## Focus Question:

What are some features of water cities?

Book Summary

Text Type: Nonfiction/Informational

Many people have heard of Venice, Italy, but did you know there are other cities built on or near bodies of water, too? *Water Cities* is a nonfiction text that gives students more information about these fascinating cities. Engaging photographs and an interesting topic will capture students' interest in learning more about the world around them. The book can also be used to teach students how to make inferences and draw conclusions as well as to summarize to better understand the text.

The book and lesson are also available for levels R and X.
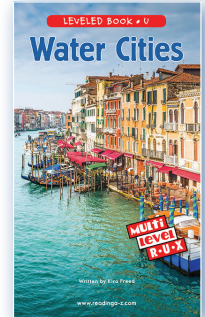
Lesson Essentials

Instructional Focus

❑ Summarize to understand text
❑ Make inferences and draw conclusions using clues found in the text
❑ Understand the importance of photographs to enhance the text
❑ Identify and use dashes
❑ Discriminate and use open compound words

Materials

❑ Book: *Water Cities* (copy for each student)
❑ Make inferences / draw conclusions, dashes, open compound words worksheets
❑ Discussion cards
❑ Book quiz
❑ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA–Z.com.

- **Words to Know**

    Story critical: *artificial* *(adj.)*, ***drained*** *(v.),* ***isthmus*** *(n.),* ***reclaimed*** *(v.),* ***seaport*** *(n.),* ***stilt*** *(n.)*

    Enrichment: *adobe* *(n.),* ***import*** *(v.),* ***lagoon*** *(n.),* ***residents*** *(n.),* ***transportation*** *(n.),* ***urban*** *(adj.)*

- **Academic vocabulary:** *amount (n.), another (adj.), community (n.), continue (v.), include (v.), reason (n.)*

Guiding the Reading

Before Reading

Build Background

- Place on the board multiple photographs of Venice, Italy, and play gondola music if possible. Have students work with a partner to share everything they know about this famous city. Invite volunteers to share their answers with the class.
- Explain to students that Venice, Italy, is only one of the world's water cities. Share that they will be reading a book to learn more about other water cities located throughout the world.

Introduce the Book

- Give students their copy of *Water Cities*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers recall, talk about, and write about what they've read by using the information from the text to create a summary. Explain that a *summary* is a brief overview of the most important information in the text. Point out that a summary answers the questions *who, what, when, where,* and *why.* Explain to students that creating a summary after they read helps them better remember and understand the most important parts of the text. Make a five-column chart and write the words *Who, What, When, Where,* and *Why* as headings on the board.

Introduce the Comprehension Skill: Make inferences / draw conclusions

- Explain to students that authors don't always explain everything that happens in a book. Instead, they give readers clues to figure out what they didn't tell in words. Explain that readers use clues

Guiding the Reading (cont.)

from the text and what they already know to make a guess. Point out that this is called *making an inference* or *drawing a conclusion*.

- Draw a three-column chart on the board. Label the columns: *Evidence from Text, What I Know, What I Infer/Conclude*. Explain to students that they will be using clues from the text as well as what they already know to make inferences and draw conclusions while they are reading.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about the features of water cities. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why do people find water cities fascinating?* (level 3) page 4
- *How are Venice and Amsterdam the same? How are they different?* (level 2) pages 4–5
- *Why has Amsterdam's main transportation system changed?* (level 3) page 6
- *Why might Singapore have one of the world's busiest ports?* (level 3) page 7
- *What are some different reasons that water cities were established?* (level 2) multiple pages
- *What do all water cities have in common?* (level 2) multiple pages
- *Which water city is most similar to where you live?* (level 3) multiple pages

Text Features: Photographs

Explain to students that photographs help readers visualize information presented in a text. Give students sticky notes or index cards, and ask them to cover each photograph in the book. Then have students reread the book with a partner. Ask students: *How was the book different when you read it without the photographs? What value do the photographs add to the text? How would your understanding of water cities be different without the photographs?* Guide students to the conclusion that photographs are an important part of understanding the information presented in a text and that the author included them to help readers visualize the water cities highlighted in the book.

Skill Review

- Model for students how to orally summarize, by stopping at several points during the reading. In your summaries, be sure to answer the questions *who, what, when, where*, and *why*.
- Place students into seven small groups. Assign each group a different water city from the book. Ask groups to create a summary for their water city, answering the questions *who, what, when, where*, and *why*. Invite volunteers from each group to fill in the chart on the board and recite their summary for the class.
- Model making inferences and drawing conclusions. **Think-aloud**: *I know that authors don't always use details to explain everything about a topic of a book. But I know I can use clues from the pictures and words to make inferences and draw conclusions. On page 8, I read about Dubai's Palm Islands project, which is adding hundreds of miles to the coastline. I know that beachfront property is very popular, and I know it is also very expensive. From this, I can infer that the leaders of Dubai are adding this coastline to make more money from people who want to live there or visit there for vacation. Using clues from the book and what I already know helps me make inferences and draw conclusions about what I'm reading.*
- Fill in this example inference in the three-column cart on the board. Give students their copy of the make-inferences / draw-conclusions worksheet. Have students use evidence from the text and their prior knowledge to make inferences and draw conclusions about water cities.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Guiding the Reading *(cont.)*

Skill Review
Graphic Organizer:
Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how making inferences and drawing conclusions helped them better understand and remember the information presented.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Some features of water cities include being built on or near water, using water as a mode of transportation, being made up of many small islands, and having popular water-related activities.*)

Comprehension Checks
- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Grammar and Mechanics: Dashes

- Review or explain to students that a dash (—) is a punctuation mark that can be used for different purposes: to show an afterthought or summary at the end of a sentence or to "set off," or clarify, information within a sentence.
- Write the following sentence on the board: *One of Dubai's largest construction projects is Palm Islands—three artificial islands shaped like palm trees.* Invite a volunteer to come to the board and circle the dash and explain its purpose in this sentence. Point out that the purpose of a dash is different from the purpose of a hyphen, which is used in compound adjectives, adverbs, and nouns, such as in *world-famous.* Point out that hyphens are shorter in length and used to connect two or more words.
- Write another sentence on the board, this time leaving out the dashes: *Mexcaltitán about 350 meters by 40 meters is now home to about 800 people.* Ask a volunteer to come to the board and add the dashes where they belong.

- **Check for understanding:** Write eight sample sentences on the board, leaving out the dash or dashes in each sentence. Have students work with a partner to identify the correct location and purpose of the dash or dashes in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the dashes worksheet. If time allows, discuss their answers.

Word Work: Open compound words

- Write the word *summertime* on the board. Ask students which two words are joined together in the word *summertime*. Ask students to offer a definition of the word on the basis of its components. Explain that this word is called a *closed compound word.* Point out that it is made up of two words that together create one meaning and that the definitions of the two words can help students figure out the meaning of the bigger word.
- Write the word *sea level* on the board. Explain that this compound word is called an *open compound word* since the two words are separated with a space, but they create a new meaning when they are together. Ask students to work with a partner to generate other open compound words, such as *school bus* and *Christmas vacation*. Invite volunteers to share their answers with the class.
- **Check for understanding:** Write the following open compound words on the board: *living room, full moon, real estate, dinner table, coffee mug.* Have students work with a partner to create sentences using each open compound word. Then for each compound word, have them create two more sentences that include the individual words separately. Have volunteers share their sentences with the class. Remind students that the meaning of an open compound word is different from the individual meanings of the separate words.
- **Independent practice:** Introduce, explain, and have students complete the open-compound-words worksheet. If time allows, discuss their answers.

Connections
- See the back of the book for cross-curricular extension ideas.