

The Graveyard Shift

Vocabulary

cemetery, howling, nonsense, normal, peered, searching, skeleton, spirit, spooky, stand-up, surprised, zombies



Before Reading

Motivation / Purpose

The purpose of this text is to entertain the reader with a humorous story about a boy whose parents have rather unusual jobs.

Text Type **Date.../.../....**

Draw students' attention to the:

- cover
- title
- illustrations
- contents page.
- Ask "What type of book is this?" (Narrative). How do you know? What do you think will happen in the story?

Visual Literacy **Date.../.../....**

Discuss the front cover. What do you think is happening here? What is the boy in the foreground doing?

Browse the illustrations in the text. Where and when do you think this story is set? What visual clues lead you to these ideas?

Note the background colours and shapes for this story. What do the colours and shapes suggest? Why do you think these backgrounds are used?

Background Knowledge **Date.../.../....**

Talk about graveyards and how people feel about them. Why are they thought to be spooky?

Discuss the term, 'Graveyard Shift'. What does it mean? Why is it called this?

Make sure that students understand that a graveyard and a cemetery are the same thing.

Phonological Awareness **Date.../.../....**

Make sure students know the following phonological patterns;

- /s/: job (p.4), urpried (p.5), keleton (p.8), 'c' for /s/: cemetery (p.6), peaceful (p.17), please (p.19)
- 'ss' for /s/: aero (p.19)

Write the letters representing these sounds on the board. Ask one student to say a word containing one of these sounds. Ask another to tell which letters make up that sound in that particular word.

Say one of the above sound groups. Ask students to list possible letter combinations for making that sound. The students may prefer to write words to give examples.

High Frequency Words **Date.../.../....**

great, heard, house, kind, know, laugh, realty, through, walked, work.

Make a set of cards with one word on each card. Make groups with the cards. Ask the students to decide how you have chosen to group the words. (e.g. no of syllables; those that can be 'sounded out and those that can't; those that are root words and those which have suffixes added; those which contain silent letters.)

Each student then selects a word card and says something about the word. (e.g. 'know' has a silent 'k'; 'walked' has the suffix 'ed' added; 'unkind' is the opposite of 'kind'.)

During Reading

Vocabulary in Context

- A pun is a play on words. It relies on the words having the same or similar sounds, or the same words having different meanings. **Date.../.../....**

Discuss these puns from the text: *a dead-end job* (p.6), *buried in paperwork* (p.8), *a skeleton staff* (p.8), *more people under you* (p.9), *I haunted my parents* (p.16), *the community spirit around here is out of this world* (p.17), *I dig deep for this job* (p.18).

Make sure students understand the double meaning of these expressions.

Checking for Meaning

- literal:** **Date.../.../....**

What job do this boy's mother and father do? (His father works at a cemetery and his mother does a stand-up comic act.)

Who or what is making the howling noises in the dark? (Dad gets his finger stuck in the gate.)
Is there really a ghost in the backyard? (No - it's Mum struggling to bring in the washing.)

- Inferential:** **Date.../.../....**

Why do you think people would be surprised when they hear what the boy's father does for his job?

Why is the boy nervous about moving in next door to the graveyard? What does he think might happen? .

Why does mum say, "... but sometimes the people can be difficult."? What does this mean?

Make sure students understand the difference between literal and inferential information.

- Response:** **Date.../.../....**

How would you Feel about moving to live next door to a graveyard?

Which job do you think would be harder - mum's or dad's? Why?

Grammatical Patterns **Date.../.../....**

Make sure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (pp.4-5)
- Complication - the sequence of events develops a problem for one or more of the characters; *A new boy to town tells of the problems of having his mum and dad do unusual jobs.* (pp.6-21)
- Resolution - the problem is solved and things return to normal: *The family settles in to the new lifestyle, and all enjoy their new surroundings.* (pp.22-24)
- Use of particular nouns to refer to particular people, animals and things: *parents* (p.4), *cemetery* (p.6), *noises* (p.12), *ghost* (p.14), *zombies* (p.23)
- Use of adjectives to describe nouns: *normal* (p.4), *terrible* (p.6), *new* (p.13), *community* (p.17)
- Use of time connectives and conjunctions to sequence events; *For a start* (p.6), *Now* (p.8), *The first few weeks* (p.11), *Another night* (p.14), *A few months later* (p.18), *These days* (p.22)
- Use of adverbs and adverbial phrases to locate particular events: *behind a desk* (p.8), *at the house* (p.12), *in the backyard* (p.14), *out of the house and into the back garden* (p.19)
- Use of past tense action verbs to indicate the actions: *peered* (p.14), *haunted* (p.16), *walked* (p.19), *looked* (p.19) Use of saying and thinking verbs: *says* (p.8),
- realised* (p.15), *said* (p.18), *imagine* (p.21)

- Fluency / Punctuation Patterns** **Date.../.../....**

These punctuation patterns occur in the text:

- A dash is used to indicate a pause in a sentence: *You know the kind - teachers, truck drivers, doctors, nurses* (p.4)
- A comma is used to separate items in a list: *teachers, truck drivers, doctors, nurses.* (p.4)
- Parentheses (round brackets) are used to add information to the text: *I man, who would make that up?* (p.6)

Apostrophes are used in contractions: *there's* (p.6), *you're* (p.6) *he's* (p.8), *didn't* (p.11). *We'd* (p.12), *Can't* (p.16), *We're* (p.20)

Apostrophes are used to show possession: *Mum's job* (p.24), *Oad's* (p.24)

- Critical Literacy** **Date.../.../....**

Why do you think the author wrote this text? \What technique has the author used to create humour in his text? Do you think the author had an audience in mind when she wrote this text? Why?

- Linking Visual and Written** **Date.../.../....**

On page 5, how does the illustration suggest people are laughing?

How do the boy's facial expressions and body language on pages 10 and 12 show that he doesn't like where he lives?

How do you think Dad feels on page 18?

Describe the people in the audience watching Mum's routine on pages 22-23. Do you think they are enjoying themselves? Compare their facial expressions with how they look on page 24.

After Reading

Make a list of other more unusual jobs. In small groups, ask each student to take on the role of one of these workers and mime part of their day's work. Others in the group will try to guess the occupation. Discuss the good and bad points of each of these occupations.

Activities

Students will:

- make decisions about what the author said and what the author meant
- select the correct word to complete sentences
- write words from the text to match meanings
- write orientations for a narrative text.

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

