

Gran's Holiday

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? (photos) What is the difference? (Nonfiction is true and informs). Connect to prior knowledge. "Have your grandparents ever been on holiday? What did they do?"

Vocabulary

High-frequency Words: a, be, big, from, I, in, it, like, on, our, said, saw, she, the, this, up, was, went, when

Content Words: animals, balloon, being, bike, boat, bus, car, everyone, fast, flowers, fun, got, Gran, helicopter, hi, high, holiday, home, lake, long, love, mountains, river, snow, train, wild

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. hol/i/day

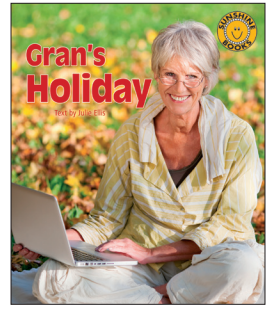
Phonics

Letters and Sounds: fr

Words to Blend and Segment: from, frog, frill, frost, fresh

Fluency

Choral reading with students pointing to the words as they are read, sharing information and noticing the repetitive parts.



Gran travels all over the world. She sends messages and pictures to her grandchildren.

Before Reading

- Ask students if their grandparents have ever been on holiday? What did they do? Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Ask: Who could the photo be of? Discuss if this could be someone's grandmother? Is this *Gran*? Is this book fiction or nonfiction?
- Read the title page together. Talk about what students see in the picture. Ask: What is Gran doing in the picture?
- Talk/walk through the pictures. Discuss what they see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss the picture. Ask: What did Gran do on her first holiday? Which word is *boat*? How would *boat* start? Find the word that starts with b. What did she see? It starts with /r/. (*river*) Read the words together, pointing to the words as they are read.
- Look at Gran's message on page 3. Ask: Who is in the picture? What is in the second picture? Who did she send it to? (*everyone*) Find the word starting with e. Who is *everyone*? (her family) Read the message.
- Follow this pattern for each page discussing the different ways Gran travelled and what she saw, then looking for the initial letter of the key words before reading each page.
- Have students predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Ask students whether they think Gran enjoyed most on her holiday.
- Ask: What is the main topic of the text? Discuss social media and ways to communicate today. Compare with when Gran was young. (letters)
- Discuss the ending. Ask: Do you think Gran missed her family when she was on holiday?
- Students make a time line of the things Gran did and what she saw. Illustrate and label these and use the time line to retell the key details of the text.

Phonemic Awareness

- Identify syllables in words and clap them as the word is spoken: *hol/i/day* Say words from the text and have students listen and clap the syllables as they say the words, e.g. *Gran* (1 clap), *riv/er* (2 claps), *an/i/mals* (3 claps), *hel/i/cop/ter* (4 claps).

Phonics

- Recognise and produce words that begin with the blend /fr/. Write the words *from, frog, frill, frost, fresh* on the board to practise blending and segmenting the sounds together as a group, e.g. /fr/ /o/ /m/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *when, was, up, saw, from, our, this, said*. Talk about *saw* being the past tense of *see* and *said* of *say*. Read the flash cards from the inside front cover together. Have students locate and read these words in the book. They use them in sentences.
- In her messages, Gran starts with the words, “*Hi, everyone!*” The word *Hi* sounds the same but looks different to *high*. Together discuss the meaning of both.
- Help students understand the meaning of new words in the context of the text and with picture support, e.g. *balloon, mountains, helicopter*. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. *When Gran was on holiday, she went on a boat. She saw the river.*

Fluency

- Choral reading with students sharing information and noticing the repetitive parts.

Writing

- Have students write a new text using the pattern of the text, e.g. *When Gran was on holiday, she went on a plane. She saw the clouds. They write the text and illustrate their story.*
- Students make a two-column chart to show the different ways Gran travelled, matched with what she saw. The headings would be *What Gran did/What Gran saw*.
- Students write a message to their school mates saying what they did on holiday.

Home/School Link

Take the book home and any related activity done in class to share with family.