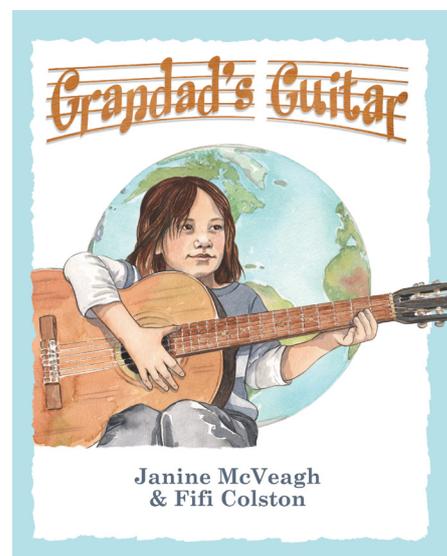


Teachers notes for Grandad's Guitar by Janine McVeagh & Fifi Colston



This book is about a special guitar that is given to a boy named Kahu. The guitar belonged to Kahu's grandad, who travelled to countries in Europe, the Middle East and Asia. Kahu's view of the guitar changes as he listens to the adventures of his grandad and the guitar.



TEACHER NOTES BY TANYA FILIA

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English: Level 2

Show some understanding of ideas within, across and beyond texts. Use their personal experience of the world and literacy to make meaning from texts.

Questions to ask prior to reading

- 🎵 What do you think this book might be about?
- 🎵 Who in the class has travelled outside New Zealand? Where did you go? Has anyone travelled to England, France, Greece, Iran, Afghanistan or India? What do you know about those countries?
- 🎵 Who plays an instrument? What do you like about it? What sort of music do you like to play?

While reading

- 🎵 Which country are the characters in? If Nana didn't say, how would you know? Look at the clothes people are wearing, the food they are eating and the songs they are singing, and the animals that live alongside the people.
- 🎵 Focus on Kahu and how he feels throughout the story.

After reading

- 🎵 Provide opportunities for students to share their thoughts about the story: the places travelled; the role of the guitar and of music e.g. making people dance and feel happy; the feelings of the characters e.g. excitement, fear, happiness.
- 🎵 Encourage discussions: Reflect on how the guitar made Grandad feel. How did Kahu feel about the guitar at the beginning and at the end of the book? Did his feelings change and why?

Social Sciences: Level 2 **Understand how cultural practices reflect and express** **people's customs, traditions and values.**

- 🎵 Provide students (individually, in pairs or groups) with a map or globe. Ask them to:
- locate New Zealand, Europe, the Middle East and Asia on the map or globe
 - use colouring pencils or posticks to highlight the countries Grandad and his guitar visited and played in
 - show where they journeyed from start to finish
 - use posticks to write a short summary of what happens to Grandad and Nana and the guitar in each country and place these on the map.
- 🎵 Are any of the students from other countries? What about their parents? Could they tell the class about the country their family comes from? What is one thing that is different from New Zealand? Ask all the students why they think it is different?
- 🎵 Students could find out interesting facts about a country in the book e.g.
- food
 - clothes
 - customs
 - famous musicians
 - places to visit.
- 🎵 Using their research, students could hold a multicultural food festival.

Music: Level 2

Sound Arts. Students will explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

- 🎵 Look at the music in the illustrations. If possible, play the songs with a guitar and get students to sing along, or play the songs from a CD, YouTube or Spotify. Discuss why particular songs may have been chosen by the illustrator.
- 🎵 Have students brainstorm in groups about the role music plays in their lives – at home and school. Share examples of music events held in the school and cultural music events and festivals (thinking about their own communities).
- 🎵 Encourage discussions: How does music make *you* feel? How did it make Grandad feel? Kahu? What about the other characters in the book?
- 🎵 Play snippets of music from a range of genres and from different countries. Have students write down the instruments they can hear being played in each one.
- 🎵 Provide opportunities for students to find instruments in books and on the internet. Have students classify the instruments they identify, e.g. percussion, string, brass and woodwind.
- 🎵 If there are any students in the class who play an instrument, give them the opportunity to discuss, share or play their instrument.
- 🎵 Invite musicians from the community and family members to play for the students and share their experiences.
- 🎵 Create instruments from recycled items found around students' homes. Decorate and then play these instruments. Have fun!!
- 🎵 Consider the evolution of music – music that grandparents listened to, music that parents listened to and music that students in the class listen to. Listen to a range of music from these different generations and discuss how music has changed over the past hundred years. Ask students to consider that although music may have changed, the feelings people have about music may not.

The Arts: Level 2

Share the ideas, feelings and stories communicated by their own and others' objects and images.

- 🎵 Give students enough time to look at each of the illustrations in the book. Ask them how the illustrator shows different countries, and how she shows the connection between Kahu and his grandad. Look for example at how Kahu and Grandad look, sit and play the guitar.

 Encourage the students to research a famous artist from a European country. Using the artist's media/art form, have the students create their own art in this form as a response to the text.

Health: Level 2
**Relationships with other people. Students will explore
and share relationships with other people.**

 Explore relationships students have with their grandparents/elders.

- Discuss the importance of grandparents/elders in our families and communities.
- Provide opportunities for students to talk about their relationships with grandparents/elders: special times, moments, activities, treasures.
- Hold a grandparents' day in your community with your students/class/school.



*These teaching notes are based on the New Zealand
Curriculum Document Achievement Objectives*