

# Hello, Dad!

by Diana Noonan

illustrated by Annabel Craighead



## Book Summary

This simple text focuses on modern communication technology and on one of the oldest methods of all, a simple painted message to welcome Dad home.

## Features of the Book

- The strong, rhythmic pattern in the text.
- The high-frequency words – “it”, “a”, “on”, and “the”.
- The clear depiction of a fax, telephone, and computer as items of technology.
- Rhythmic, repetitive text.
- The rhyme – “call” and “wall”.
- Clear, well-spaced text.
- The two levels of text – the story text and the written messages.
- The Chinese script in the girl’s letter.

## Purpose

*Hello, Dad!* can be used in a guided reading setting to introduce the following skills and strategies:

- monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story;
- sharing ideas about the story with others in the group;
- introducing and discussing new words contained within the story;
- illustrating a story to support the meaning of the text.

## Introducing the text

Ask the children how they keep in touch with friends and families when they are apart.

- *Do you write letters to anyone? Does anyone write to you?*
- *Who is the girl on the cover writing to?*

Make a list of the ways you can send a message to introduce the verbs “post”, “fax,” and “type” before the children meet them in the text.

Read the title and the names of the author and illustrator to the group.

## Reading the text

- Monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story.
- Sharing ideas about the story with others in the group.
- Introducing and discussing new words contained within the story.

### Title page

- *Why is the story called “Hello, Dad!”?*
- *What is the girl doing in this illustration?*

Pages 2 and 3 – Talk about these forms of communication.

- *What is the girl’s name?*
- *How can you tell that the pictures show Yilu on different days?*

### Pages 4 and 5

- *What is Yilu doing here?*
- *Who is she talking to and sending a message to?*

### Pages 6 and 7

- *What are they hanging up?*
- *How will Dad be able to read this?*

The children now read the book independently.

## Revisiting the text

- *What word is written five times in the story?*
- *What words sound the same as “it”?* (hit, bit)

Talk about the sound of “all” in the word “call”.

- *What are some other words that end like this?*

Make a list.

## Following Up

- Illustrating a story to support the meaning of the text.
- ✎ Reread the story together to emphasise the rhythm, and then write a big book together innovating on the text.
- ✎ Assist the children as they compose a message to fax or email to someone, perhaps a class at another school.
- Complete the blackline master opposite.