

KATY HAS TWO GRAMPAS

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& Robert A. Schanke



Art by
Mariia Luzina

EDUCATIONAL TEACHING GUIDE

KATY HAS TWO GRAMPAS

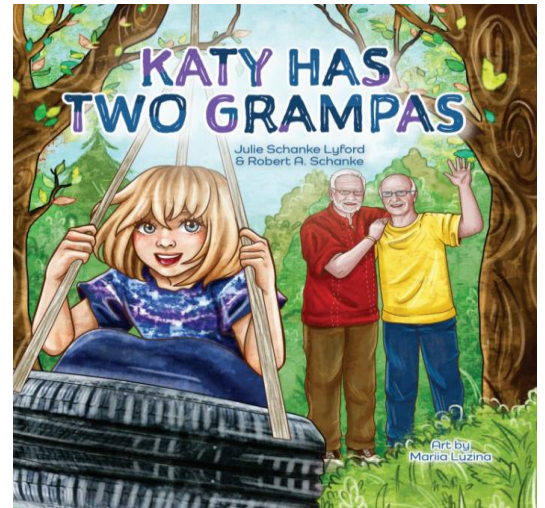
TEACHING GUIDE

ABOUT THE BOOK

Katy feels hurt when the other kids make fun of her lisp. So, to keep from getting teased or misunderstood, she stays silent. But then she discovers she'll have to introduce her amazing relatives in front of class for Grandparents Day. Katy's terrified no one will understand her, trembling with fear that her classmates will laugh at her. Can Katy be brave and share two of her favorite people?



KATY HAS TWO GRAMPAS



PRE-READING ACTIVITIES

Before reading *Katy has Two Grampas* consider the following activities to engage your readers.

1. Take a picture walk of the story, flipping each page and pointing out the illustrations. Encourage students to predict what will happen in the story.
2. Host a class-wide discussion about acceptance. What is it and why is it important?
3. Explain that in the story Katy has a lisp. Discuss a time when students felt bullied or scared and what helped them overcome that feeling.



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EDUCATIONAL ACTIVITIES

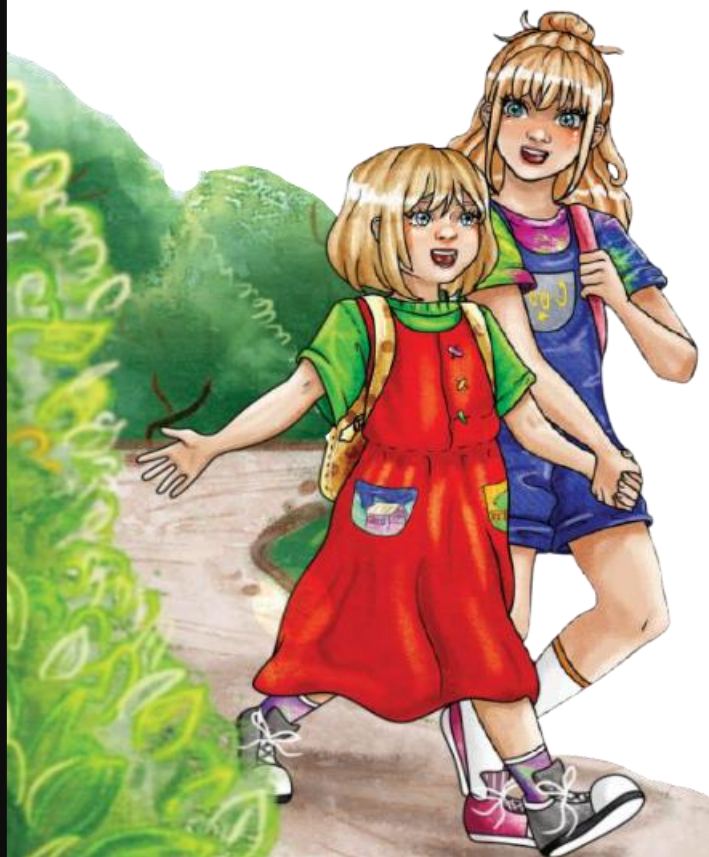
Katy has Two Grandpas explores the importance of diversity and acceptance through the eyes of a young girl named Katy who has a lisp. The activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

WRITING

A LETTER TO A LOVED ONE

Target Grade Range: 2nd – 5th Grade

The love between Katy and her grandpas is undeniable. In this literacy activity, students will write a letter to a grandparent or loved one, explaining what makes them special. The differentiated graphic organizers and writing papers support a wide range of learners.



KATY HAS TWO GRAMPAS

SOCIAL / EMOTIONAL

CRAYON BOX COMMUNITY

Target Grade Range: K – 5th Grade

Celebrating differences is an important part of any classroom. Recognizing our differences is a great way to appreciate how different we all are. In this social-emotional activity, students will decorate a crayon template to represent them. They may use crayons, colored pencils, or markers to create a crayon that truly shows their special differences. Collect the crayons and create a crayon box display. This activity provides a great opportunity to introduce communities and specifically the LGBTQ community.

SOCIAL / EMOTIONAL

HOW TO LEND A HELPING HAND

Target Grade Range: K–5th Grade

Kindness never goes out of style! A second social-emotional activity asks students to brainstorm ways that they can lend a helping hand. Students will cut apart a hand template and draw or write how they can be helpful. You can collect the hands and create a class-wide display, showing all the different interpretations of helpfulness.

EDUCATIONAL ACTIVITIES

Katy has Two Grampas explores the importance of diversity and acceptance through the eyes of a young girl named Katy who has a lisp. The activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.

ENGLISH-LANGUAGE ARTS

COMPARING/CONTRASTING FAMILIES

Target Grade Range: K – 5th

Katy has 2 Grampas teaches us that families look very different. In fact, this story is one that lends itself nicely to reading comprehension skill comparing and contrasting. Students can use a Venn Diagram to brainstorm and write how Katy's family is similar or different to their own or another family from another story.

ENGLISH-LANGUAGE ARTS

HOW CHARACTERS CHANGE

Target Grade Range: 2nd – 5th Grade

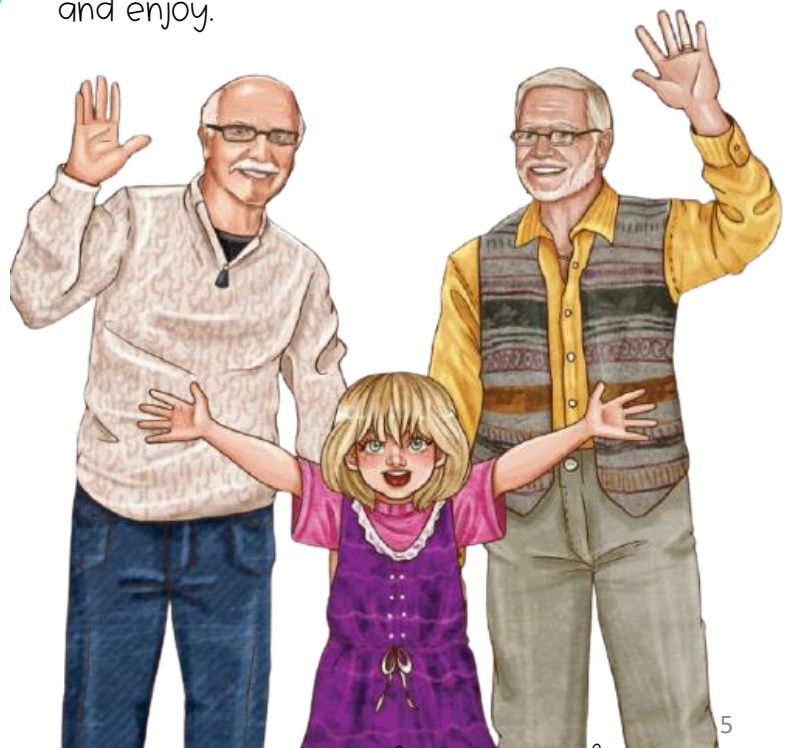
In the story not only is Katy's family different, but also her lisp makes her unlike her classmates. Katy changes from the beginning of the story to the end. In this literacy activity, students will use evidence to create a lift the flap resource that shows how Katy changed. Students can explore how Katy changed in relation to her lisp or her reluctance to share about her family.

SCIENCE

GROW A RAINBOW

Target Grade Range: K – 5th Grade

Rainbows are a significant symbol in the LGBTQ community. The rainbow or pride flag represents acceptance and diversity. What better way to celebrate the LGBTQ community while learning scientific understandings than through a rainbow experiment? Students will learn about cohesion and adhesion as they build a rainbow with water, cups, paper towels, and markers. This experiment is one that students of many grades will appreciate and enjoy.



EDUCATIONAL ACTIVITIES

Katy has Two Grampas explores the importance of diversity and acceptance through the eyes of a young girl named Katy who has a lisp. The activities in this guide apply to a variety of content areas and educational standards. They may be used for a range of learners and are aligned to the CCSS and NGSS.



SOCIAL STUDIES

COMMUNITY FLIPBOOK

Target Grade Range: K– 5th Grade

Communities are all around us. In this social studies themed activity, students will create a flipbook describing the different communities they belong to. They will write about their home, school, and city or town and their place within each of those communities. Students will also decorate a blank face template to match their appearance.

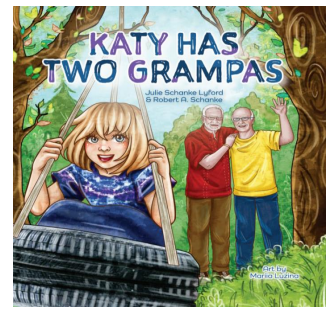
ART

FAMILY TREE ART

Target Grade Range: K – 5th Grade

What better way to celebrate diverse families than with an art project? Have students create a family tree using templates and frames. Students will draw portraits of their family members and label the pictures to show how their family is unlike any one else's. Students will absolutely love the opportunity to share about their special families!

SOCIAL / EMOTIONAL ACTIVITY



CRAYON BOX COMMUNITY

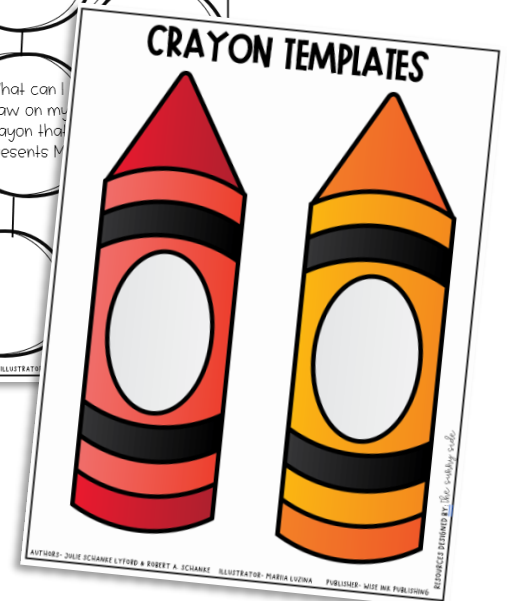
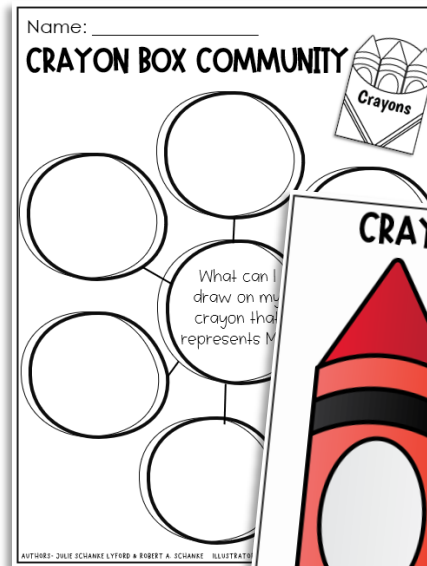


Common Core State Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White or colored copy paper
- Pencils
- Scissors
- Crayons / colored pencils / markers
- Tape
- White board / oversized poster paper



