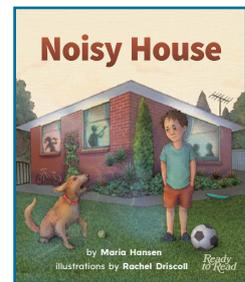


Noisy House

by Maria Hansen
illustrated by Rachel Driscoll

This text is levelled at Blue 1.



Overview

When Aunty Fay, Joe, Millie, and Buster the dog come to stay, Robbie's quiet house becomes busy and noisy. At first, Robbie is not very happy about the changes, but after the visitors leave, he discovers his feelings have changed.

Noisy House supports the development of a self-extending reading processing system, requiring students to “search for and use interrelated sources of information” and use “a range of word-solving strategies and comprehension strategies to make or confirm meaning” (*The Literacy Learning Progressions*, page 11). This text also provides opportunities for students to form and test hypotheses and make inferences.

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people.

Related texts

Texts about changes in feelings: *The Crocodile's Christmas Jandals* (shared); *A Friend for Mateo* (Yellow 2); *Going Camping, Simi Helps, Where Is Aunty?* (Yellow 3); *I Want to Fly, Stay Where You Are* (Blue 2)

Texts about noise: *Dad's Snore* (shared)

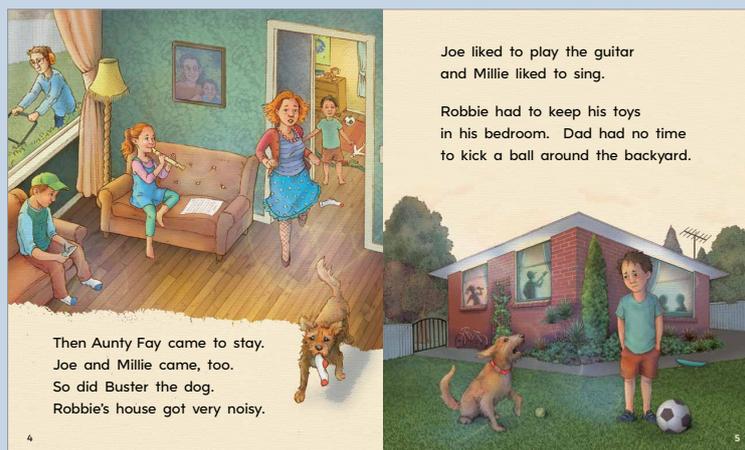
Text characteristics

The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but are in simpler forms. These characteristics are shown in boxes with a solid outline. Other boxes show additional characteristics.

The familiar setting and context of people coming to stay

A range of punctuation, including speech marks, commas, question marks, and ellipses

Most content explicitly stated but also some implicit content that provides opportunities for students to form and test hypotheses and make simple inferences, for example, how Robbie feels about having visitors in his house



Illustrations that support and extend the meaning but may not exactly match the words

Many high-frequency words

Interest words (for example, “house”, “keep”, “kick”, “living room”, “noisy”, “quiet”, “sing”, “time”, “toilet”, “wait”) including compound words, (“backyard”, “bathroom”, “bedroom”, “someone”, “Sometimes”) that are likely to be in the reader's oral vocabulary and are strongly supported by the context and the illustrations

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out why Robbie's house is noisy and how Robbie feels about it.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select and adapt** them to set your learning goal. Be guided by your students' needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the information in the story to form hypotheses and make inferences
- summarise the events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- self-monitor their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. As part of the discussion before reading, draw out (or feed in) new vocabulary and language structures that you think will need support.

- Read the title aloud and ask the students to use the cover illustration to predict (form a hypothesis about) why this might be a noisy house and how the boy feels about it. *What makes you think that?* Tell them that the boy's name is Robbie.
- For English language learners, create a vocabulary chart about houses, using a diagram of a house. Encourage the students to tell you what the parts of the house are in their first language. Tell them the English and ask them to repeat it after you. Together, label all the parts of the house, introducing the vocabulary in the story, for example, “house”, “home”, “living room”, “bedroom”, “backyard”,

“bathroom”. Ask what they like to do in each part of the house. Introduce “play”, “kick a ball around”, “play the guitar”, “sing”. Add actions to the chart, with images where possible. Keep the chart available for students to refer to during reading.

- Look at the title page illustration and encourage the students to speculate about what Robbie is thinking. Remind them they will be able to test their ideas as they read.
- Share the reading purpose.
- Browse through the illustrations together and briefly discuss what is happening. Encourage the students to predict how Robbie is feeling. Rephrase the students' responses or use prompts to draw out (or feed in) new language structures and vocabulary that may need to be supported, for example:
 - on page 3, to support “the backyard”, ask the students: *Where is Robbie playing? What do you call the area behind your house where you play?*
 - on page 4, tell the students the names of the new characters. (You could display a copy of the page 4 illustration with name labels.)
 - on page 6, to support “there was always someone” and the notion of having to wait for the toilet, ask: *Is it easy to use the bathroom when there are lots of people in the house? What does Robbie have to do?*
- Remind the students of the reading purpose and that they can check their predictions as they read.

