

My Gran and Grandad

PM Level 8/9

Yellow

Text Type Recount

Running Words 129



Preparing for Guided Reading

Orientation to the Text

- A special relationship often exists between grandparents and their grandchildren. The grandparents in this book welcome the opportunity to have their grandchild stay overnight. They show their enjoyment by making the visit memorable.
- Ask students to bring photographs, drawings or paintings of themselves with one or more of their grandparents to class.
- Have students show their photographs or pictures to the class and talk about the things that they do with their grandparents.

Prior Knowledge

- Recognise grandparents as members of the extended family.
- Appreciate the ways in which grandparents care for their grandchildren.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

eating, helping, her, makes, stay, with

Content Words

toothbrush, teddy, cooking, cakes, football, house, cards, photo

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to convey meaning when reading words in bold print.

Focusing on the Book – Guided Reading

- Read the title and discuss the cover and title page photographs.

- Pp. 2–3 – Have students discuss staying with their grandparents. Ensure that students know that the boy's visit is for two days only.
- Pp. 4–5 – Discuss what things students would take if they were going to stay with their grandparents. Identify the things that the boy has in his bag.
- Pp. 6–9 – Talk about times when students have helped their grandparents cook. Encourage them to talk about the enjoyment they get when they are allowed to help. Ask students to look in the book to find out who will eat the cakes.
- Pp. 10–11 – Ask students to read p. 10 to find out who is good at football. Discuss other outdoor activities that grandparents may do with their grandchildren.
- Pp. 14–15 – Ask students to look at the photograph and work out which things belong to the boy. Talk about the sorts of things students keep at their own grandparents' homes.
- P. 16 – Talk about routines that are different at their grandparents' places.

Comprehension

- What does the boy put in his bag when he stays with his grandparents? (*Literal*)
- Why does the boy like eating Gran's cakes? (*Inferential*)

Follow-up Activities

- Discuss reasons why students sometimes stay with grandparents. Follow this discussion with drawing and writing activities. Put the pages together to make a book.
- Talk about the different names that students call their grandparents. Write these names onto a chart.
- Students could invite their grandparents into the classroom. Prepare the invitations together. Organise a large space so that there is room for everyone to be comfortable. The grandparents could talk about the games they played when they were young, e.g. hopscotch, knuckle bones and string games, or read with their children.
- Talk about grandparents who help to care for families. Share the following stories with students: *The House in the Tree* (PM level 10), *Cows in the garden* (PM level 11), *The waving sheep* (PM level 14) and *Jessica in the Dark* (PM level 16).

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

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Success Criteria

- I can sequence the beginning, middle and end events to retell the story.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up