

- For students reading at
Literacy Level F/10, including:
- English-language learners
 - Students reading below grade level
 - First-grade readers

Objectives at a Glance

COMPREHENSION

Students will:

- Summarize information
- Ask questions
- Utilize text and graphic features
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Use the helping verb **can**
- Use synonyms
- Recognize the sentence structures
This ___ is a ___ and You can ___

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with CVCe long **a**

FLUENCY

Students will:

- Read with appropriate pitch

WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

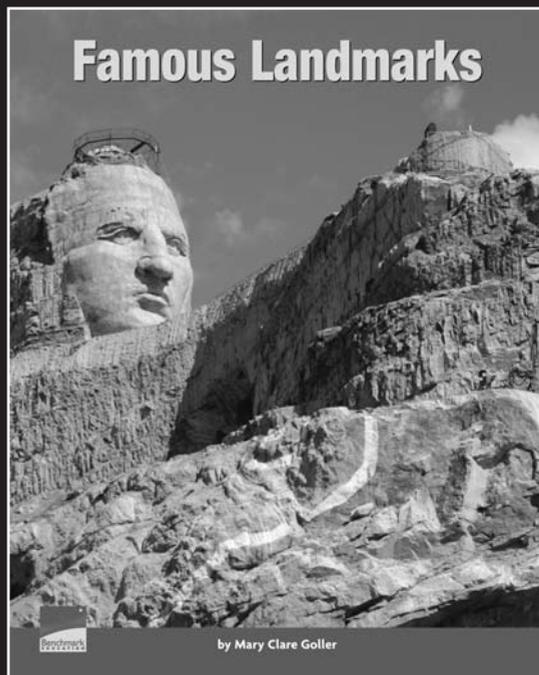
Famous Landmarks

Theme: Geography

- Famous Landmarks (F/10)
- Natural Landmarks (H/14)

Social Studies Big Idea:

Readers learn about six landmarks in the United States: the Brooklyn Bridge, the Golden Gate Bridge, the Seattle Space Needle, the Cape Hatteras lighthouse, Mount Rushmore, and the Statue of Liberty.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Finding Africa (Level J/18)
- All About Continents (Level L/24)
- The King's Mapmaker (Level L/24)

Fluency and Language Development

- *Famous Landmarks* Audio CD

Comprehension Resources

- *Famous Landmarks* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Summarize Information poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Art Say:** *We will read a book about landmarks. A landmark is a special place people like to visit. Most landmarks are big and easy to see.* Draw the outline of a skyscraper on the board with a few smaller buildings beside it. **Say:** *This building is a special place. You can see the building from far away. This building could be a landmark.* Next draw a large bridge, adding a car or person for scale. **Say:** *This bridge is a special place. Could this bridge be a landmark? Why?* Allow time for students to respond.

- **Use a Graphic Organizer** Write the word **Landmarks** on the board and underline it. Read the word and ask students to help you list different things that could be landmarks. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

Landmarks

building
bridge
tree
mountain
flag pole

Introduce the Book

- Give each student a copy of the book. Remind students they will read about landmarks. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photos			
2–3	photos, labels	bridge, buildings, landmark, lighthouse, mountain, statue		
4	photo, caption	postcards, bridge, landmark, Brooklyn Bridge		
5	photo, caption, map , label	cross, highway, New York City		This ____ is a ____.
6	photo, caption, map, label	United States, Golden Gate Bridge, San Francisco	visit/visitar, different/diferente	
7	photo, caption			
8	photo, caption, map, label	buildings, Space Needle	space/espacio	
9	photo, caption	Seattle, Washington		You can ____.
10	photo, caption, map, label	lighthouse, sailors, Cape Hatteras, North Carolina		
11	photo, caption			
12	photo, caption, map, label	mountain, Mount Rushmore, presidents	mountain/montaña	
13	photo, caption	Crazy Horse		
14	photo, caption, map, label	statue, symbol, Statue of Liberty	statue/estatua	
15	photo, caption	Lady Liberty	liberty/libertad	
16	photos, map, labels	cities	map/mapa	

- Page 5 Sentence Structure** Write *This ____ is a ____ on the board.* Read the sentence structure aloud and ask students to repeat it several times.
Say: *We use this sentence structure to tell about something.* Model using the sentence structure to tell about the photographs, such as *This landmark is a long bridge* or *This sidewalk is a place for people to walk.* Then assist students in forming their own sentences about landmarks using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 5? Frame the sentence. Let's read the sentence together.*
- Page 5 Graphic Features** **Say:** *This page has a **map**. A **map** shows where things are. The bridge in this photograph is in New York City. What does the **map** show? (where New York City is)*
- Page 6 Spanish Cognate** **Ask:** *Does **visit** sound like a word you know in Spanish? (Allow time for students to respond.)* Then **say:** *The English word **visit** sounds like the Spanish word **visitar**. **Visit** and **visitar** mean the same thing. What does **visit** mean? (Allow time for students to respond.)* Write the word **visit** on the board and ask students to locate it on page 6 of the book.

