

TEACHER NOTES

Sam and his dad

Author & Illustrator: Serge Bloch
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Publisher: Wilkins Farago
Teachers' notes compiled by Alison Lough, Chelsea Heights Primary School, Victoria
E-mail: Lough.Alison.N@edumail.vic.gov.au

ABOUT THE BOOK

Sam likes jumping in puddles, chasing birds in the park, dressing up as a superhero and climbing trees. He has a little brother who knocks over his building blocks and a Mum who reads him really long stories.

But when he grows up, Sam wants to be like his Dad. Sam's Dad is an artist, so he can draw a terrific wolf with great big teeth. But he's also a great playmate, whether he's taking Sam on a bike ride to the farm, creating wild masks, or just walking Sam to school.

Sam and His Dad is a celebration not only of dads but of all the little pleasures of family life. A modern French classic, Serge Bloch's warm and funny picture book is published here in English for the very first time.

ABOUT THESE NOTES

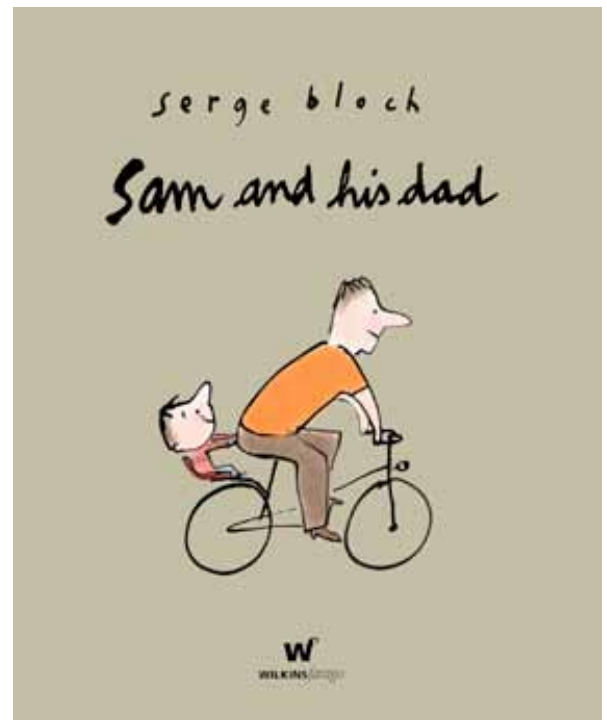
These notes are in nine sections:

1. Pre-Reading questions and activities
2. Page by Page Questions and activities
3. Post-Reading questions and activities (with evaluation and comprehension tasks).
4. Worksheet - true or false?
5. Comprehension questions
6. Cloze
7. Sequencing
8. About the Author
9. About the Publisher

Select activities that suit the children in your class and use them for literacy rotation activities, whole class focus or discussions or individual reading tasks. A simple comprehension worksheet can be found at the end of these notes.

SECTION ONE - PRE READING

- Look at the cover and ask "what could this book be about?"
- Who is the Author? Who is the Illustrator? What job do each of these people have when a book is created? Who else is involved in creating a book? Have you heard of a Publisher? What do they do?
- Show students the publishing logo and copyright symbol - discuss.
- Encourage children to talk about the title. Does it give any clues as to the content of the book? What do they think Sam and his Dad might get up to?




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- Ask them to share ideas about themes they'd include if they were to write their own book about themselves and a parent.
- Is this book going to be a fiction or non-fiction book? What do these terms mean? How do you know when a book is fiction?
- Talk about the cover illustration. What do you like/dislike about it? What is it about the cover that would make you interested enough to want to read this book?
- Show and discuss some other book covers and compare and contrast them with Sam and his Dad.
- Flip through the book (without reading) and focus on the layout and pictures. What are some of the things you notice? Can you tell the story from studying the pictures?

