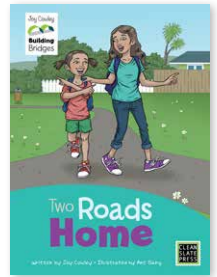


Family

Highlights of the text

- Family units
- Relationships
- Expressing feelings
- Making rhymes



Orientation

- Talk about the importance of families.
- Talk about various family members.
- Talk about the roles of parents and children.

Making Meaning

- Revisit p. 1 and talk about what is unusual about Violet and Rose's walk home. (They have two homes.)
- Revisit p. 2 – 3 and talk about Rose's actions that show how she is feeling. (big smile, claps and shouts)
- Revisit pp. 4 – 7 and talk about why Rose thinks Mum says "grumpy things".
- Revisit p. 7 and talk about what Violet meant by: "Like a rocket attack hidden in a pocket."
- Revisit the illustration on p. 5 and talk about how the illustrator shows Henare's reaction to Rose.

Literacy Focus

- Talk about the meaning of Pouchy-grouchy (p. 7).
- Talk about the expression "Nice one, Rosie girl" (p. 4). Make a list of synonyms.
- Revisit p. 7 and talk about the rhyme in "Vi, Vi, we can fly. We are poets, you and I".

Family continued

Inquiry Focus/Activities

- Encourage the students to draw stick figures of themselves and their family members.
- Encourage the students to list the family relationships they have.
- Encourage the students to make a list of rhyming words.
- Encourage the students to select a short poem and recite it in class.
- Encourage the students to find out about each other's families.
- Encourage the students to write a few sentences about what they want to be when they grow up.

Double Trouble

Highlights of the text

- Family dynamics
- Expressing anger
- Communicating
- Rhyming language

Orientation

- Talk about the word arranged (p. 14). When do things have to be arranged?
- Talk about different ways to communicate.
- Talk about disagreements and how they can be resolved.

Making Meaning

- Ask the students to find clues in the text that show Violet is a responsible big sister.
- Revisit pp. 11–13 and talk how the mix-up happened.
- Revisit pp. 14–16 and talk about how the fighting stopped.
- “Revisit the illustration on p. 15 and talk about how the illustrator shows how the parents and children ‘ are feeling.

Double Trouble continued

Literacy Focus

- Revisit p. 13 and find the rhyming words. (yummy, tummy)
- Talk about the verbs throughout the text that can be replaced by says. (sings (p. 13), shouts (p. 15), yells (p. 15))
- Revisit p. 18 and talk about what Rose's rhyme means. ("Whirly, whirly. Off to bed early!")

Inquiry Focus/Activities

- Encourage the students to make a list of their friend's names and what they like to be called.
- Encourage the students to design and draw a letterbox.
- Encourage the students to investigate the duties and responsibilities of a supermarket manager.
- Encourage the students to debate the pros and cons of writing letters and sending text messages.
- Encourage the students to compile a list of foods they usually eat after school.
- Encourage the students to learn a card game and play it in a group of four.

Shoes

Highlights of the Text

- **Family dynamics**
- **Needs and wants**
- **Humour**
- **Descriptive words**

Orientation

- Talk about fashion shoes and regular shoes.
- Talk about the pros and cons of different kinds of shoes.
- Talk about buying special items on birthdays.

Shoes continued

Making Meaning

- Revisit p. 21 and talk about Mum's reaction to Violet's new shoes.
- Revisit pp. 22 – 23 and talk about how Violet's feelings change. (angry, happy)
- Revisit pp. 24 –25 and talk about the ways in which the dinner is special for Violet.
- Revisit the illustration on p. 21 and talk about how the illustrator shows Violet's feelings.

Literacy Focus

- Talk about the meaning of ages (p. 20). Make a list of synonyms.
- Revisit p. 21 and Mum's comment: "I'm disappointed." Make a list of synonyms for disappointed.
- Revisit p. 22 and talk about the meaning of Violet's words, "I get over it though."

Inquiry Focus/Activities

- Encourage the students to investigate the rules of footie.
- Encourage the students to make a poster of footie gear.
- Encourage the students to make a list of things they would like to buy (wants) and a list of things they need (needs).
- Encourage the students to consider what would have happened if Mum had not hidden Violet's shoes.
- Encourage the students to think of a different ending for the story.
- Encourage the students to make a list of words that can be used to describe feelings.