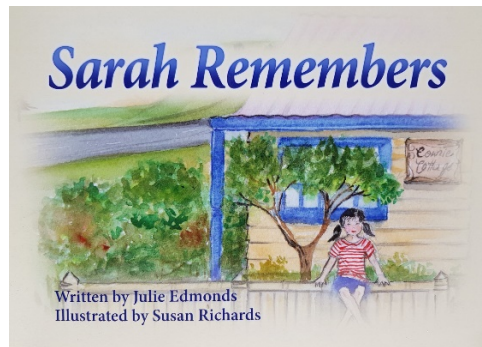


# *Sarah Remembers*

JULIE EDMONDS and SUSAN RICHARDS



## Teachers' Notes

### Foundation to Level 2

I wrote *Sarah Remembers* to tell and share my story.

Illustrator Susan Richards painted watercolour illustrations to bring my words to life.

Friend Francis McMahon used his digital technology skills to put the words and pictures together. Graphic artist Natalie Birch from [www.ideasministry.com.au](http://www.ideasministry.com.au) designed the book and collaborated with DB Bookbinders, Melbourne, Australia who printed and bound it.

Together we created a picture book.

*The Deep*, by Tim Winton, illustrated by Karen Louise, (1999) Fremantle Press, is a picture book story about Tim's family. It gave me the confidence to write *Sarah Remembers*, a story about my family. I encourage you to think about the similarities and differences between my family experience and yours and to consider sharing your story; however, you want to.

**THEMES:** Grandparents, Families, Change, Dementia, Connections

**TOPICS:** Holidays (games, food), Seaside, Seashells, Time (seasons, ocean tides, family generations).

**CURRICULUM AREAS:** Reading and Viewing, Writing, Speaking and Listening, Geography, History, Science, Health and Physical Education.

### BOOK INTRODUCTION:

Sarah loves spending *summers with her Nan by the sea*. Their favourite pastime is *exploring the world left behind at low tide ... looking for treasure, especially cowrie shells*.

But *one summer ... Sarah knew it would be the last time*.

And the story flashes forward to when Sarah is an adult.

### READING and VIEWING:

1. Ask the students to predict what Sarah remembers.
2. Read the story.
3. Compare predictions with Sarah's *rememberings*.
4. What is Sarah's favourite *remembering*? Why?
5. Recount a holiday experience. Do you have a favourite holiday *remembering*?
6. Describe Sarah, using evidence from the story.
7. Describe Nan, using evidence from the story.
8. Infer how Sarah felt during the *summers she spent with Nan*. What are the clues from the story?
9. In the story it said ... *Sarah felt different inside*. What feelings might Sarah have had? How do you know?
10. Identify book features – details on front and back covers – dedication statement and acknowledgements. What is an ISBN? Barcode? Blurb?
11. Find other examples of dedication statements. Infer why authors write them.
12. Design a book cover, using some book features you identified.
13. Compare the features of different types of books.
14. Search the illustrations for information not told by the words.
15. Find the pages with footprints in the illustrations. How do they contribute to the story?
16. Scan the text for examples of proper nouns, common nouns, verbs and adjectives.
17. *Sarah Remembers* is a story with a time shift. How do you know when it occurs?
18. Compare this story with other stories about treasured childhood memories, for example (e.g.), *The Deep*, by Tim Winton, illustrated by Karen Louise, (1999) Fremantle Press. What is the same? What is different?

### WRITING:

1. Identify the different punctuation marks used. Find examples of direct speech.
2. Ellipses are used as a writing technique to suggest trailing through time and to trigger the reader's imagination. How do other authors use punctuation to affect the reader?
3. Write a story about a *special remembering*.  
You could start it with \_\_\_\_\_ Your Name \_\_\_\_\_ *remembers ...*
4. The last page in the story says, *The End for now ...*  
What might that mean? Continue the story.

## SPEAKING and LISTENING

### Phonics and word knowledge

There are **277** words in *Sarah Remembers* (pages 2-31).

Remind the students that all words are made up of at least one syllable.

