

Strand: Geography

Theme: Position

Purpose for Reading: To build understandings of things to see and places to go in the city.

Comprehension Strategies: Making connections to text, predicting, making inferences.

Vocabulary

Dictionary Words: café, museum, park, river, tall buildings

Vocabulary Words: China, person, Shanghai, women

High-Frequency Words: after, big, from, get, has, have, help, if, of, one, people, some, their, there, they, very, want, where, who, will, your

Before Reading

- Ask students to think of interesting or fun places to visit around their city or town. *Who might want to visit these places?*
- Read the title and invite students to talk about the cover photo. *Who could these people be? What are they looking at? Why might they be looking at a map? How do they feel?* Read the title and ask students to think about the title and the photo to predict what the book might be about.
- Read the title page together and discuss the photo. *Where was this photo taken? Who could the woman be? What is she doing? What could she be looking for?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Ask students to talk about what is the same

about each photo. *What do you think all these people might have in common?*

Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and talk about what they see. Read the caption. *What is this woman doing? Which word in the caption tells us she doesn't live here? What is she reading? Why might she read a map? What is behind her? What might she be standing on?*
- Pages 6–7: Have students look at this photo and discuss who these people are. *How do they feel? How do you know?* Read the caption.
- Pages 8–9: Invite students to look at the photo and read the caption. *What are these people looking for? What are tall buildings called? Why are they called skyscrapers? Why might these people want to go to tall buildings?*
- Pages 10–11: Ask students to look at the photo and read the caption. *Why might this man be visiting a park? What other things can you do in a park?*
- Pages 12–13: Ask students to look at the photo and talk about where these people are. Read the caption and discuss what a café is. *What can you do at a café? What sorts of food and drink can you buy? Can you do anything else at a café?*
- Pages 14–15: Invite students to look at page 15. *What can you see on this map? How many bridges can you see? Point to a skyscraper. What is that large green area in the middle? Where is the river? Where does it lead?*

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Discuss students' earlier predictions. *Were these correct? What was different to what you expected?*
- Have students return to the book and talk about the places and things the people were trying to find. Prompt with questions such as, *What are some of the things the man can do when he finds the park? Why might people go to a café? Why is a map a useful tool for finding places? What sorts of things are easy to read on a map? How many bridges can you see on the map?*

Vocabulary and Word Recognition

- Have students find the word *good* on page 3. Write the word on the board. Have students discuss any interesting features of the word that they will need to remember. Have students copy the word onto a piece of paper and check it for accuracy. Tell them to look closely at the word and then close their eyes and see if they can make a picture of it in their head. Have them check the word and then write it five times, saying it as they write it.
- Discuss adding *-s* to words to show plurals. Have students use the book to find all the plurals. Have students write them and read them back.

Oral Language

- Have students work in pairs to tell each other the place in the book they think would be the most fun to visit.

Writing

- Have students write three sentences about things in the book that contain the word *good*.

Creative Extension Activities

- Have students draw a map showing streets, a park, a museum, a school, shops, a café, a river and two bridges. Have them add vehicles, people and animals to their map.
- Have students draw/paint/collage their favourite place to visit in their city or town. Have them write the name of this place.

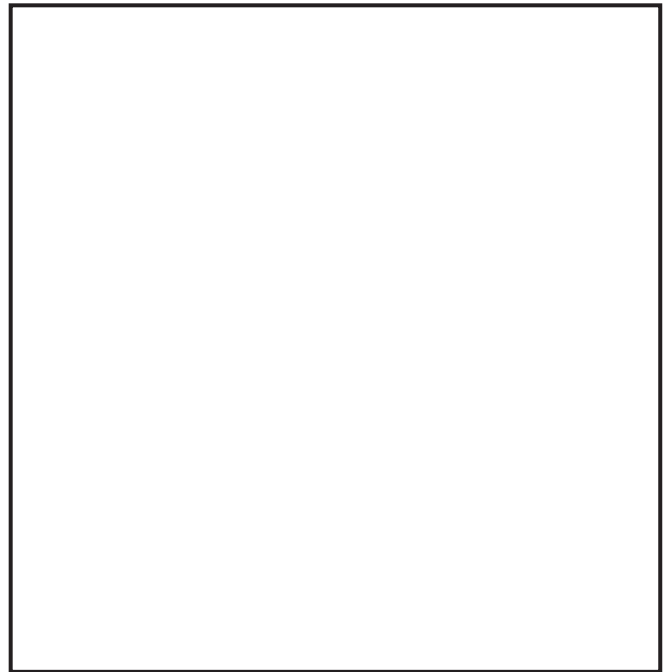
Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

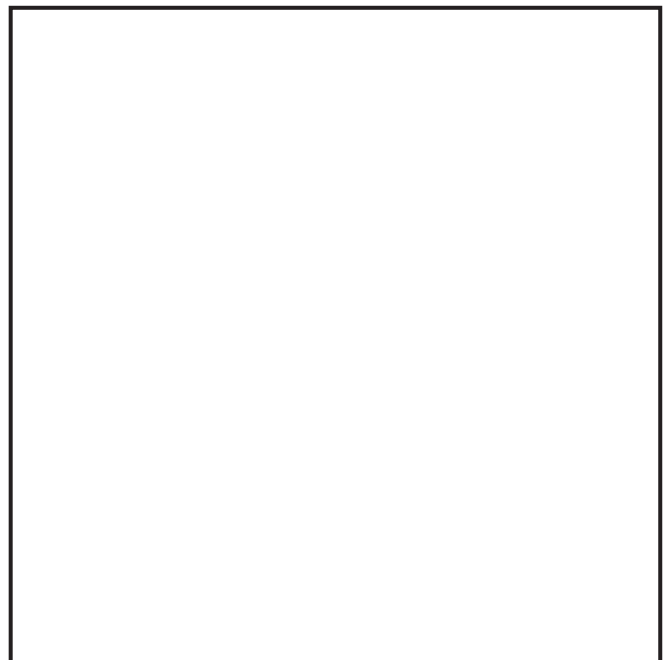
Name: _____

Read and draw.

I am a 20-storey skyscraper. I have a big fountain in front of me and a park to the side. On my roof I have a pool and lots of trees. Many birds land on my roof.



I am a busy café. People eat lunch at my tables. They come for drinks and snacks during the day and evening. Some people even come for breakfast.



Name: _____

What could you do at these places?
Use the book to help you.

River: _____

Museum: _____

Skyscraper: _____

Park: _____

Café: _____
