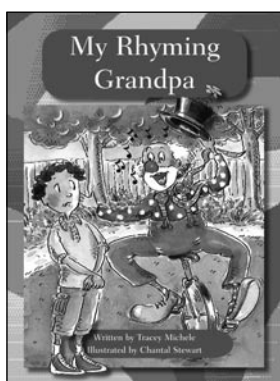




# My Rhyming Grandpa

	<b>Text Type</b>	<b>Lower</b> 1500–1800 words RA 8.8–9.2	<b>Middle</b> 1900–2400 words RA 9.3–9.7	<b>Upper</b> 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## MY RHYMING GRANDPA

**Middle level fiction**

**Text type: Humour**

**Reading age 9.7**

**Word count 2,191**

### Before Reading

Activate prior knowledge by asking students if they have read any humorous books or seen any funny shows or films, such as *Daddy Daycare*.

*What helps make these stories funny?* Guide the discussion so that students understand that the characters are usually a little different to real people or the situations contain events that create unusual or sticky situations for the characters.

Explain that in some stories, the funny characters may have another side to their character, which is not revealed to the reader until later in the story. For example, the dads in *Daddy Daycare* are portrayed as silly and they

don't take things seriously.

This changes when the care of the children is threatened. When the dads spring into action to overcome the crisis, the audience sees how capable and responsible they can be.

## COVER

### Before Reading

Read the title and ask students to tell you what they think this story might be about.

Discussion and question guide:

- *What does this title suggest to you about the character of Grandpa?*
- *Look at the illustration. What does it suggest?*
- *Read the blurb on the back cover. What type of story is this? What kinds of things would you expect to read about in a humorous story?* Guide the discussion to build understandings that the character of Grandpa is probably going to be a bit different from most real grandpas.
- *Who may tell this story?*
- *What do you know about the granddaughter?*
- *What do you think the last sentence means? What could the words there's more to Grandpa mean?*
- *Think about all the information from the title, cover illustration, and blurb. Predict what might happen in this story.*

## CHAPTER 1

### During Reading

What does page 4 tell you? When does this story begin? Do you think the subtitle sets the tone of this book? Explain.

As you read Chapter 1, think about what you learn about Mickala and Grandpa. Jot down the interesting things you learn about the characters, and consider how the characters in this story are similar to and different from people in real life.

We learn how Mickala feels about Grandpa's funny behaviour. How have her feelings changed compared to the feelings she had when she was young? Think about why they may have changed.

Be ready to discuss the funny things Grandpa does in Chapter 1. Make some notes to remind you.

### After Reading

Discuss students' understandings of Grandpa and Mickala.

Why do you think the author has used rhyme in this book? Guide students to infer that it sounds funny and this fits with the story. Discuss examples.

What are some of the funny things Grandpa does in this chapter? How does Mickala feel about Grandpa's behaviour? Find words and phrases in the story that tell you that. Direct students to page 6 to check if needed.

How did Mickala feel about Grandpa's funny antics when she was young? Direct students to page 6 to check if needed.

After reading Chapter 1, think of some words that describe Grandpa. Direct students to look at the illustration on page 7 and on the front cover. What do you think the clothes and unicycle might refer to? What does Mickala

think Grandpa may have been in an earlier life? Why?

Why does Mickala want Grandpa to leave the rhyming at home?

## CHAPTER 2

### Before Reading

Read page 10. Predict what may happen next.

As you read, jot down a brief description of the thing in the garage that Grandpa shows to Mickala. Be ready to share how you would feel if someone showed this to you. Think of some words to describe this thing.

You will learn how Mickala feels about Grandpa. Write down words from the book that tell us. Be ready to talk about Mickala's feelings. There is nothing written about how Grandpa may feel about Mickala. Think about this while you are reading and be ready to give your opinions.

Do you think Grandpa may live with Mickala's family? What might the situation be?

### After Reading

What other qualities does Grandpa have?

Lead students to understand that Grandpa is resourceful and inventive.

How does Mickala feel about Grandpa? Revisit page 11 to check if needed. How do you think Grandpa feels about Mickala? Discuss students' opinions and encourage them to show parts of the text that lead them to these impressions.

Which words does Mickala use to describe Grandpa's invention? Revisit page 12 if needed. How does Grandpa feel about his invention? What tells you this? Why do you think Grandpa forgot his rhymes on page 15?

Why do you think Mickala hoped that no one from school would see her? Find the description of the helmet on page 15 and direct students to reread it. How might you feel if you were out wearing a helmet like that?

## CHAPTER 3

### During Reading

Where are Grandpa and Mickala off to in the new vehicle? What can you tell about them from the illustration on page 17? What does this suggest about Mickala? Guide students to infer that if her friends weren't around, Mickala would not be bothered about Grandpa's funny antics.

