

# My Street

Written by Shelley Jones

Illustrated by Chantal Stuart

Level 16

## Getting ready for reading

You may like to discuss the neighbours that children have. Ask questions such as: *What are they like? What hobbies or habits do they have?*

## Talking through the book

Ask the children to turn through the book. Ensure that they are familiar with the names of the people in each house. Discuss what is happening on each page as is necessary to support the readers. You might say on page 9, for example: *What is happening on this page? Why are there bricks out the front? What are the workmen doing? Yes, they are building and new kitchen and bathroom for this house.*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*Who lives with Mrs Price?*

*What does Jim like to do?*

*What might Jim's neighbours think of him?*

*Is this a friendly street? Why? Why not?*

### ***Being a code breaker***

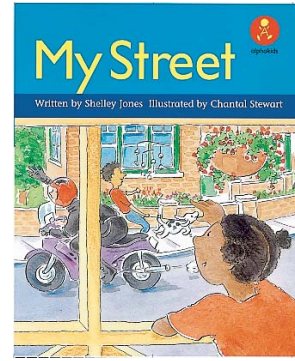
Children may like to explore analogy with the onset and rimes from words such as *rides, bricks, or street.*

The could also explore the use of conjunctions: *and, because, as, when.*

### ***Being a text user***

Discuss:

*What type of text is this – fiction or factual? How do you know?*



## TEXT FEATURES

- **This book is a narrative. It explores the simple relationships that exist between neighbours in a small street.**
- **It features sentences of varying length and complexity.**
- **Conjunctions appear in many of the sentences.**
- **Illustrations support and extend the story.**

## Being a text critic

Discuss:

*Is this a book about a real street?*

*Does everyone live in a street?*

*Do all people have neighbours nearby?*

*Does everyone know their neighbours?*

## Literacy learning centres – follow-up activities

### INTERACTIVE LITERACY CENTRE


Children could work in cooperative groups to create a written conversation between different people in the street. They may like to focus on the types of issues that may arise, for example: Max gets lost, Mrs Price is sick, Jim has a birthday party.

### WRITING CENTRE

Referring closely to the book, children can draw an illustrated map of the street showing where everyone lives and showing something about them. They may like to work in pairs for this activity.



### WORD CENTRE

Children may like to further investigate words that begin with /br/ – *brick, brown, bread* – by finding other /br/ words in familiar texts and listing them on a chart. 

### BOOK BROWSING CENTRE

Provide books on a similar theme to *My Street*: for example, *Amy's Bed* by Robin Klein is about a girl who rides down her street on her bed, collecting her neighbours along the way; *My Place* by Nadia Wheatley takes a look at the changing face of a street and neighbourhood over two hundred years; *My Place in Space* by Robin Hirst looks at our street, the world, the galaxy, the universe ... a whole new way of looking at addresses; the pages of *My Street* by Rebecca Treays open out to display all sorts of things in streets.

### Keeping track

Assessing children's writing and reading of conversation provides information about their understanding of punctuation.