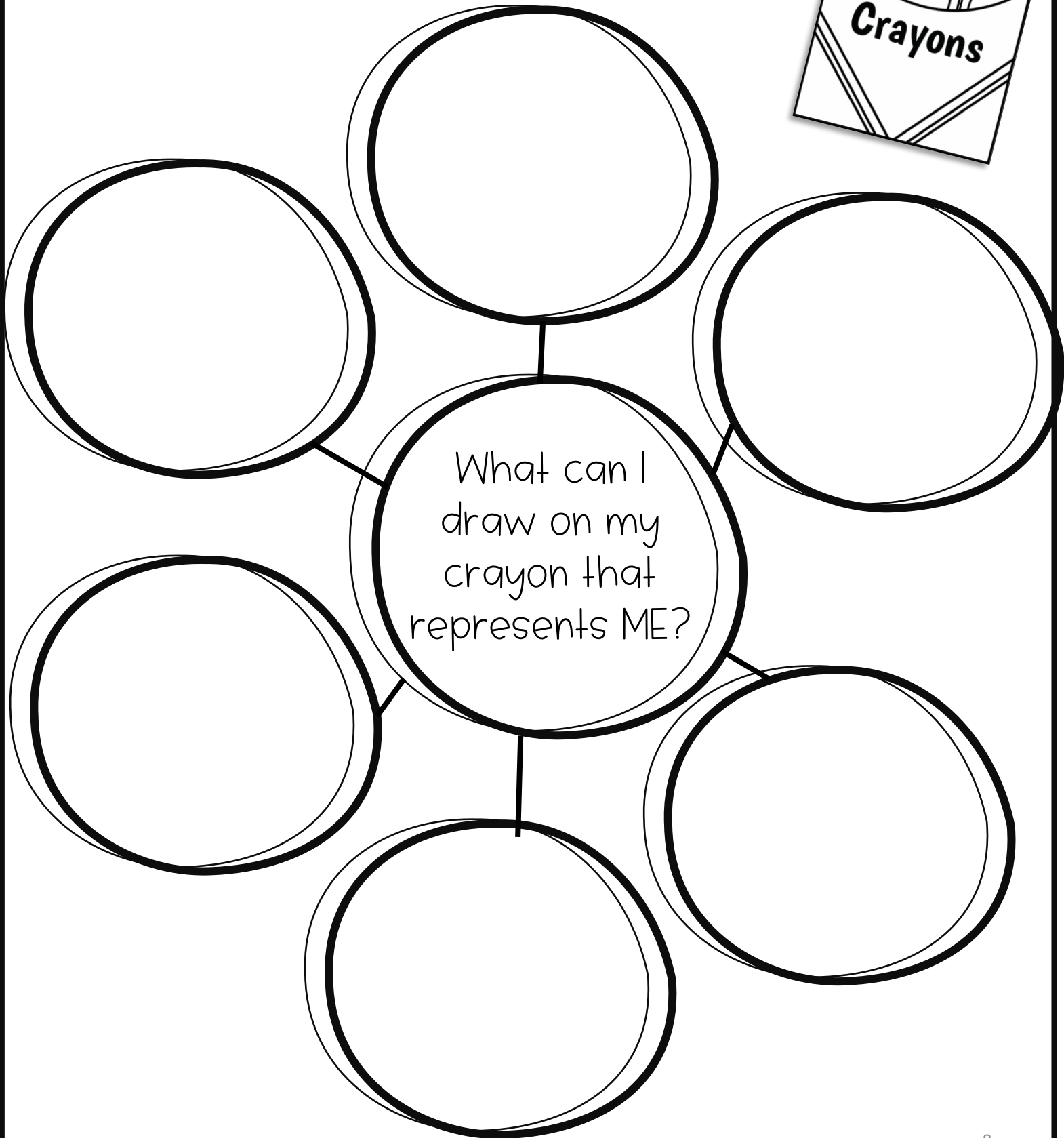
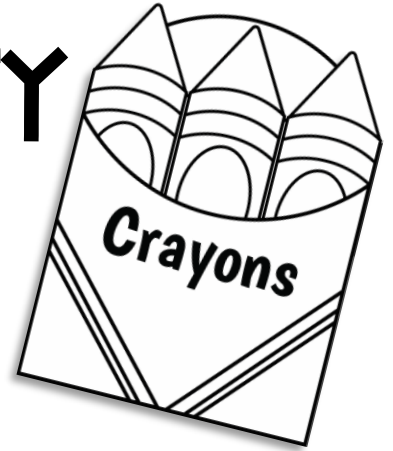
Learning Target: Students will recognize and discuss the attributes that make them special.

Step by step to do list:

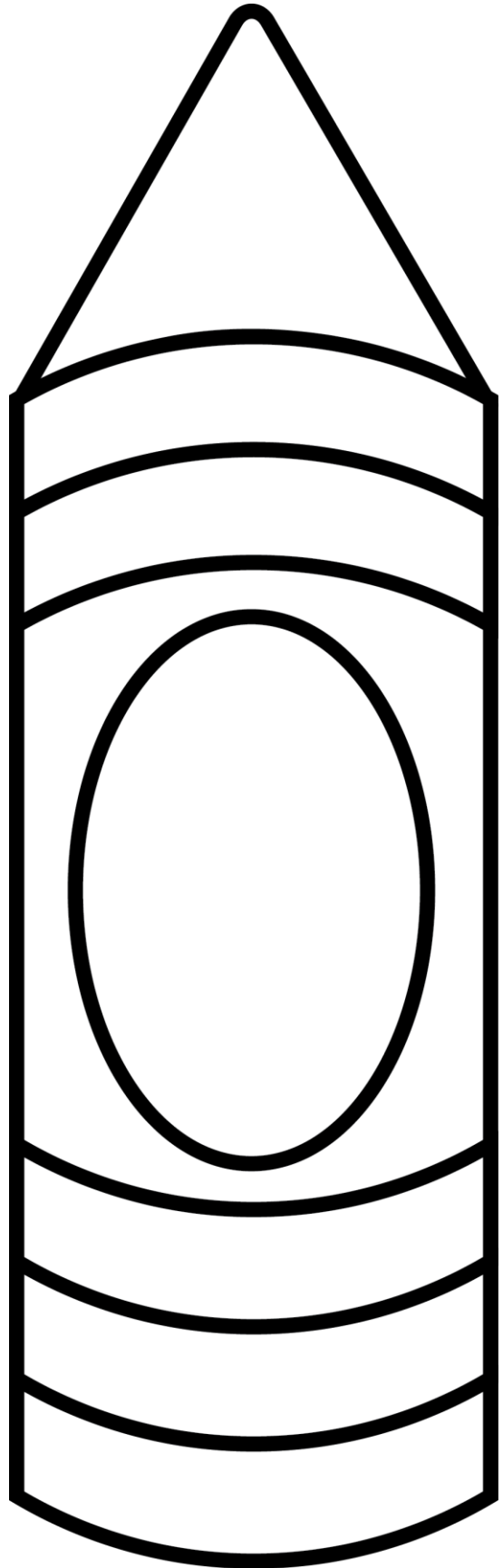
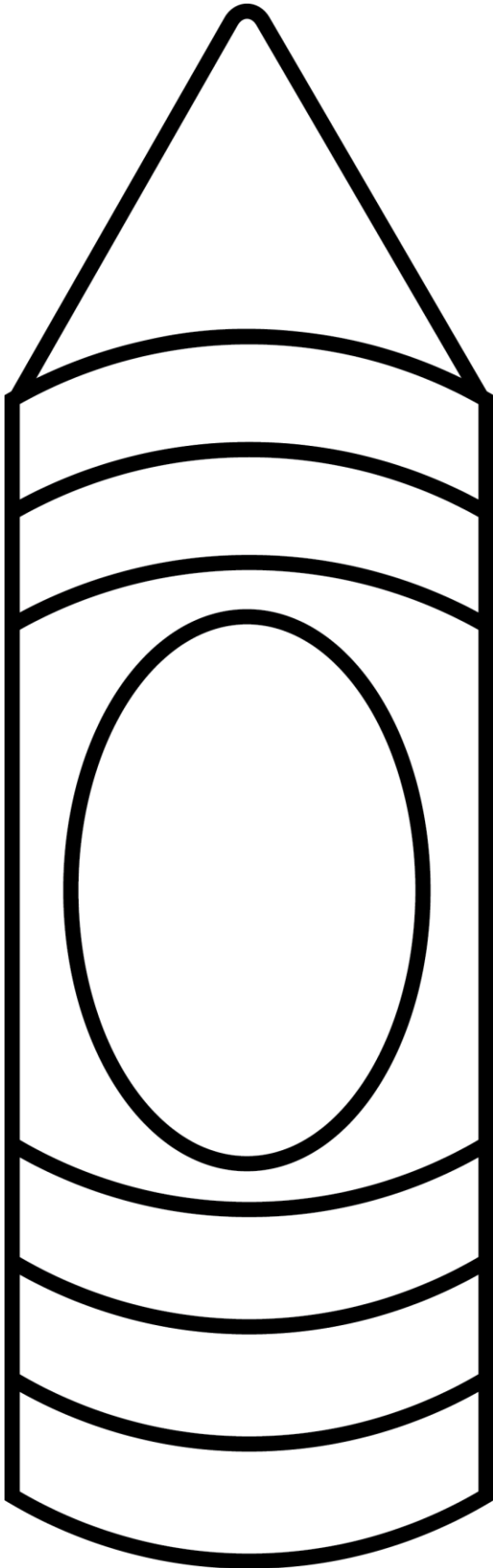
1. Copy the mind map and crayon templates in black and white or color.
2. Explain that our classroom works like a set of crayons...we work together and we're all part of a **community** (this would be a great opportunity to introduce the LGBTQ community).
3. Model for students how to use the brainstorming page to think of items/objects they could draw to represent themselves.
4. Then, show students how to use the ideas from the brainstorming page to decorate their crayon template.
5. Collect the crayons and create a large crayon box display.

Name: _____

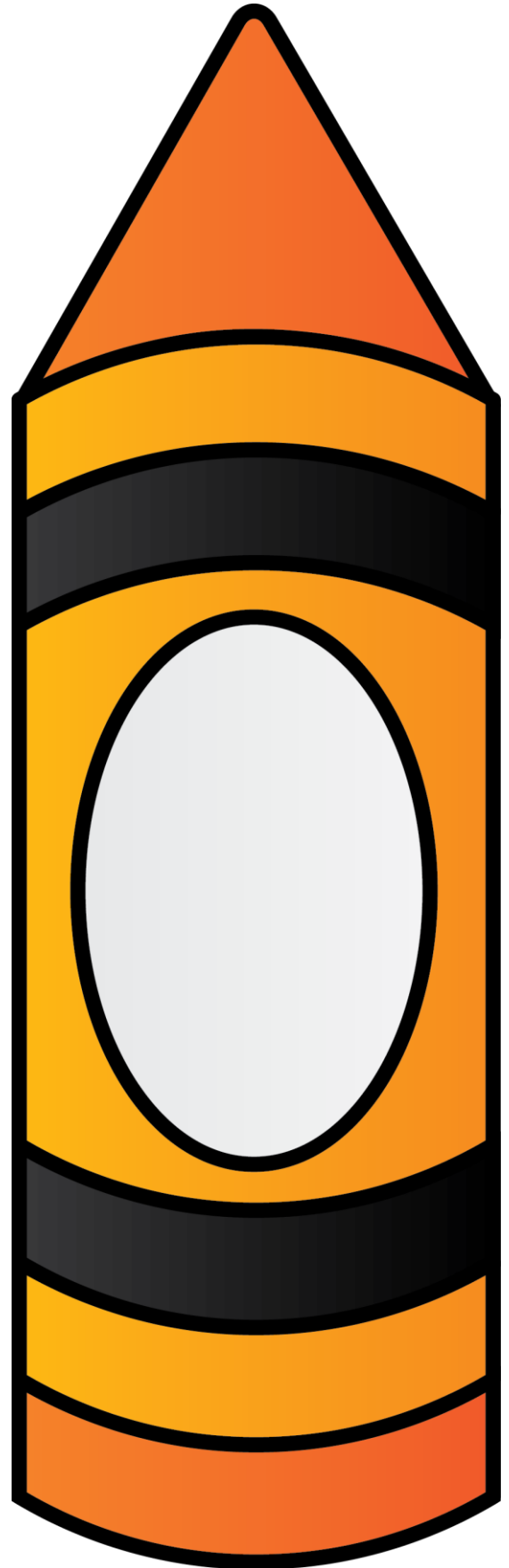
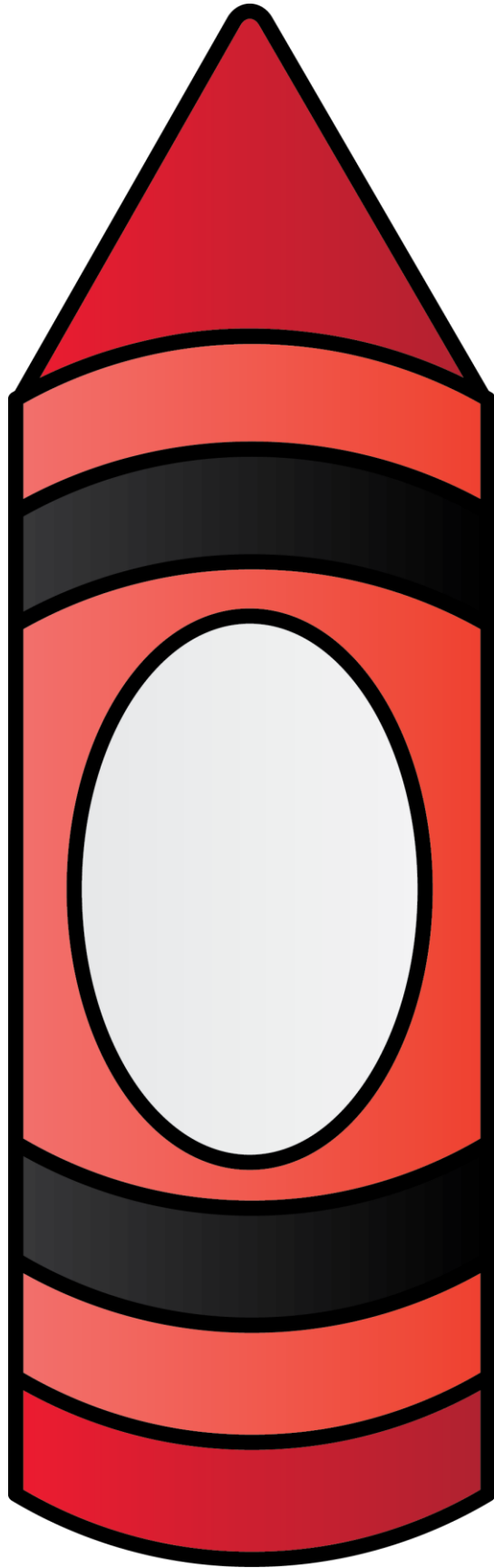
CRAYON BOX COMMUNITY



