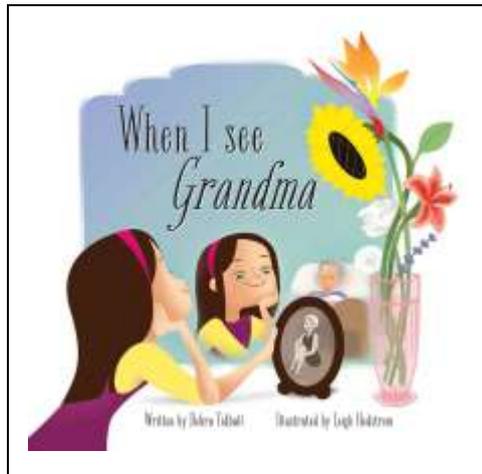




Teacher's Notes and Ideas

Prepared by Wombat Books



When I See Grandma

by Debra Tidball

Illustrated by Leigh Hedstrom

ISBN: 978-1-921632-59-4

Recommended Retail: \$19.95

Recommended Age: preschool, early primary

About the Author/Illustrator	page 2
Introduction	page 3
Values Addressed/Themes	page 3
Related Text/Resources	page 3
Key Learning Areas	page 3-5
Discussion Questions	page 5
Activity Pages	page 6-8

Wombat Books, PO Box 1519, Capalaba BC Qld 4157 www.wombatbooks.com.au/teachingnotes.html
07-32451938 info@wombatbooks.com.au

Light the Dark Pty Ltd, Trading as Wombat Books ABN: 30 137 345 941

These notes may be reproduced free of charge for use within schools but not offered for commercial sale.

About the Author



Debra writes stories that speak into children's lives. As a social worker, parent and author she understands the power of narrative to resonate with children and parents alike.

Her first picture book, *When I See Grandma*, is a celebration of life and love drawn from her experience of having a parent with dementia, and reflecting the experience of many with ageing parents and grandparents.

Debra lives in suburban Sydney and satisfies her rural cravings by keeping chooks in the backyard and mucking around with her donkey who is paddocked on the city's fringes.

About the Illustrator



Leigh Hedstrom, also known as Flee, is a Sydney based freelance illustrator with an education in Fine Arts. She lives in an 'arty' household with husband Ben Hedstrom (art teacher, painter and recent Archibald Prize finalist) and their five year old son, James.

With over ten years of experience illustrating for educational and children's media, Leigh specialises in the creation of appealing characters for print, web, animation and advertising.

When I See Grandma is Leigh's second venture into hardcover picture books. She is also the illustrator of *Marty's Nut-free Party* and *Emily Eases her Wheezes*.

Introduction

When I See Grandma is a joyful and poignant celebration of life and love, and centres around a young girl and her brother visiting their bedridden grandmother in an aged care home, and the things they do to help her remember or 'brighten her dreams'. It offers a delightful picture of intergenerational connection in a difficult environment, and portrays past and present, illustrating the cycle of life in a joyful and tender manner.

Values Addressed/Themes

Family and life cycles; past and present (history), emotional literacy (empathy, dealing with sadness, illness and death, understanding others); demonstrating love; the importance of remembering and making memories; intergenerational connection.

Related Text/Resources

Grandparent related resources with similar themes:

Australian Alzheimer's Association – Dementia Daily website

<http://www.dementiadaily.org.au/videos/> My Grandmum, My Papu, My Grandpa And Me – animations about grandparents with dementia.

Wilfred Gordon MacDonald Partridge – Mem Fox – memories and relationships between children and grandparent figures; dementia; memories.

Old Pig – Margaret Wild – grandparents and loss

Contrasting Grandparent narrative themes eg. active grandparents

Dancing with Grandma – Rosemary Mastnak

My Nanny is a Ninja – Peter Carnavas and Damon Young

You tube – Good morning America Super-granny –

<http://www.youtube.com/watch?v=MfFQ1aOUnk8>

Key Learning Areas and suggested activities for Early primary:

English:

When I See Grandma is on the NSW Premier's Reading Challenge and is adaptable to teaching most aspects of the English syllabus in the classroom. Here are some ideas:

Speaking and listening –

Talk about 'my family'.

- Discuss the relationships in the text and how we know these relationships, eg. the girl's daddy is the baby in Grandma's dream, he has the same colour hair, etc.
- Bring in/take photos of family members. Children address the class about 'me' and where I fit in to family – what similarities/differences between members both physically (eye and hair colour) and interests (grandma and the girl like singing, music, etc).
- Use ideas from *About Me* in board of studies unit of work. See also *Discussion Questions* at the end of these notes.

Look at Grandma's timeline on my website www.debratidball.com/timeline-quiz.html. Complete the quiz with the children and imagine what it would be like to live in the past. Engage them with asking how they do things now and how they would have done the same thing back in 'Grandma's day'.