As you read this chapter, you will learn more about Mickala's feelings. Take note of how her feelings interfere with her being able to enjoy her experience with Grandpa. Jot down a few points about your feelings on this. Think about how you'd feel being out with Grandpa in his wacky invention.

In this chapter, Mickala is in for an embarrassing surprise. Be ready to talk about why it is so embarrassing for Mickala.

### After Reading

Turn to page 17 and reread the last sentence. What does it mean that Mickala was breathless and her stomach was still inside the garage? What does this suggest about Grandpa's invention? What does it mean that they sputtered down the track and shot down the drive like a wonky rocket? Discuss how the invention drives. How fast was it really going? Direct students to page 19 to find out.

Why does Mickala want to go to the forest? Revisit page 18 to check if needed. What awkward surprise was waiting in the forest? How do you think Mickala felt when she saw her friends? Turn to page 20. What does the term

my heart sank mean? What does this imply about how Mickala feels. How did Mickala's friends react when they saw Grandpa's wacky invention? How did that make Mickala feel?

## CHAPTER 4

### During Reading

Look at pages 22 and 23. What do the title and illustration suggest might happen next? Direct students to look for detail in the facial expressions and notice Cosmo's foot.

Direct students to reread the blurb. Discuss the sentence that includes, *there is more to Grandpa than just his rhyming skills*. Tell students that as they read this chapter they will learn what this means. Jot down what you learn about Grandpa. Be thinking about how this new information may change the way you see him. Be ready to discuss what happens in Chapter 4 and how you see Grandpa in a new light. Do the events in Chapter 4 change the way Mickala views Grandpa?

### After Reading

What happened in Chapter 4? Encourage students to share details of Cosmo's accident. How did the accident occur? How serious is Cosmo's injury?

Direct students to the words *sickening snapping sound*. Why did the author choose these words? Was the use of alliteration effective in building meaning? How? What do these words refer to?

How do you imagine the scene around Cosmo to have been? Students should infer that the children may have panicked or the situation may have been chaotic. How did the children respond? Which words from the story tell you that? Revisit the text to discuss.

Who kept their cool? What did Grandpa do? Did you feel confident about Grandpa's abilities to

*deal with the crisis? Explain. Why do you think Grandpa's behaviour shocked everyone but Mickala? Discuss.*

*Revisit page 27. What do the words a ghost of a smile mean?*

## CHAPTER 5

### During Reading

*Read page 28 and look at the illustration on page 29. What will happen next? Invite prediction. Where will Grandpa go in his invention? What will the other children do? How will the crisis be overcome?*

*As you read be thinking about how Grandpa deals with the problem presented and how the children begin to see him in another way. Mickala's feelings change from embarrassment to pride as Grandpa continues to deal with the problem. Be ready to chat about what the children learn about other people.*

*You will also learn something important in Chapter 5 about Mickala's relationship with Grandpa. Take note as you are reading and be ready to discuss this new discovery at the end.*

### After Reading

*How swiftly did Grandpa deal with the crisis? Describe the way Grandpa handled the situation. Has this changed the way you view Grandpa? In what way? How did it change the way the children thought of Grandpa? What do you think they have learned about making judgments about people? Ask students if they have heard the saying *don't judge a book by its cover*. What does this saying mean? How does this story fit that saying?*

*What important information was revealed on page 30? What does this explain about our*

*earlier discussion? Discuss that Grandpa doesn't live with Mickala's family, but the two live together. Invite inferences about what happened to Mickala's parents. What kind of parent do you think Grandpa is?*

*On page 30 Grandpa begins to rhyme again. Why do you think he stopped for a while, and then began again?*

*How does Mickala feel about Grandpa at the end of the book?*

## ▲ CODE BREAKER

A metaphor is a device used when two things are compared in such a way, that the one thing is said to be the other. For example, when a child is misbehaving, his mother may say that he is a little villain, and when he is behaving well, she may say that he is a little angel.

*Turn to page 5. On this page Grandpa is said to have bounded into the room. What does the author mean by this? How do we imagine that Grandpa is entering the room? Is he really bounding like a kangaroo? What picture of Grandpa is the author trying to give us?*

*What is meant by these metaphors from the book?*

- *A smile as wide as the Amazon River*
- *A ghost of a smile.*

*Chat with your partner and be ready to discuss what is meant by each of these metaphors.*

## ■ MEANING MAKER

*Chat with a partner and be ready to explain your thoughts about these questions. Jot down some responses ready for the discussion.*

- *What sort of host would Grandpa be at a birthday party?*
- *How would Mickala feel about Grandpa helping out at the school canteen?*
- *How do you think Grandpa would act at a parent-teacher interview?*
- *How would Mickala feel about Grandpa attending a parent-teacher interview?*
- *How might Mickala feel about going shopping with Grandpa?*
- *How might Grandpa react if Mickala was sent to the school office for misbehaving?*
- *How do you think Mickala would respond if*

*Grandpa became ill?*

- *How would Grandpa cope if a life-threatening storm was approaching?*

## ◆ TEXT USER

In a story like this, the funny character is often featured with a more serious character. Sometimes this more serious character is referred to as the straight man. When the two characters combine, the humour is exaggerated because the straight man thinks the behaviour of his partner is silly or embarrassing. This makes the straight man funny too, as this character is often placed in awkward situations that he needs to explain his way out of. When the straight man tries to get out of the mess, the mess usually gets worse.

