



Book Title/Author

The Grudge Keeper by Mara Rockliff

Florida State Standards

Priority Standard:

LAFS.2.RL.1.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

Supporting Standards:

LAFS.2.RL.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.RL.1.3 – Describe how characters in story respond to major events and challenges.

LAFS.2.RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LAFS.2.RL.3.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Preparation/Resources Needed

Book *The Grudge Keeper*

Paper for guided and independent activities

Genre

fiction

AR/Lexile Level

4.2/AD820L

Reading Content Focus

- *Sequence events in the story to include the beginning, middle, and end
- *Identify the message and/or lesson learned by the characters in the story

Vocabulary

Due to the large number of new vocabulary in this story, Tier 2 words have been chosen to extend the understanding of words students are likely to encounter in their day to day interactions.

grudge, forgiveness, squabble, stomped, jammed, howling, creaking, tumbled, groan

Essential Questions

- *Why is forgiveness important?
- *How does identifying the main events help in retelling a story?

Big Idea

- *Forgiveness is important to keep us from being weighed down from the grudges.
- *By identifying the main events at the beginning, middle, and end, we are better able to retell a story using our own words.

Differentiation (Access and Enrichment)

Access – Provide students with sentence stems for the beginning, middle, and end to guide in the retelling.

Act out some of the more difficult vocabulary to aide in understanding.

Enrichment – Assist students in providing more details in their writing by using describing words. Work on varying sentence structure throughout the response.

Internet Resources

[Book Source](#) provides YouTube Videos and companion book titles to use in teaching forgiveness.

[YouTube video](#) interview with author and illustrator (40 minutes)

[Publisher website](#) with a transcript interview with author and illustrator

[Interview with the author](#) from the publisher’s website

(The questions included in this lesson plan are only a guide. Use some or all as appropriate for your purpose and students.)

Activate Background Knowledge:

Begin by defining grudge and follow that with a discussion of students' personal experiences.

In this story, one person in the town of Bonnyripple is responsible for keeping everyone's grudges. Do you think this is a good thing or a bad thing? Explain why.

Who can tell me what the opposite of keeping a grudge would be? (forgiveness)

Teach/Model: (This story has very rich vocabulary that may require extra discussion with a young audience.)

Begin by reading the cover and discuss the picture. Talk about the clothes the people are wearing and how they are different than today. So when would this story take place?

Talk about the author and illustrator and their jobs.

Read the first page.

Spend some time discussing "ruffled feathers, petty snits, minor tiffs, and major huffs, insults, umbrage, squabbles, dust-ups, and imbroglios" and how they relate to holding a grudge against someone.

Q: Who is the grudge keeper in Bonnyripple?

Q: Using the picture what do you know about this character? What about his house?

Read the next page.

Q: What does it mean when a goat gulps up prize winning zinnias?

Read the next page.

Q: What did the boy do?

Q: What is a toupee?

Q: Why do you think this made the school master mad? (What is a school master?)

Read the next page.

Discuss the words stomped, spring fling, and limped

Q: Why is Lilly Belle so mad?

Read the next page.

Discuss the words overflowed, jammed, and crammed.

Q: What do you think Cornelius will do when he runs out of room to hold all the grudges?

Read the next two pages.

Q: What is a gentle breeze?

Q: What does it mean for laundry to flutter on the line? (a picture of a clothesline might be helpful – picture card below)

Q: What is a bonnet?

Q: What are shutters and cupboards? What does it mean when they rattle?

Q: What does it mean for the wind to run riot?

Q: What does gobbled mean?

Read the next page.

Q: Why won't the candles stay lit?

Q: What would it look like when people huddle with their grudges?

Discuss the describing words – hissing, howling, creaking, crashing, moaning, groaning, whistling

Read the next page.

Q: What does the word sputter mean?

Q: What just happened?

Read the next page.

Q: What do you think they are going to find when they get to the grudge keeper's house?

Read the next page.

Q: Oh my! What has happened?

Discuss the words mixed, mingled, tossed, turned, tumbled, jumbled, dumped, rumped, crumpled, whopping pile.

Read the next page.

Discuss the words grabbing, shoving, shouting, hubbub, feeble groan

Q: Where is Cornelius?

Q: What is wrong with him? Why is he groaning?

Read the next three pages.

Q: What is happening to all the grudges?

Read the next two pages.

Q: Where are all the grudges now?

Read the next two pages.

Define yowl.

Q: Oh no! Do you think that everyone is going to start writing their grudges and sending them to Cornelius again?

Read the next two pages.

Q: What did the little boy do? Why do you think he did this?

Q: What is the difference now? Why didn't the people write out grudges to give to Cornelius? What did they decide to do instead?

Read the next two pages.

Q: What is a waltz?

Q: So what did Big Otto do? Why doesn't Lilly Belle get mad?

Read the last page?

Q: How have the people in town changed?

Guided Practice:

Choose the option(s) below as appropriate for your purpose and group of students:

*Working as a class, create a graphic organizer to identify the beginning, middle, and end of the story (or a Flow Map Thinking Map).

*As a whole class, develop a T-Chart (or Double Bubble Thinking Map) to compare the characters' reactions to grudges at the beginning of the story to the way they reacted at the end of the story. (This can be done with the town as a whole or choose an individual character. Ex: Cornelius, Lilly Belle, or Big Otto)

Independent Work:

The guided practice option will guide the independent work. Choose from the options below as appropriate:

*Have students respond to text by using the graphic organizer (Thinking Map) to retell the story identifying the beginning, middle, and end. Include the overall message of the story learned by the people in the town of Bonnyripple. (Once finished, allow students to illustrate their response.)

*Have students respond to text by using the T-Chart (Thinking Map) to explain how the town people (or specific characters) changed from the beginning to the end of the story. Include the overall message of the story learned by the characters. (Once finished, allow students to illustrate their response.)

Extension Activities:

As part of the retelling of the story, allow students to re-enact the main events at the beginning, middle, and end of the story to assist in understanding.

[Book Source](#) provides links to YouTube videos on conflict and forgiveness. This website also provides companion books to be used with *The Grudge Keeper* to teach about forgiveness.

[YouTube video](#) of an interview with the author Mara Rockliff and illustrator Eliza Wheeler. Video is 40 minutes, so reviewing for specific purpose or small clip for students would be appropriate.

Guide an author study using the [interview with the author](#) from the publisher's website along with the [author's website](#). Other stories written by Mara Rockliff include:

- **Chik Chak Shabbat*
- **Gingerbread for Liberty*
- **Pieces of Another World*
- **My Heart Will Not Sit Down*
- **Me and Momma and Big John*
- **Next to an Ant*
- **The Busiest Street in Town*

Object lesson about grudges and forgiveness: Have a student come to the front of the room and give him/her a backpack to put on his/her back. Talk about the different types of grudges students have against each other. For each grudge, put a rock into the backpack allowing it to get heavier and heavier with each grudge. Then discuss how grudges weigh us down. But if we forgive one another, take out the rocks for each forgiveness, we will feel much better. After the object lesson, provide each student with a rock to keep as a reminder of this lesson.

Assessment

Formative Assessment:

*observations and anecdotal notes of student participation in classroom discussions and creation of the graphic organizer, T-Chart, and/or Thinking Map

Summative Assessment:

*evaluation of writing and picture completed in the independent activity

