

A red barn with a grey roof and white trim stands on a grassy hill. In the foreground, a large field of golden wheat stretches across the bottom half of the image. The sky is a clear, bright blue with a few wispy clouds on the right side.

Mrs. Brown Went to Town

BUILD BACKGROUND
Theme 1, Grade 2

California State Standards

Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.5
 - Restate facts and details in the text to clarify and organize ideas.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.6
 - Recognize cause-and-effect relationships in a text.

California State Standards

Reading

- Narrative Analysis of Grade-Level-Appropriate Text 3.2
 - Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- Narrative Analysis of Grade-Level-Appropriate Text 3.4
 - Identify the use of rhythm, rhyme, and alliteration in poetry.



California State Standards

Listening and Speaking

- Organization and Delivery of Oral Communication 1.8
 - Retell stories, including characters, setting, and plot.

California State Standards

Math

- Number Sense 1.1
 - Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000
 - Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

California State Standards

History-Social Studies 2.4.1

- Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
 - Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

Building Background

“Mrs. Brown Went to Town”

- What are some of the animals, buildings, and equipment you might find on a farm?
- Read page 80 of “Life on a Farm” aloud.



Building Background

“Mrs. Brown Went to Town”

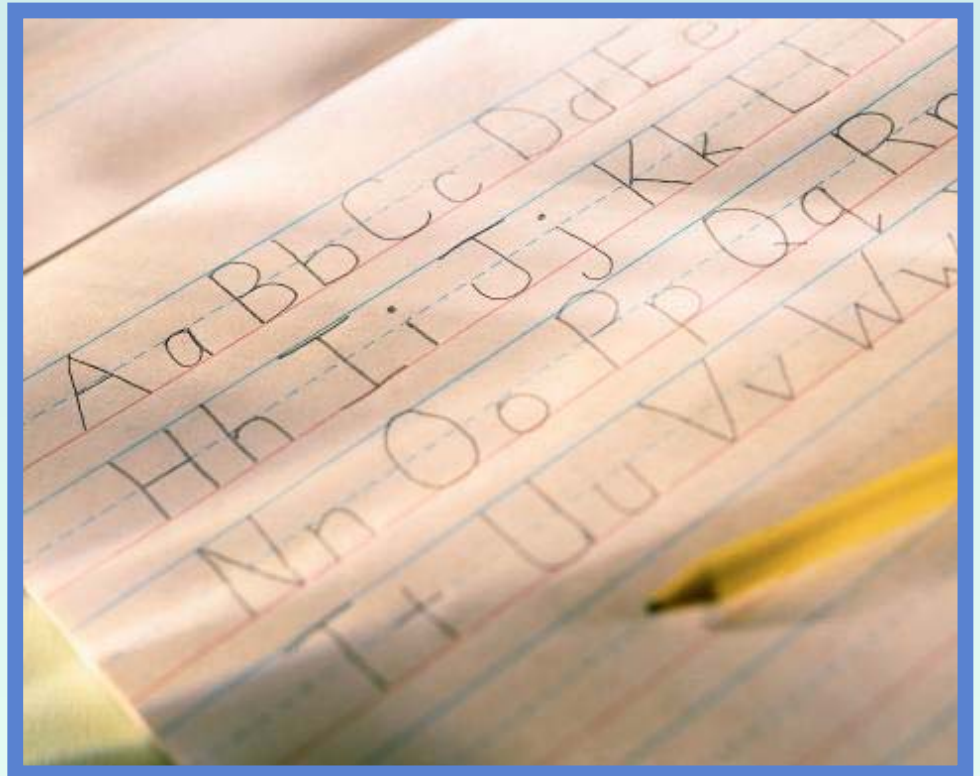
- What are the meanings of the words *delivered* and *released*?
- How can you find the meanings of the words *wearing*, *feathers*, *commotion*, and *tire* using context.



Key Vocabulary

“Mrs. Brown Went to Town”

- commotion
- delivered
- feathers
- released
- tire
- wearing



commotion

- There was a lot of **commotion** at the start of the race.
- A **commotion** is a noisy excitement.



delivered

- The carrier **delivered** the packages to Mark.
- **Delivered** is handed over to someone.



feathers

- Many Native American tribes use **feathers** for their ceremonial pieces.
- **Feathers** are the soft, flat parts of the outer covering of birds.



released

- These birds will be **released** from their cages when they are adopted.
- **Released** means to set free.



tire

- Some racers will **tire** out more quickly than others.
- To **tire** is to lose strength and energy.



wearing

- Millo is **wearing** mittens to keep warm.
- To be **wearing** is having something on the body.