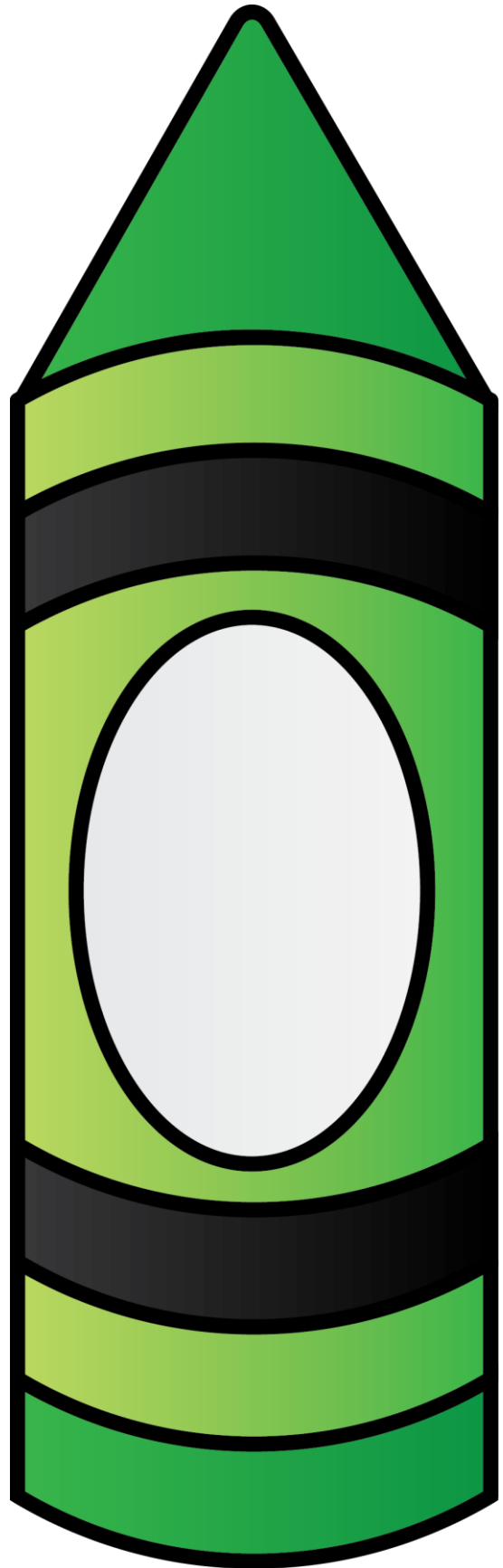
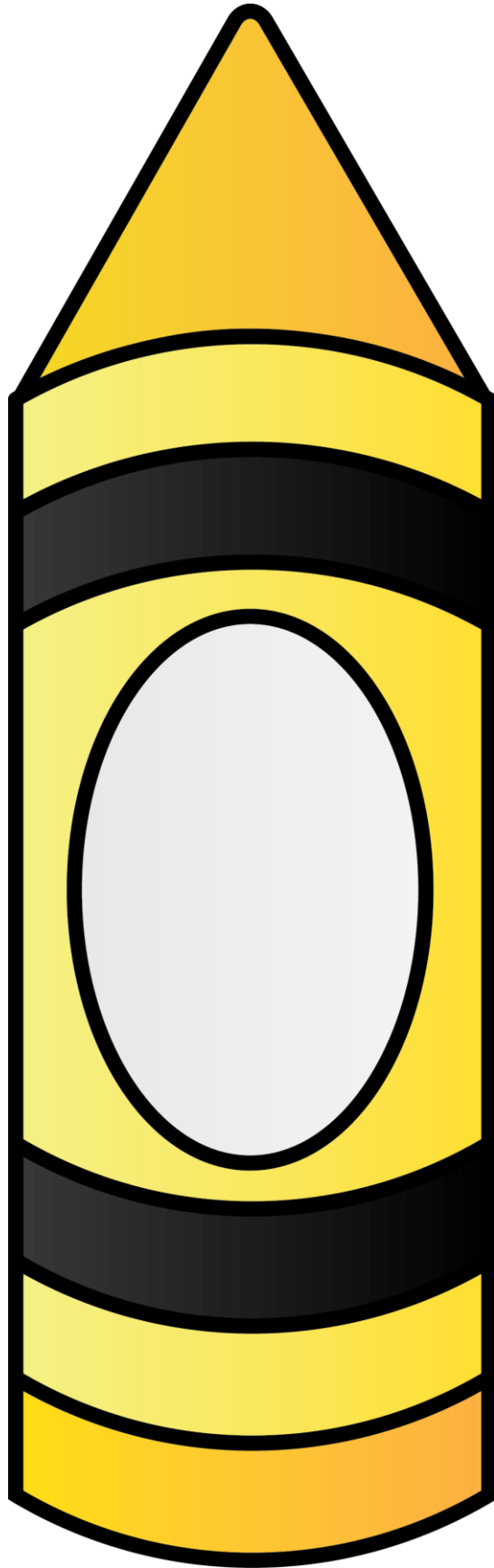
CRAYON TEMPLATES



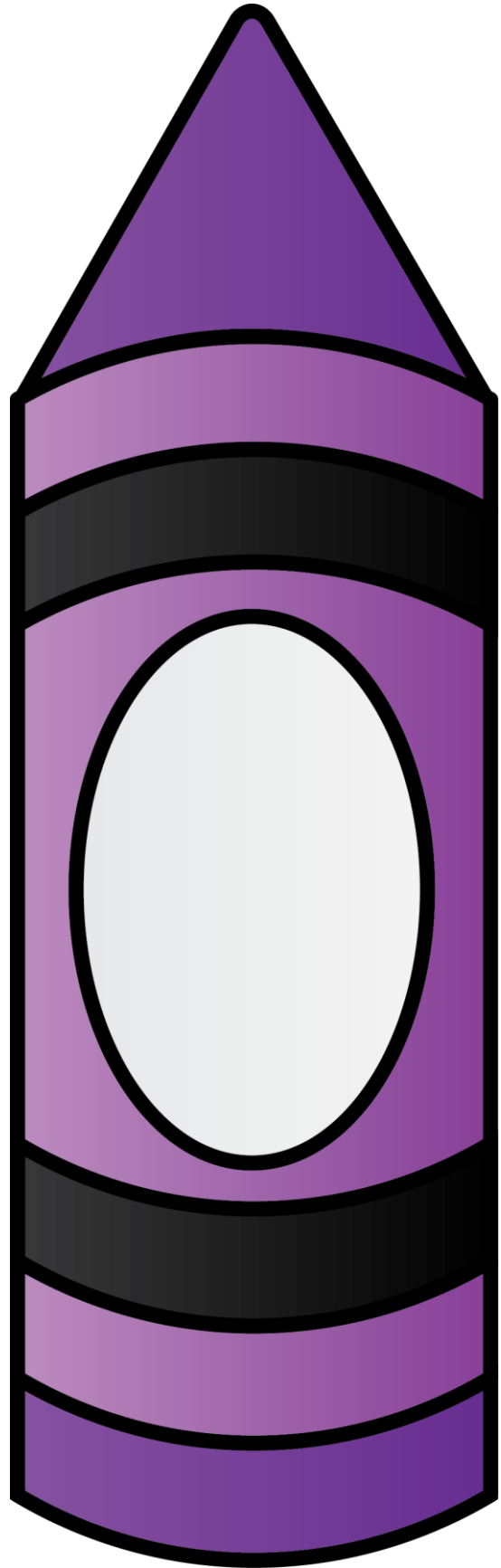
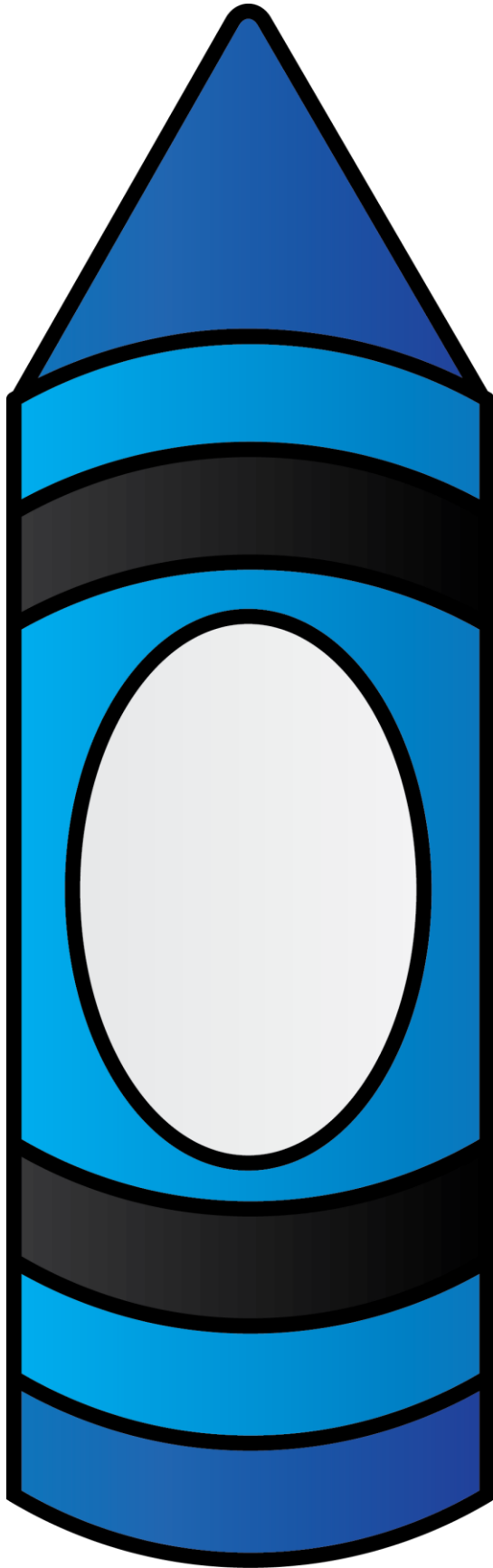
CRAYON TEMPLATES



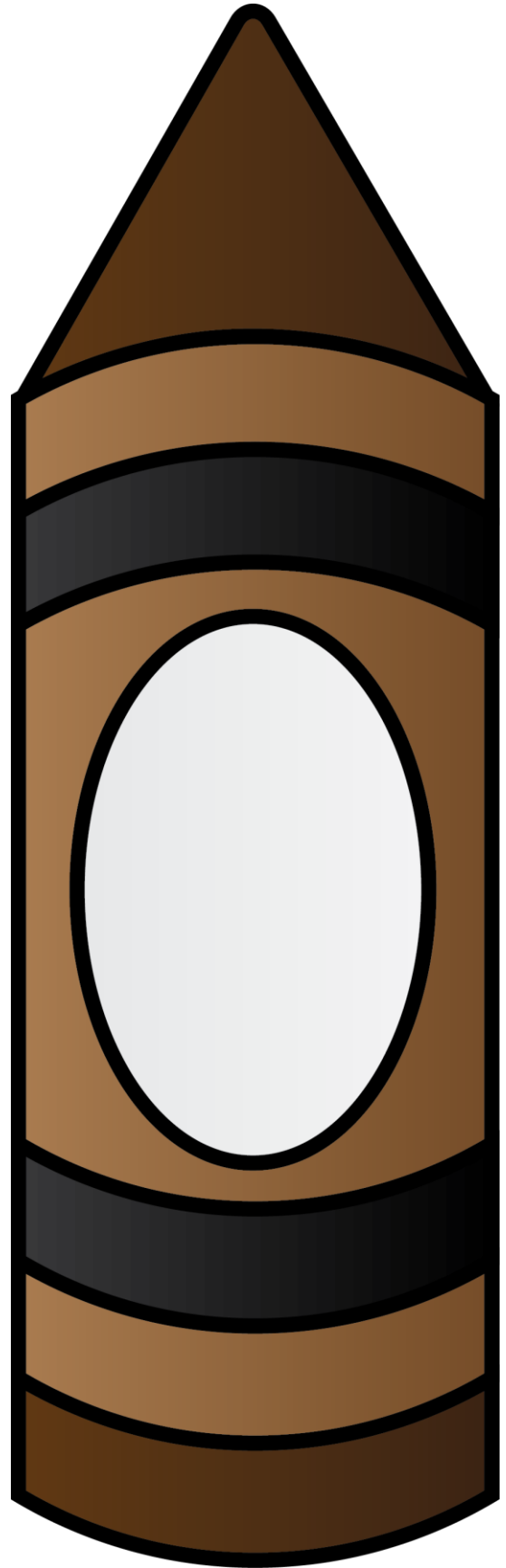
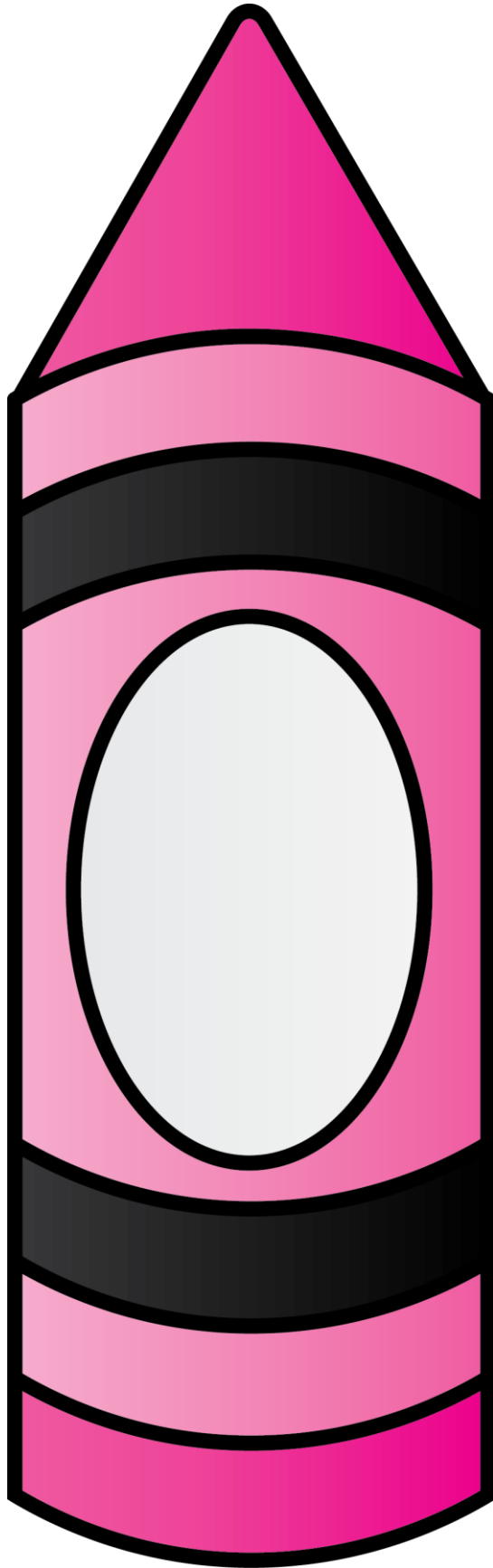
CRAYON TEMPLATES



