

Grandma Went to School

Word Count: 130 **Text Type:** Literary Recount

High-Frequency Word Focus: her, hers, where

Content Words: chalk, computers, desks, games, Grandma, markers, pencils, photographs, school, skipped, tables, teacher

Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (directionality); capital letters; final blend *nt*; topic-specific vocabulary

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: create short text to record ideas

LITERATURE

Responding and examining: retell events from a story; share thoughts and feelings about events

Creating literature: retell text through illustration

LANGUAGE

Language for interaction: use language to express likes

Expressing and developing ideas: understand the use of vocabulary in familiar contexts; explore the contribution of images to meaning; know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words

Text structure and organisation: understand capital letters are used for names and the start of sentences; directionality

Sound and letter knowledge: recognise sounds and rhyme in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Discuss with students the differences between schools now and in the past. Compile two lists, one of present-day school activities and equipment, and one of those in the past. Compare and contrast these lists.

Encouraging prediction: Read the book's title to students and discuss where the old woman and girl on the cover might be. Turn to and read the title page. Ask students to look at all the illustrations and note that the main illustrations are in full colour, while the photographs are faded, like old black-and-white photos. Have students use the illustrations to predict what the story might be about.

Outlining focuses: Explain to students that as well as reading about Grandma going to school, they will talk about sentences, capital letters, words that end with *nt*, and special words related to the topic of school.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words, and point out details in the illustrations, such as the pencils and paper on page 8.

Guiding: Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking questions. What was chalk used for at Grandma’s school? How is Liz’s school different from Grandma’s school? Remind students of the difference between imaginary and informative texts. Ask which they think this book is and why.

■ Literature

Responding and examining: Ask students how they feel about school in Grandma’s day. Discuss whether they would prefer to sit at desks like Grandma or at tables. Ask students to retell what the teacher did when Grandma asked for a photograph of Liz and her.

■ Language

Language for interaction: Have students discuss whether they prefer school as it is today or many years ago.

Text structure and organisation: Reinforce the different uses and purposes of capital letters by having students identify each capital letter on page 12 and explain its purpose. Then, reinforce the importance of reading from left to right and top to bottom.

Expressing and developing ideas: Ask students if the pictures helped them understand the story and, if so, how. Discuss topic-specific vocabulary, such as, *chalk, desks, games, pencils, computers*.

Sound and letter knowledge: Ask students to find a word in the text that ends in *nt* (*went*). Together, compile a list of words that rhyme with *went* (for example, *bent, lent*) and a list of non-rhyming words that end in *nt* (for example, *ant, count, elephant, point*). Use these words to compose a humorous poem.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *Grandma Went to School* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Invite students’ grandparents to your classroom to share what school was like when they attended. Ask students to write a recount or draw pictures comparing their grandparents’ schools to those of today.
- Have students complete the sentence *I can use a computer to...* and then illustrate it.
- Have students illustrate and write about something they like to do in the playground.
- Ask students to fold a page in half. Have them draw two pictures retelling one thing that was different in Grandma’s day to today.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

