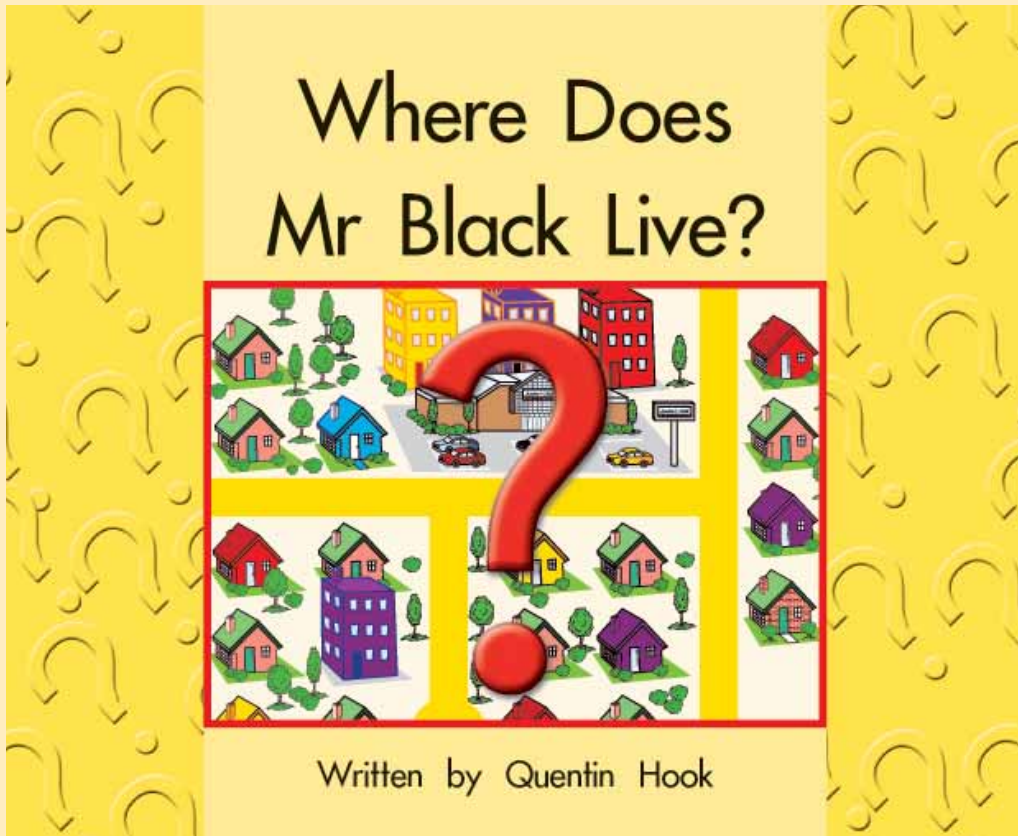




Level 9 Book d



Level	9
Word Count	159
Text Type	Procedure
High Frequency	does, live
Word/s Introduced	



MACMILLAN

Puppet Pets

Jump It!

The Big Clean

Where Does
Mr Black Live?

Who Took
Cheetah's Spots?

Carla Crocodile
Catches a Cold

Saving Lucky

The Road Trip

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

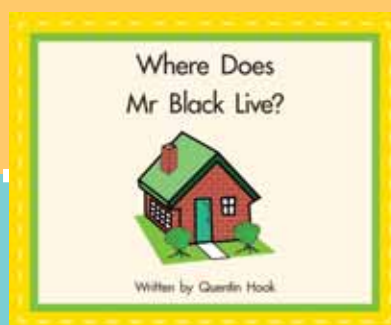
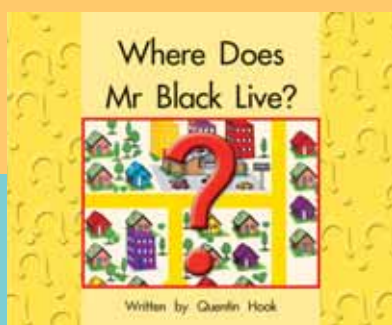
Cover & Title Page



Ask the children to look at the cover and title page. What might this book be about?



