

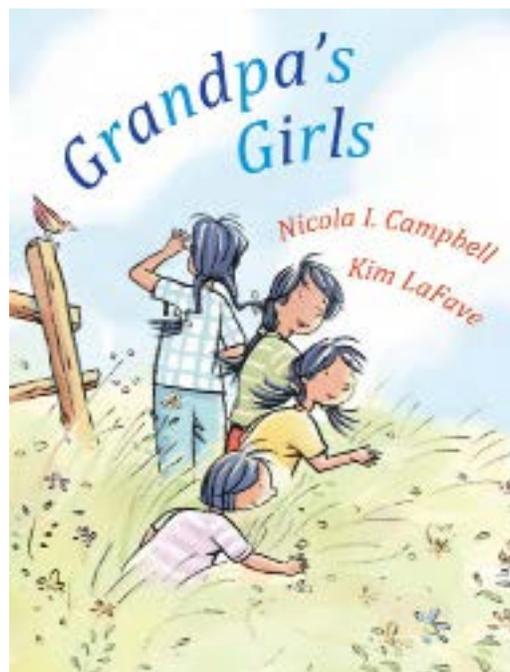
A TEACHERS' GUIDE TO GRANDPA'S GIRLS

Written by Nicola Campbell and illustrated by Kim LaFave

ABOUT THE BOOK

A young girl delights in a visit to her grandpa's farm. She and her cousins run through the fields, explore the root cellar where the salmon and jars of fruit are stored, swing on a rope out the barn loft window, visit the Appaloosa in the corral and tease the neighbor's pig. The visit is also an opportunity for this child to ask Grandpa what her grandmother, Yayah, was like, and explore the "secret room," with its old wooden trunk of ribbons, medals and photos of Grandpa in uniform. There is a wonderful blend of fun and family history in this visit to a grandparent, but also the realization that there can be some things about the people we know and love that will always remain a mystery.

Curriculum connections can be made to Physical and Health Education, Science, Social Studies and the Arts.



Grandpa's Girls

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JUVENILE FICTION

Reading Ages 4 to 7

9781554980840

Hardcover with jacket

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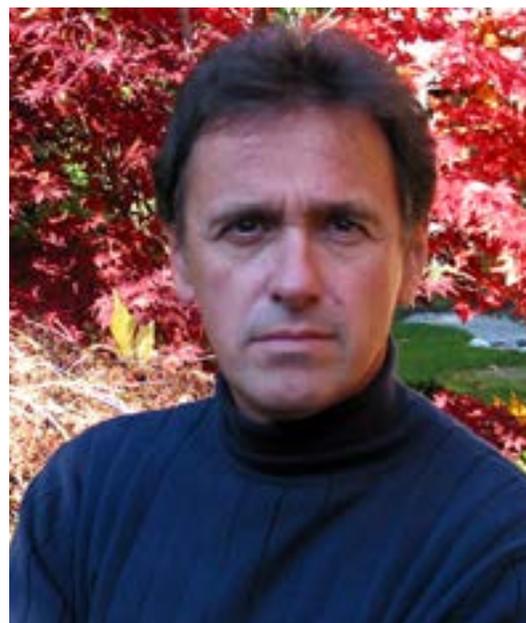
ABOUT THE AUTHOR

Nicola I. Campbell is Interior Salish and Métis, and she grew up in British Columbia's Nicola Valley. She is the author of *Shi-shi-etko* (Aboriginal Children's Book of the Year) and *Shin-chi's Canoe* (TD Canadian Children's Literature Award, Governor General's Literary Award finalist for illustration, USBBY Outstanding International Books), both illustrated by Kim LaFave. Nicola lives with her son in Rosedale, British Columbia.



ABOUT THE ILLUSTRATOR

Kim LaFave has won the Governor General's Literary Award, the Ruth Schwartz Children's Book Award and the Amelia Frances Howard-Gibbon Award for his illustrations in *Amos's Sweater* by Janet Lunn. He also illustrated *Shi-shi-etko* and *Shin-chi's Canoe* by Nicola I. Campbell. Kim lives in Roberts Creek, British Columbia.



