

Grandpa for Sale
Common Core Curriculum Guide Grades K–3
Reading and Writing

Lizzie is minding the family antique store while her grandpa naps on a spindly sofa. When Mrs. Larchmont enters and begins her buying spree, she refuses to leave without bargaining for the one antique not for sale...Grandpa! As Mrs. Larchmont bids higher and higher amounts, Lizzie imagines the fabulous things she could buy with all that money. But as Lizzie knows, some things are just not for sale.

Reading

1. The setting of this story is an antique store which many children may not be familiar with. There are also quite a few specific vocabulary words that may be unfamiliar to your students. Prepare to introduce these words ahead of time or as you encounter them in the story.
 - Prior to reading: initiate a discussion with the students about what an antique store is, what is sold there, and why someone might visit an antique store. What can you purchase in an antique store that you cannot find in a “regular” store? Ask for ideas and record on an easel, chart paper, or whiteboard.
 - Since antique stores sell items that are old, encourage students to think about other things they know that are old. Show them the cover of the book. Are Grandpas old? Would a grandpa be for sale? If they decide that a grandpa probably wouldn’t be for sale, encourage them to think about what the title might mean and/or what the book might be about. With partners or in a group discussion, make predictions and record.
 - This is an excellent book for a pre-reading picture walk. Make sure students can see the illustrations (cluster them on the floor or project pictures on overhead). Discuss each page and have students share what they think is happening in the story based on the pictures. Not only do the pictures closely match the story, you can use this time to introduce some of the vocabulary words as you encounter them in the illustrations (examples: Louis XVI settee, spindly, pink stole, rhinestone, establishment, etc.).

Common Core State Standards addressed: RLK.7, RL1.7, RL2.7, RL3.7

2. Lizzie faces a unique challenge in this story: she has to decide whether or not to sell her grandpa. Each time Mrs. Larchmont increases the amount she is willing to pay, Lizzie fantasizes about what that money could buy. She is tempted, but is able to stay focused on the idea that “not everyone has a price and not everything is for sale.”
 - Read the story, pausing to discuss each time Mrs. Larchmont increases the amount she is willing to pay. In partner pairs or as a group, talk about why it might be difficult for Lizzie to just say no. Why are her daydreams appealing? Would it be hard to turn down these amounts of money? Was the challenge greater when Mrs. Larchmont offered fifty thousand dollars? Why or why not?

Grandpa for Sale
Common Core Curriculum Guide Grades K–3
Reading and Writing

- Not every student has a grandpa in his or her life, but every student should be able to think of someone they would not sell for any amount of money. It might be a sibling, a parent, another relative, a friend, even a teacher! Have students partner share about this person and why they would not be willing to sell this person. (They will use these ideas later in the writing activity).

Common Core State Standards addressed: RLK.1, RLK.3, RL1.1, RL1.3, RL2.1, RL2.3, RL3.1, RL3.3

Writing

1. Something that is not discussed in the book is why Mrs. Larchmont wants to buy Grandpa. Encourage students to use prior knowledge and inference skills to think about why she might want to buy Grandpa. Depending on how creative the students get, you could easily have them each write and illustrate a page for a class book on “Uses for a Grandpa.” Include your grade level standards for writing informational text.

Common Core State Standards addressed: WK.2, W1.2, W2.2, W3.2

2. Lizzie refuses to sell her grandpa because “not everyone has a price and not everything is for sale.” What does that statement mean to the students? Encourage discussion and examples from their lives (see #2 in reading, above). Model writing an opinion piece with the title, “My ___ is not for sale.” Ask students for suggestions on why you would not want to sell this person and incorporate their ideas into your writing. Example: I would not sell my best friend because we love going to movies together and it wouldn’t be as much fun to go by myself. Refer students back to the text and have them identify the reasons Lizzie doesn’t want to sell Grandpa.

Have students write their own opinion pieces using the person they chose during the reading activity above. Remind them to introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (e.g. *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section (adjust to match your grade level standards).

Common Core State Standards addressed: WK.1 RLK.7, W1.1, RL1.7, W2.1, RL2.7, W3.1