Explain that this book has a question and answer format. Have the children identify the question mark in the title.



Have the children talk about who Mr Black might be. What might he be like? Encourage the children to use descriptive words.

AFTER READING

BEFORE READING

2/3

Invite the children to look at the map. Explain that this book uses maps to give information. Discuss the labels. Tell the children that they will need to use the map and its labels as they read the text. Have the children look at the two round boxes and the arrow. How might these help us?



AFTER READING

Who is the man in the photo? Where is Mr Black's house? What does it look like?

Ask the children to find the words *does* and *live*. Have the children place the words in sentences of their own to clarify meaning and use. Ask them to point to the word *beach*. Identify the *ea* sound. What other words have *ea*?

BEFORE READING

4/5

Ask the children to identify a feature on the map. Have them point to it and describe it. Praise the children for identifying a building, street name, or landmark.



Ask the children to point to Dr White's house.

Identify the word *Dr*. What is it short for? Identify the *ou* sound in the word *house*. List other words with the *ou* sound. Read the list while the children listen for the *ou* sound. Have the children identify the words that start with the *wh* sound. Praise them for finding the words *Where* and *White*.

AFTER READING



Ask the children if they have used maps before. How were they useful? How do the photo, arrow, and symbol in the circle help us?



Ask the children to find Mr Smith's house on the map.



Ask the children to point to the word *Green*. Identify the *gr* blend. List other words with the same sound. Identify the double vowel. What is another word that has the double *e* sound?



Ask the children to identify another feature on the map. Have them point to it and describe its location. Praise the children for identifying building colours, road names, and landmarks.



Ask the children to locate Mrs Bain's house.



Have the children point to the word *Where*. Tell them *where* often comes at the start of a question. Have them place the word in sentences to clarify meaning and use. What other words have the *wh* sound?

BEFORE READING 10/11

Ask the children to find the footprints that connect two of the houses. Explain that the text will give instructions. It will tell how to get from one place to another. Talk about how the children get from one place to another by following a certain route.



AFTER READING

Ask the children to follow the footprints with their finger as you read the instructions. Ask them where they started and where they finished.

Identify the word *Black's*. Tell the children the apostrophe shows who owns a thing. What does the apostrophe show Mr Black owns? Make other examples using the children's names. What word has the *ch* sound?

BEFORE READING 12/13

Ask the children if they recognise the face at the top of the page. Where might Dr White be going? Invite the children to make up their own questions before reading the text.



AFTER READING

Ask the children to think of instructions for Dr White. Where is Dr White's house? How would the children tell her to get to the beach?

Identify the word *will*. Have the children place the word in sentences. What word has the *ai* spelling inside it? What does the apostrophe show? Remind the children why the apostrophe is there.

Ask the children to look at the faces at the top of the page. Do they recognise these people? What will the text be about?



Invite the children to suggest a route from Mrs Bain's house to Mr Black's house. Which way should she go?

Ask the children to find the word *wants*. Have them place it in sentences to share with the group. Ask the children to point to the word *Street*.

Tell the children this page is called the index page. Show them how to use this page.

Recap the text features. Remind the children to use the features to help them read the book.