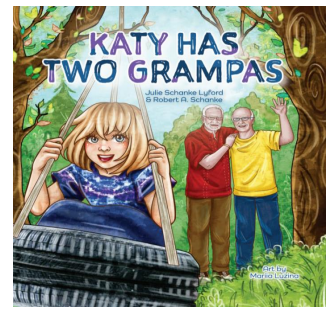
CRAYON TEMPLATES



CRAYON TEMPLATES



SOCIAL / EMOTIONAL ACTIVITY



HOW TO BE A GOOD HELPER

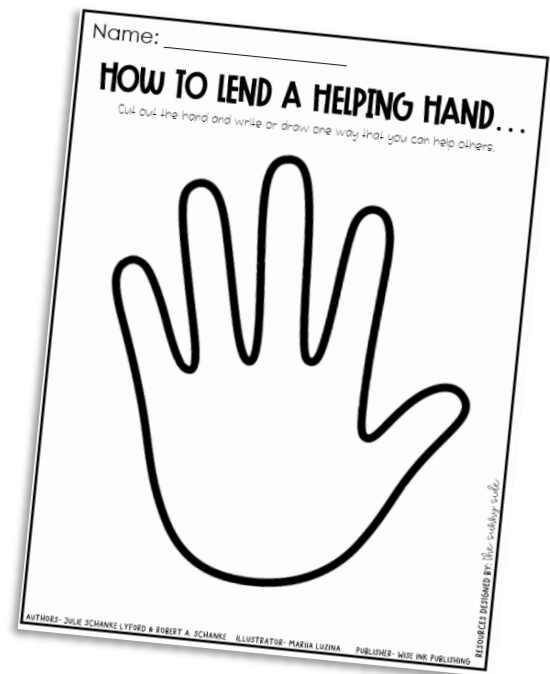


Common Core State Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White or colored copy paper
- Pencils
- Scissors
- Crayons / colored pencils / markers
- Tape
- White board / oversized poster paper



Learning Target: Students will recognize and discuss the attributes of a good helper.

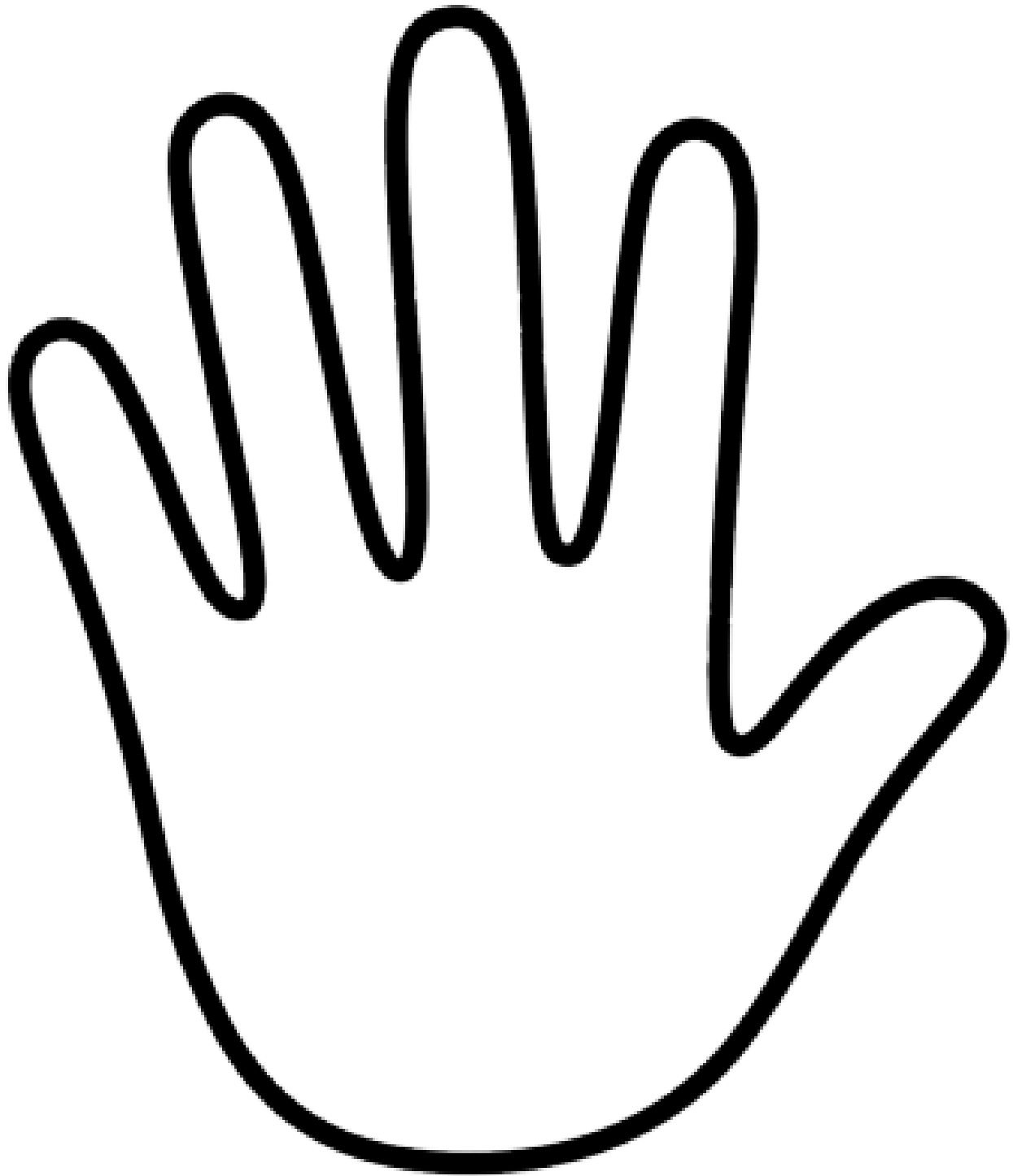
Step by step to do list:

1. Copy the hands on white or skin color copy paper.
2. Brainstorm a list of ways that students can be helpful (e.g., picking up after themselves, listening to their teacher, assisting a friend in need, etc.).
3. Have students cut the hand out (if you copied on white paper, students may color it with crayons / colored pencils / markers).
4. Then, they should write or draw one way that they can be a good helper.
5. Students will then share what they wrote with the class.
6. Collect the hands and tape them together to create a class-wide display (you can arrange the hands around a world, in a peace sign, in a heart, etc.).

Name: _____

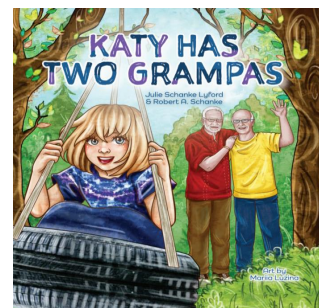
HOW TO LEND A HELPING HAND...

Cut out the hand and write or draw one way that you can help others.



WRITING ACTIVITY

A LETTER TO A LOVED ONE



Common Core State Standards:

- CCSS.ELA-LITERACY.W.2.1
- CCSS.ELA-LITERACY.W.3.1
- CCSS.ELA-LITERACY.W.4.1
- CCSS.ELA-LITERACY.W.5.1

You will need:

- White copy paper
- Pencils

Learning Target: Students will brainstorm, sequence, and write reasons to a loved one that explains why they're special.

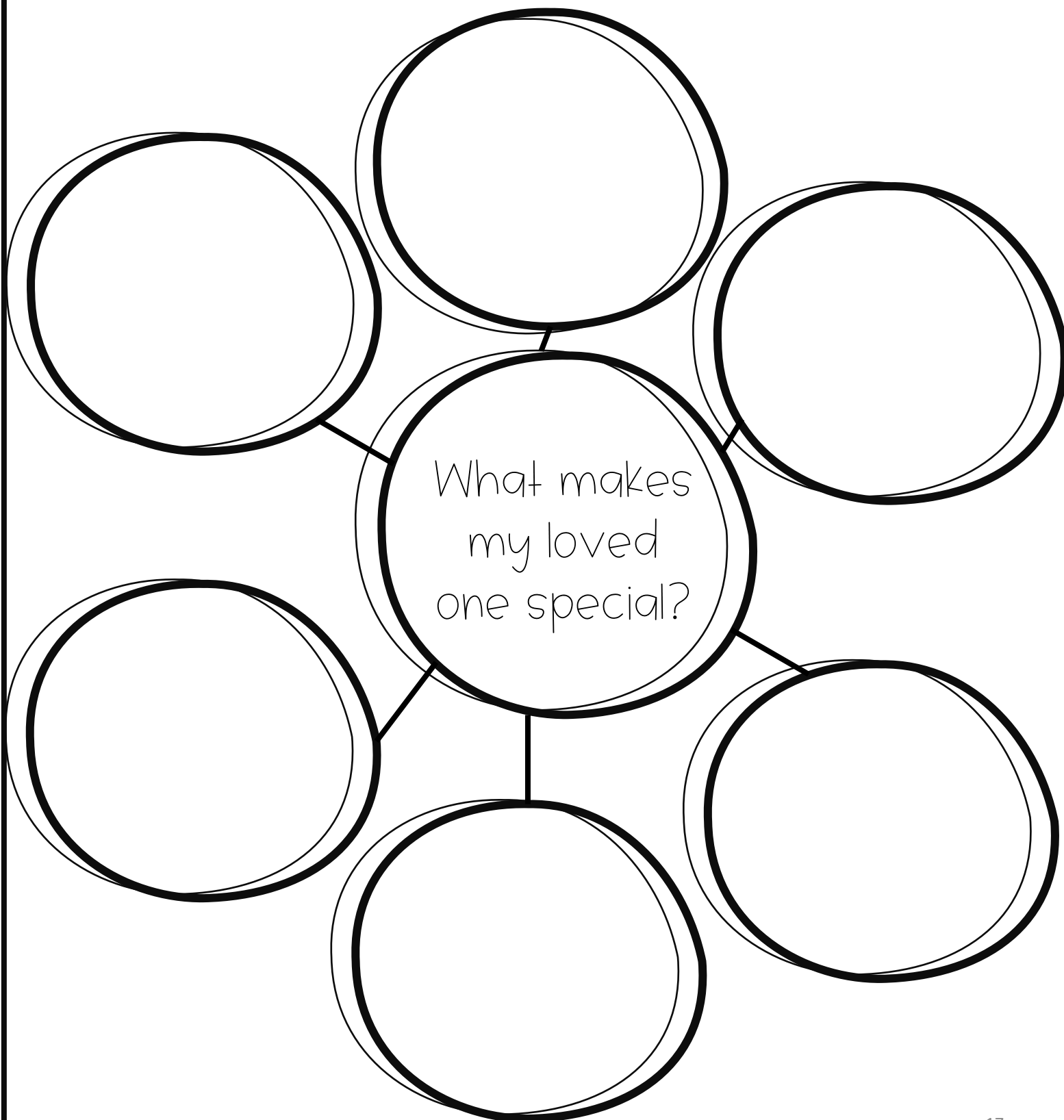
Step by step to do list:

1. Decide which differentiated graphic organizer and writing paper works best for your students and copy on white paper.
2. Copy the mind maps on white copy paper as well.
3. Discuss with students what makes their loved one special.
4. Distribute the graphic organizers and writing paper to students.
5. Encourage students to write the reasons discussed in the outer circles.
6. Model for students how to choose and sequence their reasons, using the graphic organizer.
7. Finally, have students use their reason graphic organizer to write a letter to their loved one, explaining what makes them special.

Name: _____

LOVED ONE MIND MAP

Brainstorm what makes your loved one special. Write a different reason in each circle.



Name: _____

SEQUENCE YOUR REASONS!

Choose three reasons why you love your loved one to include in your letter.

FIRST

NEXT

FINALLY

Name: _____

SEQUENCE YOUR REASONS!

Choose three reasons why you love your loved one to include in your letter.

FIRST

NEXT

FINALLY

Name: _____

SEQUENCE YOUR REASONS!

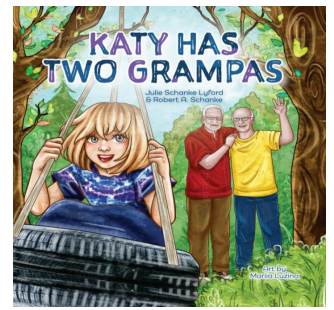
Choose three reasons why you love your loved one to include in your letter.

