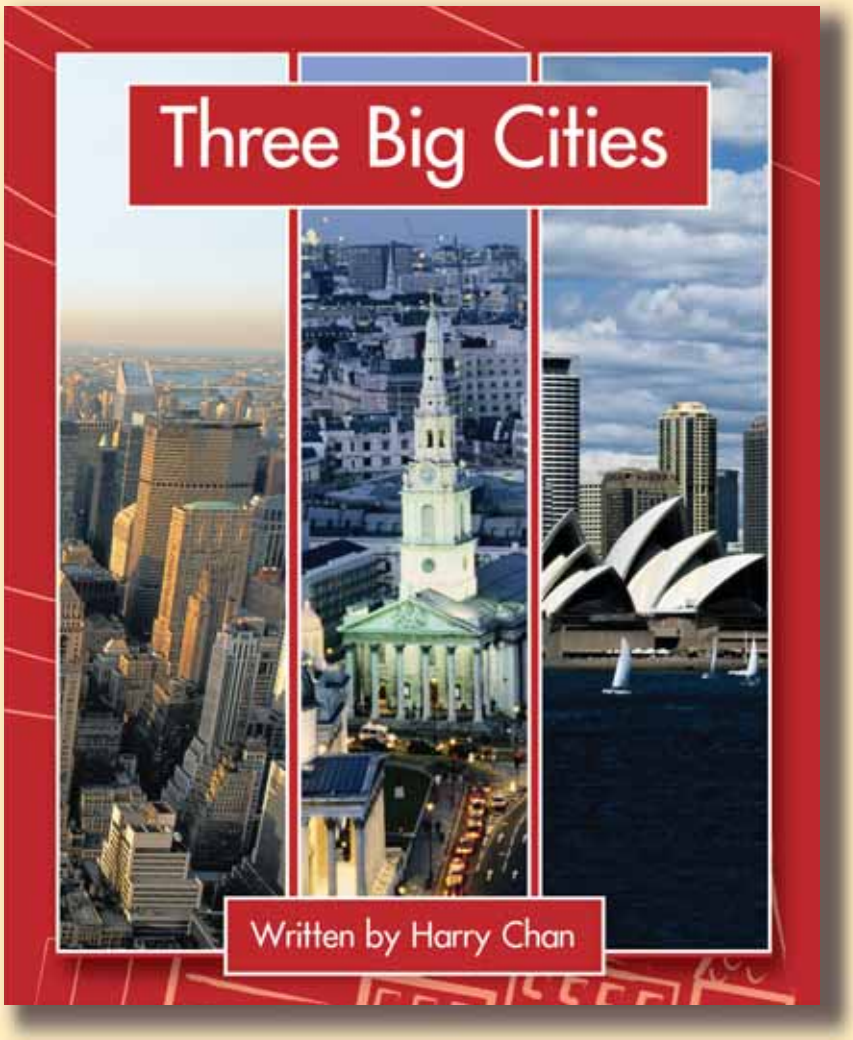
Springboard

Level 21
Book f



Level	21
Word Count	535
Text Type	Factual description
High-Frequency Word/s Introduced	city, famous

MACMILLAN

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 students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information 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 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

Explain to students that the book is written as a description, to compare and contrast three big cities. From the front cover photograph, have students predict which big cities in the world could be featured.
Ask what they know about big cities.
Use the table of contents to preview the text. On a globe or world map locate the three cities.

Discuss the purpose of the glossary and index, and refer to the multiple entries of some of the words.

Talk about the headings, photos, captions, and maps, and how these features will clarify the descriptive writing.

Give students a copy of the *Venn Diagram* BLM and explain that they will use the diagram to compare and contrast the three cities, after they have read the book.

Revise the framework of a description by telling students to expect an introduction to the subject, followed by details about the subject.

DURING READING

Explain to students that you will help them focus on reading for information by giving a purpose to read for, with a key question at the beginning of each page. You will expect an answer after they have read the page.

Pages 2–3 Ask students to read to find one feature the cities have in common and one special feature each has of their own.
Pages 4–5 Find out what New York is built on.
Pages 6–7 Read to find out the name of a famous New York skyscraper.
Pages 8–9 Find out what people do in Central Park.

Continue guiding the students through the book by asking a question to focus their reading on to key facts.

AFTER READING

Discuss with students how the cities are the same and how they are different. Have them reread the book independently.

Ask students to reflect on the reading and information strategies they used to help them solve any problems they had while reading. Ask what they did when they came to a difficult word like *governed* or *arch*. What does the map on page 5 tell us? What is the roof of the Sydney Opera House like? What are two reasons people go to Covent Garden?

Have students complete their *Venn Diagram*.

CODE BREAKER

Developing Specific Skills

Prefix – *ex* – exciting, *re* – relax

Plurals – churches, museums, galleries, etc (page 6)

Spelling pattern – *le* – people, *ea*/*ee* mismatch – three, east, beaches

Possessive apostrophe – ship's sails

Placenames

TEXT USER

Compare and contrast.

Reading for information and key facts.

Reading and interpreting a map.

MEANING MAKER

Make a display of skyscrapers, bridges, and castles or a city mural labelled with captions.