Rehearse Reading Strategies

- Say:** *One word in this book is **carved**. Say the word carved. What letters do you expect to see after the **lk**? Allow time for students to respond, assisting as needed. Then ask them to find the word **carved** on page 13. **Say:** *Search all the way through a word to help you when you read.**
- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the landmarks list. **Say:** *Now it's time to whisper-read the book. Read to learn about different kinds of landmarks.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	visit	6
Syntactic	"People build this lighthouse long ago." Let's read this sentence together and make it sound right.	People built this lighthouse long ago.	11
Semantic	What do you see in the picture that would make sense in this sentence?	faces	12

During Reading

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which kinds of landmarks did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other kinds of landmarks they read about in the book. Add these words and put check marks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

<p><u>Landmarks</u> building ✓ bridge ✓ tree mountain ✓ flag pole lighthouse ✓ statue ✓</p>

Reading Strategy Mini-Lesson: Ask Questions

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. One way is to ask questions about the book. Ask students to turn to page 5. **Say:** I had a question about the photograph. Where is the bridge in this photograph? I read the answer in the caption: This bridge connects two parts of New York City. Now I know the bridge is in New York City. Ask students to turn to page 6. **Say:** I read: The Golden Gate Bridge is in San Francisco. I asked myself another kind of question. Is the bridge in San Francisco bigger than the bridge in New York City? The book doesn't answer this question. I will have to find the answer another way.*
- **Guide** Invite students to read page 14 with you. Ask the following questions, allowing time for students to respond after each one: *Did you ask yourself a question when you read this page? Did you wonder where the statue is? Did the book answer your question? How did you find the answer? Did you have a question about this page that wasn't answered in the book? What is it? How can you look for an answer to your question? After students share any additional questions, invite them to tell a partner how asking questions helped them better understand page 14.*

- **Apply** Ask each student to turn to his or her favorite page. Ask students to read the page to a partner and share any questions they have. The partner may then find the answer in the book or help think of another way to find the answer. Observe students as they ask questions, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can ask yourself questions any time you read. Remember to ask questions to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering *Prove It!* questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first *Prove It!* question on the question card. **Say:** *I will read the question to figure out what to do: What clues show that landmarks can be different things? This question asks me to draw a conclusion. I know because the answer is not in the book. I already know a conclusion has three or more clues. What words in the question will help me? (Allow students' responses.) Yes, I need to find clues and evidence about what different landmarks **can be**.* Model looking at page 5. **Say:** *A landmark can be a bridge.* Model looking at page 8.

Say: A landmark can be a building. Continue the process on pages 12 (mountain) and 14 (statue). Then **say:** *Bridges, buildings, mountains, and statues are all different things. Landmarks can be many different things. I have located the clues and evidence I need. The clues support my answer. The answer makes sense.*

- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Summarize Information

- **Explain** Create an overhead transparency of the “Famous Landmarks” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books have lots of information. We look for the most important ideas. Then we **summarize** the information. To summarize, we put the ideas together into one sentence about the book.*
- **Model Say:** *Let’s figure out the important ideas in Famous Landmarks. The first two landmarks we read about are bridges. Write **Bridges: Brooklyn Bridge and Golden Gate Bridge** in the first box on the graphic organizer. Then **say:** *On page 8 we read that buildings can be landmarks. The Space Needle in Seattle is a building that is a landmark. Write **Buildings: Space Needle** in the second box.**

- **Guide Say:** *Let’s find another landmark. Look at page 10. What kind of landmark do we read about here? (Allow time for students to respond, assisting if needed.) Yes, this is another kind of building. The building is a lighthouse. What is the name of this lighthouse? (Again allow time for students to respond.) Yes, this building is the Cape Hatteras lighthouse. Write **Cape Hatteras lighthouse** under **Space Needle** in the second box on the graphic organizer.*
- **Apply** Ask students to work with a partner to find the other landmarks in the book. Remind them to use the captions for help. If more support is needed, utilize all or part of the “Guide” process on pages 12–13 (Mountains: Mount Rushmore) and 14–15 (Statues: Statue of Liberty). Once the graphic organizer is complete, read it aloud and invite students to echo-read. Then work together to compose a sentence that summarizes the information in the book, such as *Many things can be landmarks.*

