

Grandparents and generations

Text set ID TTA-TS-031

Who we are

Connection · Perspective

Communication · Social

SUGGESTED PYP CONNECTION

Who we are

How stories, care, language, and memory move between generations.

INQUIRY QUESTION

What can one generation give to another?

HOW TO USE THIS TEXT SET

Use the books to make intergenerational relationships reciprocal rather than treating children only as recipients.

POSSIBLE STUDENT ACTION / REFLECTION

Create a two-way exchange map showing what a younger and older person each gives, teaches, or preserves.

POSITIONING

Use this as a flexible connection within the school's own programme of inquiry. This companion does not prescribe a PYP unit or replace the school's planning. TumbleTA is an independent resource and is not produced, endorsed, or approved by the International Baccalaureate Organization.

Grandparents and generations — six books, care moves both ways

Language, memory, culture, new family, and care move in both directions across generations.

six in sequence

Grades K–3

TL06–TL09 where levelled

49 min listening

8 books in the collection

You are the teacher.

You know your students and what they need today.

Use what works. Change what doesn't. Make it yours.

Students compare the many forms of exchange between children and grandparents: words, time, stories, culture, belonging, and care. The sequence deliberately ends with a child supporting a grandfather's memory, showing that knowledge and help do not move in only one direction.

The question that runs through all six

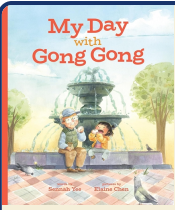
What can one generation give to another?

Standards status

This curated reading sequence is not itself a region-specific standards claim. Review the documentary status on any linked lesson plan.

The sequence

1



Start here.

My Day With Gong Gong

Book ID 7718

Sennah Yee

Gr K-2

Realistic Fiction

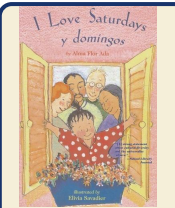
AD480L

8 min

A child and Gong Gong bridge a language gap during a shared day in Chinatown. It begins with small, observable exchanges of patience, language, and attention.

Ask What does each person give before they can fully understand each other's words?

2



Now build the idea.

I Love Saturdays y Domingos

Book ID 4699

Alma Flor Ada

Gr K-3

Realistic Fiction

TL07

510L

12 min

A child spends weekends with both sides of a bilingual family and experiences different foods, stories, and traditions. It shows one child belonging across two grandparent relationships rather than choosing between them.

Ask What is different across the two weekends, and what family feeling remains shared?

3

Now imagine what could be.

Perfect Season for Dreaming

Book ID 4504

Benjamin Alire Sáenz

Gr K-3

Fantasy

TL09

10 min

A grandfather's dreams and a granddaughter's response create an intergenerational exchange through imagination. It adds creativity and listening to the more concrete gifts in the opening books.

Ask What does the granddaughter understand by paying attention to her grandfather's dreaming?

4

Now make it harder.

Abuelita and Me

Book ID 8430

Leonarda Carranza

Gr K-3

Realistic Fiction

AD530L

10 min

A child and Abuelita face the outside world's judgments with love, patience, and courage. It shows support moving both ways when a relationship meets public difficulty.

Ask Where do you see the child helping Abuelita as well as receiving help?

5

Widen the question.

Brand-new Bubbe

Book ID 8346

Sarah Aronson

Gr K-3

Realistic Fiction

TL08

AD630L

5 min

A child resists a newly added Bubbe before shared food helps the family relationship grow. It challenges the assumption that an intergenerational bond must begin through birth or immediate affection.

Ask What turns a new family label into an actual relationship?

6

End by putting it together.

Old Timers

Book ID 4945

Noa Schwartz

Gr 1-2

Poetry

TL06

4 min

A child uses photographs and shared memories with a forgetful grandfather. It reverses the expected direction of care and makes memory itself something generations hold together.

Ask When Pop cannot give the memory back in the same way, what can the child still give?

Also in the collection

Castle on Hester Street

Book ID 4165 Linda Heller

Competing grandparent accounts of immigration strongly extend memory and storytelling, but its Grades K-5 span is wider than the core band.



Stolen Words

Book ID 7769 Melanie Florence

A granddaughter helping recover Cree words provides an important, specific context; use with the cultural care named in its metadata and author materials.

Teaching this set

Keep the exchange moving in both directions.

Introduce a generation as a group born in a different period, not as a guarantee that every child has a living grandparent. Students may discuss the relationships in the books without sharing personal family information. Read the six in order: Start here. Now build the idea. Now imagine what could be. Now make it harder. Widen the question. End by putting it together. Using three books, explain how giving and receiving move in both directions between generations.

Titles, authors, grade bands, levels, run times and covers are drawn from the TumbleBookLibrary catalogue. Book-title links open the catalogue title. Where supplied lessons exist, lesson links open directly online.