

Canby, K. (2024). *A leaf called Greaf*

In this text, *Greaf* is a metaphor for grief. It is also a portmanteau - made up of the words *grief* and *leaf*. *Greaf* is a text about loss and it describes how Bear grieves for his lost siblings and the process he goes through to heal.

Target: K/P-1

English concepts: *character; connotation, imagery, symbol; representation (of feelings)*

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday AC9MUFC01 AC9EFLE01 AC9EFLA08	Activating background knowledge/ Orientation to text Review/ discuss cover and illustrations Vocabulary	<ul style="list-style-type: none">- Develop a playlist of songs that convey different moods. Explain to children the way they feel can often be expressed in music and movement. Music can help us to heal. <i>How does the music make you feel?</i>- Choose a book about feelings to share with students (e.g. Martin, Simpson & Lorsini. N.D. <i>The ABC Book of Feelings</i>).- Discuss the cover of <i>Greaf</i> (front and back). Peruse other texts by the same author listed on the back cover.- Read the back cover and show students how the word, <i>Greaf</i> is made (a mix of <i>grief</i> and <i>leaf</i>). Discuss the meaning of <i>beguiling</i> (something so interesting it grabs your attention, like magic). <i>What do you think this book is about? Why do you think that?</i>- Take a picture walk through the book, to help students make predictions and connections. Encourage students to discuss the illustrations, activating background knowledge. <i>What are the white bear shapes on each page? Why are they there? What are they doing?</i>- Explain/ pre-teach/ frontload challenging vocabulary as it appears in the text prior to the read-aloud e.g. <i>embracing, occasion, comfortable, surrounded, mourning/ morning</i> (homophones — words that sound the same when spoken aloud but have different meanings and spellings).- Play word bingo with new words from text to consolidate meaning. E.g. students write 3 new words from text on card, teacher calls out the meaning. Students match words and meaning. When all their words are called, shout <i>Bingo!</i>

Tuesday	Read-aloud Reading prosody Figurative language	<ul style="list-style-type: none"> - The teacher reads the text aloud with expression (prosody). Encourage children to respond during the story. - Re-read the text and encourage students to join in. - Pause, identify and discuss the meaning of the figurative language in the text. E.g. <i>larger than life itself, the cold scratched at his nose, Greaf was crumpled, dry and cracked around the edges. Greaf... floated down into Bear's heart.</i> - Students illustrate an example of figurative language from text. Write it below illustration. Share with class.
Wednesday	Fluency Character Grammar Creative arts	<ul style="list-style-type: none"> - Re-read the text to the class. - Find the words and pictures in the text that describe the characters (Bear, Greaf, the shadow bears). Interestingly, the shadow bears are not mentioned in the text even though they are on every page. <i>What do we know about the shadow bears? How?</i> - Draw character maps: diagrams of each character and write words (noun groups, adjectives) inside them, sharing what you know to display in the classroom. Write a description of each of the characters. Have copies of the text available for students to explore/discuss the text individually and with peers. Provide opportunities for them to build their reading fluency/prosody through oral reading practice and repetition.
Thursday	Fluency Punctuation Connotation, image and symbol	<ul style="list-style-type: none"> - Re-read text altogether, with prosody. Pay attention to (read) the punctuation, pausing at commas (take a breath); and stopping at full stops. Have text up on IWB, for students to follow during read-aloud. - Introduce English concept - <i>connotation, image and symbol</i> in text: used by composers to create additional meaning. Connotation - a feeling we sometimes connect to a word e.g. <i>beguiling</i> (a bit magical), <i>green leaf</i> (nature and growth), <i>embracing</i> (warm fuzzy feeling), <i>mourning</i> (sadness, loss), <i>fierce wind</i> (unwelcome, threatening, miserable). Image - engages our senses and evokes an emotional reaction e.g. <i>long walks in nature</i> (healing), <i>Bear holds the leaf close to his heart</i> (attachment), the ghost bears drop a heart on bear (letting him know they love him). Symbol - those words and pictures in the text that add extra meaning e.g. sunshine tapped at Bear's nose (happiness after sadness), green leaf (symbol of life), shadow bears (loss, no longer real), dark colours (desolation). - Students select an example of connotation, image and symbol from text. Draw it, then caption below, telling <i>what else</i> the composer is telling us with this word/ these words/ picture. Share with class.
Friday	Reading fluency	-Provide opportunities for students to re-read the text in pairs/ small groups- building reading fluency.

AC9EFLE01	Oral language	<ul style="list-style-type: none"> - Seek creative outlets for expression like art and storytelling. Paint/draw as a way of expressing emotions. For example, a watercolour wash over crayon (crayon resist art) will give the effect of the shadow bears in the story. - Talk about different colours and how they make you feel. Look in the text and discuss the colour palette in the illustrations at the beginning of the book compared to the end. <i>What are happy colours? What are sad colours? What are cool colours? What are warm colours? How do you know?</i> Reflect on the colours in the text. <i>How do they make you feel? How does the colour palette change as the story progresses? Why?</i> A colour song about feelings can be found here. - Modelled, guided and independent writing about favourite colours, set to music using a piggyback tune. E.g. the words of Sing a rainbow (Hee Dee Education, N.D) with Auslan signs, can be changed (innovation on text) to students' own text, for example, <i>'Jess likes green, and Gav likes blue, Millie likes black, me too... We love lots of colours, lots of colours, lots of colours...true.'</i> - Reflect on text. Discuss likes/dislikes. What is the main message? Something like... <i>We sometimes lose things and people we love; but they stay in our hearts forever.</i>
	Writing	
AC9AMUFP01	Creative Arts	
AC9EFLA02	Reflection	