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

- Turn to page 83.
- Look at the cover of the book, and read aloud the author/illustrator.
- **Predict** what might happen on the farm when Mrs. Brown is away.



Predicting Outcomes

“Mrs. Brown Went to Town”

You can fill in the first part of the Prediction Chart with events that happen in the story.



Focus Questions

“Mrs. Brown Went to Town”

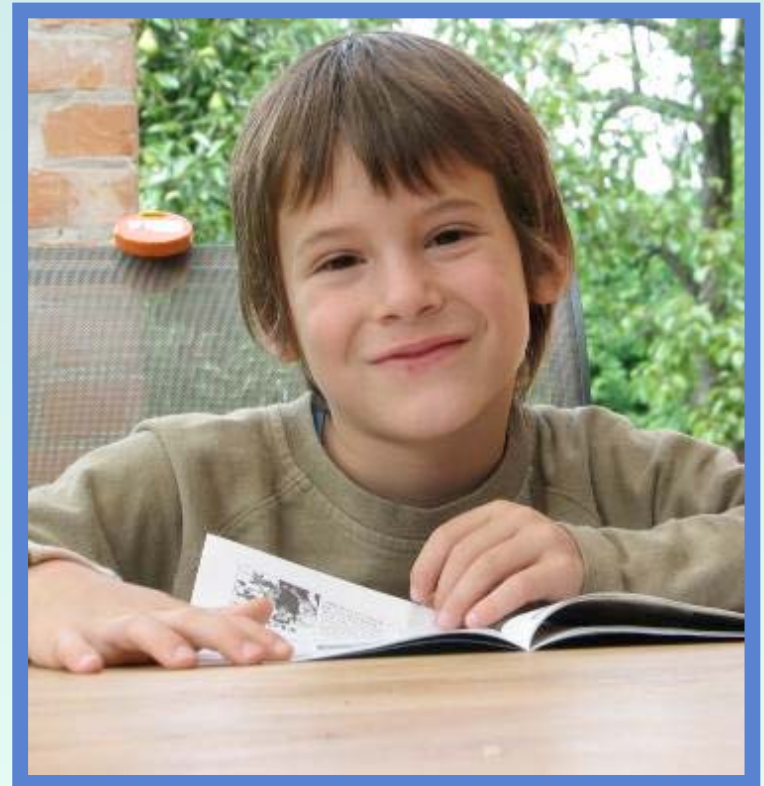
- Turn to Responding on page 108.
- Read the questions aloud.
- Keep the questions in mind as you read “Mrs. Brown Went to Town.”



Purpose Setting

“Mrs. Brown Went to Town”

- Recall the predictions you made for the Strategy Focus on page 83.
- Read to confirm or change your predictions as the story unfolds.



Supporting Comprehension

“Mrs. Brown Went to Town”

Why do you think
Mrs. Brown lives
in the barn?



Supporting Comprehension

“Mrs. Brown Went to Town”

Which animal might you be surprised to see on a farm?
Why?



Supporting Comprehension

“Mrs. Brown Went to Town”

Why does the author say “Everything changed just last Saturday?”



Cross-Curricular Connection

“Mrs. Brown Went to Town”

- The yak is a shaggy ox found in the high plateaus of Tibet.
- Yaks have a long fringe of hair on their shoulders, flanks, thighs, and tails.



Cross-Curricular Connection

“Mrs. Brown Went to Town”

- Their horns are curved in.
- Wild yaks are large, black animals that live in herds.
- Domestic yaks are smaller and may be any of a variety of colors.



Supporting Comprehension

“Mrs. Brown Went to Town”

What happens to Mrs. Brown while she is riding her bicycle?



Supporting Comprehension

“Mrs. Brown Went to Town”

Where does Mrs. Brown go after her accident?



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

You can use clues from the story, as well as what you already know, to make predictions and inferences.



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

- Read the text on pages 88-89 and look at the illustrations.
- In her note, Mrs. Brown asks the animals to be good.
- Then the animals vote to move into Mrs. Brown’s house.