7a – Grandma Went to School

1. Circle (nt) in these sentences.

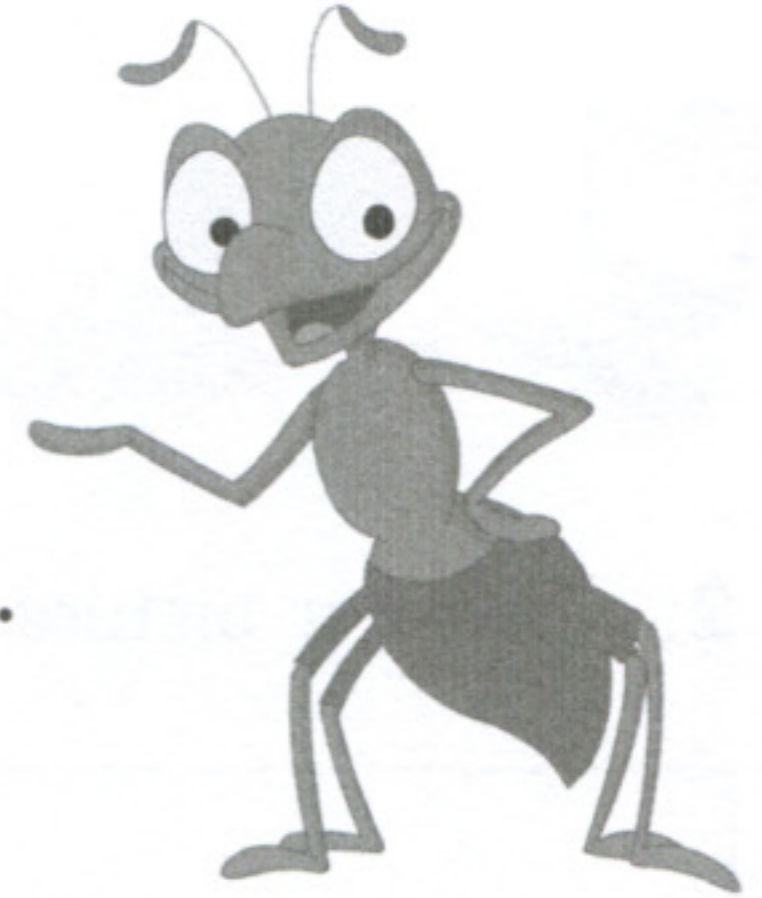
The first one has been done for you.

I want a mint.

My aunt and I went in the tent.

The ant has blue pants.

I counted my cents and went shopping.

2. Write the *nt* in these words.

wa____ se____ de____ hu____ re____ pai____

3. Circle the words that relate to school.

chalk shopping games

truck markers bed

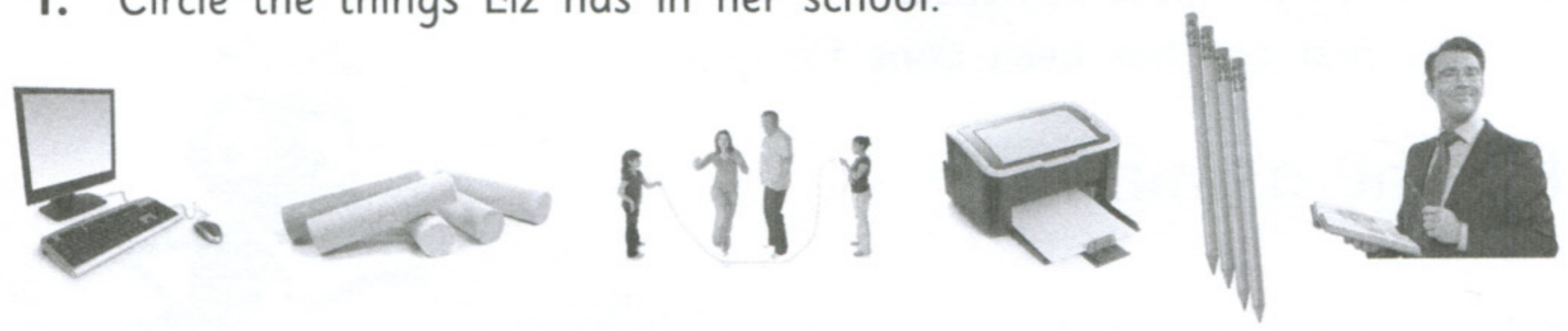
pencils teacher cow

computers frog desk

Name _____

7a - Grandma Went to School

1. Circle the things Liz has in her school.



2. Draw a picture of Grandma and Liz at school.

3. Answer Yes or No to these questions.

	Yes	No
Did Grandma have computers?		
Did Grandma play ball games?		
Did Grandma play skipping?		
Did Grandma sit at a table?		
Did Grandma have pencils?		

Name _____

7a – Grandma Went to School

Write three questions to ask an adult about when they were at school.

1. _____

2. _____

3. _____