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BEFORE READING

Word Web

Brainstorm and complete a word web with the class to record their ideas of a special place or favorite things to do. Have them draw a picture of their favorite activity or special place. Ask students to share their pictures in small or large groups, explaining why this activity or special place is important to them.

Curriculum Connections: Visual Arts

KWL Chart

To activate prior knowledge of spending time with grandparents, Indigenous people, and culture, create a KWL chart with students. This chart will serve as a visual reference for students. The first two columns will be completed before reading the story. The third column will be completed after the story has been read aloud.

K (WHAT WE KNOW)	W (WHAT WE WONDER)	L (WHAT WE LEARNED)



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BEFORE READING

Making Predictions

Before beginning the Read Aloud, take students on a “picture walk.” Show students the front cover of the book with the title covered or visible. Ask students to make predictions about the story from the front cover and to record those predictions on chart paper or on the Smartboard. Continue with the picture walk as they look through the pages of the book.

Create a Think Aloud chart. (Use a piece of chart paper and put the title of the book at the top. List the following questions and record students' answers.)

What do you notice as you are looking at the illustrations in the book?

What do the pictures tell us about the people in the story?

What clues do you have about who they are, where they come from, or what culture they might belong to?

What do the pictures tell us about what events or activities might happen in the story?

How do pictures help us to understand stories? What do they add that the words might not?

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DURING READING

These are guiding questions that can be discussed orally — as a shared response as a class or in small groups — or completed as individual reading responses.

Making Connections (Text to Self)

In *Grandpa's Girls*, the grandchildren love spending time with Grandpa and exploring the farm. This story is inspired by the author's memories of visiting her own grandpa's farm. His resilience and determination as a person who attended Indian residential school created a home full of love, sharing and teaching for the next generation. Where does your family come together?

Describe where you live. (E.g., near freshwater springs like Grandpa, beside the railway tracks, close to fields or major roadways, in the city.)

Do you have a root cellar in your house? What makes your home special to you? How do you stay safe where you live? (E.g., keep doors locked, look both ways before crossing the road, have a fire safety plan.)

What makes your family unique? (E.g., language spoken, food, traditions celebrated, dynamics of the family.)

Curriculum Connections: Social Studies (Communities, Cultures, Celebrations)

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DURING READING

Visualizing

Write this excerpt from the story on chart paper or display on the Smartboard.

“Grandpa has a secret room.

The lights are always out; the curtains always closed.

Old trunks and wooden boxes line the walls,
dusty and mysterious.

Step, step, step ...

We step sneaky steps on tiptoes
across the creaky floor.

Our favorite place to look is inside an old wooden trunk.

It has worn brass handles and wooden drawers.”

While reading the story aloud to students, pause when you come to this page. Ask students to draw a picture based on the mental images that are created as they listen to the text being read aloud (visualizing). Students will then compare their illustrations to the picture in the book. Students may share with a partner, in a small group or with the class.

Curriculum Connections: Visual Arts

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AFTER READING

Revisit the KWL chart and complete the “What We Learned” column. This completed chart is a visual reference of student learning.

K (WHAT WE KNOW)	W (WHAT WE WONDER)	L (WHAT WE LEARNED)

Author's Message

Ask students: What is the author's message? Have them think about what the story reminds them of or what they were thinking about as they listened to the story. Hand out a brown paper bag to each student. Ask students to choose an item from home (e.g., a photo, a small toy, a keepsake, a newspaper clipping, a book) that they feel reflects what the author wants them to know about treasures in the home, and to place the item in the bag. Students will share their bags with the class in a sharing circle. If a student is nervous about sharing with the class, rather than passing their turn (Right to Pass), the student has the option to “call a friend” to share for them (i.e., whisper their ideas to the person beside them).

