



Level 8 Book h

Tim Gets
a Goldfish

Kookaburras

Lucy Little Crane

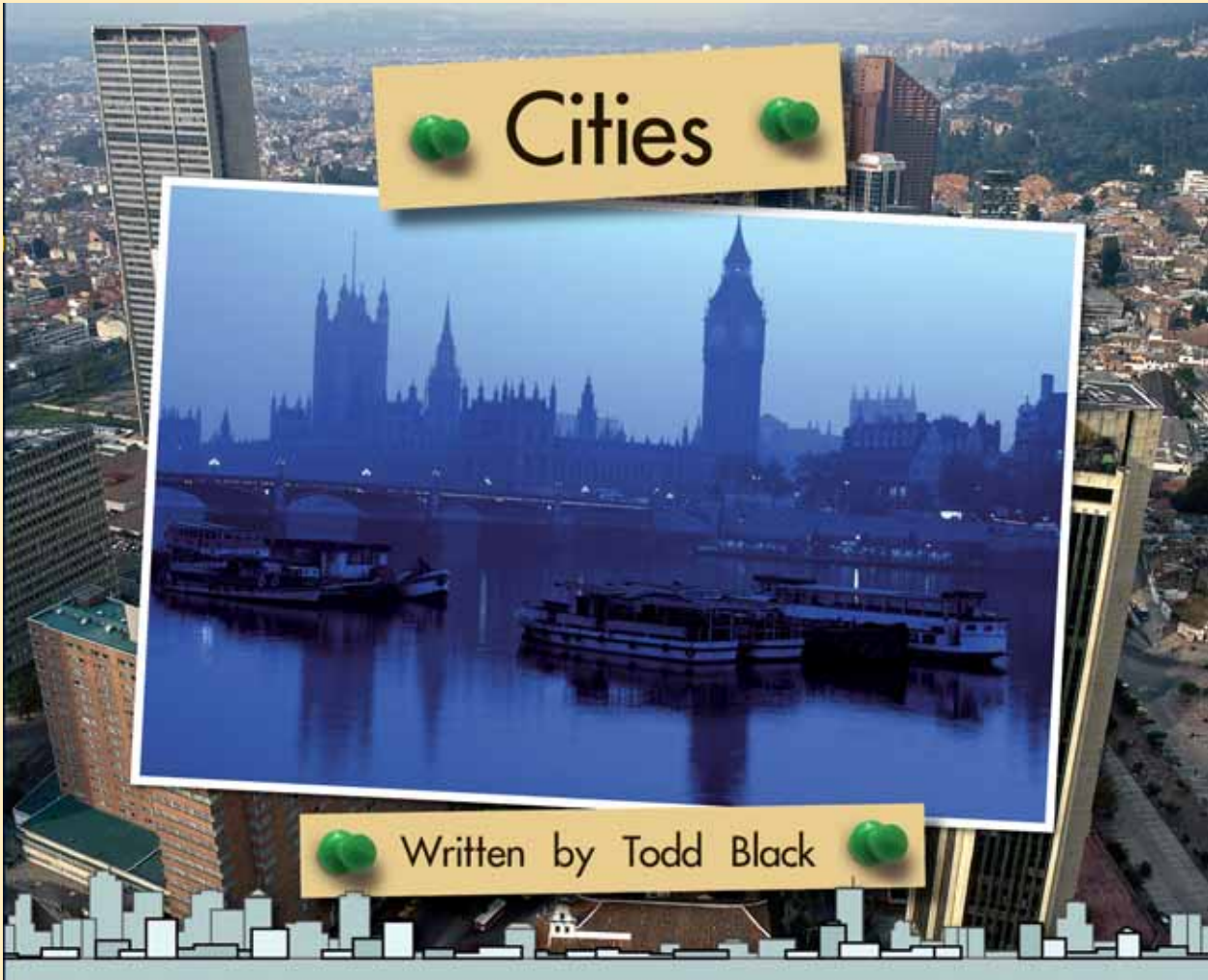
Tortoises Trip

Granny's Lost
Glasses

The Ferry
Boat Ride

The Blizzard

Cities



Level	8
Word Count	149
Text Type	Factual description
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. 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)

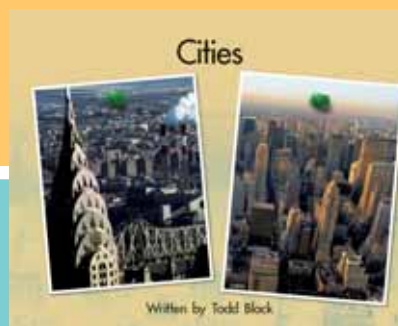
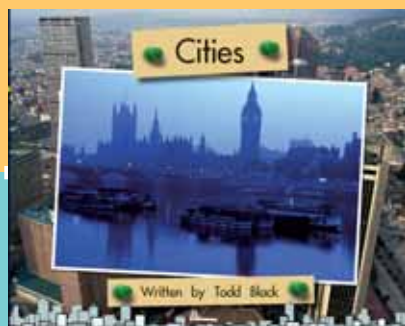
Cover & Title Page



Introduce the book and ask the children to guess what this book might be about, referring to the pictures. Invite the children to talk about their own city or one they have visited. Discuss the kinds of things we find and do not find in cities.