Monitoring the reading

- Observe closely as the students read the text to themselves, intervening only if a student clearly needs help. Note their confidence and perseverance with challenges, and any instances of self-monitoring, cross-checking, and self-correction. Some possible prompts are provided below.
- Enjoy the students' reaction on page 8 to Robbie's question.
- As students finish reading, they can quietly reread the story until everyone has finished.
- If a student makes an error without noticing a problem, wait until the end of the sentence or the page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Some prompts that you could use include: *Did that look/sound right to you?; Are you sure?; Were you right?; Try that again ... and think about what would make sense.; Look at the beginning of the word.; Read the sentence again. What else could you check?*

- Remember to base these types of prompts on what you know about the students' prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce students' attempts to problem-solve, whether they are successful or not, for example, *You noticed the word wasn't right and you went back and tried again ... well done.*
Other prompts could include:

Text in book	Student reads	Teacher prompt
Robbie had a lot of room in the backyard.	Robbie had a lot of room in the back garden .	<i>You said ... back garden. Can you see "garden"? Have another try.</i>
And there was always someone in the bathroom.	And there was away someone in the bathroom.	Prompt the student to check for more information: <i>Does that make sense? Have another look at the word. Can you think of another word that would make sense and look right?</i>
There was a lot of room for him to play.	They ... was a lot of room for him to play.	Prompt the student to reread and check for more information: <i>Did that look right as you read it? Did it sound right? Check the end of the word. Try it again.</i>
Robbie said, "Yes, but ..."	The student stops at the end of the page and looks perplexed.	Remind the student that the ellipsis at the end of the page shows that there is more to come on page 8.

- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

Discussing the text

- Encourage the students to share their responses to the story. Remind them of the reading purpose. *What made Robbie's house noisy?* Ask the students to look for information about what the house was like "before", "during", and "after" the visitors. Record their findings on a chart. (And see After reading for an extension of this activity.)
- Ask the students to review their earlier predictions about Robbie. *How did Robbie feel when Aunt Fay and the others came to stay? What helped you work out how he was feeling?* Have the students reread the last two pages and look closely at the illustrations. Encourage them to think critically. *Why does Robbie want the visitors to come back? Is it just because the house is too quiet?*

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students during the lesson and should provide purposeful practice and reinforcement. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing and texts from the wider literacy programme (oral language, writing, handwriting, and word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Have the students reread the text aloud to a partner. Listen in, providing feedback to individual students and noting their ability to self-monitor and to use the punctuation to support phrasing and expression. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.
- Provide many opportunities for the students to reread this text and to read other stories and poems with similar themes (see Related texts). This also helps to extend their comprehension.
- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- To provide further vocabulary support for English language learners, you could return to the phrase "a lot of room" on page 2. Show a picture of a large uncrowded room and label it "a lot of room". You can also do physical activities to help convey and reinforce the meaning, for example, asking students to stand in a crowded area and telling them there's "not a lot of room".

- Reinforce the comprehension strategy of summarising by having the students draw sequenced pictures (showing before, when, and after) and completing the sentences. Encourage them to refer to the chart created when Discussing the text.

	Robbie's House	
Before they came ...	When Aunty Fay, Joe, Millie, and Buster stayed ...	After they went home ...
... the house was quiet and Robbie had lots of room to play.

- Have the students reread the last page and suggest why Robbie wants the visitors to come back. Provide the students with a copy of the last page and ask them to write thought bubbles for Dad and Robbie, for example, "I wish they were here because ...".
- You could use this text as a starting point for a language focus on vocabulary and sentence structures for students to use to describe their own homes and what they do there. Adjust your level of support according to the needs of your students. For English language learners, you could use some of the sentences in the text to construct a writing frame. Display the sentences from the story, then write them again in the present simple tense, leaving out some key words, as shown. Support students to use the writing frame to write sentences about their house. If necessary, provide a word bank for them to select from. The students could take photos or draw pictures and write the sentences as captions.
 - Robbie and Dad lived in a quiet house.
 - There was a lot of room for him to play.
 - He liked to kick a ball around.
 - I live in a _____ house.
 - There is _____.
 - I like to _____.

- As an extension, ask the students to brainstorm a list of quiet and noisy activities they play at home. They can follow up by writing about playing or doing their favourite activity, including the words "what", "where", "who with", and "when".
- They could bring a board or card game from home (or choose one from the classroom). They could play the game with a buddy or teach them how to play it.
- Browse through the book and have the students locate compound words that are similar, for example, on page 3, "sometimes" and on page 6, "someone". Explore the words together, reading the sentences, looking at the meanings, the two parts, and the similarities and differences in each compound word. You could do the same with "bedroom" and "bathroom". Also point out the use of "room" on its own.
- Revisit the story and ask the students to find the sentences with the following verbs: "liked", "lived", "coming", "play", and "stay". Create a chart and support the students to fill it in with the verbs from the story (as shown).

root word	- ed	- ing
	liked	
	lived	
		coming
play		
kick		
stay		
wait		

- Together, fill in the first three rows. Discuss "came" as the past-tense form of "come". Have the students complete the last four rows. Ask them to write two or three sentences using verbs from the chart.