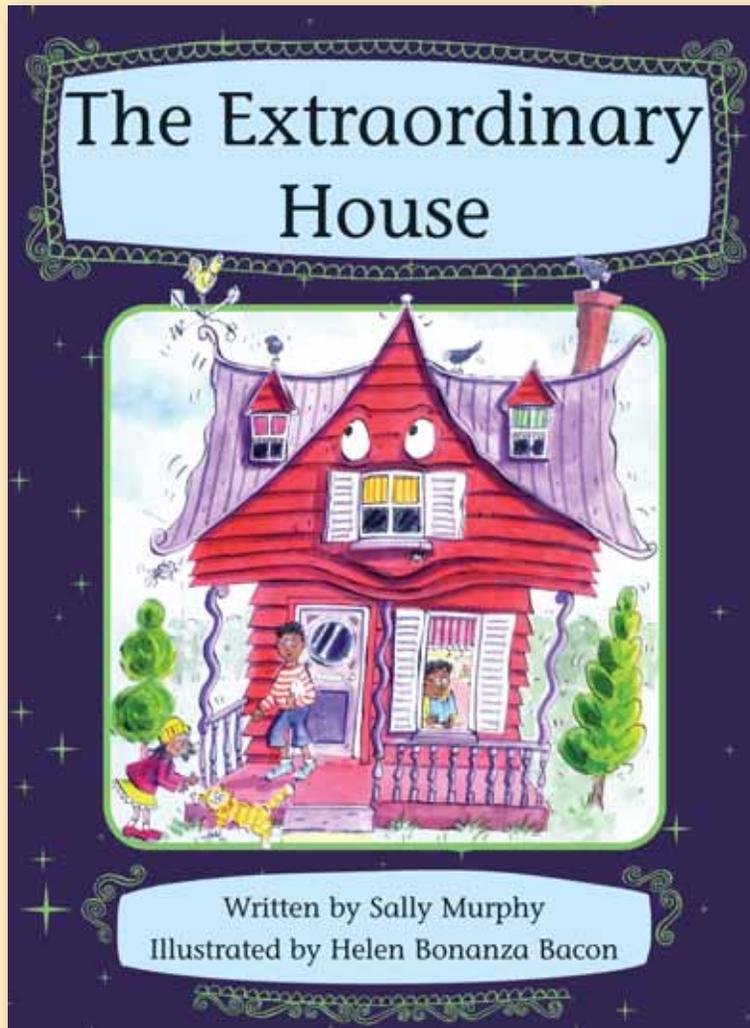




# Level 26

## Book a



Level	26
Word Count	759
Text Type	Narrative (Fantasy)
High-Frequency	home, house
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students 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 we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



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

## BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What does extraordinary mean? What does the illustration tell you about the house? Does it look extraordinary to you?*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *How many people live in the house? What is Henrietta's first job when she arrives at the house?*

**Pages 4–5** *What did the extraordinary house do while Henrietta cleaned?*

**Pages 6–7** *What did Henrietta decide to do? Why did the house shudder?*

**Pages 8–11** *What was the first morning without Henrietta like for the family?*

**Pages 12–15** *What was happening to the house? How did the house feel?*

**Pages 16–17** *What was causing the house to itch? Can you guess what will happen?*

**Pages 18–19** *What did happen to the house?*

**Pages 20–21** *What effect did the sneezes have on the house?*

**Pages 22–24** *Why did the family not notice that the dust had gone? What did Henrietta think had happened to the dust and dirt?*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Have the students note down the words that are used to describe the house.

See the BLM.

**Developing Specific Skills**

Compound words – *extraordinary, housekeeper*

See the BLM.

What does it mean to *run around in circles*? (page 8)



Invite the students to participate in a class discussion. Ask – *Do you think this family is like many other families? What things does this family do that are similar to your family? What are mornings like in your house? Who cleans your house? What do you think it would be like to have a house that cleans itself by sneezing? Can you think of any disadvantages (bad things) about this?*

## MEANING MAKER



Ask the students – *What happens to houses if you do not clean them and look after them? Did the family and Henrietta think the house was extraordinary? Explain your answer. Do you think the house was extraordinary? Explain your answer. Why is Henrietta described as extraordinary?*

## TEXT CRITIC



Throughout this story, the author and illustrator give the house human qualities. For example, the house *sings*, *hums*, and *sighs*. Ask the students – *Do you think this makes the story more interesting? Look carefully at the illustrations of the house. What human features does the illustrator give to the house? Give two examples.*

## 26a The Extraordinary House

Name \_\_\_\_\_

### Compound Words

Compound words are made up of two or more parts which are also words. For example, *extraordinary* is made from two words – *extra* and *ordinary*.

Below is a list of other compound words. Write next to them the two words they are made from. The first one has been done for you –

housekeeper

house

keeper

nobody

\_\_\_\_\_

cobwebs

\_\_\_\_\_

maybe

\_\_\_\_\_

everyone

\_\_\_\_\_

Now look through the book *The Extraordinary House* and your dictionary to see if you can find any other compound words. Write them on the back of this sheet and write the two words they are made from.

Write your compound words into sentences.

## 26a The Extraordinary House

Name \_\_\_\_\_

### Personification

Personification means describing something as if it were a person. The author and illustrator have done this in the book *The Extraordinary House*. Look at the list of words you noted down to describe the house.

This house *sang, hummed, and sighed contentedly*. We do not usually think about houses in this way. Authors sometimes use personification to make their writing more interesting. For example –

The tree waved its arms.

The moon looked down from the sky.

On a separate sheet of paper, write a sentence about the words listed below to give them human features. Then draw a picture of them.

Cat

Pencil

Flower

Clock

## 26a The Extraordinary House

Name \_\_\_\_\_

Imagine if you lived in a house that cleaned itself like the one in *The Extraordinary House*. You would never have to clean or tidy your room again!

We already have machines to help us with cleaning, such as washing machines and dishwashers. Design a new machine to help clean your house. Talk to some people who clean your house – perhaps your father, your mother, or a housekeeper. They will have some ideas about what needs to be done to keep a house clean and tidy.

Draw your design in the box below. If you cannot think of anything, try designing this –

A giant claw, which is attached to the wall. You operate it with a remote control and use it to pick up all the toys lying around your room. The claw puts the toys in the toy box then folds back against the wall.

