

### Strand: Geography

### Theme: Locations

**Purpose for Reading:** To develop an understanding of things that can be found at the mall.

**Comprehension Strategies:** Making connections to self, recognizing chronological and sequential order, extracting information.

#### Vocabulary

**Dictionary Words:** bookstore, escalator, food court, parking lot, toy store

**Vocabulary Words:** advertisement, book, directions, hand rail, light, magazine, moving step, mug, parking space, sushi, things to play with, things to ride on

**High-Frequency Words:** at, by, down, go, in, into, is, look, on, see, the, to, too, up, we

#### Before Reading

- Ask the students if they go shopping at the mall. Discuss what the mall is like. *What kinds of stores does it have? Does it have a place to eat?*
- Read the title and have the students talk about the cover photo.
- Read the title page together and ask the students what sort of stores the family might be in.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what is happening.

- Pages 6–7: Ask the students where these people are going and what they are traveling on.
- Pages 8–9: Ask the students what type of store this might be. *What sorts of things would be for sale in this store?*
- Pages 10–11: Ask the students what type of store this might be and what would be sold here.
- Pages 12–13: Discuss what the family is doing now. Read and discuss the labels. *What might the sign be advertising?*
- Pages 14–15: Discuss where the family is now. *What might they be eating and drinking?* Read the labels and ask if anyone has had sushi before. *What was it like? What would they choose to eat at the food court?*

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

#### After Reading

##### Comprehension

- Invite the students to return to the book and talk about the family's trip to the mall. Using sequential language, prompt them with questions, such as

*What did the family do first? What did they do second?*

*What did they do after that? What did they do last?*

- Talk to the students about the different kinds of stores the family went into.
- Have the students suggest other types of stores that might have been in the mall.

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *down* in the text. Write sentences containing *down* on the board. Invite volunteers to come and find the word *down* in your sentences. Have them write *down* on a piece of paper and cut out each letter. Scramble the letters and make the word several times. Add *down* to a high-frequency word chart or word wall.
- Ask the students to suggest words that rhyme with *down*. Write them on the board under one another, lining up the same letters.

### **Oral Language**

- Have the students work in pairs, to retell the mall trip in sequence to each other.

### **Writing**

- Have the students write about their favorite store at the mall. Ask them to say why it is their favorite store.

### **Creative Extension Activities**

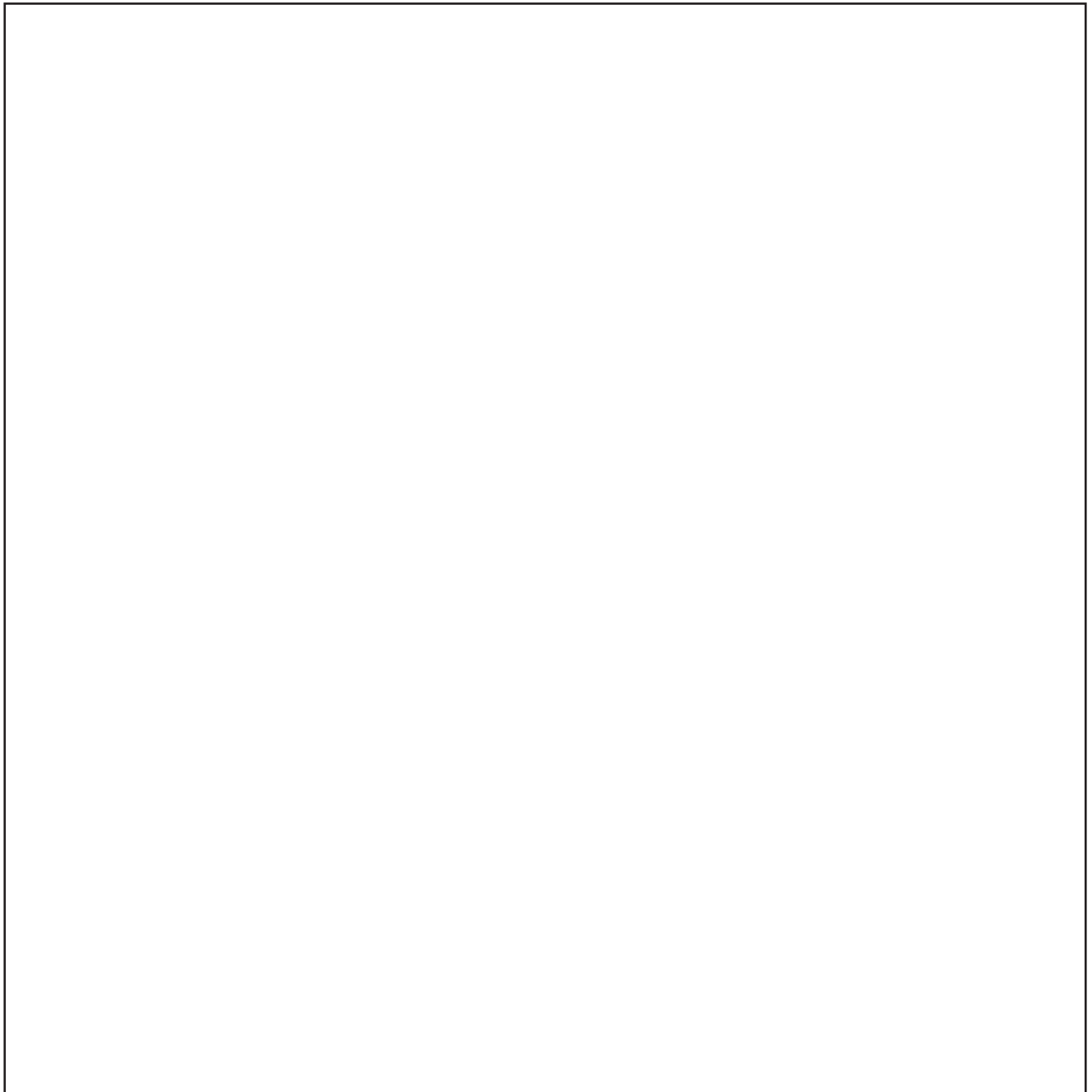
- Have the students draw a cartoon strip of the events of the mall trip. Cut them out and paste them in order.
- Have the students draw an advertising sign to attract people to shop at the mall.

### **Independent Follow-Up Activities**

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Make an advertising sign for the store in the mall that you like best.



Name: \_\_\_\_\_

Draw a map of the shopping mall.  
Include all the stores you like, and  
a place where you can eat.

