

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 202

Book Summary

Readers of this book will meet Anna, a young girl who lives in the city. Anna will show and tell readers all about life in a big city and why she likes it. It has tall buildings, big parks, lots of people, and fun things to do!

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand text and remember details
- Identify main idea and details
- Discriminate *r*-controlled /ar/ vowel
- Identify *r*-controlled *ar* in words
- Recognize and form sentences with compound predicates
- Recognize and use the high-frequency word *people*

Materials

Green text indicates resources available on the website

- Book—*I Live in the City* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, *r*-controlled /ar/, compound predicates worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *live, many, people, play, walk*
- Content words: *apartment, buildings, city, museum, neighbors, paintings*

Before Reading

Build Background

- Involve students in a discussion about your community. Ask: *Is it in a city or in the country? Is it a large city or a small town?* Have students help you make a list of activities on the board that they like to do in their community. Ask questions such as: *What do you like to do in (name of community)? Do we have parks? Museums? Can you walk to school? Do you live in a house or an apartment?*

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *I Live in the City*. (Accept all answers that students can justify.)

Lesson Plan *(continued)*

I Live in the City

- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive phrases on the board: *I live ____*; *We walk ____*; and *I like ____*. Read the phrases aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Retell**

- Explain to students that good readers stop now and then during reading to retell in their mind what is happening or what they've learned so far in a book. Stopping to retell events or details helps readers remember and understand what they are reading.
- Explain that when people retell a story, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or the events on a television show.
- Model retelling a familiar story in detail, such as *Where The Wild Things Are*.
Think-aloud: *In the book Where the Wild Things Are, a little boy named Max gets sent to his room without dinner because he is being naughty. While sitting in his room, Max begins to imagine that he sails away to an island full of magical creatures called the Wild Things. When Max arrives, the Wild Things try to scare him, but he tames them and becomes king of all the Wild Things.*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 6, 9, and 12. Explain that as they read, they should stop on these pages to think about what has happened so far in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a big idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book covers. Ask them to predict what the main idea might be (living in the city). On the board, write *Main Idea*. Write *Living in the City* underneath this heading. Draw a circle around it for later use as a web diagram.
- Explain that each page in the book contains details that tell readers more about the book's big idea.
- Model how to identify details.
Think-aloud: *I know that every book has details that help explain the big idea. I know that this book describes living in the city. I notice that the picture on page 3 shows a girl sitting on the step of an apartment building. Living in an apartment seems to be one detail about the big idea of living in the city.*
- Return to the board and draw a line out from the circled main idea. At the end of the line, write *apartments*.
- Ask students to review the pictures in the book. Ask them to share any ideas they have about details that might support the main idea.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures. Use the vocabulary they will encounter in the text.
- Remind students that they can help themselves when they come to a tricky word by looking at the first letter(s) in the word and then checking the picture on the page to see what might start with the same sound and what might make sense in the story. For example, on page 4, point to the *b* in *buildings*. Say: *I am going to help myself by looking at the picture and thinking about what object in this picture starts with b and makes the /b/ sound. I know the words in front of*

Lesson Plan *(continued)*

I Live in the City

this tricky word: There are tall . . . When I use the picture clue, I think the word is buildings. That word makes sense and matches the picture. Invite students to read the sentence along with you.


Set the Purpose

- Have students read the book to find out about living in the city. Remind them to look for details about the main idea as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text. After they have finished reading, tell students to stop and think about what they have read and learned so far.
- **Model retelling.**
Think-aloud: I stopped after reading these pages to retell in my mind what I had read so far. I learned that Anna lives in the city in an apartment. There are tall buildings all around her apartment. There are lots of people, cars, and buses. There aren't many grassy places except the city park.
- **Check for understanding:** Have students read to the end of page 9. Encourage them to retell with a partner what they read on pages 6 through 9.
- Introduce the **main-idea-and-details worksheet**. Direct them to the board and show them how your web on the board looks similar to the one on their worksheet. Guide them to fill in one circle on their worksheet with the word *apartments*. Then have them fill in two more bubbles with details they have learned so far by reading the book.
- Have students read the remainder of the book. Encourage them to retell in their mind when they have finished. Remind them to think about details they could add in the circles on their worksheet.

 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 the discussion that follows.

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.