*Find parts of the story where Mickala is placed in embarrassing situations because of Grandpa. Jot down the page numbers and write a couple of sentences about these incidents. Be ready to chat about them.*

## ● TEXT CRITIC

To make this story work, the author needed to exaggerate Grandpa's humorous qualities and wacky behaviours. For the first half of the story the author carefully built our understanding of Grandpa by showing him in a light-hearted way.

Further into the story we saw a different side to Grandpa. In a crisis he was calm, level headed, responsible and capable. *Why was it such a surprise to see Grandpa behave this way? Did the author succeed in portraying the two very different sides to Grandpa, while maintaining our interest? Explain.*

We then learn that Grandpa was the only parent Mickala had ever known. Right until the end, the author continued to build our understandings

of Grandpa. *How does this knowledge make you think of Grandpa? Which character was not surprised that Grandpa possessed these qualities?*

## USING MULTIPLE INTELLIGENCES

Work in groups of four.

Place a range of old junk at the front of the class. Old junk includes things such as an old laundry trolley, stools, assorted boxes, an umbrella, a tarp, pedals, an old bike or parts of it, buckets, rope, and old electrical parts. Discuss what each item is and what it was used for. Each group is assigned the following tasks:

**Invent:** something interesting from all or some of these things. You may add materials, but you should try to use what is here if you can. (B, S, L, V, P)

**Build:** a small model of your idea. (B, S, L, V, P)

**Think:** of a name for your invention. (V)

**Write:** about what it is, how it is used, and how it works. (V)

**Present:** your invention to the class. (V, P)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# My Rhyming Grandpa

Name \_\_\_\_\_

## Character Traits

Grandpa: physical description

Qualities of Grandpa

Evidence from story

How Mickala feels about Grandpa's behaviour



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# My Rhyming Grandpa

Name \_\_\_\_\_

Use the book to find the rhyming words Grandpa uses. For each rhyming pair, add more words that rhyme. Remember that words that rhyme sound the same, but may be spelled differently.

Rhyming words in the story	Extra rhyming words
eg, Maloo, do	blew, blue, Boo, clue, chew, loo, moo, roo, Sue, shoe, too, two, to, you, zoo



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# My Rhyming Grandpa

Name \_\_\_\_\_

Mickala's life is full of awkward moments and embarrassing situations. List things the adults in your life do that you find awkward, uncomfortable, or embarrassing. Explain your answers.

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Would you like a grandparent like Grandpa? Fill in the advantages and disadvantages of living with Mickala's grandpa.

Advantages	Disadvantages



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# My Rhyming Grandpa

Name \_\_\_\_\_

Introduction: Problem for Mickala

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Introduction: Grandpa's invention

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Body: Problem for Mickala

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Body: Crisis

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Climax: Dealing with the crisis

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Conclusion: New discovery

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# My Rhyming Grandpa

Name \_\_\_\_\_

Think about how you felt as you read *My Rhyming Grandpa*. The author carefully constructed the characters, chose words, and created events to make you feel a certain way.

1. What mood was created for this story?

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2. Find and list funny words in the story.

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3. Why was it important for the author to include funny words in this story?

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4. What did you enjoy most about this story? Why?

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5. What did you enjoy least about this story? Why?

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7. How did the author want you to feel about Grandpa? Explain your reasons.

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8. How did the author want you to feel as you read this story? Explain.

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9. Did the author want you to like the ending? Explain.

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10. Do you think the author would like to have a grandfather like Grandpa? Explain.

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# My Rhyming Grandpa

Name \_\_\_\_\_

Multiple Intelligences (verbal-linguistic, logical-mathematical)

Think of funny things you've done with others. Put them in order, from funny to funniest.

Draw and write about them.

Funny



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Funnier



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Funniest



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# My Rhyming Grandpa

Name \_\_\_\_\_

This humorous story places a normal girl in a wacky situation. Consider how the author:

- Used Grandpa's qualities to create humour
- Gave Mickala more than she bargained for when she went to the forest
- Showed us another side to Grandpa.

How did the author make Grandpa funny?

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Describe the event in the forest that gave Mickala more than she bargained for.

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What qualities did Grandpa show us when Cosmo had the accident?

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How did Cosmo's accident enhance this story?

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How was the setting important for this story to work? Explain.

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Would you change anything about the beginning or end of the story? Explain.

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# Notes

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# Notes

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