Book Title

Have students suggest a different title for the book (e.g., Grandpa's Secret, Grandpa's Farm), and explain their thinking.

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AFTER READING

Elder Visit

Invite an Elder to the classroom to share his or her experiences with the class. In Indigenous cultures, the Elder is held in high regard as a role model in their community and is considered the keeper of knowledge. A gift must be prepared by the person making the request for the visit and offered to the Elder at the time of the request. Storytelling is an important part of Indigenous culture, and a visit from an Elder is a wonderful way to bring this experience to students. Students may then create their own story to retell orally.

Curriculum Connections: Social Studies (Indigenous Peoples, Cultures, Celebrations, Communities)

Favorite Activity

Ask students to think about a favorite activity they enjoy doing with family members, friends or even a pet. This could be an oral or written response, a drawing or a painting.

Curriculum Connections: Visual Arts

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CROSS-CURRICULAR CONNECTIONS

Community Members

Ask students to research the roles and responsibilities of community members (e.g., farmer, firefighter, teacher, police officer, doctor, mail carrier). Have them create a poster or class mural to present their findings.

Cross-curricular Connections:

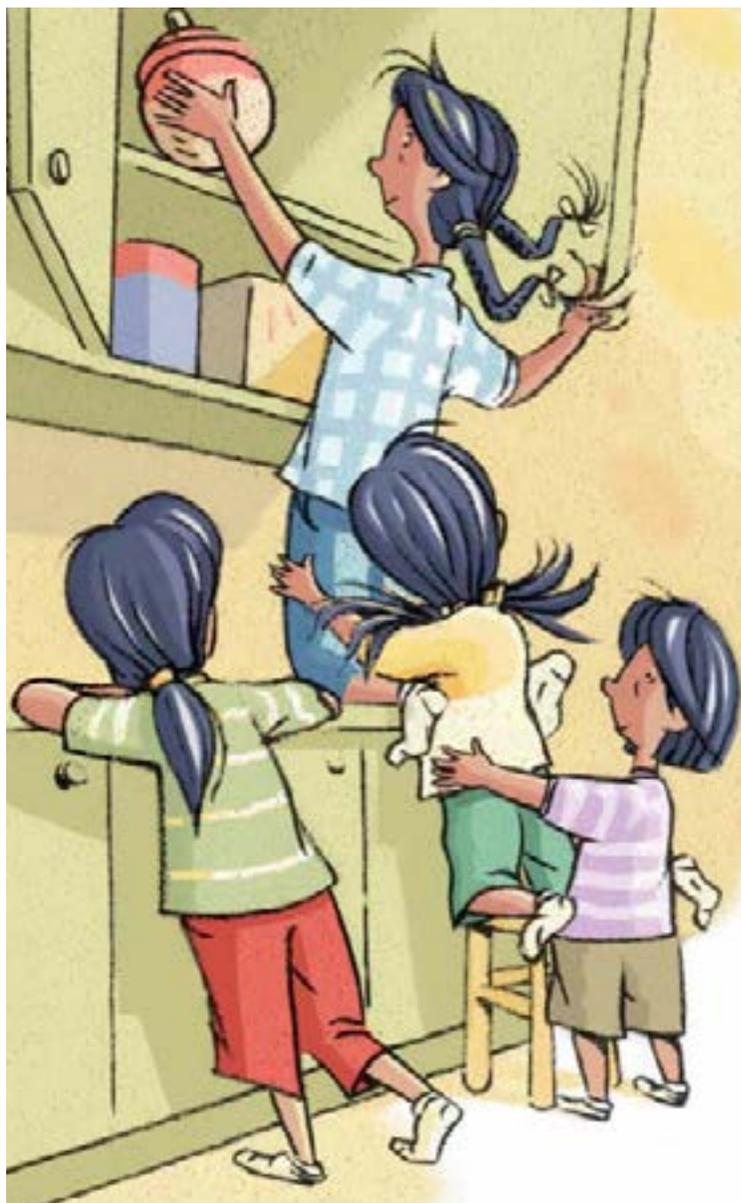
Visual Arts

Favorite or Special Place

Have students build a diorama of their favorite or special place using a variety of materials (preferably recyclable materials).