FIRST

NEXT

FINALLY

ENGLISH / LANGUAGE ARTS ACTIVITY



COMPARING AND CONTRASTING FAMILIES

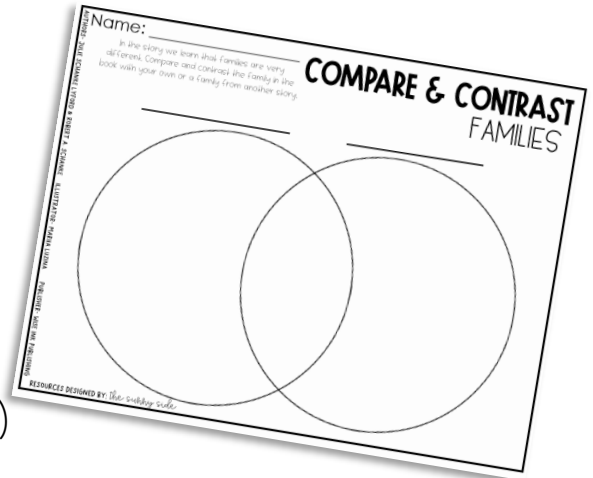


Common Core State Standards:

- CCSS.ELA-LITERACY.RL.K.9
- CCSS.ELA-LITERACY.RL.1.9
- CCSS.ELA-LITERACY.RL.2.9
- CCSS.ELA-LITERACY.RL.3.9
- CCSS.ELA-LITERACY.RL.4.6
- CCSS.ELA-LITERACY.RL.5.3

You will need:

- White copy paper
- Access to printer (color / black and white)
- Pencils



Learning Target: Students will compare and contrast how families are similar and different.

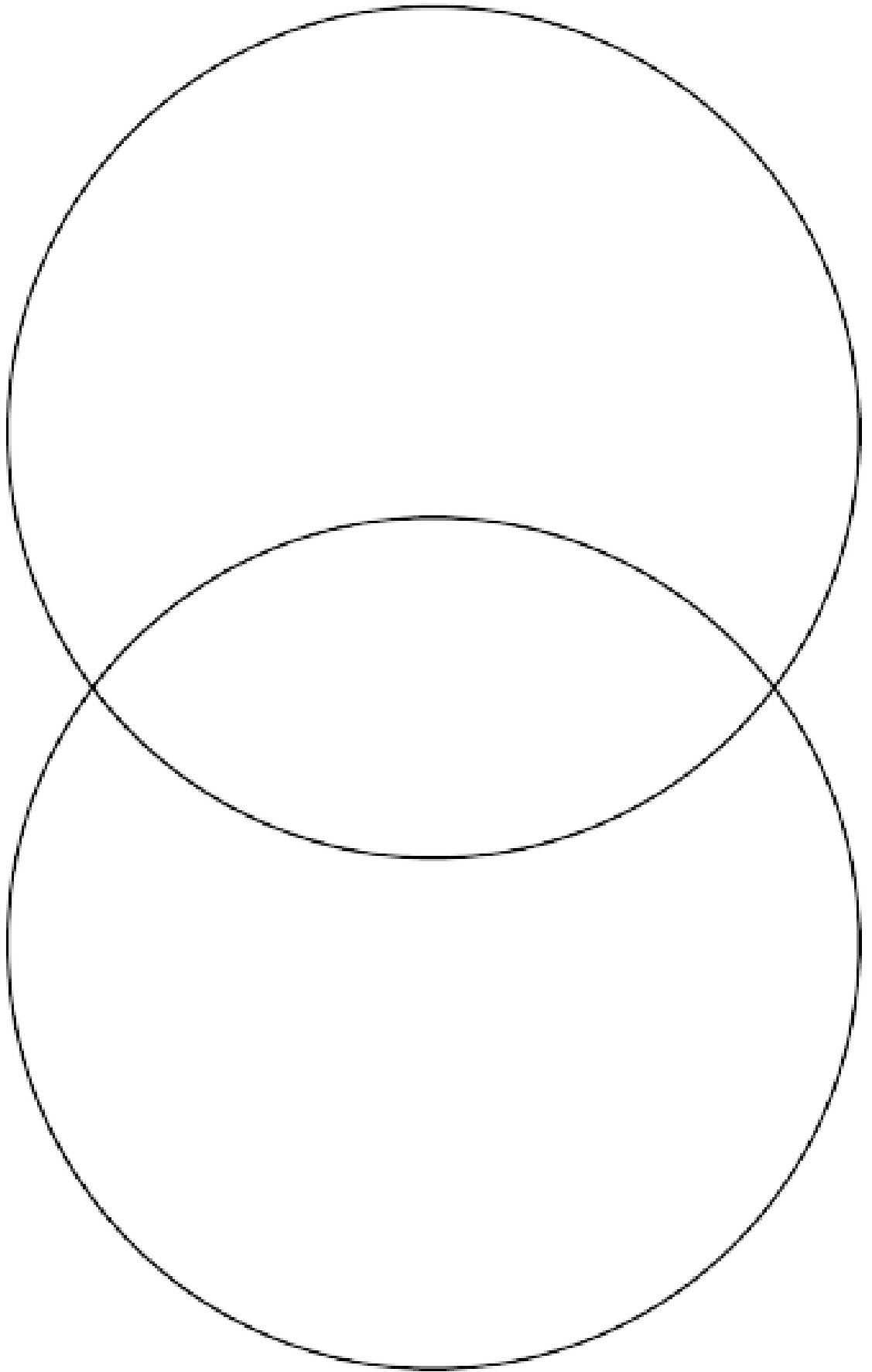
Step by step to do list:

1. Copy the Venn Diagram graphic organizers on white copy paper.
2. Explain that a Venn Diagram is a tool that we use to compare and contrast or study how two things are similar or different.
3. Remind students that in the story we learn that all families look very different.
4. As a class, in partnerships or independently have students brainstorm ways that Katy's family is similar and different to their own or a family from another story (e.g., Our Class is a Family, Love Makes a Family, Just Right Family, etc.).
5. Allow students an opportunity to share with each other the similarities and differences between the 2 families they compared and contrasted.

Name: _____

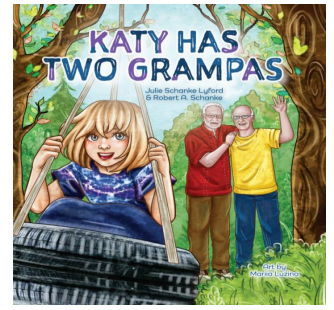
COMPARE & CONTRAST FAMILIES

In the story we learn that families are very different. Compare and contrast the family in the book with your own or a family from another story.



ENGLISH / LANGUAGE ARTS ACTIVITY

HOW CHARACTERS CHANGE

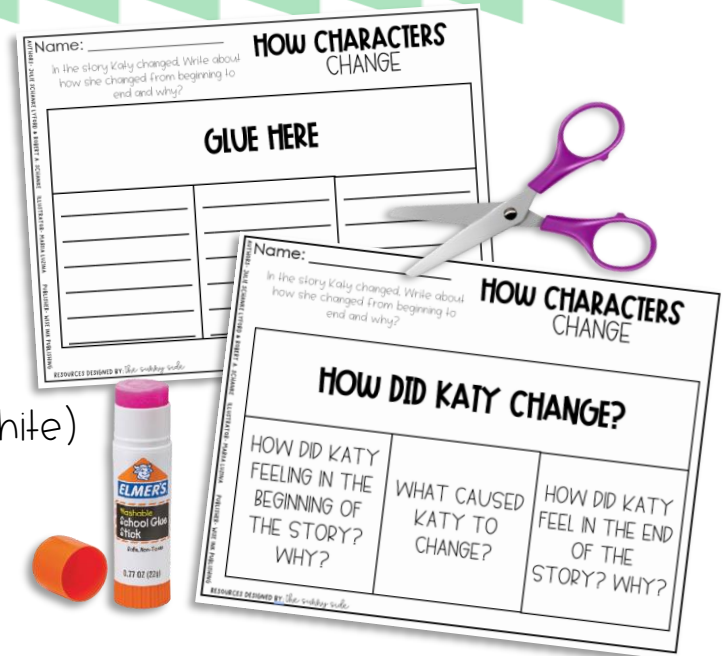


Common Core State Standards:

- CCSS.ELA-LITERACY.RL.2.3
- CCSS.ELA-LITERACY.RL.3.3
- CCSS.ELA-LITERACY.RL.4.3
- CCSS.ELA-LITERACY.RL.5.2

You will need:

- White copy paper
- Access to printer (color / black and white)
- Pencils
- Scissors
- Glue sticks



Learning Target: Students will use evidence from the text to support how the main character change from the beginning to the end of the story.

Step by step to do list:

1. Decide which differentiated lift the flap worksheets work best for your students.
2. Copy the lift the flap and writing paper on white copy paper.
3. As a class discuss how characters change in a story.
4. Brainstorm ways that Katy changed from beginning to end and WHY (this would be a great opportunity to explore Katy's lisp in addition to her feelings about her family throughout).
5. Students should cut around the lift the flap pages and add glue in the designated area on the writing paper.
6. Have students lift the flap and complete each question, showing how Katy changed from beginning to end.
7. Allow students an opportunity to share with other students in class.

Name: _____

HOW CHARACTERS CHANGE

In the story Katy changed. Write about how she changed from beginning to end and why?

HOW DID KATY CHANGE?

HOW DID KATY
FEEL IN THE
BEGINNING OF
THE STORY?
WHY?

WHAT CAUSED
KATY TO
CHANGE?

HOW DID KATY
FEEL IN THE END
OF THE
STORY? WHY?

Name: _____

HOW CHARACTERS CHANGE

In the story Katy changed. Write about
how she changed from beginning to
end and why?

GLUE HERE

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

HOW CHARACTERS CHANGE

In the story Katy changed. Write about
how she changed from beginning to
end and why?

Large empty rectangular box for writing the answer.

GLUE HERE

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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Name: _____

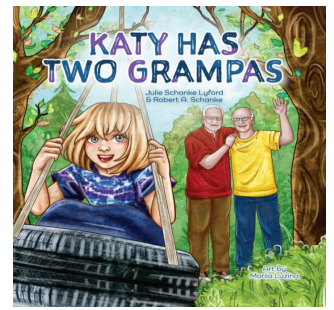
HOW CHARACTERS CHANGE

In the story Katy changed. Write about
how she changed from beginning to
end and why?

GLUE HERE

SCIENCE ACTIVITY

GROW A RAINBOW



Next Generation Science Standards:

- K-2-ETS1-2.
- 3-5-ETS1-1.
- 3-5-ETS1-2.
- 3-5-ETS1-3.

You will need:

- White or colored copy paper
- Pencils
- Paper towels
- Water
- 2 plastic cups
- Markers (colors of the rainbow)



Name: _____

REPROFIT DESIGNED BY: *the sunny side*

GROW A RAINBOW

SCIENCE experiment

QUESTION What will happen....	
MY HYPOTHESIS I think....	
MATERIALS • •	SKETCH Draw a model of the experiment below.
OBSERVATIONS What happened?	RESULTS Why did that happen?

© ROBERT A. SCHROCK ILLUSTRATOR: MARIA LUZINA PUBLISHER: MISC INC PUBLISHING

Learning Target: Students will understand how adhesion and cohesion work together to cause colors to move.

Step by step to do list:

1. Copy the Grow a Rainbow lab report on white copy paper & distribute to students.
2. Decide whether you want students working in groups, partnerships, or independently.
3. Pass out the materials each group will need.
4. First, students should complete the question, hypothesis, materials, and sketch portion of their lab report.
5. Next, students will set up the experiment (2 cups of water set up across from each other and the paper towel with colored marker on each side sitting in the cup of water on each end) and record their observations.
6. Finally, discuss the science behind the experiment (ADHESION causes the water to adhere to the paper towel on both ends and COHESION causes the water molecules to travel across the paper towel, creating a rainbow with the colors).
7. Have students finish the results portion of the lab report after discussing the science behind the experiment.
8. End the experiment by explaining that the rainbow is an important symbol in the LGBTQ community that shows diversity and acceptance.

Use this video for reference: <https://www.youtube.com/watch?v=m1lBOzrJwHl>

Name: _____

SCIENCE

experiment

GROW A RAINBOW

QUESTION

What will happen...

MY HYPOTHESIS

I think...

MATERIALS

-
-
-
-

SKETCH

Draw a model of the experiment below.

OBSERVATIONS

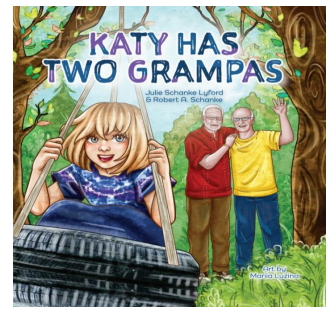
What happened?

RESULTS

Why did that happen?

SOCIAL STUDIES ACTIVITY

COMMUNITY FLIPBOOK



Common Core State Standards:

CCSS.ELA-LITERACY.SL.K.1
CCSS.ELA-LITERACY.SL.1.1
CCSS.ELA-LITERACY.SL.2.1
CCSS.ELA-LITERACY.SL.3.1
CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.5.1

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Stapler
- Glue stick



Learning Target: Students will write about the communities they belong to in their house, school, and city.

Step by step to do list:

1. Decide which differentiated flipbook pages work best for your students.
2. Copy the flipbook pieces on white or colored copy paper (copying the pages as a stapled packet works best).
3. Have students cut around the solid black lines of each flipbook page.
4. Discuss what a community is (a group of people that share a common characteristic e.g., the LGBTQ community).
5. Students will write about how they belong to each community on every flipbook page.
6. Have students stack the flipbook pages in order with the My Communities title page on top.
7. Staple (or if your students are old enough have them staple) the pages together at the top.
8. Students should choose a face template to decorate as themselves.
9. Then, glue the face template to the top of the flipbook.
10. After flipping through each step, you will read about 3 different communities that students belong to and what it means to be a part of it.

Name: _____

COMMUNITY FLIPBOOK

Directions:

1. Gather the flipbook pieces.
2. Cut around the solid, black line.
3. Write about each community you belong to and what that means.
4. Stack the flipbook pages in order with the My Communities title page on top.
5. Have your teacher staple the pages together at the top.
6. Choose a face template to decorate like yourself.
7. Then, glue your face to the top of your flipbook.