SECTION TWO - PAGE BY PAGE

- We have to be careful the way we word things sometimes. Why do you think Sam's dad doesn't like being called his 'big dad' very much?
 - Why does it make a difference if the comment is meant with love?
 - What's the difference between a term of affection and an insult?
 - List some terms of affection you have heard, or been called, which could be mistaken for insults if the person it was being said to, didn't know it was meant with love.
 - What sort of clues about the story can we get from the illustrations? Look at Sam and his dad. What are they doing? Where are they?
 - Sam and his dad have some similar physical attributes that make it easy to tell they are related. Do you look similar to any of your relatives?
 - Draw yourself and your relative and list, highlight the areas that are similar.
 - Is Sam at his dad's work or is dad's work at home?
 - What is a home office? Do you know anybody who works from home, or has a home office?
 - What do you think dad's job is? What is he holding? Is he an artist?
Make a list of as many possible jobs dad could be doing as you can, from the information in the picture.
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- Sam has a little brother, Leon. Ask students to share information about their own siblings.
 - Sam shared a positive and a negative comment about his little brother. Students can write sentences starting with a positive comment about their own siblings and then a negative comment. Students without siblings can choose a cousin, or another family member to write about.
 - Sam uses some lovely adjectives to describe his mum. What are adjectives? Which word/s in the sentence "My dear beautiful mum who I love like mad" are adjectives?
 - Write some adjective sentences to describe your own mum (or another family member, teacher etc).
 - Why do you think mum would have made Sam a bottle if she knew he didn't need one?
 - Does your mum do anything for you just so you don't feel left out?
 - Sam is short for Samuel. Discuss nicknames. Why do people get called by a different name sometimes? Who in our grade has a name that is shortened or altered in some way from their actual full name? Write them on the board in 2 columns Name / Nickname.
 - Sam likes being called 'Supersam'. Have you ever pretended to be a superhero? What type of hero? What name could/would you give yourself?
 - Discuss alliteration. Share examples (eg rampaging rhinos rummaging through the rubbish). Choose a super-

- hero name using alliteration. (Daring Daniel, Speedy Sarah etc)
- Draw a picture of yourself in superhero costume, like Sam.
- Make a list of student's chosen superhero names on the board, or a display board of their illustrations.
- Why do children like disguises and costumes so much? Ask 'what kind of things do you like to dress up as?'
- Have you made a disguise out of materials at home before?
- Make a list of possible materials you could use to make a disguise out of. Collect some of these materials together and make your disguise.
- It seems Sam thinks his dad is good at many things! Do you think all children think their parents are good at everything? Make a list of the top 5 things you think your dad (or mum/guardian) is good at!
- What kind of mood has it put Sam in while his dad is drawing for him? How do authors and illustrators depict different moods in narratives? Find some examples.
- We discover that drawing is Sam's Dad's job. Does that mean he must be an artist? Have you ever heard of anyone that draws for their job? What kind of pictures has his dad been drawing? What could they be for?
- List as many jobs as you can think of that involve drawing. (Architect, book illustrator, fashion designer etc.) Students could select one of these jobs to research.
- Discuss the different types/styles of drawing. What style is Sam's dad using? What equipment/materials is he using to create his drawings?
- What else is on Sam's dad's desk? What else is in the room? What kind of environment does a workspace need to be? Why is it important to have all necessary equipment close by?
- Make comparisons to student's workspaces in the classroom. How do we need to organise our desk/table in order to be effective and efficient at our tasks?
- How do you behave when you're out and about with your dad? Do you like to do the things that Sam is doing? (Jumping in puddles, over bollards, pretending to be a monkey etc)
- Do you get told to hurry up when you're getting ready for or walking to school?
- Why do some children like to dawdle? Why are some parents always in a hurry?
- Think of possible reasons for Sam's dad to be in such a hurry in this picture.
- What is causing Sam's dad to walk slowly in the second picture? Why would Sam dawdle in the first picture but be quick in the second?
- Are there situations that you try and avoid by dawdling? Name some of the places you have to go that you would dawdle to and places you would rush to because you couldn't wait to get there.
- How does Sam upset the ladies at the park? What do you think his dad is thinking at the time?
- If there were dialogue from the characters on this page, what might it say?
- Give students a copy of the page with speech bubbles above one of the ladies and above dad. Students need to fill them in with appropriate dialogue for the scene.
- Do you think Sam would really cook a pigeon if he caught one? Why or why not?
- Have you ever chased birds? Have you considered what you'd do if you caught one?
- "Don't drive too quickly, the wheels will fall off!" This is a funny comment – is it a factual statement?
- Are there any funny quotes you or other family members use when you're in the car, or otherwise? (eg put your seatbelt on or you'll fall out; don't sit too close to the TV, your eyes will turn square).