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

Use these clues from the story, as well as what you know from your own experience, to predict what might happen on the farm while Mrs. Brown is gone.



Fantasy

“Mrs. Brown Went to Town”



- A **fantasy** contains some characters or events that are make-believe.
- What the animals do in “Mrs. Brown Went to Town” could not happen in real life.
- Use the graphic organizer on the next slide to analyze the events in the story.




Fantasy

“Mrs. Brown Went to Town”

"Mrs. Brown Went to Town"
Fantasy

 Make-Believe	 Real Life



Download this graphic organizer at www.curriculumcompanion.org

Supporting Comprehension

“Mrs. Brown Went to Town”

- What are the animals in the illustration on page 92 holding up?
- What does this mean?



Supporting Comprehension

“Mrs. Brown Went to Town”

How do you think Mrs. Brown would feel if she knew the animals were jumping on her bed?



Supporting Comprehension

“Mrs. Brown Went to Town”

- Based on the illustration on page 93, what did the duck paint on the house?
- How did this affect the other ducks?



Comprehension/Critical Thinking

“Mrs. Brown Went to Town”

Do you think the animals are worried about what Mrs. Brown will think when she returns to her farm? Explain.



Comprehension/Critical Thinking

“Mrs. Brown Went to Town”

What advice might you give the animals at this point in the story?



A photograph of a red barn with a gambrel roof, situated on a grassy hill. The foreground is a vast field of golden wheat. The sky is blue with some light clouds. The text 'Mrs. Brown Went to Town' is overlaid in red, and 'SEGMENT 2' is overlaid in white below it.

Mrs. Brown Went to Town

SEGMENT 2

Purpose Setting

“Mrs. Brown Went to Town”

- Summarize the story so far and predict what the animals will do next.
- Read the rest of the story to check your predictions.



Fantasy and Realism

“Mrs. Brown Went to Town”

- An author might combine fantasy and realism in a story to entertain the reader.
- **Fantasy** is make-believe.
- A story can have both real and make-believe characters and events.



Fantasy and Realism

“Mrs. Brown Went to Town”



- As you look at the illustrations on pages 96-97 and read the text, identify fantasy details and realistic details.
- Record these details on the graphic organizer on the next slide.




Fantasy and Realism

“Mrs. Brown Went to Town”

"Mrs. Brown Went to Town"
Fantasy and Realism

 Fantasy	 Realism



Download this graphic organizer at www.curriculumcompanion.org

Supporting Comprehension

“Mrs. Brown Went to Town”

What is the pig in the cap doing?



Supporting Comprehension

“Mrs. Brown Went to Town”

Why do you think the animals are tired?



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

What do you think might happen to Mrs. Brown and the animals now that the bed has come crashing down?



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

What happened to her before when she had an accident?



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

Remember to make predictions or inferences by putting together information from the story and remembering what you already know from reading other make-believe stories or from your own experiences.



Cause and Effect

“Mrs. Brown Went to Town”

- Writers make stories interesting by having one event cause another event to happen.
- Noticing which story events and actions cause other events to happen helps readers understand a story.



Cause and Effect

“Mrs. Brown Went to Town”

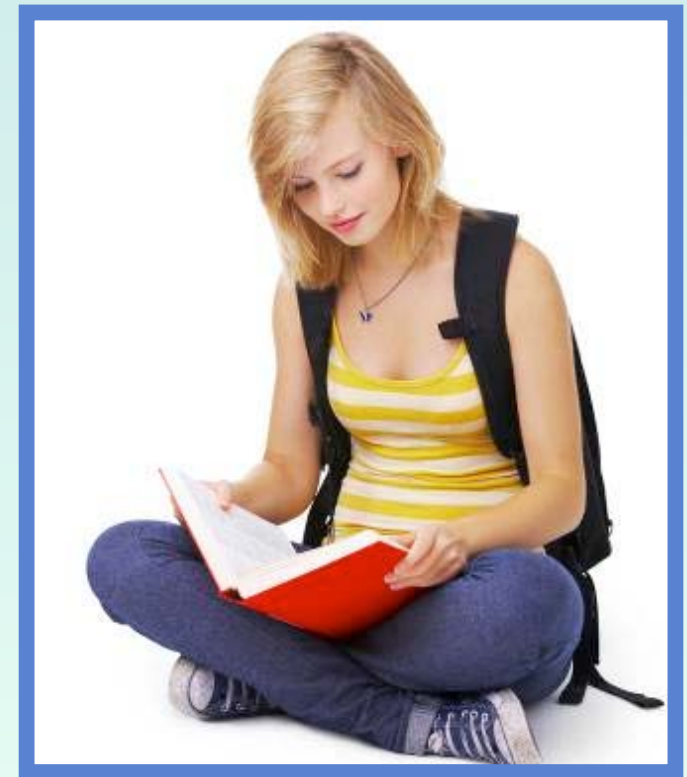
- A **cause** is why something happens.
- An **effect** is what happened.