GLUE FACE TEMPLATE HERE

NAME: _____

MY COMMUNITIES

COMMUNITY FLIPBOOK

My house

My house

COMMUNITY FLIPBOOK

My house

My house

COMMUNITY FLIPBOOK

My school

COMMUNITY FLIPBOOK

Blank writing area for the flipbook page, featuring a large rectangular box with a solid top and bottom border and a dashed middle line. The text "My city" is written in the center of the box in a cursive font.

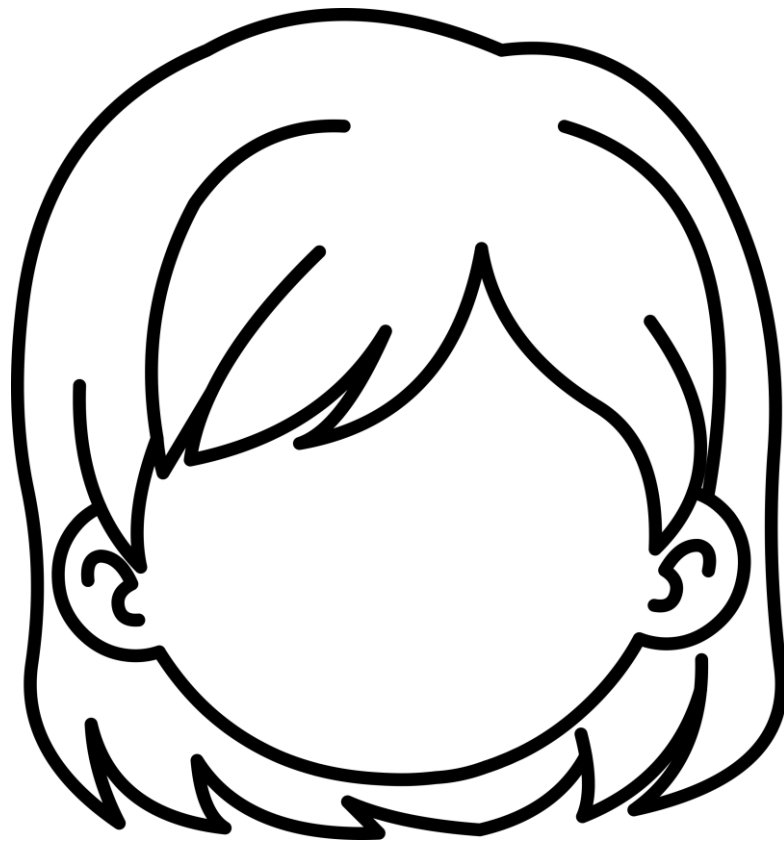
My city

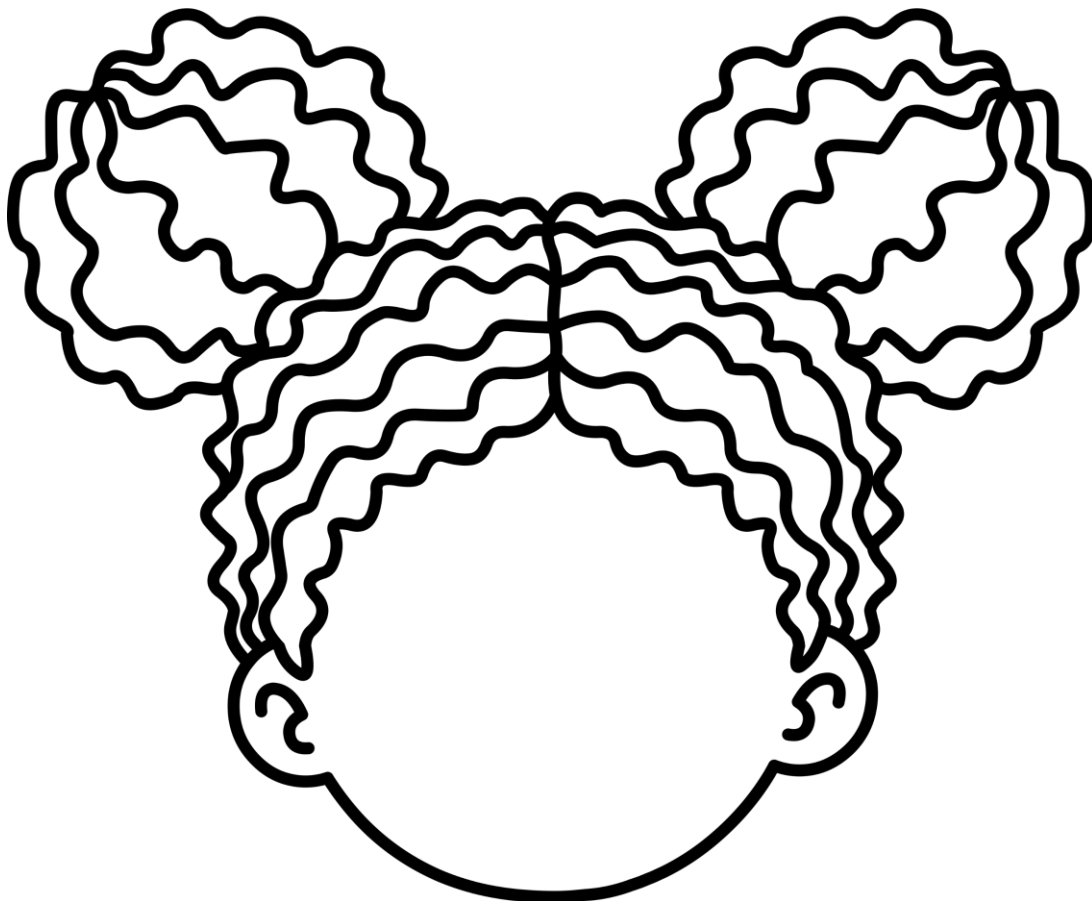
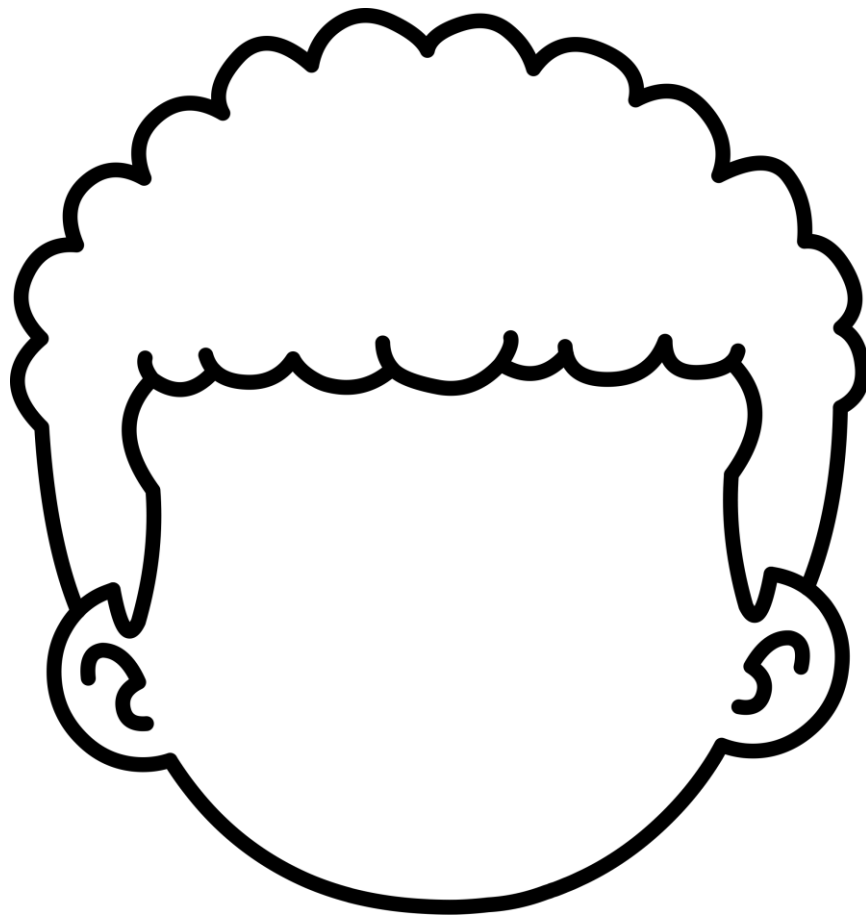
COMMUNITY FLIPBOOK

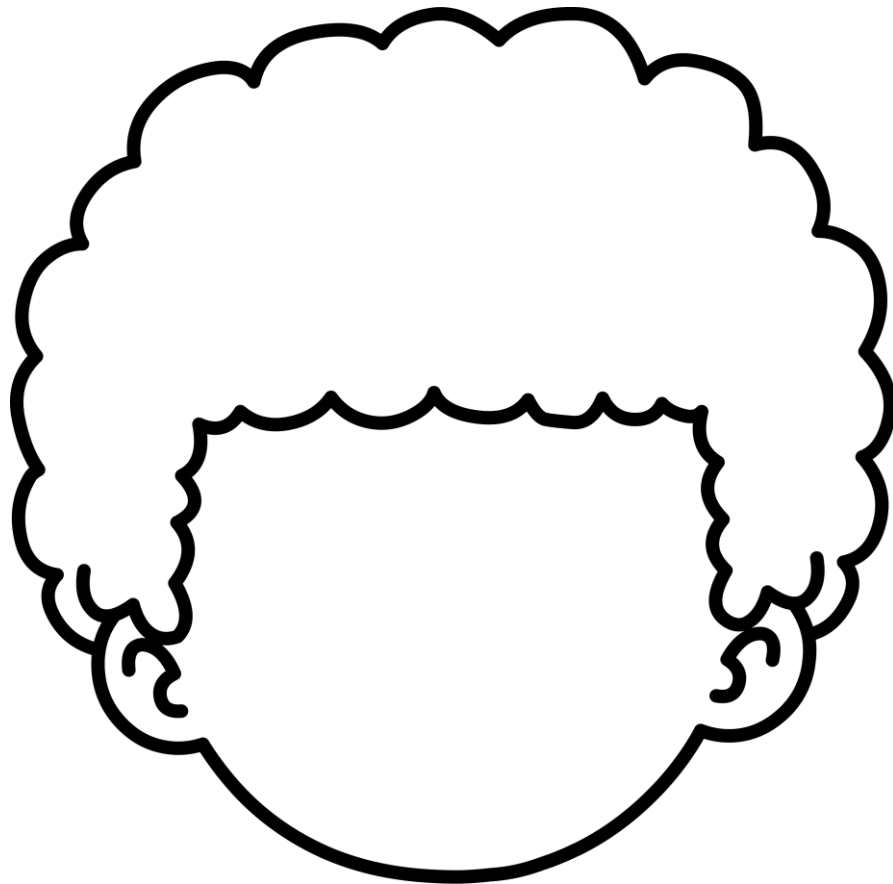
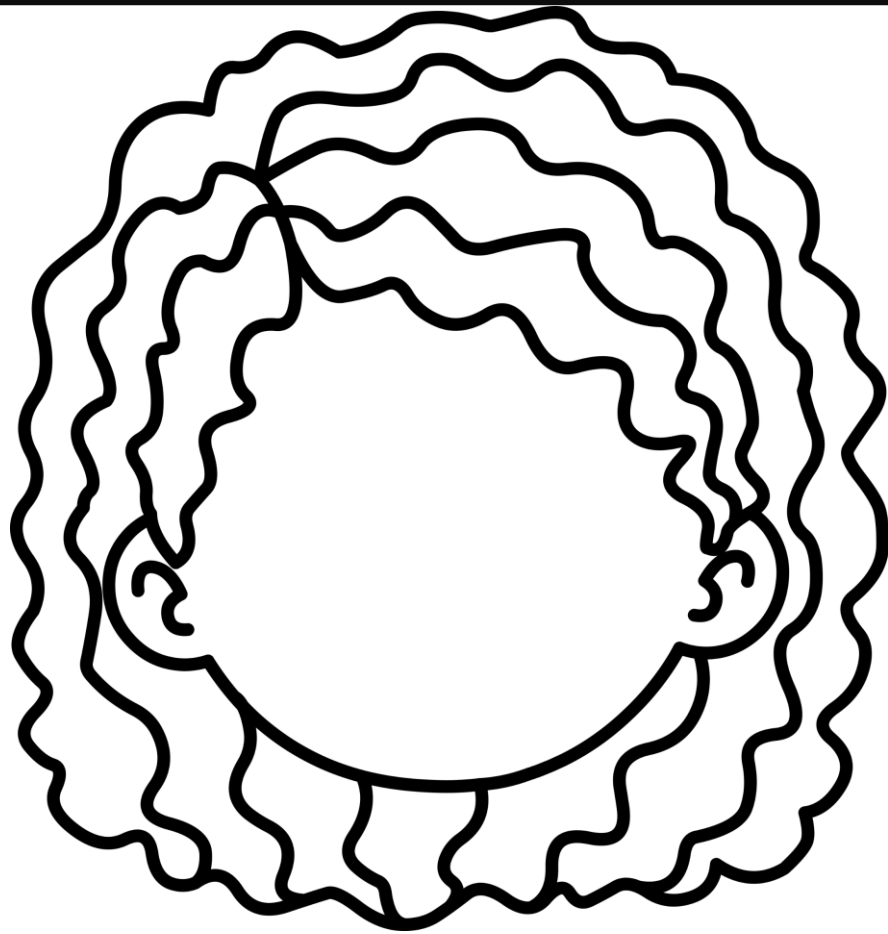
My city

FACE TEMPLATES

Copy a variety of face templates on white construction paper or copy paper. Students will decorate the faces to look like themselves and glue it to the top of their flipbook.

