is really an animal called a Gruffalo? Many animals in the woods, including the gruffalo, want to eat the little mouse. We are going to make inferences (using the words and pictures in the book and what you know and can figure out) to see what happens to the mouse.

Introduce important vocabulary and ask your student to listen for these words during reading.

- **stroll:** When you take a stroll, you take a slow and short walk. In the beginning of our book, the mouse is taking a stroll through the woods.
- **feast:** A feast is a big meal. Who do you think will eat a feast in our book today?
- **astounding:** When something is astounding, it is amazing and wonderful. The Gruffalo is astounded by some things that happen when the forest animals see the mouse in the woods.

During Reading: Read Together

Sit side-by-side to share the book. Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

- **After reading p.4:** Can you infer what the mouse is doing?
 - Help your student understand that he is trying to convince the fox not to eat him by making him become afraid that a Gruffalo is going to eat him...even though the mouse does not think there really are Gruffalos.
- **After reading pp. 8 and 12:** Was our inference correct? Is the mouse trying to convince the animals not to eat him by scaring them when he tells them about the Gruffalo?
- **After reading p. 14:** Oh no! There really is a Gruffalo!

- **After reading p. 18:** Can you infer what the mouse is doing now? That's right! He is making the Gruffalo think that the animals are afraid of the mouse. But what are the animals really afraid of?
- **After reading p. 22:** What can you infer now?
 - Guide your student to infer that now the mouse is trying to convince the gruffalo to be afraid of him because he would eat him.

NOTE: This book does not have page numbers. These conversation prompts will be marked in the book for your use.

After Reading: Discuss and Extend

After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands the text. Extend the conversation with writing to give your student multiple opportunities to show understanding.

- **How did making inferences help us understand this book?**
- **Let's write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student's notebook.)
 - If I met a gruffalo, I would _____.
 - The mouse was wise and clever because he _____.
 - The next time the animals in the woods see the mouse, I infer they will _____ because _____.