Cross-curricular Connections:

Visual Arts



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ADDITIONAL RESOURCES

Print and Web Resources

Reading Rockets — Features a variety of graphic organizers and other literacy resources for teachers. <http://www.readingrockets.org/>

Danks, Fiona, and Jo Schofield. *Nature's Playground: Activities, Crafts, and Games to Encourage Children to Get Outdoors*. Chicago: Chicago Review Press, 2007.

Harvey, Stephanie, and Anne Goudvis. *Strategies That Work: Teaching Comprehension for Understanding and Engagement, 2nd Edition*. Portland, ME: Stenhouse Publishers, 2007.

Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse Publishers, 2002.

Queen's Printer for Ontario. "Aboriginal Perspectives: A Guide to the Teacher's Toolkit. Teaching Resources and Strategies for Elementary and Secondary Classrooms." Ontario Ministry of Education, 2009. <http://www.edu.gov.on.ca/eng/aboriginal/toolkit.html>

Toulouse, Pamela Rose. "Fostering Literacy Success for First Nations, Métis and Inuit Students." What Works? Research into Practice (Student Achievement Division, Ontario Ministry of Education), Research Monograph #45, February 2013.

http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf

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ADDITIONAL RESOURCES

Connect to These Groundwood Texts

Alego — written and illustrated by Ningeokuluk Teevee
ISBN 978-0-88899-943-6

A Family Is a Family Is a Family — written by Sara O'Leary, illustrated by Qin Leng
ISBN 978-1-55498-795-5

All Year Round — written and illustrated by Emilie Leduc, translated by Shelley Tanaka
ISBN 978-1-55498-411-4

Ancient Thunder — written and illustrated by Leo Yerxa
ISBN 978-1-55498-127-4

P'esk'a and the First Salmon Ceremony — written and illustrated by Scot Ritchie
ISBN 978-1-55498-718-4

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ETHNOGRAPHIC STUDY OF PLACE - "MY PLACE"

The following is a collection of activities developed by Paula Lombardo, Devon Lee and Yolanda Wanakamik that may be completed with students from kindergarten to Grade 3.

Cross-curricular Connections: Social Studies (Communities, Cultures), Visual Arts, Science (Five Senses, Seasons, Habitats and Communities, Biodiversity), Geography



Page 1 —  Perceptual — This is My Place. This is what it looks like.

Using paper and pencil, draw four squares to record images from your place.

Page 2 —  Perceptual — My Place has ...

Illustrate your place, including the images from the previous page.

I see

I smell

I touch

I hear

I taste

Page 4 —  Ecological — There are animals that visit My Place.

Draw a picture of an animal that you have seen in your place. Write five sentences that describe your animal.

Page 5 —  Perceptual —  Ecological — On a nature walk in My Place, I can gather interesting items that have texture. I can lay my paper over the textured object and make a rubbing using my pencil.

Page 6 —  Perceptual —  Ecological — Leaves, tree bark and rocks are just some of the items I can use in this “nature drawing.”

Page 7 —  Aesthetic — Look what I found in My Place.

Collect items from your place and put them in an envelope. Remember to choose items that are special to you. Show and Share — in a circle, share it with the whole class.

Page 8 —  Sociological — My Place has a special spot where I can ...
This special spot helps to define the uniqueness of My Place.

Sit in your spot while completing these questions.

Describe the special spot.

Who uses it?

What is it used for?

What plants and animals are in this spot?

Is there anyone else who would like to use this spot?

How could this spot be shared with others?

Tip: Special spots are different for every person and for every place. Things that make your spot special might be things like swings or comfortable furniture, books to read, a space to be creative, a place to reflect, or it might be a special safe place.



An Interview with:

How long have you lived in this place?