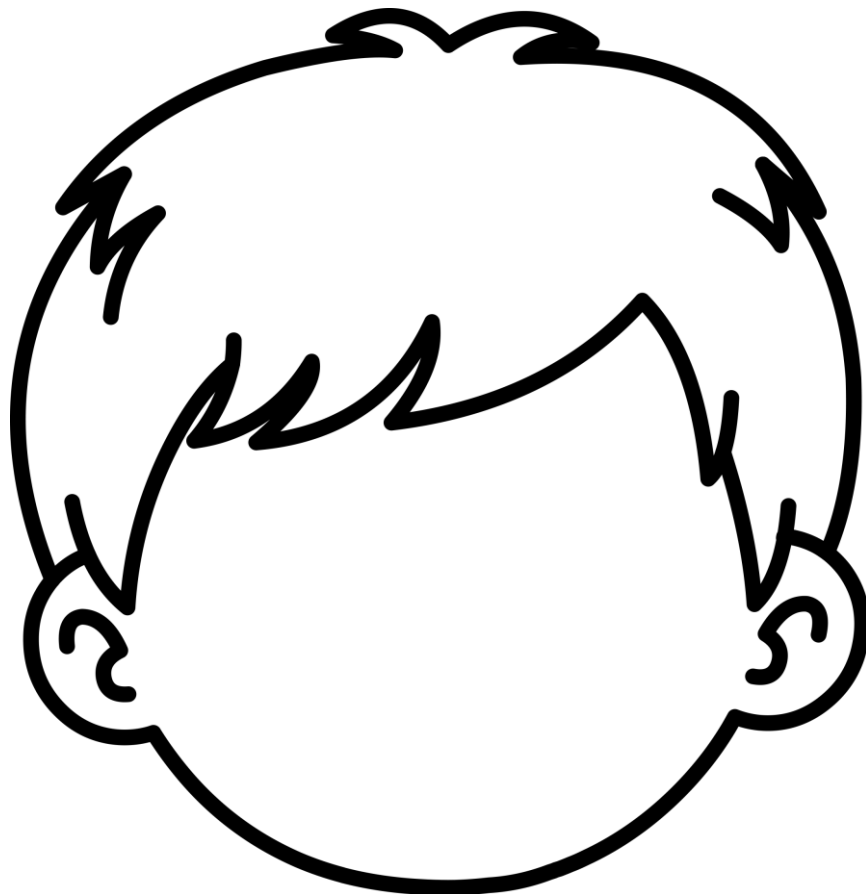


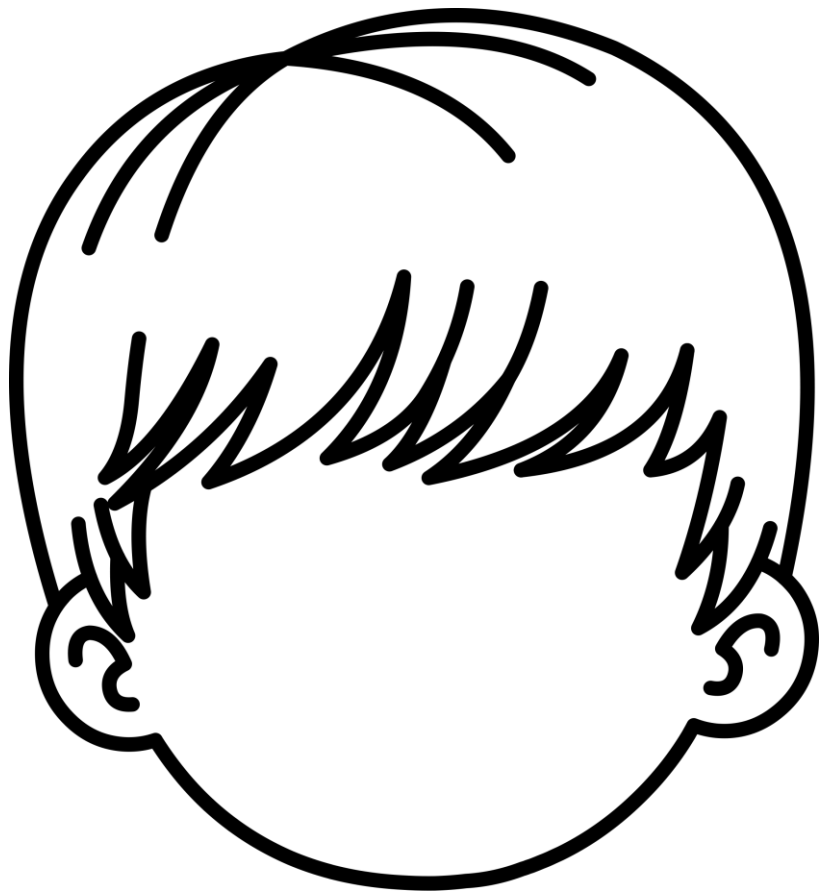
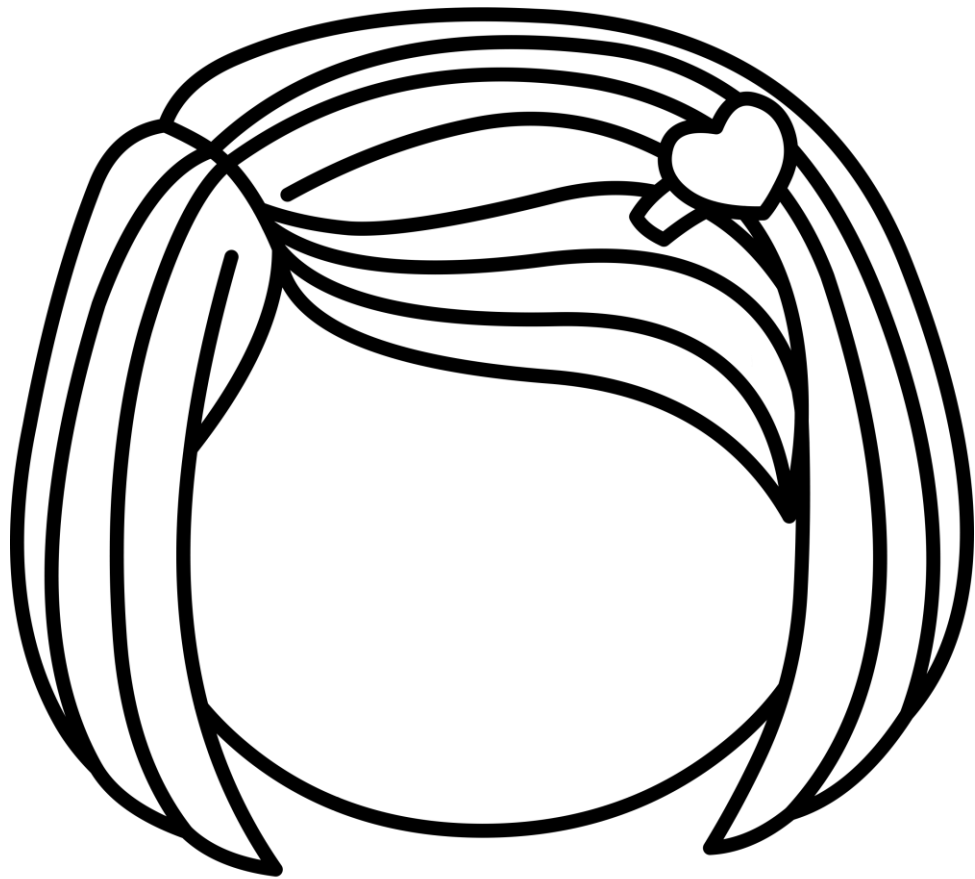


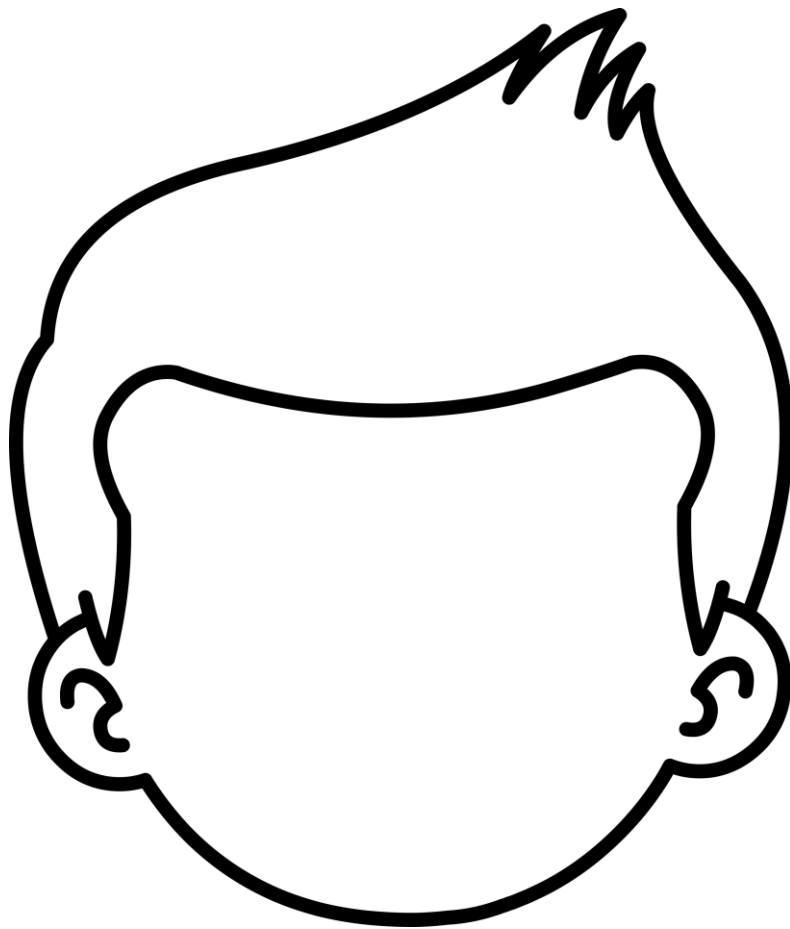


FACE TEMPLATES

Copy a variety of face templates on white construction paper or copy paper. Students will decorate the faces to look like themselves and glue it to the top of their flipbook.

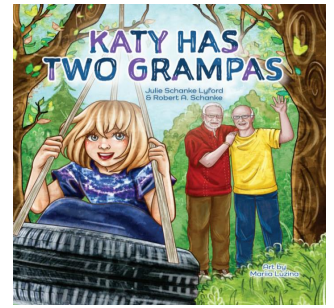






ART ACTIVITY

FAMILY TREE ART



Common Core State Standards:

CCSS.ELA-LITERACY.SL.K.5
CCSS.ELA-LITERACY.SL.1.5
CCSS.ELA-LITERACY.SL.2.5
CCSS.ELA-LITERACY.SL.3.5
CCSS.ELA-LITERACY.SL.4.5
CCSS.ELA-LITERACY.SL.5.5

You will need:

- White copy paper
- Pencils
- Crayons / colored pencils / markers
- Colored construction paper (brown, green, red, yellow, orange)

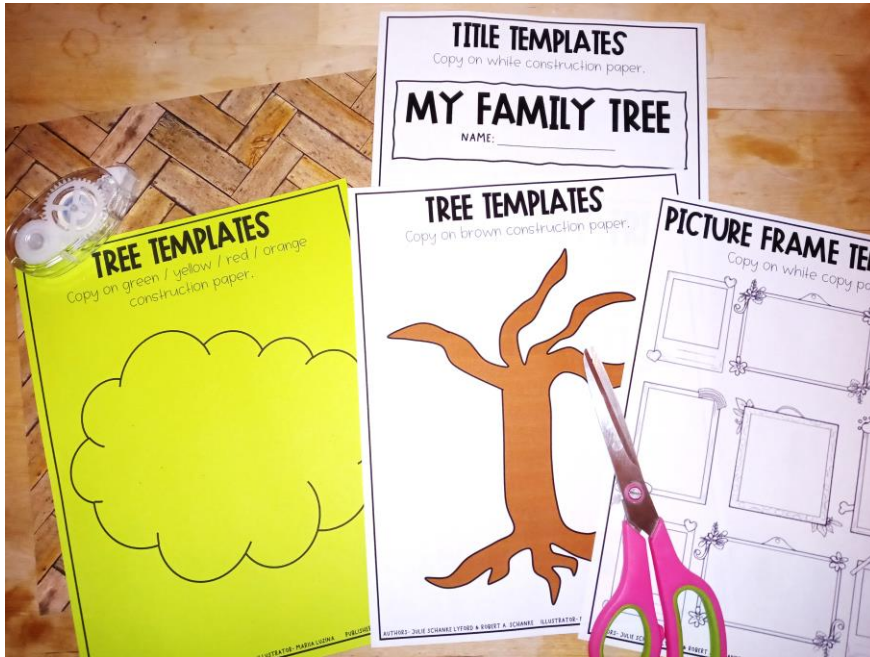
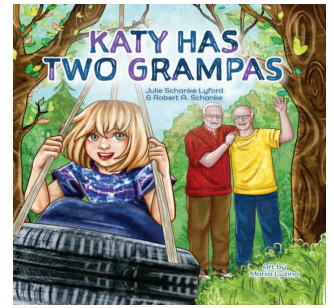


Learning Target: Students will create a family tree of their family members.

Step by step to do list:

1. Copy the tree templates on coordinating construction paper or on white copy paper for students to color.
2. Copy the frames on white construction paper.
3. Show students the picture samples.
4. Have students cut out the templates and glue the pieces together to create a family tree.
5. Assemble and glue the templates according to the pictures.
6. Cut apart the frames and encourage students to draw portraits of the people in their immediate family.
7. Be sure that students label the frames with the names / titles of their family members.
8. Students should glue the frames to the tree to create their own family tree.