Discuss islands in relation to islands the students know. Refer to the book *Treasure Island*.

Draw pictures of underground trains, double-decker buses, and yellow taxis.

Draw the Houses of Parliament clock tower with attention to the patterns.

TEXT CRITIC

Focus students' attention on the photographs throughout the text. Ask what the differences are between photographs and illustrations. Have students consider and discuss the book with a partner without visual information added to the text, and then summarise with a comment to the group. Discuss the headings and captions and the information they present.

21f Three Big Cities

Name _____

1. Make the words singular.

cities	_____	buildings	_____
galleries	_____	houses	_____
churches	_____	offices	_____
buses	_____	beaches	_____

2. Write words with *ee* or *ea*.

ee	ea
three	east
_____	_____
_____	_____
_____	_____
_____	_____

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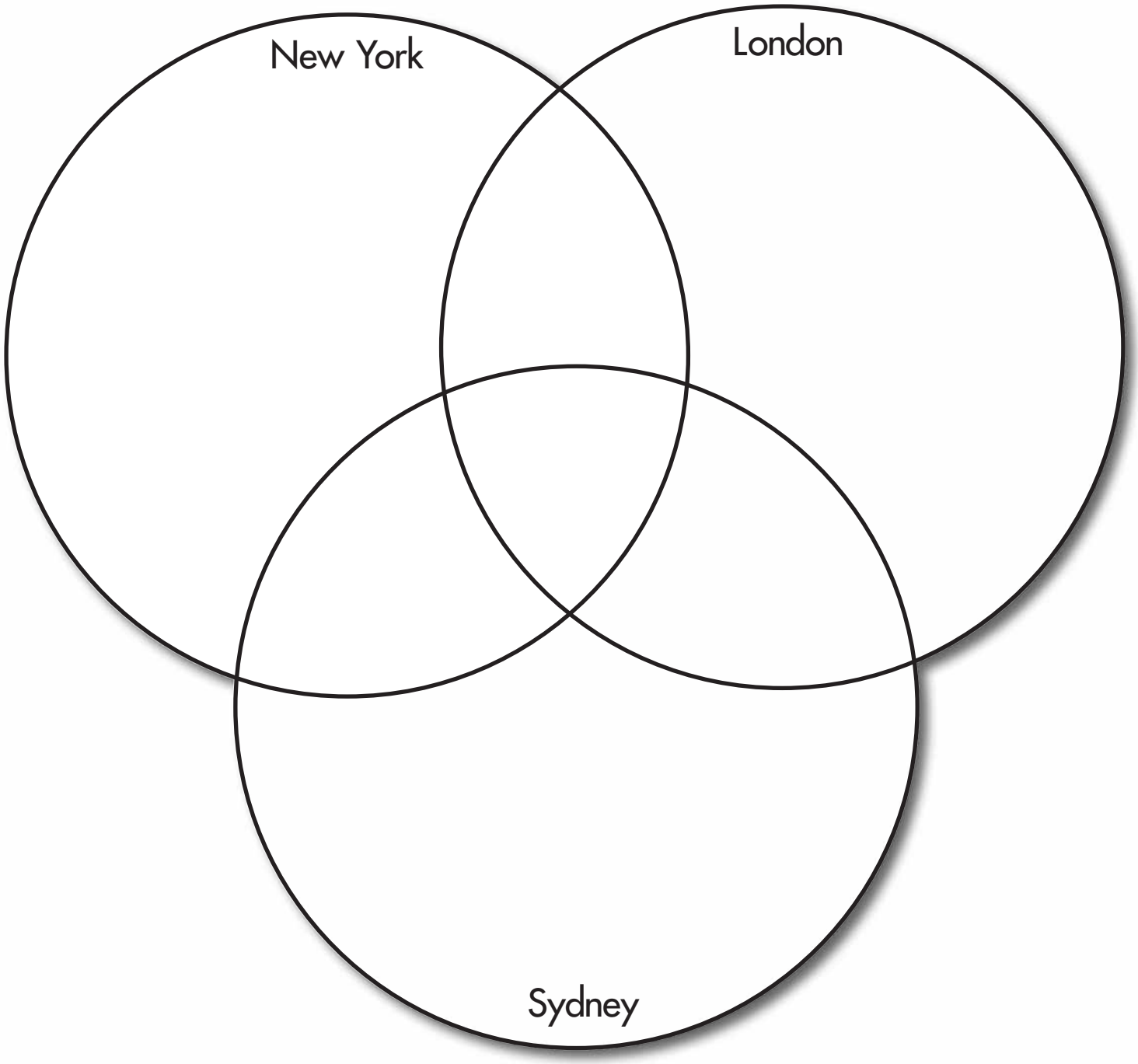
21f Three Big Cities

Name _____

Venn Diagram



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21f Three Big Cities Name _____

Answer the questions with a sentence.

a. How do people get around the city of New York?

_____

_____

b. What is the Empire State Building and how high is it?

_____

_____

c. What is Manhattan and what is on each side of it?

_____

_____

d. Where is London and what is it built on?

_____

_____

e. What is a famous building in London and who lives there?

_____

_____

f. Where is England governed from and what is famous about the clock tower?

_____

_____

g. How do people get around the city of London?

_____

_____

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