

## iOpeners Big Book *Looking at Cities*

### Summary

There are cities all over the world. *Looking at Cities* tells how cities everywhere are alike.

*Before You Read*

### Build Social Studies Concepts

#### ? What is a community?

Remind children that a community is a place where people live, work, shop, and play. Talk about the various communities that make up our world—cities, suburbs, and rural communities. Discuss with children the kind of community they live in. Talk about what makes their community special. Children might mention the following: people or neighbors, schools, shops and stores, workers or community helpers, parks, and so on.

#### LEARNING GOALS

##### Social Studies / Comprehension

- Identify and create common features in immediate environment
- Identify common features of the local landscape
- Create simple representations of community
- Use information learned from books by describing, relating, categorizing, or comparing and contrasting
- Ask and answer appropriate questions about a book

*After You Read*

### Extend Social Studies Concepts

**A Special City** Have children draw a picture of a city. Help them label their pictures using the academic vocabulary as appropriate—*building, street, people*, and so on. Use the vocabulary as you talk about their pictures.

**City Shapes** Allow children work in small groups and provide each group with a variety of construction paper shapes (squares, rectangles, triangles, circles) in different sizes. Have each group create a city or neighborhood street of buildings by gluing the shapes on a large sheet of paper. Talk about the many different kinds of buildings that make up a city or town.

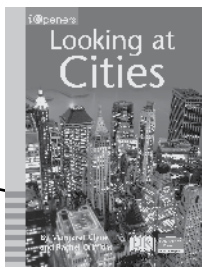
**Center Time Reading** Place the Big Book in the Library and Listening Center for children to read and enjoy at their leisure.

### Academic Vocabulary

city\*  
park\*  
building  
people\*  
street\*  
world  
store

\* words that are also OWL Concept Words or Amazing Words





## iOpeners Big Book **Looking at Cities**

### Shared Reading

Display *Looking at Cities*. Read the title as you track the print. Talk about the picture on the cover, and ask children what they think this book will be about. Remind them that cities are alike in many ways no matter where in the world they are. Turn to the back cover of the Big Book and read the short summary to children.

**Preview** Turn to the title page and read the title. Tell children that this book was written by two people; it has two authors. Read their names as you track the print. Page through the book and have children tell what they see in all the pictures. (cities)

**Concepts of Print** As you read, track the print from left to right in a fluid motion. Remind children that we always read from the top of the page to the bottom, and we always start at the left and read to the right. Be sure to point out other concepts of print as appropriate, for example, capital letters, end punctuation, spaces between words, and so on.

**Read the Book** Display the Big Book and read each page as you track the print. Remind children how to carefully turn each page. On subsequent readings, have children join in on any repetitive or predictable text. Have them point out in the picture what the text is describing. Explain vocabulary in the text that children might be unfamiliar with. Use the following questions and/or models as appropriate.

**Pages 2–3** How can you tell this is a city? Point to the tall buildings. Some buildings are taller than others. What do you think might be in some of these buildings?

**Page 4** This is a very busy street. Where do you suppose all these cars and people are going?

**Page 5** What kind of stores do you think these are? How are people getting around on this street?

**Page 6** How can you tell this park is in a city?

**Page 7** This street has no cars. Why do you suppose that is? What do you think these people are doing and where might they be going?

**Page 8** These are all the pictures from the book. The caption, or label, below each picture tells us the name of the city and country where the picture was taken.

**Discuss** Have children talk about the book. Ask, **What is the same about all of the cities we saw in this book?**

### Repeated Reading

**Talk About It** Discuss with children what they learned about cities from this book. Encourage them to use the vocabulary from the book in their discussions: *city, building, street, store, park, people, world*.

**Revisit the Book** Reread the book as appropriate during the unit and allow children to join in reading. Revisit page 8. Use a world map to show children where each city is in relation to where they live. Talk about how far apart these cities are and yet how much alike they are.

**Concepts of Print** Turn to page 2. Point out the line of text on the page. Say, **Look at this line of words.** Track the print with your hand as you say, **It says, "This is a city."** This line of words is called a sentence. **See the capital letter T at the beginning? A sentence always begins with a capital letter. And what do you see at the end of the sentence? Yes, every sentence has a mark at the end. This mark is called a period.**