Name one thing that you like about this place.

Name one thing that you would like to change in this place.

Looking back, what has changed over the years in this place?

Write four more questions to ask your special person.

1

2

3

4

Here is a spot for a picture!



Tip: People who affect your place may be Elders or long-time neighbors, or they may be someone in your family, a storyteller, or someone who cares about your place in a way that is unique and special.

Page 10 —  Ethical — I can make a difference in My Place by ...

Brainstorm more ways to make a difference and to make your place a better place!

Choose the best idea with a classmate and then share it with the whole class.

Making a difference in My Place makes me feel ...

Page 11 —  Aesthetic — Using my drawing skills and descriptive language, I am going to show how My Place changes over time.



Tip: Seasons, weather, time of day, new things added, some taken away ...

Spring	Summer
Fall	Winter

Spring

Summer

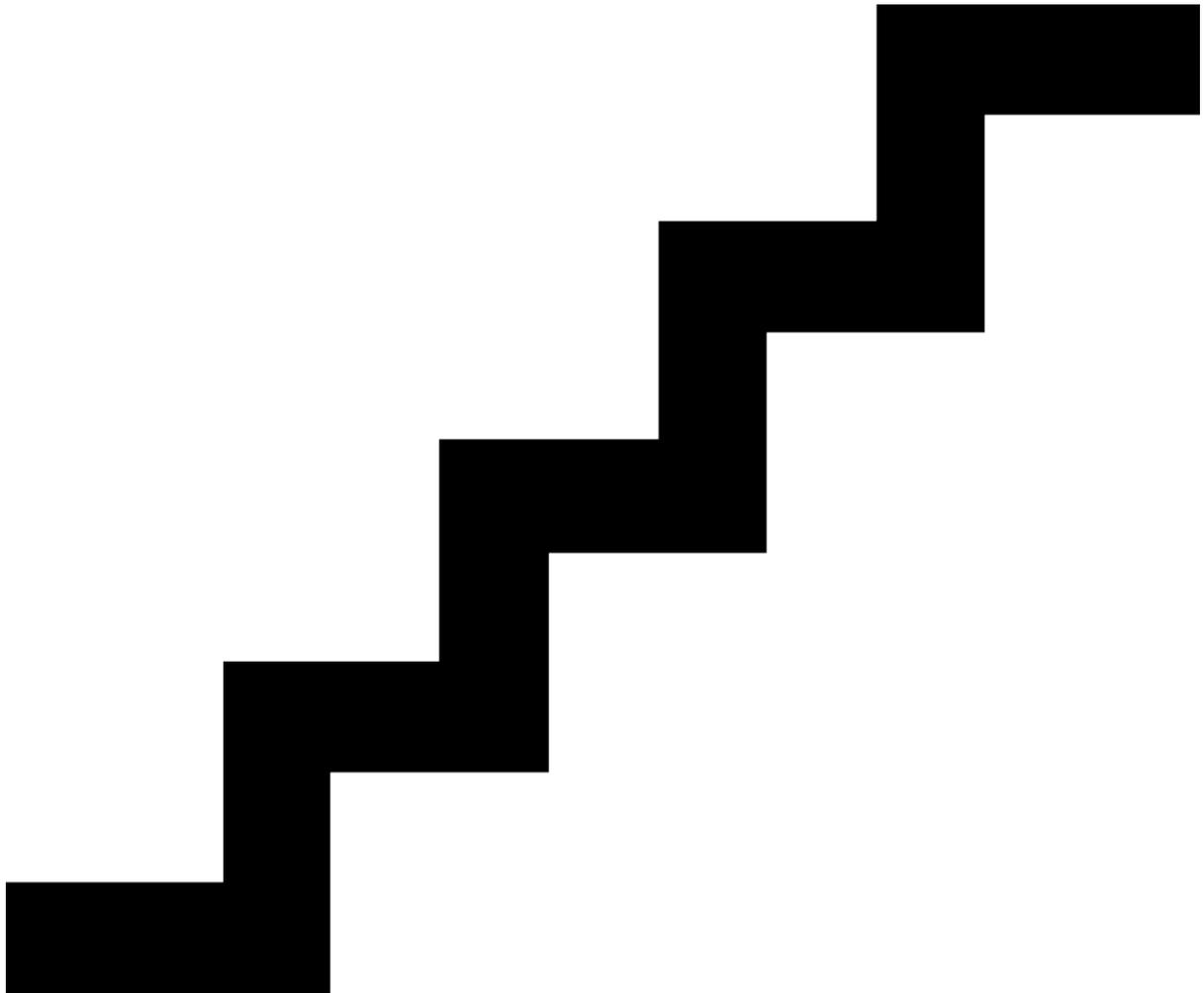
Fall

Winter

