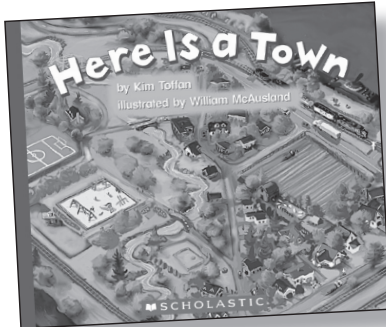


Here Is a Town



Written by Kim Toffan
 Illustrated by William McAusland

Text Type: Non-fiction: Description — Account

Guided Reading Level: A

Summary: This simple text shows what can be found in a town through images of a model town and train.

Word Count: 28
High-Frequency Words:
a, is

Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ repeated language pattern
- ▶ consistent placement of text

Possible Text Challenges

- ▶ model train set may be new to some readers
- ▶ environmental print, e.g., 'Store'
- ▶ 'a bird's-eye view' (perspective)

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ analyzing

Working with Words

- ▶ identifying high-frequency words
- ▶ using picture cues and initial letters to support word predictions

Assessment Opportunities

Note each student's ability to:

- ▶ formulate an opinion and evaluate to gain meaning from the text
- ▶ analyze to gain meaning from text
- ▶ use background knowledge to enhance text meaning
- ▶ track print
- ▶ recognize high-frequency words
- ▶ use picture cues and initial letters to confirm unknown words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Making connections

Activating and Building Prior Knowledge

- ▶ Explain the term ‘town’ to students. Discuss with students what they might see in a town.
- ▶ Hold up the book so that students can see the front and back covers. Read the title, author, illustrator, and the question on the back cover, ‘Where is this town?’

What buildings might you see if you were looking down from an airplane and looking at a town?

ELL Note:

Show pictures of a city, town, village, and farm to the students. Talk about each one. Ask the ELLs to point to the picture that best describes where they come from.

Analyzing/predicting

- ▶ Have students look at the illustrations on the cover and title page and predict where this town might be found.

Discussing Supports and Challenges

- ▶ Hand out copies of the book.

Tracking print

- ▶ Reread the title and title page. Encourage students to track the print with their fingers as they read along with you.

Print concepts

- ▶ Read the first page together and explain how knowing the pattern ‘Here is a ...’ will help them read the book.

Word solving and building

- ▶ Have students look at the picture on page 3 and help them use picture cues to recognize words in the text.

Yes, the picture shows a park. What letter do you expect ‘park’ to start with? Which word says ‘park’? How do you know that word does not say ‘playground’?

- ▶ Ask students to look carefully at the illustrations throughout the book and use prompts to discuss the perspective used by the illustrator in the text:

Synthesizing

- If the pictures were photographs, where would the photographer have to be to take the pictures? Identify this view as being called ‘a bird’s-eye view’.
- Why do you think this kind of picture is called ‘a bird’s-eye view’?
- When is it a good idea to look at something from this view? How does it help you to see?

Evaluating/visual literacy

Analyzing

ELL Note:

Some students may not know the word ‘river.’ Introduce the word using a picture or a drawing of a river prior to reading the book as this will help ELLs read more fluently. Show students a picture of a fish and explain that fish live in rivers. Ask ELLs if they have seen a river or fished in their home country.

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Read the book to find out how important the railway is in this town.

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Analyzing
Analyzing
Inferring
Evaluating
Visual literacy

- ▶ Ask each student to read the book independently, keeping in mind the purpose that has been set for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word-solving strategies, vocabulary, and environmental print ('Store'). Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - What do you see in this picture? What is the first letter of that word?
 - Where does the train go in the town?
 - What might the train be carrying?
 - How do you think the train helps the people in this town?
 - Can you find a word in the picture on page 6? What letter do you think the word begins with? What do you think the sign says?

ELL Note: Discuss each page at length with the ELLs to increase their vocabulary and reinforce the written words. "Oh look, here is a house (pointing at the words). Do you see the windows in the house? Do you see the boy walking by the house?"



