

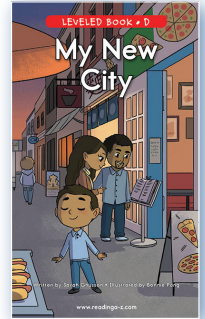
Focus Question:

How are the old city and the new city the same? How are they different?

Book Summary

Text Type: Fiction/Realistic

When a little boy and his parents move to a new city, he discovers all the wonderful differences between his new and old homes. *My New City* is a simple and delightful story that invites students to practice the skill of comparing and contrasting. The book can also be used to teach students how to visualize to understand the text and to identify and use the pronoun *I*.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Compare and contrast ideas
- ☐ Describe information provided by illustrations
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Recognize and use the pronoun *I*
- ☐ Identify and use high-frequency words *down, now, ride*

Materials

- ☐ Book: *My New City* (copy for each student)
- ☐ Compare and contrast, short vowel *i*, pronoun *I* 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 appear in the lesson but not the book

- **High-frequency words:** *down, now, ride*
- **Words to Know**
Story critical: *city* (n.), *different* (adj.), *freeway* (n.), *moved* (v.), *stores* (n.), *subway* (n.)
- **Academic vocabulary:** *compare* (v.), *contrast* (v.)*

Guiding the Reading

Before Reading

Build Background

Write the word *city* on the board and read it aloud to students. Discuss with students the meaning of the word *city*. Invite them to work in small groups to discuss what they might do or see in a city. Provide each group with a sheet of chart paper to record and illustrate their discussions. Invite volunteers to share their discussions and posters with the class.

Introduce the Book

- Give students their copy of *My New City*. 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, illustrator's name).

Introduce the Reading Strategy: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 5 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

Introduce the Comprehension Skill:

Compare and contrast

- Write the words *compare* and *contrast* on the board and read them aloud to students. Have students turn to a partner and discuss the meaning of each word. Invite students to share their discussions with the class. Explain that to compare means to look at the way things are the same and to contrast means to look at how things are different.

Guiding the Reading (cont.)

- Create a Venn diagram on the board and label the right circle *bike* and the left circle *car*. Invite students to share how bikes and cars are similar and different. Model how to record their responses in the Venn diagram. Explain to students that using this graphic organizer will help them to better understand and remember what they have read.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about how the old city and the new city are similar and different. 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.

- *Where did the boy used to live?* (level 1) page 4
- *How did the boy get to the store in his old city?* (level 1) page 5
- *How is the boy’s home in his new city different from his home in his old city? How is it the same?* (level 2) pages 4 and 8
- *How are the smells in the new city different from the smells in his old city?* (level 2) pages 7 and 11
- *How does the boy feel about moving? How do you know?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide lots of important information for the reader. Point out that illustrations often tell you many things that are not written by the author. Reread page 6 aloud as students follow along. Have them work in small groups to discuss the following questions: *What can you see in the illustration that was not written in*

the words of the story? How does this illustration help you understand what a subway is? Invite each group to share their responses with the class. Repeat this process with other illustrations in the story.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Model evaluating details to compare and contrast. **Think-aloud:** *As I read, I pause often to think about how the boy’s new city and old city are the same and how they are different. Comparing and contrasting helps me to remember and understand what I have read. For example, when I compare where the boy walks in each city, I notice that in his old city he walked to the store with his friends, but in his new city he walks through the park with his parents. I will record this information in the Venn diagram in the outer circles to show how these activities are different.*
- Have students work in small groups to identify similarities between the old and new cities. Invite each group to share their findings and record this information in the Venn diagram.
- Model how to complete the [compare-and-contrast worksheet](#). Have students work with a partner to compare their findings.

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.

Skill Review

Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their responses with the class.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Reasons should include the following: *The cities are similar in that the boy can walk in the city, has transportation, and so on. The cities are different in that the boy used to live high up and now lives down low, and so on.*)

Guiding the Reading (cont.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Short vowel /i/ sound

- Say the word *city* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the short vowel /i/ sound to a partner.
- Read pages 7 and 8 aloud to students and have them jump up each time they hear a word containing the short vowel /i/ sound.
- Say the following word pairs and have students work with a partner to identify the word in each set that contains the short vowel /i/ sound: *kite/kit*, *pat/pit*, *bin/band*, *hot/hit*.
- **Check for understanding:** Say the following words one at a time and have students place their hands on their head when they hear a word that contains the short vowel /i/ sound: *life*, *his*, *stick*, *bee*, *fist*, *rat*, *dinner*, *hip*, *chip*.

Phonics: Short vowel i

- Write the word *sit* on the board and read it aloud with students.
- Have students say the /i/ sound aloud. Then, run your finger under the letters in the word *sit* as students say the whole word aloud. Ask students to identify which letter represents the short vowel /i/ sound in the word *sit*.
- Repeat with the word *fin*. Ask students how the words *sit* and *fin* are the same (they both contain short vowel i).
- Write the following words on the board, leaving out the short vowel i: *miss*, *tip*, *snip*, *mitt*, *bit*, and *kit*. Invite volunteers to come to the board and add the short vowel i to each word and read the word aloud.
- **Check for understanding:** Have students work with a partner to reread the book and circle all the words containing the short vowel i. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Pronoun I

- Say the following sentence aloud to students: *I teach first grade*. Ask students to identify to a partner to whom the word *I* refers (*the teacher, the speaker*).
- Write the sentence on the board. Have students point to the word *I*. Point out that the word *I* is a name a person calls himself or herself, instead of using his or her actual name.
- Write the following sentence on the board: *I like to go _____*. Ask students to think of somewhere they like to go and then share with a partner their completed sentence. Invite volunteers to share their completed sentences with the class. For each sentence, ask the student to say the same sentence but replace the pronoun *I* with his or her name. Ask the rest of the class which sentence sounds better. Point out that when people are talking about themselves they usually use the pronoun *I* instead of their name.
- **Check for understanding:** Have students work with a partner to locate and circle every example of the pronoun *I* in the story.
- **Independent practice:** Introduce, explain, and have students complete the [pronoun I worksheet](#). If time allows, discuss their answers.

Word Work:

High-frequency words down, now, ride

- Write the word *down* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *Now I live down low*. Read it aloud with students and discuss with them the meaning of the word *down*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *down*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *down* correctly. Repeat this process with the words *now* and *ride*.

Connections

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