Reflect on the Reading Strategy

- Discuss how stopping to retell as they read helps students to remember what they read.
- **Think-aloud:** *Now that I have read the whole story, I can retell it to a friend, in my mind, or on a piece of paper. Doing this will help me remember the details.*
- **Independent practice:** Have students retell the story from the beginning to a partner. Listen for whether they include the main character and details in order.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Ask them to share the details that they wrote on their worksheet. Invite them to explain why each of the details on their worksheet matches the main idea of the story.
- **Independent practice:** Have students complete the main-idea-and-details worksheet by filling in the last two circles.
- **Enduring understanding:** In this book, you read about a girl who loves living in the city. Now that you have read about her life where she lives, what are some things you love about your life where you live?

Build Skills

Phonological Awareness: **Discriminate r-controlled /ar/ vowel**

- Say the word *car* aloud to students, emphasizing the /ar/ sound. Have students say the word aloud and then say the /ar/ sound. Explain or remind students that the /ar/ sound can be found at the beginning of a word, in the middle, or at the end.
- Read page 3 aloud to students. Have them give the thumbs-up sign when they hear a word that contains the /ar/ sound (*apartment*). Ask volunteers to tell you where in the word they hear the sound (middle).
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word contains the /ar/ sound: *park, school, art, star, city*. Encourage students to listen for and tell the location of the /ar/ sound in each word.

Phonics: **Identify r-controlled ar words**

- Write the word *car* on the board and have students read it with you. Have students say the /ar/ sound aloud while you run your finger under the letters in the word. Ask students which letters stand for the /ar/ sound in the word *car*.
- Have students practice writing the *ar* letter combination on a separate piece of paper as they say the sound the letters make.
- **Check for understanding:** Write the following words on the board, leaving a blank where the *ar* is located: *apartment, cars, park, star, art*. Say each word, one at a time, and have volunteers come to the board and add the *ar* to the word. Other students may practice writing the complete word on their paper, underlining the *ar* in each word.
- **Independent practice:** Introduce, explain, and have students complete [r-controlled /ar/ worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Compound predicates**

- Explain or review with students that two short sentences can often be combined to form one sentence, if the subject of both sentences is the same. Tell students that writers often combine sentences to make their writing more interesting and easier to read and understand.
- Write the following sentences on the board, one directly under the other: *Anna likes the park; Anna likes the museum*. Ask students to identify the subject in each sentence (*Anna*). Then ask a volunteer to come to the board and underline what Anna likes in each sentence.
- Model for students how to combine these two sentences into one by inserting the word *and*: *Anna likes the park and the museum*.



- **Check for understanding:** Have students work with a partner to locate the other compound predicates in the book and circle them (pages 5, 6, 7, 9).
- **Independent practice:** Introduce, explain, and have students complete the [compound predicates worksheet](#). If time allows, discuss their responses.

Word Work: **High-frequency word people**

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *people* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word with their finger in the air or on their desk as you spell it aloud. Point to each letter as you spell it.
- Explain to students that they can't really sound out this word because it contains silent letters. Tell them that it is best to just practice reading and writing the word *people* so that they automatically recognize it when reading.
- Have students turn to page 5 in their book and read the first sentence with you. Ask them to point to the word *people* as you read.
- **Check for understanding:** Have students turn to a partner and use the word *people* in an oral sentence.

Lesson Plan *(continued)*

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Ask them to practice writing the word *people*, and/or writing simple sentences that contain the word *people*, on a separate piece of paper.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Ask them to stop in their reading and have their audience retell what has been read so far.

Extend the Reading

Realistic Writing and Art Connection

Have students fold a piece of paper in half. On one half, have them draw a picture of where they live. Have them write a sentence or two underneath their drawing, beginning with *I live in* _____. On the other half, have them draw a picture of something they like to do where they live. Then have them write one or two sentences underneath their drawing, beginning with *I like to* _____. Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Work with students to create a list of activities to do in a big city near you. Identify several safe Internet sites that students can access to find this information. Guide them through the site to search for and identify such things as museums, parks, children’s theaters, landmarks, and more.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently retell what they have read to better understand text
- accurately identify important details that support a main idea in text and on a worksheet
- accurately discriminate the *r*-controlled /ar/ sound and its location in words during discussion
- identify and write the letter symbols that represent the *r*-controlled /ar/ sound during discussion and on a worksheet
- understand compound predicates and how to combine sentences to create compound predicates on a worksheet
- correctly identify, use, and write the high-frequency word *people*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)