

Grandpa, Grandpa

Features of the text:

- repeated sentences and rhyming words
- punctuation: question marks, apostrophes
- number words and numerals
- plural words without an “s”

Before Reading

- Ask the children what they call their grandparents, and what they do when they are with them.
- Ask, *What do you know about fishing? What do you take with you when you go fishing?*
- Introduce the text: *Grandpa, Grandpa*.
- Look at the front cover and read the title together.
- Have the children look at the title page. What clues does it give about the story?

Making Meaning: drawing on background information; interpreting clues from the cover/title page

Cracking the Code: visual literacy: style

Reading the Text

- Ask the children to read the text quietly.
- Give them something specific to focus on. For example, *Read the book to find out what they caught for their tea.*
- If necessary, guide the children’s reading of one or two pages, then encourage them to read on quietly.

Children may draw upon all four practices during the reading of the text. Help individual children as necessary.

After Reading

- *What did the author have to know about fishing before she wrote the story?*
- Look at pages 6 and 7. *What word did the picture help you read?*
- *What did the girl and her grandfather catch for their tea?*
- *How did they catch their tea?*
- Look at page 16. *Why do you think they are smiling even though they are wet?*
- Look at the words *crayfish* and *snapper* on page 15. *How would the words change if you had just one of each? Why is this unusual?*

Analyzing the Text: recognizing the author’s role in creating a text; extending understanding; recognizing the illustrator’s role in creating a text

Cracking the Code: repetition; punctuation; rhyme

Making Meaning: recall; comprehending; inferential meaning from text and illustrations; making connections; drawing conclusions; forming opinions

Using the Text: considering how words are used (vocabulary)