Interview a grandparent/older friend about what it was like for them growing up in the past. Get the children to generate sample questions. They could include:

How did you get to school?

What games did you play? Who did you play with?

What did you do on the weekends/after school?

How did you arrange to meet up with friends?

Worksheet 1 – colour and complete what you enjoy doing with your grandparent/older friend.

Worksheet 2 – students get into pairs and student one needs to use words to describe one picture, student two needs to work out which picture is being described.

Reading and viewing –

When I See Grandma has predictable text structure for early readers with repetitive clausal structure and simple language representing everyday events.

Grammar, punctuation and vocabulary –

On every second opening the verb on is highlighted in different font making the text easy to read and discuss grammatical concepts.

Writing and representing –

Make a card for a grandparent or special friend and write a personal message.

Write a letter to a grandparent about a subject of their choice (eg. what they did on the weekend or at school today).

Thinking imaginatively and creatively –

Students make their own sentence by replicating the clausal structure: 'When I see Grandma I *verb* her a *noun* for her dreams to *verb* on' eg. 'I sang *Happy Birthday* for her dreams to party on'.

Think of creative ideas to complete *worksheet 1* – the students draw/write what they would like to do when visiting a grandparent.

Take an object from *worksheet 2* and think of another use for it that has nothing to do with its real purpose (see Shaun Tan's *The Oopstatorium* for ideas).

HSIE – units of work – This is me; the way we were; families past and present; identifying us. Many ideas for these units of work are outlined in *speaking and listening* (above).

Science – development of technology over time.

Use *worksheet 2* for sequencing when objects were developed.

Make a string telephone (instructions on my website www.debratidball.com/paper-cup-telephone.html) and experiment with its use; link to *worksheet 2* and the development of the telephone.

Cooking – make some old style baking (photocopy of old recipe on my website www.debratidball.com/cooking.html).

Discuss the use of flowers in the text. See if the students can find each of the flowers on the cover hiding in the body of the book. Identify plants and parts of plants. Grow plants/flowers in the classroom and discuss their needs.

Visual and Performing Art

Make flowers from patty pans, tissue paper or paper cups (instructions on my website www.debratidball.com/flower-activities.html).

Art using/painting flowers (eg. vase of flowers in Board of Studies unit of work/use cameras to take photos of flowers and digitally alter them).

Learn some 'old style' craft and talk about its history eg. French knitting.

Play some 'old style' music and learn some dances.

Learn an instrument /play musical instruments to music.

DISCUSSION QUESTIONS

Discuss relationships in *When I See Grandma*:

- Grandma's baby is the father of the little girl –how do we know this?
- What things make the girl similar to Grandma? *Appearance/interests, etc.*
- What makes the dad similar to the girl? – *Appearance/interests, etc.*

Discuss your family

- Who is in your family?
- Who are you like in your family – who in your family are most alike/ most different from?
- Do you have any photos/stories reflecting this? The children can bring in/take photos of themselves and their families. The children can give a short presentation to the class.
- Ask the children to bring in one object from home that reflects their family – something that unites them or that they like to do together eg. play/watch sport, music, books, etc.
- What makes/unites a family?
- How do families show love for each other?

Discuss family memories:

- What helps us remember? Photos/stories, etc.
- Look at the photos in the front and back pages of *When I See Grandma* and discuss the events represented. Do the photos and/or events appear elsewhere in the book?
- Have children interview a family member about a special memory before they (the student) was born.

Discuss family life cycle:

- On the pages where Grandma is dreaming and on the page where she is kissed goodbye, ask 'What is happening on this page?' The 'goodbye' scene is poignant and most young children accept it readily. It is also open to interpretation as to what happens – allow children to offer their ideas without judgement.
- When Grandma is no longer with us, we can focus on the memories. What are some things that help us remember?
- What are some of your memories with times spent with grandparents?

www.debratidball.com (author)

www.leighedstrom.com (illustrator)

www.wombatbooks.com.au (publisher)



When I see Grandma...



1. Describe to a partner an object on this page and your partner needs to work out which object you describe.
2. Cross out the objects that are too recent for the grandma in the story to have had growing up.
3. Take an object and make up a different use for it – think imaginatively!



Technology sequence

Order the telephones from oldest (1) to newest (5); order the aeroplanes oldest (1) to newest (4); order the televisions oldest (1) to newest (4). Write the number in the brackets under the object.



[]



[]



[]



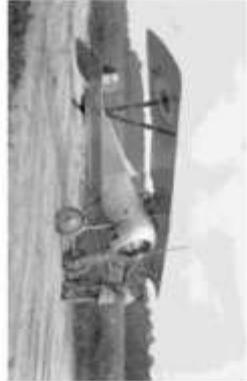
[]



[]



[]



[]



[]



[]



[]



[]



[]



[]