

Enjoy! Enjoy!

Written by Sarah Prince
Illustrated by Mitch Vane

Level 17

Getting ready for reading

You might like to ask: *What things do your grandparents or other older people you know like to do?* Discuss the children's responses.

Talking through the book

You could introduce the book by saying: *This book is about the types of things this grandmother likes to do.* Display the front cover and ask: *What type of person do you think she is? What things do you think she will like to do?* Turn through the book, ensuring that children can identify the activities the grandmother is undertaking.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

What things does the grandmother like to do?

What does she mean when she says 'Enjoy each day as if it were your last'?

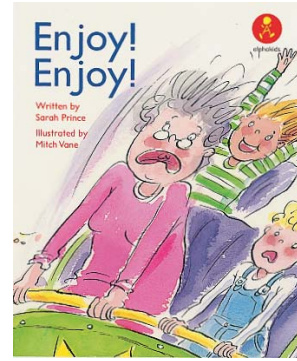
How does the family feel about Grandma's activities?

Which member of the family best understands Grandma?

Being a code breaker

Explore the words that double the final consonant when endings such as 'ing' and 'est' are added. You could list the words and ask children to find the rule.

ing	ed	est
swimming gliding	looked shouted	biggest



TEXT FEATURES

- This narrative celebrates the energetic exploits of a vigorous grandmother.
- It features everyday sayings – *Enjoy everyday as if it were your last, Just do it.*
- Direct speech is used.
- Illustrations support and extend the text.

Being a text user

Discuss:

*Does this book give us information about what grandmothers like to do?
Does this book help you to learn about activities like dancing and singing?*

Being a text critic

Discuss:

*Is your grandma like the one in the book?
Are any grandmas like the one in the book?
How are grandmas often portrayed in books?
What do you think the author thinks about the grandma in the book?*

Literacy learning centres – follow-up activities

WRITING CENTRE

Children could innovate on the text to write about some activities that their own grandma (or an imaginary grandma) might like to be involved in.

INTERACTIVE LITERACY CENTRE

Have children work in cooperative groups to make stick puppets of characters in the book. They could devise a puppet play to retell the story. (Blackline Master 7 provides instructions for making stick puppets.)

Alternatively, they could work together to prepare a readers theatre to perform for other children in the class.



BOOK BROWSING CENTRE

Children could read other books about grandmas such as *The Trouble with Gran* by Babette Cole – a tale of a very eccentric Gran; *A Busy Day for a Good Grandmother* by Margaret Mahy – a busy day for a most unusual grandmother; *Grandma and Me* by Mercer Mayer.

Keeping track

Assessing children's innovations on a book provides information about their writing development.