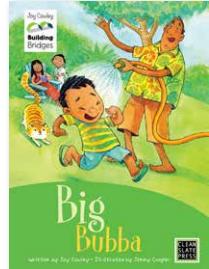


Shopping

Highlights of the text

- Grandparents
- Getting groceries
- Being cheeky
- Humour



Orientation

- Talk about the relationship between grandparents and grandchildren.
- Talk about going shopping for groceries with younger children.
- Talk about finding humour in everyday activities.

Making Meaning

- Revisit p. 3 and talk about how Big Bubba feels when he is called little.
- Revisit p. 6 and talk about why the lady stares with her mouth open. What might she be thinking?
- Talk about the clues in the story that suggest that Big Bubba was “a handful”.
- Revisit the illustration on p. 7 and talk about the expression on each character’s face.

Literacy Focus

- Talk about the comment “He’s a bit of a handful!” (p. 4). Make a list of synonyms.
- Talk about the word grins (p. 5). What other word could the author have used instead?
- Revisit p. 2 and talk about the meaning of too little. Make a list of synonyms.

Inquiry Focus/Activities

- Encourage the students to reimagine some events of the story in a playground.
- Encourage the students to create a storyboard of the story’s events.
- Encourage the students to describe different activities that grandparents do with grandchildren.
- Encourage the students to narrate the part of the story they found the funniest.
- Encourage the students to list ways to entertain two-year-olds.
- Encourage the students to recall a time they had to babysit a younger child.

The Visit

Highlights of the text

- **Siblings**
- **Childminding**
- **Humour**
- **Descriptive language**

Orientation

- Discuss the phrase big people (p. 9). What does it mean?
- Talk about the challenges of looking after a young child.
- Talk about things that interest a young child.
- Talk about actions have consequences.

Making Meaning

- Revisit p. 10 and talk about why Grandpa sends the children away.
- Revisit pp. 12 – 13 and talk about why Krishna's idea worked.
- Revisit p. 14 and talk about why Big Bubba was walking funny.
- Revisit the illustration on p. 10 and talk about how the illustrator shows how Grandpa and Krishna were feeling.

Literacy Focus

- Revisit p. 10 and talk about the words *not so happy*. Make a list of synonyms.
- Revisit p. 15 and talk about the word *upset*. What other word could the author have used instead?
- Revisit p. 15 and talk about the phrase *not long before*. Make a list of synonyms.

Inquiry Focus/Activities

- Encourage the students to brainstorm some popular children's movies.
- Encourage the students to think of a different ending to the story.
- Encourage the students to create a storyboard of the events of the story.
- Encourage the students to choose their favourite character from the story and explain why they like this character the best.
- Encourage the students to draw a model plane.
- Encourage the students to recount a humorous anecdote of something they did when they were little.

The Cats

Highlights of the Text

- Family dynamics
- Pets
- Humour
- Repeating words

Orientation

- Talk about having cats as pets.
- Talk about learning to interact with cats.
- Talk about ways of caring for pets.

Making Meaning

- Revisit pp. 17 – 19 and talk about why the cats did not like Big Bubba.
- Talk about what the words *Nothing they say will stop Big Bubba from trying to pick up Fluffy and Scruffy* (p. 19) tell us about Big Bubba.
- Revisit pp. 20 – 22 and talk about Grandpa's reaction "*He'll grow fur and start meowing*".
- Revisit the illustration on p. 23 and talk about how the illustrator shows the cats' reaction to Big Bubba.

Literacy Focus

- Talk about the meaning of *cries and cries* (p. 18) and *closer and closer* (p. 22). Why do you think the author repeats the words?
- Revisit p. 21 and discuss the words *crouches* and *nibbles*. Make a list of synonyms.
- Talk about the meaning of *Or maybe Big Bubba is learning that cats are not soft toys to be dragged around the house* (p. 24).

Inquiry Focus/Activities

- Encourage the students to list the responsibilities of having a cat as a pet.
- Encourage the students to draw a cat.
- Encourage the students to make a poster of common cat breeds.
- Encourage the students to research common cat behaviours.
- Encourage the students to describe Big Bubba's personality.
- Encourage the students to make a list of popular names for pet cats.