

Grandpa's House

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Level 2

This book explores the idea that when you are young, things around you can seem very big. It is a simple repetitive text supported by colour photographs. There are two lines of consistently placed text to a page with a return sweep. The text uses the sentence stem: *Grandpa has a house with a very big ...* A varied final sentence is introduced.

Getting ready for reading

Talk about times when the children feel very small, for example when out shopping in a crowd, visiting a new house, or walking in a forest. Talk about familiar childhood experiences of not being able to reach things around the house.

Look at photographs of big buildings. Talk about how you would feel if you were visiting this building.

Talking through the book

You may like to say: *This is a book about a little boy who is going to visit his grandpa and spend the night. His grandpa has a very big house with very big things in it. It has a very big garden, a very big door, a very big hall, very big stairs, and a very big bed.*

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

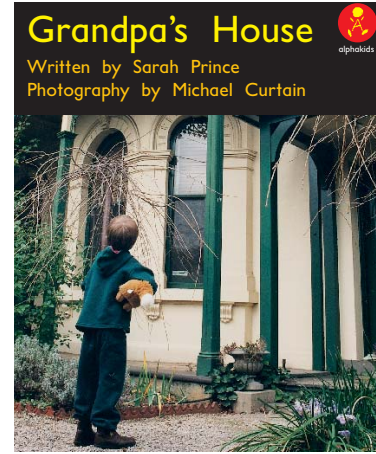
BEING A MEANING MAKER

Discuss:

Which big things does Grandpa's house have?

Is Grandpa's house a bit scary? Why?

Does the little boy like going to Grandpa's house?



Check this

Teachers can observe children's emergent reading behaviours for evidence of using cues they know to problem solve.

Examples of prompts to promote problem-solving of unfamiliar words are: *Try hallway. What would make sense?*

Try very. Would that sound right?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *has, a, with, big*
- Word families: *big – dig, fig, jig, pig, wig; hall – all, ball, call, fall, tall*

Sounds and letters

- Hearing words: Children clap for each word in a sentence.
- Hearing sounds: /g/ – *Grandpa, garden, goodnight*; /h/ – *house, has, hallway*; short /a/ – *grandpa, has*

Writing conventions

- Punctuation: upper case letters at start of sentence, use of full stops, use of possessive apostrophe in the title
- Grammar: Compare text on page 8 with text on other pages. Note the change of structure from ... *with a very big garden/door/hallway* to ... *with very big stairs*.

BEING A TEXT USER

Discuss:

What type of book is this – fiction or factual? How do you know?

BEING A TEXT CRITIC

Discuss:

What memories of being a child do you think the author has? Is this the way you feel about your grandparents' house?

Literacy learning centres – follow-up activities

WRITING CENTRE

Children innovate on the text to write about a big place that they know. Provide lists of words to help with words that children may not know how to write independently: family names, objects to be found around the home, and so on. (See Blackline Master 7.)

Uncle Frank has a house with a very big motorbike.
Uncle Frank has a house with a very big tree.

WORD CENTRE

Provide pictures of the items in the book, and copies of the text. Children match the pictures to the text.

Can the child match pictures to words accurately?

INTERACTIVE LITERACY CENTRE

Reader's theatre: children practise and perform the text for the class. Possible focus: use of voice to convey the idea of 'very big'.

