

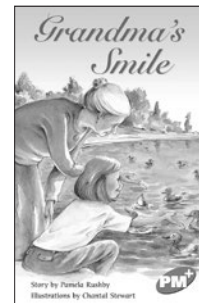
Grandma's Smile

PM Level 25

Emerald

Text Type Narrative

Running Words 1472



Preparing for Guided Reading

Orientation to the Text

- Trudy's Grandpa has died, and Grandma comes to stay at Trudy's house. She is very worried because Grandma is so sad. Trudy decides to show Grandma the things that make her smile. Nothing seems to work, until Grandma meets a new friend who has something in common with her.

Prior Knowledge

- It is important to ascertain whether any students in the group has recently lost a grandparent or family member prior to introducing this text, as it deals with related issues.
- Read the title of the book and observe the cover illustration. Ask students what flowers symbolise. When do people send flowers to each other? Read the blurb together. Ask students whether they have heard of the word *grief*. What do they think *grief* means?

Building the Balanced Reader

Grammatical Conventions

- Direct students to look through the text and identify words with an apostrophe before the s. Highlight which words indicate possession and which words are contractions for the word *is*.
- Direct students' attention to the use of tense in this book. Have them find examples that refer to past, present and timeless/present tense.
- Make students aware of similes in the text, that liken one thing with another, e.g. *like kitten's noses*.

Vocabulary

Key Vocabulary

absolutely, cardigan, cinnamon, counter, frills, gelati, ginger, hopefully, idea, librarian, ordinary, politely, prepared, scent, sherbet, suburb, tongues, worth

Spelling

- Have the children complete a word search for double-letter patterns. Revise the rule for doubling when adding word endings. (Short vowel sound and then a consonant – double the consonant, e.g. *hit, hitting*.)

Visual Literacy

- Locate and discuss patterns in the book. Note some are in the illustrations and others are in the text. Explain the purpose of these patterns.

Focusing on the story – guided reading

- Ask students to silently read to the end of p. 15 after setting the focus questions: *Why does Trudy feel responsible for getting her grandmother to smile again? Trudy uses similes (comparisons) to describe the flowers in Mr Windsor's garden. What does she compare them with?*
- Encourage students to write about the things that they would try as a way of getting Grandma to smile again.
- Ask students to describe the place where Trudy and her parents live.
- Have students read to the end of p. 25 after setting the focus questions: *Which three experiences does Trudy share with her Grandma, in the hope that they will make her smile? Does Trudy's grandmother enjoy these experiences? How can you tell?*
- Ask students to list the five senses – sight, touch, smell, sound and taste. Have them write which of these experiences Trudy has given her grandmother. Predict how Trudy could use the other senses for further experiences.

Comprehension

- What did Trudy sacrifice when her grandmother arrived? (*Literal*)
- What does the author mean by *Grandma doesn't want to be a burden*? (*Inferential*)
- What do we know about each character's personality? How do we know this? (*Inferential*)
- How is the setting similar to/different from your local neighbourhood? (*Response*)
- What finally makes Grandma smile? Is it a happy smile? (*Applied Knowledge*)

Follow-up activities

- Look up the word *empathy* in the dictionary. What does it mean? Can Grandma empathise with Yaya?
- Discuss what Grandma might do to help Yaya feel a little better. Encourage students to write a chapter about grandma trying to help Yaya, similar to those in the text.

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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