Index	
beach	2, 12
shops	4, 10
swimming pool	6

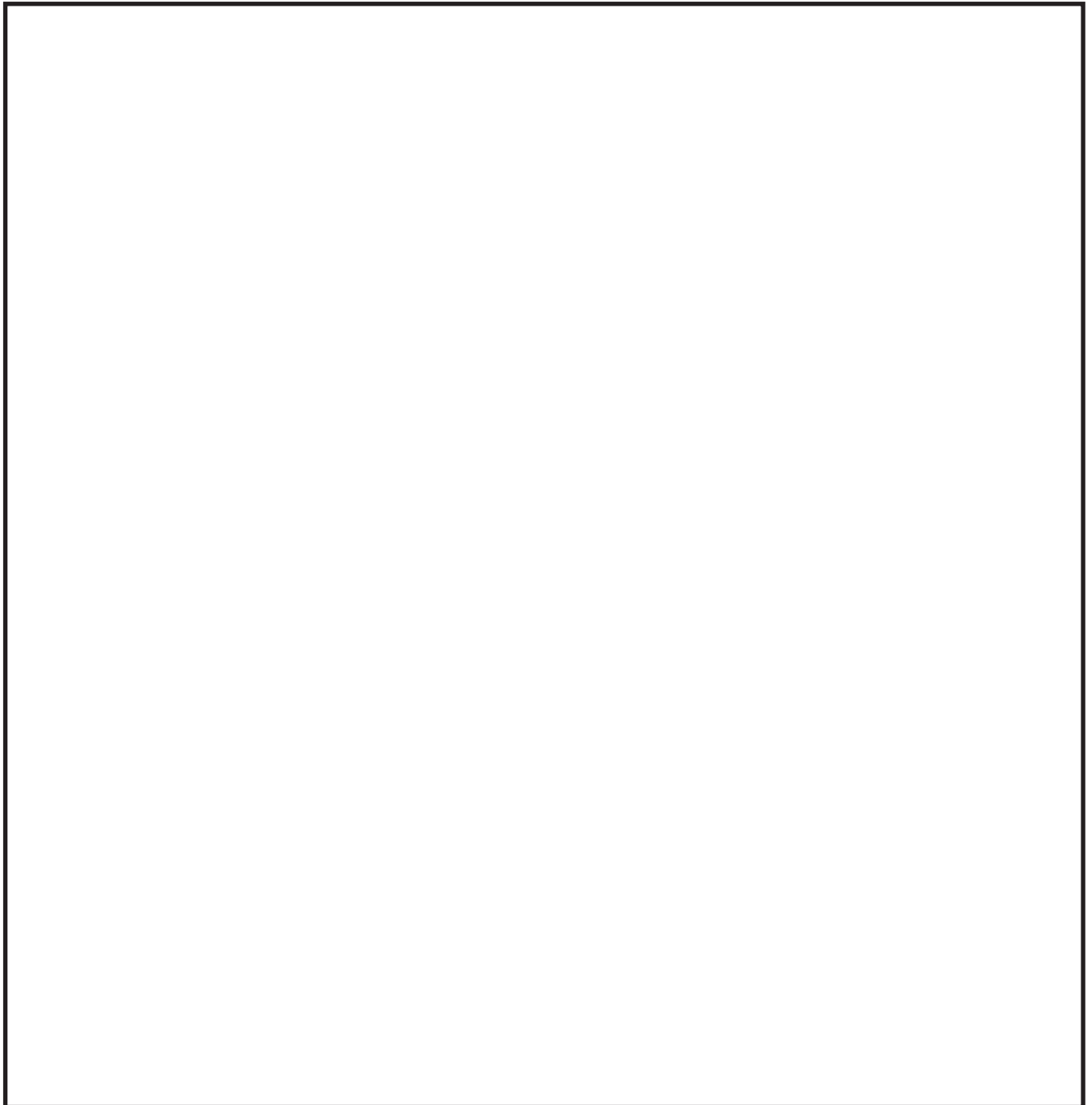
Ask the children to use the index entries. What word is on page 6? What pages have the word *beach* on them?

Have the children compare their home with the town in this book. How is it the same? How is it different? What else would they include? Have them draw a map showing where they live.

9 d Where Does Mr Black Live? Name _____

Draw a map of your school or street.

Write the street names and landmarks.

A large, empty rectangular box with a black border, intended for a student to draw a map of their school or street. The box is currently blank.

9 d Where Does Mr Black Live? Name _____

Put capital letters on the correct words.

cat

water

australia

foot

mr smith

came

cow

mrs bain

then

mr black

yard

sydney

What do these shortened words stand for?

Use a dictionary or ask a friend to help you.

Dr _____

USA _____

TV _____

Mr _____

CD _____