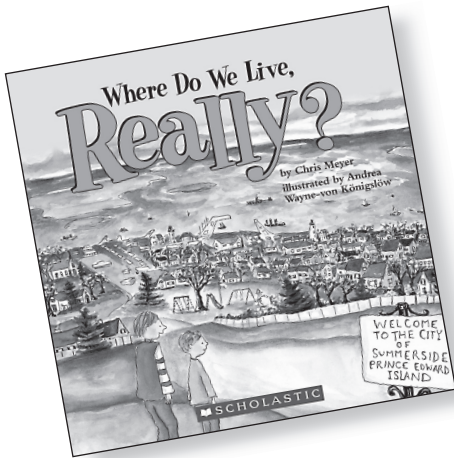


Where Do We Live, Really?



Written by Chris Meyer

Illustrated by Andrea Wayne-von Königslöw

Text Type: Non-fiction: Explanation — Question and Answer

Guided Reading Level: G

Summary: A young boy living in Summerside, Prince Edward Island asks his brother many questions to find out where he *really* lives. His curiosity takes the conversation about where they are from their house to the earth's place in the solar system.

Word Count: 118

High-frequency Words: *asked, Canada, live*

Text Features

Visual Literacy

- ▶ many types of signs
- ▶ house numbers
- ▶ outline maps

Print Concepts

- ▶ capitalization

Text Supports

- ▶ one line of text per page, except for page 19 which contains two short sentences
- ▶ the story is told in a question-and-answer format
- ▶ illustrations support the text

Possible Text Challenges

- ▶ names of geographic locations
- ▶ understanding the expanding concept of location in the world
- ▶ some challenging vocabulary

Reading Strategies

Comprehension

- ▶ predicting
- ▶ synthesizing
- ▶ making connections: text to world

Working with Words

- ▶ using illustrations and prior knowledge to solve unfamiliar words
- ▶ using words within words and letter chunks to break down multi-syllabic words
- ▶ capital letters

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about what information comes next
- ▶ synthesize to provide a brief account of the story
- ▶ connect text with self and knowledge about the world
- ▶ solve unknown words using illustrations, prior knowledge, and by finding words and letter chunks within words

Oral Language Opportunities

- ▶ discussing in a group
- ▶ discussing in pairs
- ▶ listening to others



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show students the front and back covers of the book. Read the author's and illustrator's names. Ask students what they think this book is about.

Evaluating/infering

Hand out the story. Say, *From reading the title and looking at the cover illustration, do you think the author, Chris Meyer, and the illustrator, Andrea Wayne-von Königslöw, are telling us a fictional story or an informational story?* Have students back their evaluations with inferences from the cover (including the "Welcome" sign) and/or from the activating discussion. Have students turn to the back cover. Ask them to tell what they see in the picture. Establish that this is a view of the planet Earth. Together, locate the continent of North America and the country of Canada. Read the blurb. Ask students, *What questions do you think the boy is asking?*

ESL Note: Ask students what they know about maps. Provide examples of different kinds of maps, such as a world map, a country map, and a city map. Display the world map and asked students in which country they used to live. Point out each country on the map.

Teaching Tip: Highway maps are available through the Canadian Automobile Association (www.caa.ca). At www.mapquest.ca you can print city maps from satellite view to street view. Another great Canadian map site is www.embassyworld.com.

Predicting/print concepts

Overcoming Text Challenges

Have students open their books to page 3. Read the first sentence together. Ask, *What is special about the punctuation in this sentence?* After establishing that there are quotation marks, go on to discuss the question mark and how these marks tell you how to read the sentence. Ask, *What does the author expect the reader to do when a question is asked in a sentence?* After establishing that the reader's job is to pause and answer the question inside their head, ask students to share what they answered.

Synthesizing

Setting a Purpose

Tell students that as they read the book they are to find out the answer to the title question: *Where do we live, really?*



DURING READING

Tell each student to read independently to the end of the story. Observe and listen to students as they read, assisting them with word-solving strategies and vocabulary queries. Offer prompts to help students problem solve as they read. For example, *Do you see a word you know inside that long word? Try finding a letter chunk that you know and then blend the rest of the sounds with it. Did you try looking at the pictures for clues?*

Note students' successful use of reading strategies and any difficulties they encounter.

Students who finish before the others may partner to practise reading fluently, with one partner reading the questions and the other reading the answers, assisting each other with unfamiliar words.



AFTER READING

Predicting/print concepts

Say, *While you were reading, you had to pause many times and answer the question inside your head asked by the younger brother. How did the author show you that it was time to pause and predict an answer?* (quotation marks, question mark). Ask, *How did you do with your predictions? Were you surprised or did you learn something new with any of the older brother's answers?* Have students refer specifically to the pages where they were surprised or learned something new.

Synthesizing

Ask, *What have you learned about where we really live?*

Word solving and building

Select a couple of the challenging words you noticed during the reading—*brother, city, Summerside, province, Prince Edward Island, country, continent, North America, planet, Earth, solar system*—or any other words that were challenging for the students. Ask students what strategies they used to work these out, referring to the text, if the strategy involved visual cues.

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 the needs of your students.

Synthesizing

Literature Response: Writing

Students can use this story to model their own book called *Where Do I Live, Really?* using their own community as the primary location. Give students a multi-page booklet with the frames already formatted (see the BLM for frame sentences) so that they are responsible for filling in the blanks and illustrating their books. Give more independent students a blank booklet so they are responsible for using the model from the book.

Sequencing/synthesizing

Reader's Theatre

Where Do We Live, Really? is already formatted for Reader's Theatre. Students can perform the story in pairs or roles can be read chorally by groups of students. As students prepare to perform, they should focus on fluent and expressive reading.

Word solving and building

Patterns in Proper Nouns

Students will discover that names of places have one common pattern—they all begin with capital letters. Other patterns may be discovered. For this activity, direct students in pairs or a group to list all the place names found in the story *Where Do We Live, Really?* and then look for spelling patterns under these headings: "Patterns common to all place names" and "Patterns common to some place names."

Where Do I Live, Really?

Name: _____

Cover: Where Do I Live, Really? Written by _____

and illustrated by _____ .

Page 1: Where do I live really?

Page 2: You live in a _____ **. (house, apartment, condominium, trailer)**

Page 3: But where is my _____ **?**

Page 3: Your _____ **is on** _____ **Street.**

Page 4: But where is _____ **Street?**

Page 5: _____ Street is in the _____ **(city, town) of** _____ .

Page 6: But where is _____ **(name of city or town)?**

Page 7: _____ is in the province of _____ .

Page 8: But where is _____ **(province)?**

Page 9: _____ is in the country of _____ .

Page 10: But where is _____ **(name of country)?**

Page 11: _____ is on the continent of _____ .

Page 12: But where is _____ **(name of continent)?**

Page 13: _____ is on the planet _____ .

Page 14: But where is the planet _____ **?**

Page 15: Earth is a planet in our _____ .