Cause and Effect

“Mrs. Brown Went to Town”




- Sometimes one cause can have many effects, and some effects have many causes.
- Identify other causes and effects in the story.
- Record the causes and effects on the graphic organizer on the next slide.



Cause and Effect

“Mrs. Brown Went to Town”

“Mrs. Brown Went to Town”
Cause and Effect

What Happened? (Effect)	Why Did It Happen? (Cause)
 <div style="border: 1px solid blue; height: 80px; width: 100%;"></div>	 <div style="border: 1px solid green; height: 80px; width: 100%;"></div>
<div style="border: 1px solid blue; height: 80px; width: 100%;"></div>	<div style="border: 1px solid green; height: 80px; width: 100%;"></div>
<div style="border: 1px solid blue; height: 80px; width: 100%;"></div>	<div style="border: 1px solid green; height: 80px; width: 100%;"></div> 

Download this graphic organizer at www.curriculumcompanion.org

Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

Model making predictions or inferences based on the text on pages 102-103.



Strategy Focus: Predict/Infer

“Mrs. Brown Went to Town”

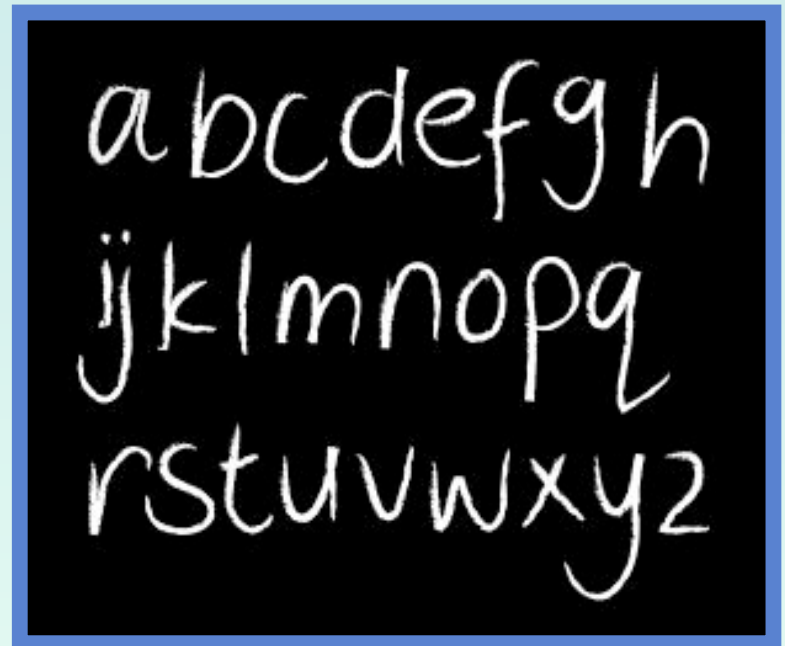
- What happened to the animals when the bed fell through the floor of Mrs. Brown’s house?
- Where is the ambulance taking Mrs. Brown?



Rhyming Words

“Mrs. Brown Went to Town”

- Read aloud the text on page 102.
- Which word ends like *scene*?
- Words like *scene* and *thirteen* are called rhyming words.



Rhyming Words

“Mrs. Brown Went to Town”

- Rhyming words always have endings that sound the same but may have different spellings.
- The author has told this story in rhyme, as if it were a poem.



