

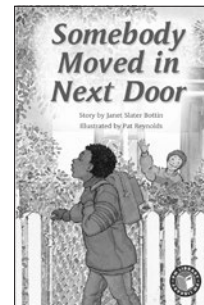
Somebody Moved in Next Door

PM Level 29

Sapphire

Text Type Narrative

Running Words 3021



Preparing for Guided Reading

Orientation to the text

- Being the only 11-year-old in the street means complete boredom for Charlie. Charlie is all alone, and with no friends living nearby. So when some new people move in next door, Charlie is thrilled to discover one of the new neighbours is someone Charlie's own age. Although Charlie can't tell if that person is a boy or a girl, Charlie doesn't care, and tries to say hello. But 'it' doesn't even bother looking up! Charlie can't believe it and tells everyone at school. But when the new kid starts at Charlie's school, things start to make a lot more sense.

Prior knowledge

- Observe the cover illustration and title. Ask students to describe the facial expressions of each child in the picture. What appears to be happening? Which of the two children might be the new neighbour?
- Ask students if they have ever had a new neighbour. Have they ever been curious about new neighbours? Are they best friends with any of their neighbours?

Building the Balanced Reader

Grammatical conventions

- Locate first-person pronouns in the text.
- Discuss ways in which the author creates humour in the text.
- Identify examples of alliteration, e.g. *teetered and tumbled*.
- Revise various forms of punctuation, e.g. ellipses, speech marks, exclamation marks, question marks.

Vocabulary

Key vocabulary

acquainted, alien, allocated, calligraphy, categories, communicate, convert, deliberated, distinctly, environmental, extraordinary, flabbergasted, inspiration, interrupted, jealous, outraged, rearrange, recyclable, rumours, separate, sheepishly, simultaneously, snooty, snubbed, sociable, teetered, triumphantly

Spelling

- Use syllabification to correctly spell multi-syllable words, e.g. *sim/ul/tan/e/ous/ly*; *ex/tra/ord/in/ar/y*; *en/vir/on/ment/al*.

Visual Literacy

- Allow students to read aloud together the Pig Poems on pp. 25–26.
- Look at the picture of the completed project on p. 30. Select individual students to orally describe the various components.

Focusing on the story – guided reading

- Ask students to silently read to the end of Chapter 2, then ask, *Could Charlie's behaviour be causing the new neighbour to ignore Charlie? Does Charlie work as a team member for the Rubbish Recycling Project? Why?*
- Encourage students to write an alternative ending to the incident with Frisbee the cat.
- Explain to the children that Charlie's new neighbour is *hearing impaired*. Discuss what hearing impairment is.
- Ask students to silently read to the end of Chapter 4, then ask,
What are the three ways Jodie's classmates can communicate with her?
Why did Jodie give Charlie a second chance?
What is Jodie's special ability?
- Re-read Chapters 1 and 2 with Jodie's hearing impairment in mind.

Comprehension

- Why did Charlie think living in her street was boring? (*Literal*)
- In what way was Jodie the missing link in Charlie's group project? (*Inferential*)
- How do you think Charlie and Jodie's relationship will develop from here on? (*Applied Knowledge*)

Follow-up activities

- Talk with students about the art of calligraphy. Locate some samples and provide pens and suitable paper for students to create some 'beautiful writing'.
- Ask students to design a poster with a recycling theme about an issue they feel strongly about. Encourage them to consider the language, design, colours and the message they wish to convey.

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Learning Intentions

- We are learning to understand a range of concepts that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.

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Success Criteria

- I can identify and discuss concepts that occur in the text.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up