AFTER READING

Analyzing

Evaluating

Analyzing
Making connections/
analyzing
Synthesizing

Predicting

Self-monitoring

- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to talk about the things they saw in the town.
- ▶ Note successful reading strategies and any remaining reading challenges.
- ▶ Revisit the purpose for reading: How important is the railway in this town?
- ▶ Extend comprehension by offering prompts to initiate discussion about page 8:
 - What do you see in this town?
 - Can you find all of the objects that we read about in this book?
 - What other pages could the author have written?
 - Discuss students' predictions of where this town might be found.
- ▶ Comment on any effective reading strategies you observed.

Is the train important to this town? Why do you think this?

Where did you think this town could be found? Were you surprised to see that it was a toy train and town?

I saw Jen look at the word and then look at the picture to figure out which word would make sense.



Home Links

Provide students with a copy of the take-home text. See Additional Resources at www.lpey.ca.

Word solving and building

Rereadings

- ▶ Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your student's needs.

Making Books

- ▶ Students can make their own book or write one or two pages of a collective book on what is in a town, a school, a farm, or their home. Provide copies of the book for students to use as reference.

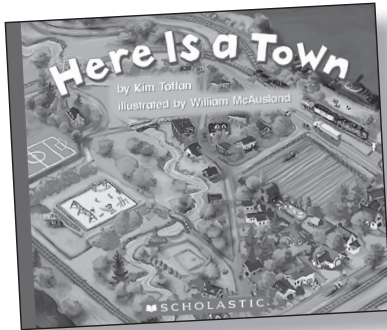
A Bird's-Eye View

- ▶ Have students draw a bird's-eye view of a place that is familiar to them. Encourage students to label the important objects in the drawing. Invite volunteers to talk about their pictures.

Word Building

- ▶ Provide students with magnetic letters and ask them to make the word 'park.' Provide the letters 'b,' 'd,' and 'm' and have students make new words by changing the first letter.

Here Is a Town



Written by Kim Toffan

Illustrated by William McAusland

Text Type: Non-fiction: Description — Account

Summary: This simple text shows what can be found in a town through images of a model town and train.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Kindergarten Reading Guide.

First Reading

Text Features

Visual Literacy

- ▶ bird's-eye view (perspective)
- ▶ illustrations highly supportive of text
- ▶ environmental print

Print Concepts

- ▶ consistent placement of text
- ▶ one line of text on each page
- ▶ repeated language patterns
- ▶ question mark (back cover)

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ analyzing

Working with Words

- ▶ recognizing high-frequency words
- ▶ using picture cues and initial letters to predict unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ form an opinion and evaluate to gain meaning from the text
- ▶ analyze to gain meaning from the text
- ▶ use illustrations to gain meaning from text
- ▶ recognize an increasing number of print concepts (e.g., reading text from left to right, one-to-one word matching)
- ▶ track print
- ▶ recognize high-frequency words
- ▶ use picture cues and initial letters to confirm new words

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Predicting

Activating and Building Prior Knowledge

- ▶ Show students the front and back covers of the text and ask them to predict the topic of the book. Read the question on the back cover, ‘Where is this town?’ Ask the students to predict the answer based on the information provided in the cover illustrations.

Making connections

- ▶ Read the title, author, and illustrator from the front cover. Have the students consider a time when they have looked down on something from above (a bird’s-eye view). Consider how this view affected the way they could see. Students may have looked out the window of an airplane, for example, or looked down on something from a few stories above. Talk about the different examples.

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let’s read the book together to find out how important the railway is to this town.



DURING READING

Print concepts

- ▶ Hand out the books so that each student has a copy. As you handle the book, read with the students, and weave print concepts into your talk. Use prompts to point out some of the features of the text. Prompts include:

Tracking print

- Let’s look at the cover and read the title together as I match each word with my finger. My finger is on the first word and I am ready to read. You read with me. Show me where the name of the author and illustrator is found.

Tracking print

- Let’s look at the title page. My finger is on the first word. I’ll match each word as we read the title again.

