

# Saying Goodbye



## Vocabulary:

believe, dressed up, freckled, goodbye, handed, odd, prizes, radio, remember, suddenly

## High Frequency Words

from, gone, Grandpa, just, much, put, said, that, today

- Write high frequency words on cards and cut each into two sections. Ask students to reassemble words.
- Choose a high frequency word and draw each letter in the air with one finger, asking students to guess the word.

## Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a boy who has had to say goodbye to his Grandpa for the last time.

## During Reading

### Vocabulary in Context

Discuss with students the meaning of each word in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- **odd** (p.4): Discuss various meanings for this word (e.g. not even; strange). Demonstrate to children how to re-read the passage and choose the correct meaning from the context.
- **believe** (p.6): Use phonological knowledge
- **freckled, remember** (p.6); **suddenly** (p.14): Break words into syllables to assist with decoding (e.g. freck / led; re / mem / ber; sud / den / ly).

### Checking for Meaning

#### Literal:

What colour was Grandpa's skin? (p.6)

What sport did Grandpa like to play when he was older? (p.8)

#### Inferential:

How old do you think Grandpa was? What clues are there?

What is the setting for this story? What has happened to Grandpa?

#### Response:

Ask students to describe their feelings when they have lost a friend or pet.

Who do you think will help this boy to feel better?

## Grammatical Patterns

Ensure students understand the following components of a narrative.

- **Orientation** – introduces the main characters and the setting. (pp.4-5)
- **Complication** – the sequence of events creates a problem for one or more of the characters: *The boy's Grandpa has died and the boy is remembering the things he liked to do with Grandpa, and the activities Grandpa did during his life.* (pp.6-15)
- **Resolution** – the situation returns to normal: *The boy decides that telling everyone about his Grandpa will be a good way to say goodbye.* (p.16)
- Use of particular nouns to refer to particular people, animals and things: *Mum* (p.4), *clothes* (p.4), *Grandpa* (p.4), *head* (p.6), *cone* (p.6), *skin* (p.6), *sport* (p.8)
- Use of adjectives to describe nouns or build noun groups: *best* (p.4), *big* (p.4), *brown* (p.6)
- Use of adverbs and adverbial phrases to locate particular events: *really* (p.4), *in the house* (p.9), *behind one of my ears* (p.10)
- Use of past tense action verbs to indicate the actions: *dressed up* (p.4), *started* (p.8), *handed* (p.11), *worked* (p.12), *went* (p.14)
- Use of saying and thinking verbs: *said* (p.4), *liked* (p.4), *believe* (p.6), *remember* (p.6), *telling* (p.10)

## Fluency / Punctuation Patterns

In this text many sentences are simple, as they contain only one idea: *I can't believe Grandpa is gone.* (p.6), *Grandpa loved being in his garden.* (p.12)

In this text some sentences are compound as they contain two ideas, joined by a conjunction: *It's going to be hard to say all these things, but I think it will be good.* (p.16)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*It's going to be hard to say all these things, / but I think it will be good.*

In this text some sentences are complex, as they contain an independent and dependent clause: *When Grandpa was a kid, he was good at sport.* (p.8)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*When Grandpa was a kid, / he was good at sport.*

These punctuation patterns occur at various intervals throughout the text:

- Use of the apostrophe in a contraction: *it's* (p.4), *that's* (p.4), *can't* (p.6), *I'd* (p.13)
- Use of a simile to compare something to something else: *like ice-cream on top of a cone* (p.6)

## Critical Literacy

Who would be most likely to read this text?

What does the author want us to know about the people in our life?

Who would be feeling sad by reading this text?

## Linking Visual and Written

Does the picture on page 5 give you enough information about the setting of the story? How does the text on page 4 help?

How did the boy help Grandpa in the garden?

How did the boy tell everyone about Grandpa?

## After Reading

Ask students to discuss times when they have lost someone or something close to them.

What can we do to help people feel better at sad times in their lives?

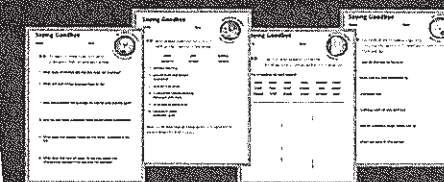
Discuss the different ways people react to losing a loved one.

## Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)



## Before Reading

### Text Type

Draw students' attention to the:

- title
- illustrations
- contents page.

Ask, "What type of book is this?" (Narrative)

### Visual Literacy

Look at the picture on page 5. Where do you think the boy is sitting?

Do you think that Grandpa was a happy person? How can you tell?

By using the illustrations, list the things Grandpa liked to do.

### Background Knowledge

What are some times when we have to say goodbye to a friend? How does this make us feel?

Who usually helps us to feel better about saying goodbye?

What can we do to help ourselves deal with the empty feeling after saying goodbye?

If students cannot answer these questions, provide simple explanations.

### Phonological Awareness

Ensure students know the following phonological patterns:

- **-oo-** = short /oo/ sound (p.4): book, brook, crook, foot, look, shook, took, wool
- **-ow-** = (p.6): allow, brown, clown, crowd, drown, flower, frown, growl, howl, power, shower, towel, tower
- **-ie-** = long /o/ sound (p.6): achieve, believe, brief, field, grief, relief, shield, thief

Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activity to further develop this understanding.

- Play 'I Went Shopping' using items with the same sound (e.g. flowers, a clown, power board)