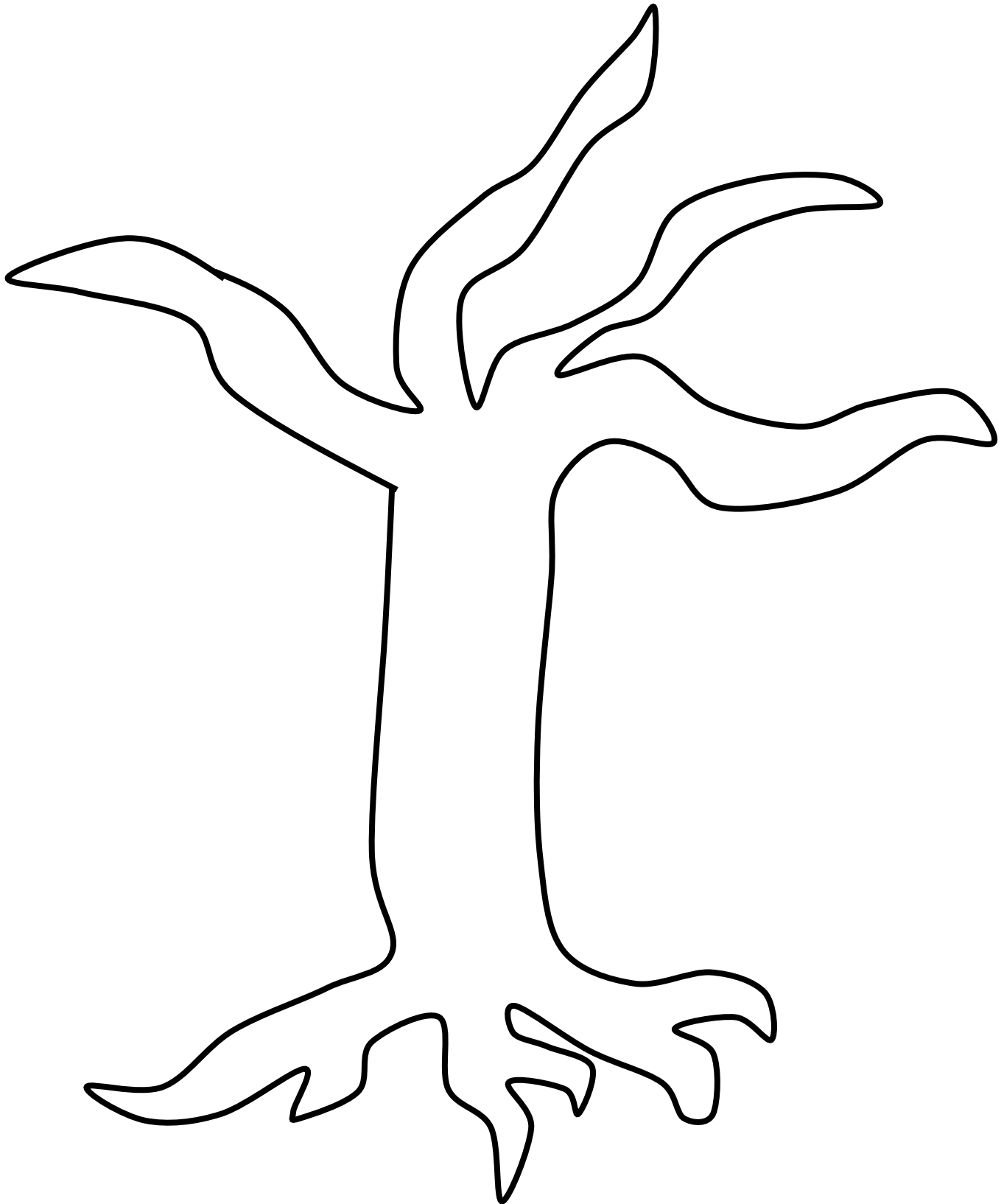
FAMILY TREE ART



Copy tree templates on colored construction paper or white paper for students to color.

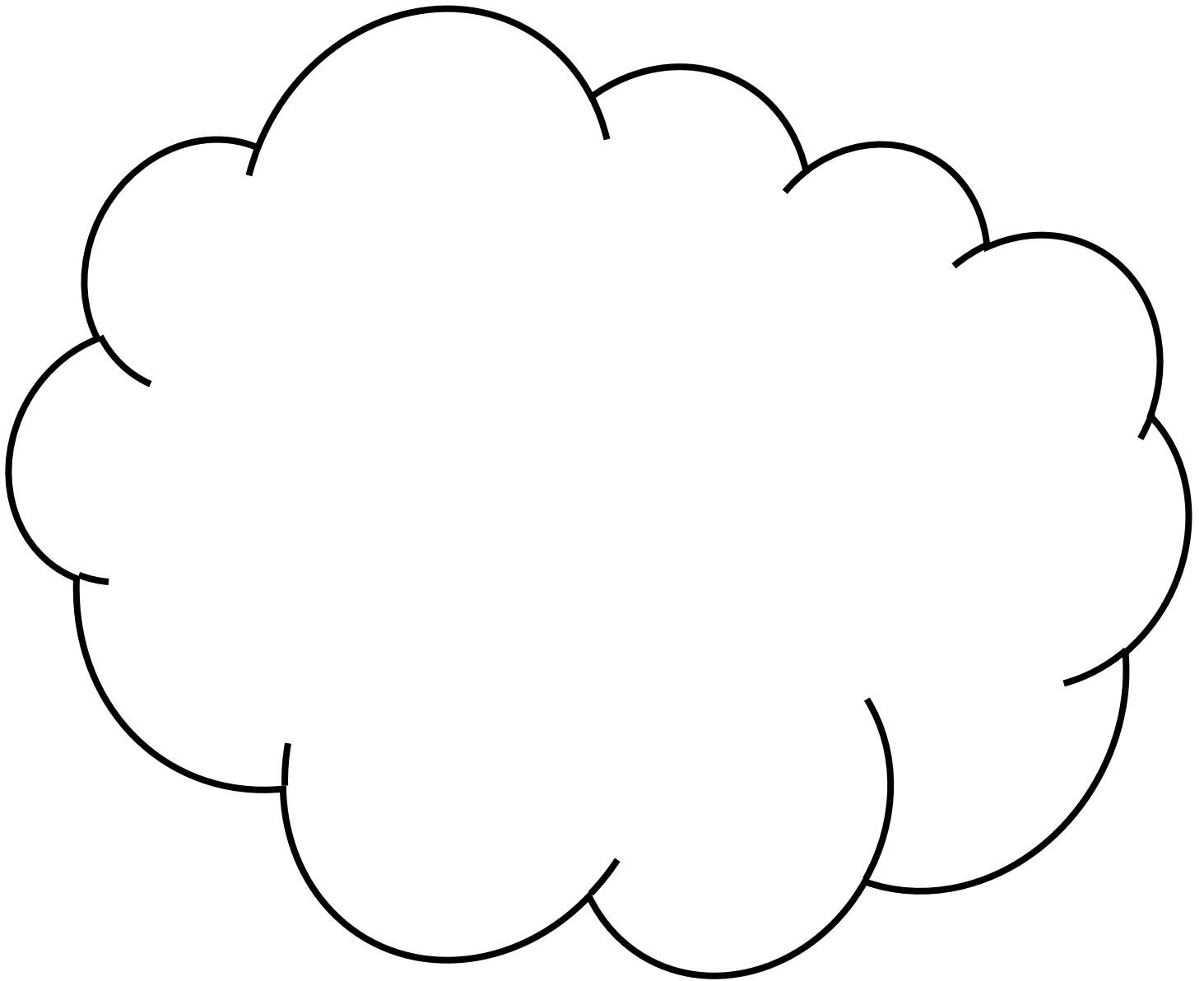
TREE TEMPLATES

Copy on brown construction paper.



TREE TEMPLATES

Copy on green / yellow / red / orange
construction paper.



TITLE TEMPLATES

Copy on white construction paper.

MY FAMILY TREE

NAME: _____

MY FAMILY TREE

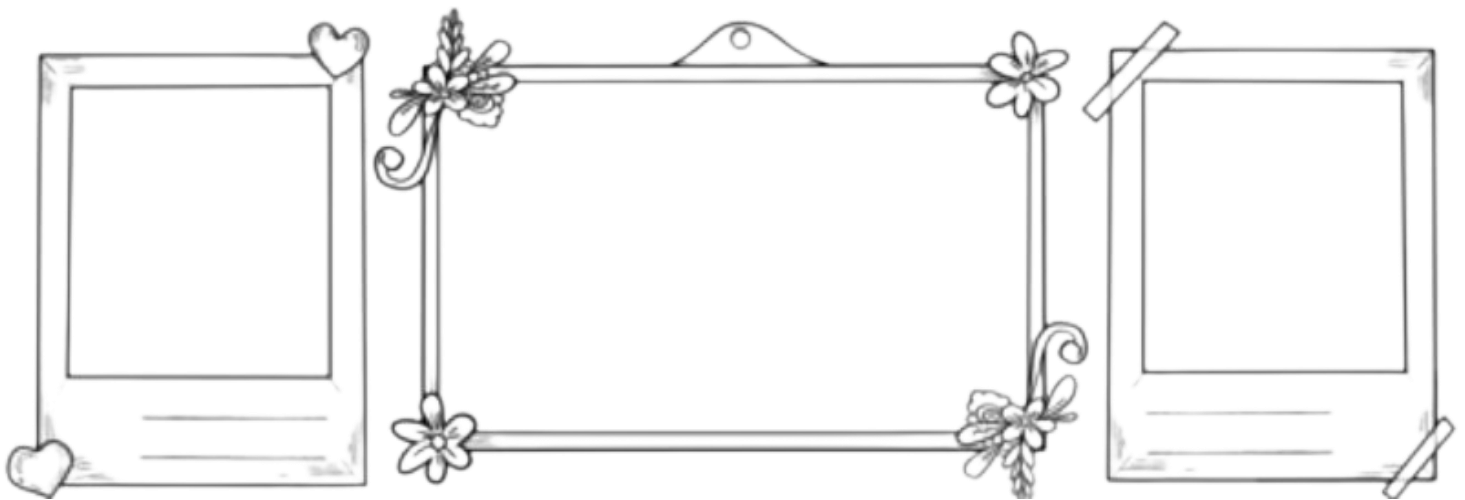
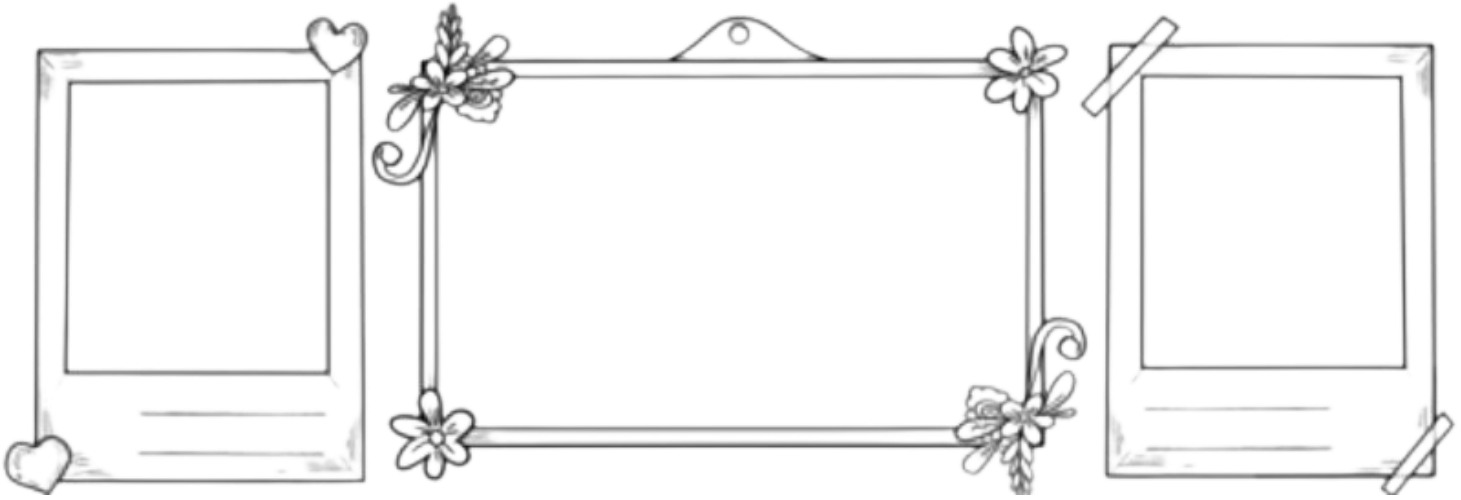
NAME: _____

MY FAMILY TREE

NAME: _____

PICTURE FRAME TEMPLATES

Copy on white copy paper.



CREDITS PAGE

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JULIE SCHANKE LYFORD

Julie lives in the Twin Cities with her husband Rafe, daughters Madi and Katy, rescue dog Wallace, bearded dragon Evan, and rosy boa Milo. An LGBTQ+ activist in Minnesota, Julie lobbied for same-sex marriage before it became legal and, trained by Minnesota United For All Families, traveled the state giving speeches to help pass the vote.

ROBERT A. SCHANKE

Robert, a retired college theatre professor, has published several books featuring LGBTQ+ theatre artists in America. His books have twice been finalists for the Lambda Literary Award, and his biography of playwright Mercedes De Acosta won ForeWord Magazine's Book of the Year Award. Robert and his husband Jack have been together for over thirty-five years and live in Des Moines.



CONNECT WITH JULIE



The illustrator – Mariia Luzina

Mariia Luzina was born in Ukraine in the small city of Kryvyj Rih where she lived with her grandparents until she was 15 when she immigrated to Italy to live with her mother. Mariia has always loved to draw and even went to an Art School when she was a child. It was just a hobby till the age of 20 until she heard her best friend talking about how she wanted to become an illustrator for children's books and she decided to give it a try.







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