Analyzing

- Let’s turn to the first page. Look at the first picture. What do you see in the picture? What does this picture tell you is here?

Tracking print

- Where do you start reading? Where is the first word?

- ▶ Encourage students to join in with the reading, pointing to the print in their books and tracking the words with their fingers.

Teaching Tip: If you have students who need more support, model the reading using only your copy by holding it up so that the small group can see the text. Read the book aloud to the students, tracking print as you do so. Use individual books for the second and subsequent readings.

Analyzing

- ▶ Emphasize comprehension further by looking at the picture first and then link to the text, pausing to ask:

Analyzing

- What is here in the town?
- What letter does that start with? Do you see the word that starts with that letter on the page?

Inferring

- Where does the train go in this town?

Evaluating

- What might the train be carrying?
- How do you think the train helps the people in this town?

ELL Note: Discuss each page at length with the ELLs to increase their vocabulary and reinforce the written words. “Oh look, here is a house. (pointing at the words) Do you see the windows in the house? Do you see the boy walking by the house?”



AFTER READING

- Evaluating** ▶ Provide a prompt related to the purpose set for reading.
- Predicting** ▶ Discuss students’ predictions of where this town might be.
- Visual literacy** ▶ Draw students’ attention to the purpose of a bird’s-eye view. How does this view help us to see a space differently? How would the book be different if photographs had been used? How would it be different if illustrations were drawn from a different view point, such as facing the building?

How important is the railway to this town? What does it do?

Were you surprised to see that this was a toy train and town?

Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following areas.

Print Concepts, Tracking, and Book Handling

- Tracking print/print concepts** ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the book to demonstrate and to verbalize key ideas (e.g., moving your finger across each line of print, verbalizing concepts such as first/last word, next page, and pointing out the question mark).

Let’s look at the text on the back cover. What do you see at the end of the sentence? Why is the question mark there?

Focusing on Comprehension

- Making connections** ▶ Invite students to reread the text with a focus on making connections.
- Evaluating** ▶ During reading, pause and offer prompts:
 - What do you like best about this town? Why?
 - What do you like best about your community?
 - What kinds of buildings are in your community?
 - Does your community have a river or a train running through it?
- Making connections**

How is this town like where you live?

Teaching Tip: You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Predicting/ making connections you may decide to ask, “Think of other things that might be in a town. If you were to add another page to this book, what would be in the picture?” For more information, see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

High-frequency words

Word solving and building



Home Links

Provide students with a copy of the take-home text to read chorally with family members. See Additional Resources at www.lpey.ca.

Working with Words

- ▶ Focus on word recognition by:
 - framing one or two high-frequency words with a word mask (e.g., ‘a,’ ‘is’)
 - taking a word such as ‘school’ and asking the students to think of other words that start with ‘s.’

That looks like a school. What sound does ‘school’ start with? What letter would you look for at the beginning of the word? Point to the word ‘school.’

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the text with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

Making Books

- ▶ Students may choose to collaborate on a text or write their own books about a location that is significant to them. It could be their school, their home, or their neighbourhood. Provide copies of the text, *Here Is a Town*, to use as reference. Students can then write their own book, individually or as a group that tells the story of their setting. They can follow the same format as the book to create their text. For example, in a book about their room, they may write, ‘Here is my bed. Here is my toy box.’

Setting the Scene

- ▶ Students may use the sand table or the block centre to create a setting either from the text or one of their own. They should work as a group to talk through the props they need. By spending some time with the group, you can assess through observation and model any new vocabulary (e.g., “The cube can be a house”). Lead the students in a discussion about how they can see the items differently from this point of view. Additionally, or alternatively, students may view their school neighbourhood from above using Google Earth.

Word Building

- ▶ Provide students with small chalkboards or white boards and have them print the words ‘a’ and ‘is.’ Provide the text or word cards for reference.

Making Words

- ▶ Provide students with magnetic letters and ask them to make the word ‘park.’ Provide the letters ‘b,’ ‘d,’ and ‘m’ and have students make new words by changing the first letter.

High-frequency words

Word solving and building