Rhyming Words

“Mrs. Brown Went to Town”

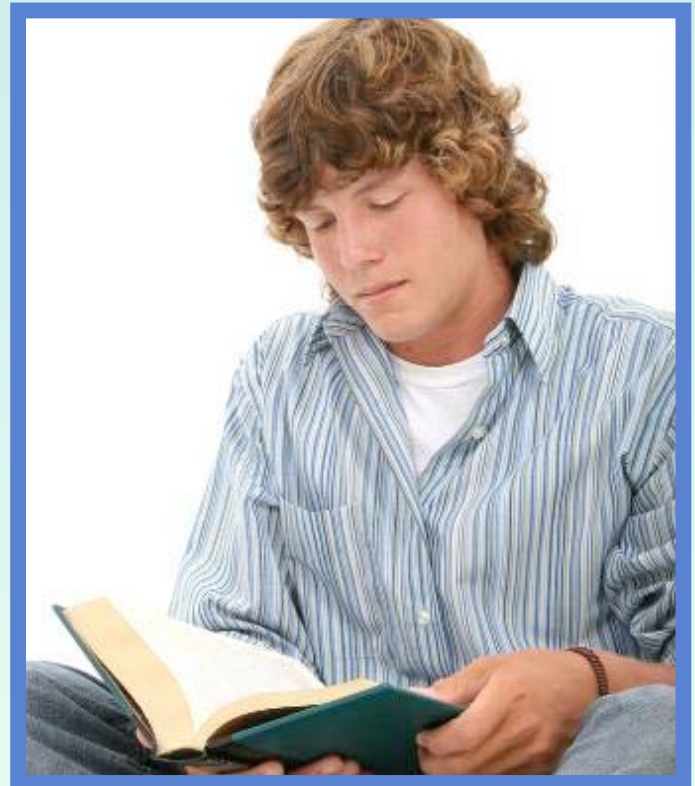
- Do you think the story would be as much fun to read if it did not contain rhyming words?
- How do rhyming words help you to say words?



Rhyming Words

“Mrs. Brown Went to Town”

- Read the text on page 103 aloud and identify rhyming words.
- Identify other rhyming words in the story.



Supporting Comprehension

“Mrs. Brown Went to Town”

Why is Mrs. Brown
back in the hospital?



Supporting Comprehension

“Mrs. Brown Went to Town”

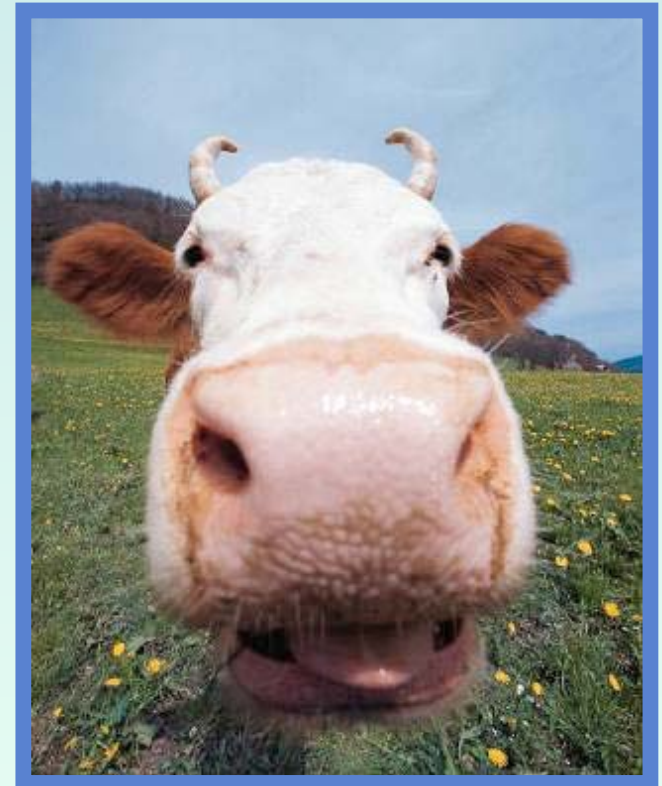
Why are all the animals
in the hospital, too?



Predicting Outcomes

“Mrs. Brown Went to Town”

Review what happened to the characters and then consider future events or other situations that the characters could find themselves in.



Predicting Outcomes

“Mrs. Brown Went to Town”

Your responses about what might happen next should be based on what you learned about Mrs. Brown and the animals from the story.



Comprehension/Critical Thinking

“Mrs. Brown Went to Town”

Why are the animals and Mrs. Brown all living in the barn out back?



Comprehension/Critical Thinking

“Mrs. Brown Went to Town”

Do you think the animals learned anything from their experience in Mrs. Brown’s house?

