

Artie and the Neighbourhood Party

GOALS

Comprehension

Discuss the possible reasons for the author writing this text.

Vocabulary

Focus High-frequency Words: every, here, his, say, soon, there, well, your

Focus Content Words: balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday, street

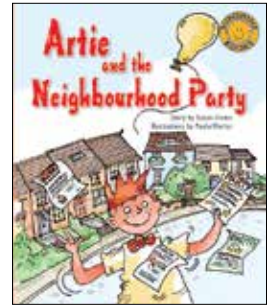
Phonics

Letters and Sounds: Identify and make rhyming words, e.g. Artie/party, shine/nine

Words to Blend and Segment – ear: bear, dear, ear, hear, near

Fluency

Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.



Artie and his family are new to the street so Artie goes out to chat to a neighbour. He finds that he is having a street party.

Before Reading

- Read the title and the names of the author and illustrator. Notice the rhyme in the title. Read the title together. Ask: How does the sound of the title set the scene for the story? What could the title mean? What is a *neighbourhood*?
- Together look at the cover picture. Ask: Who is this? What is he doing? Is this a fiction or a nonfiction book? How do you know? What is the difference?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is the same or different in this picture compared to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *balloons, concert, family, house, invitation, lawn, neighbours, party, Saturday* and *street* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator.
- On pages 2–3, ask: What is Artie doing? Mr Jackson doesn't hear very well so he confuses things Artie says. Find the words *Artie, neighbours, neighbourhood,* and *party* to confirm. Make sure the words look right, sound right and make sense. Read the sentences together. What confused Mr Jackson? Notice the ellipses showing there is more to come.
- On pages 4–5, ask: What else is Mr Jackson saying to Artie? Look for the words *Saturday, you, two* and *wasn't* in the text to confirm. Read the words together.
- Follow this pattern for each page up to page 15, using the illustration, text and contextual cues to read the words together and note any confusions.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? How would you read the sentences. What was the last thing Mr Jackson misheard? What made him think there was another party next year?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the story. Prompt if needed.

- Do you think it was a good idea to have a party even though it wasn't planned to start with? What would you have done in a similar situation? What type of genre is this story? Do you think it is based on a true story?
- Reread the story together. Be aware of the punctuation marks. Change your voice for the characters and make your voice sound excited.
- Look at the back cover to discuss the neighbours on Happy street. What is each one doing or carrying? What sort of neighbourhood is this one? Why do you think so?
- Discuss what the author's purpose was for writing this text.

Phonics

- Write the words *bear, dear, ear, hear, near* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. *b-ear, bear*. Read them together and talk about the meaning of each. Think of more -ear words to add to the list, e.g. fear, gear, pear.
- Notice the silent gh in *neighbour* and *neighbourhood*. Have students find more words in the book with a silent gh and read them, e.g. *thought* (page 2), *sighed* (page 6), *laughed* (page 11).
- Students identify syllables in words and clap as they are spoken, e.g. *lem/on/ade*. Together find one-syllable words in the book to clap, e.g. *ate, food*. Have students clap two-syllable words, e.g. *con/cert, jug/gled*.

Word Study

- Talk about the words *every, here, his, say, soon, there, well, your*. Read them together. Ask students to find the words in the text. Discuss the meaning or use of each word in the book, e.g. not one/none is the opposite of *every* on page 8. Photocopy sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- Students find more rhyming words in the story like *Artie/party*.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.
- Have students compare the words Artie said with what Mr Jackson thought he said in a two-column chart, e.g. on page 2, *Artie/party*. Do the same for pages 4 and 16. What do students notice about them? (They rhyme.)

Fluency

- Model reading of text with expression, noting the punctuation, rhyming words and questions. Students repeat.

Writing

- Students make a party invitation for next year's Happy Street party. They include a programme for the concert. They write who will be singing/playing and what it will be and what time. They illustrate their programme and share.
- Students make a plan/map of Happy Street and label where the neighbours live. Share with the group.
- Students write a newspaper story reporting on the Happy Street party. They illustrate their story and insert the byline to show they were the reporter.