1. There are two syllables in **sum/mer**, clap them out.
2. Look through the text. Find other words with two syllables.
3. Find words with one, three and four syllables.
4. Find examples of compound words.
5. Find examples of alliteration.
6. **Chips** begins with a digraph. Find other examples of words with digraphs.
7. Find examples of words with short vowel sounds, e.g. /**ɪ**/ in **win** and long vowel sounds, e.g. /**ē**/ in **sea**.
8. Identify the number of letters and sounds in words, e.g. **I can see five letters in the word c h i p s, and I can hear four sounds in the word ch i p s.**
9. Find words beginning with /**s**/ on pages 2-5. Can you find anything in the illustrations beginning with /**s**/?

### Language

1. Imagine you are going to the beach. What would you take? Why?
2. Plan a picnic to take to the beach. Make a shopping list.
3. Talk about how it feels to do something independently for the first time.
4. Discuss who the other people in the illustrations on pages 6-7 might be.
5. Look at the illustrations on pages 18-24.
  - \*Why do you think *summers did end*?
  - \*Describe Nan's body language.
  - \*Describe Sarah's body language.
  - \*Role-play different emotions – body language, facial expressions et cetera (etc.).
6. Change is a part of life. How did Sarah's life change? How did Nan's life change?
7. Discuss change in the lives of the students/the wider community.
8. Identify the different emotions associated with change – and actions taken in response to change.
9. Discuss who the child in the illustrations starting on page 25 might be.
10. Answer questions about the setting, sequence of events, characters etc. and present an oral retelling of *Sarah Remembers*.
11. Play a board game, card game or word game.

Resources:

Phonological awareness (emergent literacy)

<https://www.education.vic.gov.au> > Literacy Teaching Toolkit

<https://www.speld.sa.org.au> > phonological and phonemic awareness

## **GEOGRAPHY:**

Identify and describe the geographical features of the coastal environment, e.g. shoreline, tide, coast, reef, sand: draw and label.

1. What is erosion, and how does it affect the beach?
2. How is Sarah connected to the beach?
3. What other activities/events connect people to the beach?
4. Identify similarities and differences between different cultures and their relationship to the sea.
5. List other geographical locations. What makes them important to people?
6. Many people visit the beach during the year, especially in summer. How can we show respect for the beach? Make a digital presentation or a poster to demonstrate how.

## **HISTORY:**

1. Ask students to sequence important events in their personal/family histories.
2. How are students connected to their personal family histories? Compare with Sarah's family.
3. Find similarities and differences between the students' and Sarah's summer holidays.
4. Ask a parent, grandparent, auntie, uncle about favourite places, foods and pastimes from their childhood. Prepare a short oral presentation to share with the class.
5. Share some old photos with the class. How has beach clothing changed?

## **SCIENCE:**

1. An empty seashell used to be the home of a mollusc. When Sarah was a child, finding and collecting empty seashells was a popular pastime. Our awareness of the importance of seashells to the beach environment has grown since then, and seashell collecting is not permitted on some beaches.  
Find out how seashells contribute to the beach environment.
2. Research five facts about the cowrie shell.
3. Research five facts about molluscs.
4. Identify different habitats connected to the ocean and the creatures who live in them. Choose one and prepare a report about it.
5. Find out where the marine parks and sanctuaries closest to you are.

More information at:

<https://mdca.org.au> > centres > queenscliff  
Curious Kids: How do seashells get made?

<https://education.abc.net.au>

Victoria's marine parks and sanctuaries – Victorian National Parks Association  
<https://vnpa.org.au>

## HEALTH and PHYSICAL EDUCATION:

1. Describe safe practices when near water – beach, pool, river, lake etc.
2. Explain health messages about staying safe outdoors during summer.
3. *Sarah Remembers* begins when Sarah is a child in the 1960s. Do you think the health messages about sun protection have changed since *Sarah spent summers by the sea with Nan*? How do you know? Can you find evidence of Sarah/Nan using sun protection in the illustrations?
4. If you could talk to Sarah/Nan, what would you tell them about sun protection?
5. Identify people who help to keep others safe near water.
6. Recognise and explain safety signs, e.g. flags at the beach.

More information at:

<https://sls.com.au> > coastal safety > beach safety