- Sam tells us what his family do in the car. Does your family do similar things in the car?
- Why do people want to do things in the car when they're on a car trip? What other things do you and your family do in the car to pass the time?
- Do you usually fall asleep in the car on a long trip? What are some of the benefits of sleeping in the car on a long trip?
- Where could they be going in the car? Brainstorm a list of suggested places that Sam's family could be going. Where does your family go on a long car trip?
- Why is dad so sleepy when they get home from their trip, yet Sam and Leon are so full of energy?

- Sometimes Sam and his Dad went for long walks, or rides to a farm. What other forms of transport could they have taken to get there?
- Have you ever visited a farm? What did you see there? Students that have never been to a farm can suggest what they would expect to see on a farm.
- Look closely at the picture of the cows. Do students know what the machine attached to the teats is? Some young students may not associate cows with milk, so this would make an interesting discussion point. Talk about the different produce we get from farms.
- Has anyone heard of a cockerel before?
- How can we tell that the dog isn't very friendly? If it was a friendly dog, how might the picture look different? Discuss facial expressions, body language etc.
- Ask students to re-draw the picture on the page, imagining that the text actually says 'and a dog who is very friendly!'



- Sam loves animals but he's also cautious around them. This is very sensible! Why is it good to show a certain level of caution around animals?
- Sam's collection of toy animals is very impressive! Ask students if they collect anything. Make a list of collections on the board. Students could bring some of their favourite items from a special collection in for a special show and tell.
- Why do you think Sam keeps his animal collection in a suitcase? Where else could he keep them? Where do you keep your special collections of things?
- Sam refers to Noah's Ark. Do students understand this reference? Share the story of Noah's Ark with the class.
- Do you really think Sam's collection of animals is bigger than all the animals on Noah's Ark? Why or why not?
- Do you set your toys out on the floor like Sam? What kind of imaginary games do you play with them?

- What is a procession?
- What is so appealing about play fighting? How is a play fight different from a real fight?
- Do you think Sam is really stronger than his dad? Why do dads let their kids think they are stronger than them?
- What else do parents let kids think, even though it may not be true? (eg dad might let his child beat him in a running race - "you're faster than me" etc) Why?
- What fairy tales or stories have you acted out? Which characters are the most fun to play?
- Choose a fairy tale and act it out in a small group. Perform it for the class.
- Dad and Sam are hunting for the wolves... what is making that shadow?





- What is gymnastics? What else does it involve other than somersaults, balancing and acrobatics?
- Why does mum have that look on her face? What kind of emotion does it show (fear, worry, shock etc).
- Why would mum be afraid for Sam when he's playing gymnastics with his dad?
- What are some other activities dads do with their kids that mums might consider to be dangerous?
- Make a list of 5 activities you do with your dad and put them in order from the safest to the most dangerous!
- Does your dad or mum tell you stories? Are they usually made up, or traditional tales?
- Share some of the common themes used in stories told by parents. Are they different depending on whether you're a boy or girl? Give some examples.
- What kind of story could a parent make up to encourage you to eat your dinner? Have a go at making one up and telling it to a friend. You could do this at lunch eating time to fit with the theme.
- Ask students to share their favourite stories told by a parent, or relative, whether it's a one off story or a tale told many times.
- Do you have any recorded stories at home? Are they on cassette, CD or on an iPod?
- Share some stories on CD with the class.
- Why are stories on CD or cassette useful? Why do you need a copy of the book if the story is being told by the person on the tape?
- Dad gets angry and asks Sam to turn Grandma off! What are some activities you do over and over that dad or mum get sick of and ask you to stop?
- Why would Grandma have recorded herself reading a story and sent it to Sam? Why doesn't she just send a book?
- Do your mum or dad read you stories before bed?
- What is your bedtime routine? Do you try to keep the light on for as long as possible?
- What are the best stories to hear at bedtime? Do you have favourites you like being read over and over? What do you like about them?
- Are there any stories you don't like or should avoid at bedtime? Why? What are they?
- What are nightmares? Have you ever had a nightmare? Was it because you heard or saw something scary right before bedtime?
- Do you sometimes sneak in and hop in bed with mum and dad?
- What is Sam's reaction when he tries to get in bed with mum and dad?
- Who is already in mum and dad's bed? Has that ever happened to you?
- Do you have a toy you like to take with you to bed, or wherever you go at night time?
- Look at the expression on mum and dad's faces. What do you think they are thinking?
- Give students a photocopy of the picture and ask them to write dialogue for the characters.
- How have mum and dad's expressions changed in the next picture?

