

When I Forgot

by Janice Marriott

illustrated by Nina Price



Book Summary

Amy is often given the responsibility of looking after her forgetful granddad. She doesn't crowd him but lets him "do his own thing." But one day, when she is distracted by a friend's phone call, her granddad goes missing. As Amy searches for him, she meets a number of people who all react differently to her situation.

Features of the Book

- First person point of view
- The concept of responsibility
- The way the first paragraph sets the scene
- Illustrations that support the text
- Amy's interaction with Sokun – *"I know about people going missing"*

Purpose

When I Forgot can be used to introduce and reinforce the following skills:

- S** relating ideas and events in the text to students' own experiences;
- S** previewing text and predicting outcomes;
- S** describing characters' attitudes;
- S** solving the problem in a text;
- S** comparing and contrasting ideas and events to those in other texts.

The Guided Reading Lesson

- S** Relating ideas and events in the text to students' own experiences
- S** Previewing text and predicting outcomes
- S** Describing characters' attitudes

Introducing the text

Discuss with the students their experiences of spending time with grandparents, encouraging everyone to contribute.

- Does anyone have a grandparent living with them?
- Do any of your grandparents need special care? How do you help?

The topic will need to be handled sensitively because ill or deceased relatives will be an emotional subject for some students.

Look at the cover of the book together and discuss the title. Ask the students to read the blurb on the back cover for further information and discuss what they have found.

- Can you use the title and the blurb to predict what Amy might have forgotten?

Read page 3 together. Ask the students what they think has happened.

- Why has Granddad put the sugar bowl in the towel cabinet?
- What do you think "doing his thing" could mean?

The students might suggest that sometimes elderly people are forgetful and do unusual things. This might lead to a discussion of times when the students' grandparents have done similar things. Again, sensitivity is needed because it can be very stressful for families living with parents or grandparents who have conditions such as Alzheimer's disease.

Reading and discussing the text

Ask the students to read chapter 1 independently. As they read, they could think about the following question:

- *How would you describe Amy's attitude to looking after her granddad?*

After reading this chapter, the students might suggest that Amy has a good and caring relationship with her granddad. Ask them to find words or phrases in the text to support their observations. These could include:

- I'm great with him.
- I don't crowd him like Auntie Kerry does.
- I just let him do his own thing
- I always have one eye following him to check what he's up to.

Amy is panicking by the time she's finished checking the apartment at the end of chapter 1.

- *What kinds of things do you think were going through her mind at that moment?*
- *What do you think she will do about the problem? What would you do?*

Ask the students to read chapter 2 independently.


- *Which words or phrases tell you that Amy is getting more and more worried?*

The students can now read the rest of the story independently. As they read, they could note the point in the story where everything changes for Amy. When they have finished reading, discuss the scene where Amy finds her granddad and explore her reaction to what she finds.

- *What does she think is going to happen? (Granddad will be pleased to see her.)*
- *What actually happens? (He doesn't recognize her and gets angry.)*
- *Why would this be such a shock? How does she deal with it? (Amy is used to having a good relationship with her granddad; this behavior is out of character for him; she feels hurt.)*

Ask the students to reread chapter 5.

- *Find the sentence that shows that things aren't as bad as Amy thinks.*


 The students could use the blackline master on page 85 to record their ideas about how Amy felt about Granddad before and after he went missing.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Solving the problem in a text

When Amy's granddad goes missing, she begins searching for him immediately. As she searches, she meets a number of people in different locations – some have useful advice and others don't.

 The students could create a time line to show Amy's progress, and on it note the different characters she meets. Ask them to find phrases in the text that tell the reader how each character reacts to Amy's problem. For example, Mrs. Da Silva suggests that Granddad might have followed the smell of fresh food coming from the bakery.

S Comparing and contrasting ideas and events to those in other texts

Janice Marriott has written several other stories that involve a character facing up to a big problem and taking steps to solve it. Create a retrieval chart with the students to compare and contrast the problems and resolutions in other Orbit chapter books, such as *The Curse of Being Pharaoh* or *Brave As*. You could suggest such headings as: Name of character, The problem, Steps taken to solve the problem, Other characters that were involved.