Page 12 —  Ethical — “Seeing green” at My Place.

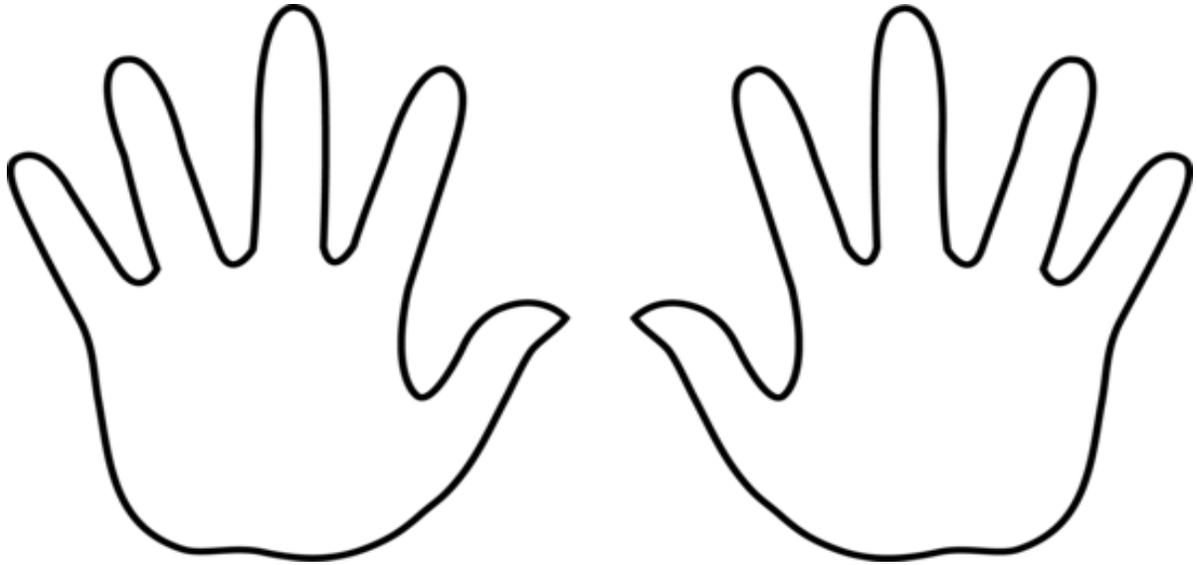
I am going to take a close look at ways I can be kind to the earth, by making positive differences both in My Place and in My Community. Here are the steps I can take to be “greener.”

Brainstorm your ideas here and record an idea on each step. (Encourage students to add additional steps.)



Page 13 —  Aesthetic — Like a handprint, My Place is unique to me.

Draw your place for others to see — use color!



Find a friend. Trace their hands and have them draw a place that is special to them.



My Journal of Exploration and Discovery — Throughout my journal, I have stopped and considered many things about My Place. What it is, where it is, what it means to me, why change is important, and how I can make it better. I have also considered other things, including neighbors, nature, animals and the environment.

My Place reminds me of:

My Place makes me think of:

I noticed that My Place:

I feel connected to My Place:

My experiences in My Place make me feel:
