Noises in the Night

Text Type Date…/…/….

Point out and discuss the:

- title
- illustrations

Ask, What type of book is this?" (Narrative}

Visual Literacy

☐How I have the pictures been made? How are they different from photographs?

☐What do the pictures on pages 4 and 5 tell you about Carla?

☐How is Jess feeling in the picture on page 13? How do you know? Date…/…/….

☐Background Knowledge

☐What things can cause noises in the night?

☐Talk about staying at a friend's house. How is it the same as staying at home? How is it different? Discuss why some people are afraid of the dark. Date……

Phonological Awareness Date…/…/….

☐Make sure students know these phonological patterns:

☐-ight (p.4}: bright, fight, light, might. night, right, sight, slight, tight

☐-ed (p.6): bed, bred; fed, led, red, wed

☐-eep (p.7}: beep. deep, jeep. keep, peep, seep, sleep, weep

☐Say three words in one pattern to the students (e.g. bright, fight, light). Ask them to identify the

☐part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.

☐Model the process of stretching out the sounds in a word (e.g. r – e – d). Have the students choose the letter tiles that make up the word and then say each sound in the word. Repeat for other words.

☐Have the students use letter tiles to make the word 'night'. Then give them another consonant (e.g. 'f') and ask them to take away the 'n' and put in the f' to make a new word (i.e. 'fight'). Repeat for other words. Date……

High Frequency Words Date…/…/….

all, but, her, looked, night, said, stay, that, was, yes

☐Make a set of cards with one word on each card. (Use the words above and other known words.} Have the students turn over each card saying the word. Date……

☐Use four sets of the cards described above. Shuffle and divide the cards evenly between a pair of students to play Snap. The players start with the cards face down in a pile. They take turns to turn over one card and place it on a central pile. If two cards match, the first player to say 'Snap" collects the pile of cards. The player who collects all the cards wins. Date……

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about a girl who stays at her friend's house for the night. She hears a strange noise outside and gets up to find out what it is. Date……

During Reading

Vocabulary text Date…/…/….

☐Discus the meaning of each vocabulary word: Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

friend (p.4): Use visual clues

☐Stayed <((p.8): Use morphemic knowledge: stay + ed Window (p.8) Use syllabification: win / dow. Date……

Checking Date…/…/….

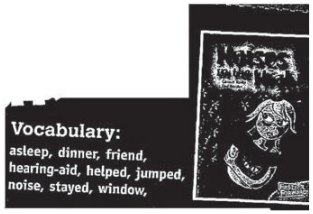
☐What does jess like about Carla's house? (p.5) How many cats does Carla have? (p.5)

☐Why does Jess want to stay up? (p.7)

Inferential:

☐Why can't Jess see very well when she looks out the window?

☐Why can't Carla hear Jess shouting?



How do you think Jess feels when she realises the cat is making the strange noise?

☐Do you think Jess likes animals? How do you know? Make sure students understand the difference between literal and inferential information.

Response:

☐What would you have done when Carla didn't wake up? What can you do if you are afraid of the dark? Date……

Grammatical Patterns

Date…/…/….

Make sure the students understand the following components of a narrative:

☐ Orientation: introduces the main characters and tells where and when the story takes place: *After school, Jess went to stay with her friend Carla for the night.* (p.4}

☐ Complication: the sequence of events develop

☐ problem for one of the characters: *Jess stays awake*

☐ *to read her book and hears strange noises outside.*

☐ Resolution: the problem is solved and things return to

☐ *norma1:..."0h!" Jess shouted….you!"* (p.14)

☐ *Now all that noise has stopped, I can get some sleep."* (p.16)

☐ Use of particular nouns to refer to particular people, animals and things: *Coria, Jess, mum, cots, birds, dog. pets, bed, room, book, window, hearing-aid*

☐ Use of adjectives to build noun groups: *three birds*

☐ (p.5).*good book* (p.7), *block night* (p.8)

☐ Use of time connectives and conjunctions to sequence events: *After school* (p.4). *Then* (p.6}

☐ Use of adverbs and adverbial phrases to locate particular events: *at the TV* (p.6), *to Carla's room* (p.7), *out the window* (p.8)

☐ Use of past tense action verbs: *went* (p.4), *sot* (p.6), *looked* (p.6), *heard* (p.11)

☐ Use of saying verbs: *said* (p.7), *shouted* (p.12)

Fluency / Punctuation Patterns

Date…/…/….

☐Some sentences are simple, *i.e.* they contain only one idea: *Jess liked Carla's house.* (p.4) *Coria got into bed.* (p.8) Date……

☐Some sentences are compound, i.e. they contain more than one idea: *Jess looked over to Carlo. but Carlo was asleep now.* (p.10) Demonstrate how to read these sentences, using / to indicate phrasing; e.g. Jess looked over to Carla, / but Carla was asleep now.

☐These punctuation patterns occur in the text:

☐Capital letters for special names of people: *Jess. Carlo*

Speech marks enclose spoken words: *"I'm going to sleep, "said Carlo.* (p.7) *"What was that?"* (p.11)

☐Exclamation marks at the end of sentences to show strong feelings: *"Carla! Carla!" Jess shouted over the room to her friend. "Get up!"* (p.12} Date……

☐ Apostrophe of possession: *Carlo's house* (P-'+J,

☐ *Carlo'spets* (p.5). *Carla's mum* (p.6)

☐ Use of ellipsis to show a pause in speech: *But ... what wos that?* (p.8)

☐ Use of a bold font to emphasise a word: *"What was that?" she said.* (p.11)

☐ questions marks at the end of questions: *"Did you see that?"* (p.8) *"Was it you making all that noise?"* (p.14)

☐ Capital letters to begin sentences and full stops to end sentences: *Corio got into bed.* (p.8) Date……

Critical Literacy Date…/…/….

☐Who would be most likely to read this text? Why do you think the author wrote this text? What do we learn about Carla by reading this·text? How does the author suggest that Jess is afraid of the noise?

Linking Visual and Written Date…/…/….

☐ What feeling is created by the picture on pages 4 and 5?

☐ Compare the pictures on page 8 and page 9.

☐ How is each character feeling? How can you tell?

☐ How does the colour used in the pictures help to create the mood of the story? Date……

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