- Why are mum and dad hanging out of the bed?
- Do you think Sam and Leon are particularly worried that mum and dad have no room left? How can you tell? Have you ever done that to your parents?
- What could parents do to assist their children in not having nightmares? What should children do or not do before bed to ensure a good night's sleep?
- How do people feel the next day, if they have not been able to get a good night's sleep?
- What are all the things on the floor around the bed? Do your parents like to read books in bed? Why do some people like to read in bed?
- What do you have beside or around your bed?

SECTION THREE - POST READING

- What style of writing was this book made in? Is it a report, recount, explanation, exposition, narrative, response etc?
- Talk about the purpose of a narrative. Discuss the specifications of a narrative.
- Narratives can be based on a variety of themes – fantasy, adventure, real-life drama, science fiction, mystery, legend etc. What theme has Sam and his Dad used?
- Ask students to write a plan for a narrative, based on ideas from their own life with one of their parents/guardians. Using their plan as a guide, students can write their own stories.
- Student can summarise the story. Ask them to suggest other possible titles for the book based on the story.
- Students can look back through the book and choose a character to write a character study for. Ask students to infer their character's feelings and say why they think he/she behaved in the way they did during the story. This can be done at any stage during reading also.



SECTION FOUR - WORKSHEET - TRUE OR FALSE?

- Sam's Dad jumps in all the puddles.
- Sam's mum makes him a bottle.
- It's a long walk to Mr Roy's farm.
- Sam keeps loads of animals in a washing basket.
- Sam chases pigeons at the park.

SECTION FIVE - COMPREHENSION QUESTIONS

1. What is Sam's little brother's name?
2. What kind of disguise does Sam ask his dad to make him?
3. What does dad say to Sam when they are walking to school?
4. What does Sam say he will do if he catches a pigeon?
5. Why does dad want to sleep when they get home from their car trip?
6. Write down five things you could find at Mr Roy's farm.
7. What is your favourite page or section of the book? Give reasons.
8. How many times does the word dad appear in the story?

SECTION SIX - CLOZE

1. Sometimes I call him my _____ dad. He _____ like that very much.
2. She makes me a _____ even though I'm a _____ too big for them.
3. Dad _____ how to make any kind of _____.
4. When I go to _____ dad is _____ in a hurry.
5. One day, I'm going to _____ one, put salt on its _____ feathers and cook it!
6. I have hens, _____, cows, big ones, little ones but not _____ ones.

SECTION SEVEN - SEQUENCING

Put these events from the story in the correct order.

- Sam chases the pigeons through the park.
- Dad makes disguises and does drawings for Sam.
- Sam's family go on a trip in the car.
- Sam listens to stories on cassette from grandma.
- Sam introduces us to his family members - Dad, Leon & Mum.
- Sam makes a procession with his animal collection.

SECTION EIGHT - ABOUT THE AUTHOR AND ILLUSTRATOR

Illustrator of *The Enemy* and *I Love Kissing You*, Serge Bloch is one of the outstanding illustrators of his generation.

His work as an editorial illustrator appears regularly in *The Washington Post*, *Wall Street Journal*, *Chicago Tribune*, *The New York Times* and *Los Angeles Times*, as well as *Time* and *New York Magazine*.

He recently received a Gold Medal from the American Society of Illustrators. He lives in Paris with his wife and son.

A previous collaboration with Davide Cali, *I Can't Wait*, won France's prestigious Baobab Prize for the most innovative book of 2005 and was Honour Book in the American Library Association's Batchelder Award.



SECTION NINE - ABOUT THE PUBLISHER

Founded in 1998, Wilkins Farago is an independent book publishing company based in Melbourne, Australia.

We don't publish a lot of books, so we care about the ones we do publish. In recent years, we have developed a reputation for publishing acclaimed and award winning children's books from around the world, many of them translated into English for the first time.

Through publishing the finest international children's books, we hope to expose children in Australia and New Zealand (and their parents and teachers) to new cultures, new perspectives, and new styles of illustration.

More of our titles can be seen at www.wilkinsfarago.com.au, we hope you enjoy reading and learning with our books.