

## Pyke & Ghosh (2024). *These long-loved things*

In this text, a young man is lovingly caring for his elderly mother. The book time warps between when the child is small and his mother is caring for him, and when he is grown with a son of his own and how they now both care for her. The text moves from present to past tense to show the movement between time periods. Themes of the text include intergenerational love and empathy.

Target: K/P - 1

English textual concepts: *theme, character, point of view, style.*

### 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	Activating background knowledge/	- Talk about things that you love/what makes you happy. Draw/ paint it and make a happiness display in the classroom. - Learn the cumulative game/song, ' <i>I like to...</i> ' Play the game in a circle in class, first orally - trying to remember what everybody likes in order (always a challenge, even for adults) - then as a song. Here are the <a href="#">musical score</a> and <a href="#">piano tune</a> .
AC9MUFE01	Orientation to text	- <i>Make a memory board</i> . Draw a favourite memory (or bring in a photo) of yourself and an elderly relative. Caption the picture then share your memory with the class.
AC9EFLE01	Review/ discuss covers	- Discuss the front and back cover. <i>What can you see? What do you think the book may be about? What characters do you see in the cover illustration/s? (front and back)? What are they doing? Why?</i>
AC9EFLE02	Picture walk	- Guide students through a picture walk of the text, discussing each double-page spread together. Encourage them to talk about the illustrations—what they notice and what these visual details reveal about the book's content.
AC9MUFE01	Visual literacy	- Explore visual storytelling in the text and how the illustrations make students feel. What stands out on each page? Why? - Introduce visual literacy terms and find examples in text that adds meaning (e.g. <i>salience</i> [what draws the reader's eye], <i>framing</i> [how images are positioned/ borders], <i>vectors</i> [lines that direct the eye], <i>gaze</i> [whether characters look directly at each other/ demand/ offer] and <i>social distance</i> [closeness between viewer and subject]).

		<ul style="list-style-type: none"> <li>- With a partner, find an interesting example of visual literacy in text and share with class.</li> </ul>
<p>Tuesday</p> <p>AC9EFLY05</p> <p>AC9MUFD01</p>	<p>Read-aloud</p> <p>Comprehension</p> <p>Oral language</p>	<ul style="list-style-type: none"> <li>- Read text to students with prosody.</li> <li>- Discuss each double-page spread following the read-aloud. Encourage students to reflect on illustrations throughout.</li> <li>- Author style: Notice the poetic style, and (some) rhyming couplets, the change in font on each page. <i>Why do you think the author chose to make the writing different here?</i> Focus on meaning e.g. <i>Why do you think she doesn't know her son's name? Is music a good way to remember? Do you ever sing your favourite songs with a loved one? What do you sing? Does it help you to remember?</i></li> <li>- Each time the text is re-read to the class, explicitly focus on a different pillar of effective reading instruction, e.g. <i>oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.</i></li> </ul>
<p>Wednesday</p> <p>AC9AMUFP01</p> <p>AC9MUFC01</p>	<p>Fluency</p> <p>Singing</p> <p>Knowledge building</p> <p>Writing</p> <p>Innovation on text</p>	<ul style="list-style-type: none"> <li>- Re-read text to class, displaying text on IWB and following along as you read, encouraging students to join in.</li> <li>- Learn some fun songs together that show the power of music to help you remember challenging facts and build knowledge; like <a href="#">the backwards alphabet song</a> (Brett Johnson, 2010) and the <a href="#">7 continents song</a> (Hopscotch, 2024) - the chorus of both songs is probably enough. Use them as lesson breaks in class as evidence of the power of music to activate memory across all subjects at school.</li> <li>- Modelled, guided and independent writing activity: use a well-known piggyback tune and write your own song together, sharing what makes class members happy. e.g. <a href="#">Twinkle twinkle little star</a> (Pixibay, copyright free. N.D.) is a gentle melody which coheres with the tone of the text. e.g. <i>I like ... and ... likes ...; ... likes ... and ... etc.</i></li> <li>- Teaching writing/innovation on text- '<a href="#">If you're happy and you know it</a>' (The Wiggles, Bounce Patrol, N.D.) - children take turns adding their own verses to the song. Share the new verses they have created. Make a class book!</li> </ul>
<p>Thursday</p> <p>AC9EFLE02</p>	<p>Fluency</p> <p>Character</p>	<ul style="list-style-type: none"> <li>- Students join in reading with the teacher, following text on IWB.</li> <li>- Investigating character. <i>Who is telling the story? What do we know about the mother? What words/pictures tell us about her?</i> The teacher records student responses on IWB. What do we know about the son?</li> <li>- Who is telling the story? How do you know? Try telling the story from different points of view? How does the story change?</li> <li>- Dramatisation: Mother and son have a chat in-character. What do they say to each other?</li> </ul>

AC9MUFC01	Story structure	<ul style="list-style-type: none"> <li>- Explain to the class the story moves from the present tense to the past e.g. <i>The mother is a young woman with a new baby, and on the next page she is an old woman being cared for by her adult son</i>. Flick through each page and decide whether it is in the present or the past. In pairs, students choose a page in the text and decide whether this page is in the past or the present. What evidence do you have to base your decision on? <i>Who is the young boy in the bus shelter?</i></li> <li>- Make <a href="#">character profiles</a> together. In small groups, students create their own character profiles from text.</li> </ul>
Friday AC9EFLA06 AC9PMUFP01 AC9EFLA02	Fluency Connotation, imagery and symbol Musical brain breaks Reflection	<ul style="list-style-type: none"> <li>- Provide opportunities for students to re-read text in pairs/small groups, building reading fluency.</li> <li>- Explain how we sometimes associate feelings with specific words and images (connotation, imagery and symbol) e.g. <i>baby being pushed in stroller, holding hands, smile, snuggle, love, memory, cake, sweet tooth</i>. How do you feel when you hear these words? Find other words and pictures that evoke emotions in the text together.</li> <li>- Learn some <a href="#">lesson break songs and brain breaks to encourage young children to articulate their feelings</a>. During these activities, students discover how they and others communicate in and through music.</li> <li>- Think-pair-share activity: students outline what they thought of the text and why (formative assessment task).</li> </ul>