



Level 9 Book d

Where Does Mrs Brown Live?





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


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. This is not an arbitrary division. 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)

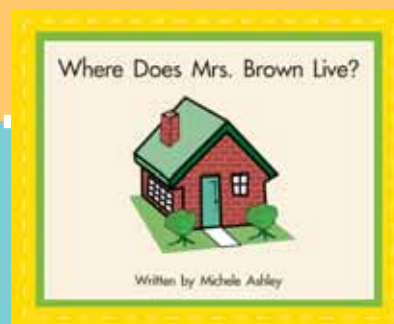
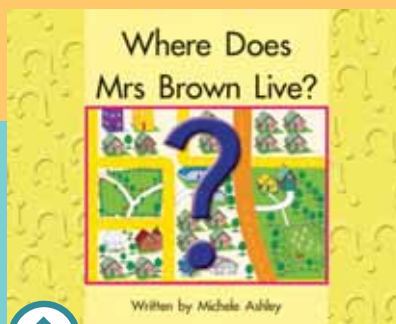
 This symbol relates to critical analysis (text critic or analyser)


 This symbol relates to use (text user)

BEFORE READING Cover & Title Page

 Ask the children to look at the cover and title page illustrations and suggest what the book might be about.

 Explain to the children that this book uses questions as part of the text. Have them identify the question mark in the title and then read the title. Explain that knowing this book uses questions will help them with their reading.



 Have the children talk about how the text features helped them with their reading. Did they use the photos and symbols to predict what the text would be about? Did they notice and use the connection between the feature at the top of the page and the question? Did they read the maps? What did they learn about reading a map? Why are maps important?

BEFORE READING

2/3

Invite the children to look closely at the map on page 5. Explain that as well as questions this book uses maps to give information. Discuss the labels on the map. Tell the children that they need to use the map as they read the text.



AFTER READING

Have the children retell what happened on this page. Who is the person? Where does she live? What is her house made of?

BEFORE READING

4/5

Ask the children to look at the circle symbols and arrow at the top of page 4. Explain how to use these. Tell the children that before they read each page they should use this feature to help them predict what the text will be about.



Invite the children to share the information they learned by reading this page. Who is the person? Which road does he live on? What does he live near? What colour is his house?

Discuss the words *by*, *on*, and *in* in the text. How did these words help the children understand where Mr. Black lives?

AFTER READING

Ask the children to look at the photo and arrow on the top of page 6 and then read the first sentence. Who is the person in the photo? What does she do for a job?

Ask the children what Dr. means? Have them brainstorm other initials. Why do people use initials? Why do some people put a full stop after the initials while others do not?



Invite the children to say where Dr. Patel lives. Could they have found her house without reading all the instructions? Which instruction do they think was the most important?

Ask the children to look at the map on page 9. Ask them what a highway is. How is a highway different from a street or a road? How does the map show the difference?

Discuss with the children the use of capital letters. When are capital letters used? Have the children scan the page for the capital letters and note their use. Remind them to think about this when they read.



Invite the children to discuss what Mr. Smith does. How do they know?

BEFORE READING 10/11

Ask the children to look at the symbols at the top of page 10. How are the symbols different from the previous symbols? Ask the children how they will use these symbols to predict what the instructions might be.



Go from Mrs. Brown's house to Dr. Patel's house.
Go down Peach Street.
Go by the park.
Go to Main Street.

AFTER READING

Ask the children to retell what the instructions on this page asked them to do. Whose house did they start at? Where did they go? Whose house did they finish at?

Have the children discuss the new feature that appears on this map. Did they notice it as they were reading? How did it help them?

String Things

The Ski Race

The Playhouse

Where Does Mrs. Brown Live?

BEFORE READING 12/13

Ask the children to look at the symbols at the top of page 12. Where is Mr. Smith going? Invite the children to make up their own questions before reading the text.



Mr. Smith wants to go to the bank.
Where will he go?
Will he go past Mr. Black's house?

AFTER READING

Ask the children to think of instructions for Mr. Smith. How would they tell him to get to the bank? Where is Mr. Black's house? Did Mr. Smith pass Mr. Black's house?

Ask the children to look back through the book for the questions. Which words are used to start the questions? Which of the words is used the most often? Why do the children think that is?

Who Took the Teacher's Scissors?

Hide and Seek with Carla Crocodile

Pizza Day

Operation Elephant Foot

Ask the children to look at the symbols at the top of page 14. Do they recognize these people from previous pages? What do they think the text will be about?



Invite the children to suggest a route from Mr. Black's house to Mrs. Brown's house. Mr. Smith also wants to visit Mrs. Brown. Which way would he go?

Have the children discuss other visits or directions the author could have included using the same map.

Discuss this page with the children. Do they know how to use an index? Ask the children to read the index entries and discuss what the entries tell them.

Recap all the text features for the children and remind them to use them to help them read the book. Ask them to return to the beginning and read the text independently.

Index	
church	4
farm	8
map	2, 4, 6, 8
park	2, 10

Ask the children to practise using the index entries. Have them go back to the relevant pages then find and reread the sentences in which the words occur.

Have the children analyse the map. Invite them to compare where they live to the town in the book. How is it the same? How is it different? What other things would a map of their town include? Have them draw a simple map of where they live.

**9 d Where Does
Mrs. Brown Live?**

Name _____

1. Answer the following questions:

Which street does Mrs. Brown live on?

Who lives next to the church?

What colour house does Dr. Patel have?

Who lives on the farm?

Who lives close to the bank?

What kind of house does Mrs. Brown have?

What street does Mr. Smith live on?

What colour is Mr. Black's house?

Who lives close to the park?

2. Draw a map of your school or street.
Remember to label your map.



**9 d Where does
Mrs. Brown Live?**

Name _____

1. Put capital letters on the correct words.

cat

water

australia

sam

carla

table

mr. black

book

pencil

park

mr. smith

drink

school

ball

mary

dog

foot

mrs. brown

grass

door

cow

2. What do these stand for?

Use a dictionary or friend for help.

Dr.

USA

Mt.

ASAP

CD

TV