Read the author's name. Why is there a name here? Identify book conventions.



Talk about what this book is going to be about. Talk about information books and story books and how the two are similar and different. Can the children predict what this book is going to be about and the information they are going to learn? Talk about the things the children would like to know about cities.

Have the children look at the pictures and describe what kinds of pictures they are – photograph and map. Discuss the information we can learn from these two kinds of pictures: a photograph – a picture taken by a camera; a map – a diagram that shows geographical information about an area of land.

Look at this photo.
It is a city.
The city is Perth.



Look at this map.
Can you see where Perth is?
Perth is in Australia.



Ask the children to identify the city on this page. They need to refer to the word in the text or the place on the map to show their comprehension of the information.

Ask the children to find the word *where* and point to it. Ask them what it means and to put it into sentences of their own to clarify meaning. Then ask them to identify the consonant digraph – *wh*. Discuss other words with the same digraph, such as *what*, *when*, and *why*.

Ask the children what they see in the photograph and where they think this place might be. Talk about the features of a city – tall buildings, skyscrapers, and shops. Talk about the things people do and can find in cities.

This city is in Australia, too.
It is Adelaide.



Can you find Adelaide
on the map?
Is it near Perth?



Ask the children which city and country this is. They need to refer to the text and map to answer this question. Answer the question in the text – is Adelaide near Perth?

Ask the children to identify the label on the map and discuss the purpose of labels – to add or highlight information. Ask the children if this label helped them. Discuss where else they may find labels.

Can the children tell you where they think this city is? Ask them to describe what they see in the photograph, focusing on the features of a city by the water.

Look at this city.
It is Auckland.
It is in New Zealand.



Look at the map.
Can you see Auckland?



Ask the children if they can tell you the name of this city and which country it is in. They need to refer to the information in the text and point to it to show that they comprehend the information.

Focus on the words *New Zealand* and *Auckland* and ask the children to identify them by pointing to them. Ask what blend the words have – *nd*.

Ask the children to describe what they see in the photograph. Draw their attention to the features of this city.

Ask the children to tell you what they think of this book so far. What have they learned? Compare their views now with what they said at the beginning when they were discussing what they would like to learn. Have them talk about their favourite parts in the book so far.

Look at this city.
It is Beijing.
It is in China.



Look at this map of China.
Can you see Beijing?



Ask the children to tell you the name of the city and country on these pages. Encourage them to point to the words.

Ask the children to identify the consonant digraph in the word *China* – *ch*. Talk about other words with the same digraph. Ask the children to identify the question mark. Talk about the intonation we use to ask a question, when we lift our voice at the end of the sentence.

BEFORE READING 10/11

Ask the children to identify this city. Talk about what they see in the photograph and if they recognise the outline of the country.

Ask the children to identify the features of a label – box, colour, line, and arrow.



AFTER READING

Ask the children to identify the city and country using the text. Ask if any of them have visited the United States and what their experiences were like.

Identify the word *photo*. Ask the children which word this is short for – *photograph*. Explain that we call the short word an abbreviation. Then look at the consonant digraph – *ph*. Talk about other words with the same digraph.

BEFORE READING 12/13

Ask the children to talk about this city and what makes it special. All cities have their own qualities. Ask the children how a city compares to the countryside and what makes each unique. Talk to the children about where they would like to live and why.



Ask the children where this city is and what it is called. Encourage them to refer to the words in the text.

Ask the children to identify the word *find* and put it into sentences of their own to share with the group. Talk about the long *i* vowel sound. Identify the punctuation – full stops, capital letters (beginning of sentences and names of places), comma, and question marks – and explain its functions.

AFTER READING

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Cities

Ask the children to talk about these pictures. Talk about the cathedral in the background and what it is used for.



Have the children refer to the text and map and tell you the name of this city and country.

Identify the word *England* and the blend *-nd*. Can the children recall any other place names in the book with the same ending (*Auckland* and *New Zealand*)?

Ask the children what they think is on the page. What is the information on this page about? Talk about its format. Explain that a glossary is a list of words related to the topic in a book. In a picture glossary, each word has a picture.



Ask the children to choose one of the words in the glossary and find it on the right page. Ask the children what they liked most in this book.

8 h Cities

Name _____

Match the cities with their countries.

The first one has been done.

City

Country

London

United States

New York

Australia

Adelaide

China

Boston

Australia

Beijing

England

Perth

New Zealand

Auckland

United States

8 h Cities

Name _____

Put the punctuation in the following sentences.

can you find boston on the map

is it near new york

look at this photo

it is a city

the city is perth

Now write two questions of your own.

Remember to write the question marks.

1. _____

2. _____