Name: _____ Date: _____

Famous Landmarks

Important Ideas	Summary
Bridges: Brooklyn Bridge and Golden Gate Bridge	Many things can be landmarks.
Buildings: Space Needle, Cape Hatteras lighthouse	
Mountains: Mount Rushmore	
Statues: Statue of Liberty	

FAMOUS LANDMARKS ©2007 Benchmark Education Company, LLC

Home Connection

- **Give** students the take-home version of *Famous Landmarks* to read to family members. Encourage students to work with a friend or family member to draw one of the landmarks in the book or another landmark they have seen. Invite students to bring their pictures to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Tell about something you learned. Use the sentence frame *I learned about _____.*
- Pretend you are visiting one of the landmarks. How would you describe the landmark to a friend on the telephone?
- Write a question you would like to ask about one of the landmarks.
- Choose two of the landmarks and write how they are alike.
- Draw a picture of a landmark and write a word that describes it.
- Tell something you already knew about one of the landmarks.

Write to a Picture Prompt

- **Describe a Place** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 10. **Say:** *I can use this picture to describe a place in the book: The lighthouse looks like a black and white candy cane. Now I will write my idea.* Model writing your sentence on the board. Ask students to use a picture to tell a partner about a place in the book. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You used a picture to tell about a place in the book. Now write your idea. After you are finished, read your writing to a partner.*

Write to a Text Prompt

- **Analyze the Book** **Say:** *What do you like best about the book? What do you dislike? Write about your likes and dislikes. When you are finished, read your writing to a partner.*

Phonics: CVCe long *a*

- Ask students to locate the word **Gate** on page 6. Write Gate on the board. Explain that often a vowel followed by a consonant and final **e** is long. Cross out the **e** and underline the **a** as you say: *The letter e at the end of the word is silent. The e does not make a sound. It signals a long vowel in the middle, though. It makes the a say its own name.* Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **space** on page 8 and **Cape** on page 10.

- Ask students to brainstorm words with the long **a** sound. Acknowledge all correct responses, and record those that have the CVCe pattern on index cards. Then spread the cards out in a pocket chart or on the table. Read each word, inviting students to echo-read.
- **Say:** *Try to find the word I'm thinking of. Then you may pick up the matching card. Model the process using one of the words, such as Which word names a place a bear might live? (cave) Then invite each student to make up a question about one of the words.*

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **magnificent** and ask students to repeat it. **Say:** *We use **magnificent** to describe things that are special. This book tells us about several **magnificent** landmarks. The Golden Gate Bridge is **magnificent**. The Statue of Liberty is **magnificent**, too. Discuss other things that can be **magnificent**, such as a forest, big waves at the beach, or a view from a mountain. Then model a sentence, such as *I saw a **magnificent** sunset last night.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**magnificent**. Let's try to use the word **magnificent** many times today. We can use the word at school and at home.**
- **Tier Three Vocabulary** Review the book with students. Then write the word **landmark** on the board. Below, write the words **bridge**, **buildings**, **lighthouse**, **mountain**, and **statue**. Give students index cards and ask them

to find an example of one kind of landmark in the book and write the landmark's name on the card. Then invite students to attach their cards to the board under the appropriate word as they tell about it using the sentence frame *is a landmark.* For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar, Word Study and Language Development

Helping Verb **can**

- **Model** Explain that authors sometimes use groups of words, or phrases, to show action. Sometimes the word **can** is in the phrase. Ask students to find the word **can** in the second sentence on page 4. **Say:** *Not all postcards show bridges. A postcard might show a bridge, though. The word **can** helps this sentence make sense and sound right.* Then ask students to find the word **can** in the third sentence. **Say:** *Not all bridges are landmarks. A bridge might be a landmark, though. The word **can** helps this sentence make sense and sound right.* Hold up classroom objects as you use the word **can** in simple sentences such as:
*Not all books are about landmarks. A book **can** be about landmarks, though.
I don't always write with a pencil.
I **can** write with a pencil, though.*
- **Guide** Invite students to read page 9 with you. **Ask:** What are you able to do at this landmark? (visit the top; see the whole city) Invite partners to use the phrases **You can visit** and **You can see** in other sentences about the photographs on pages 8 and 9.

- **Apply** Ask students to locate and read the sentences with **can** on pages 10 and 12. Then invite them to use the word **can** in their own oral sentences. If more support is needed, utilize all or part of the “Guide” process.

Synonyms

- **Model** Explain that when you’re not sure what a word means, you can sometimes use words with similar meanings to help you. Tell students these words are **synonyms**. Ask them to turn to page 14. **Say:** *Pretend I’m not sure what **freedom** means on this page. I can use the word **Liberty** on the next page to help me. The statue is a symbol of **freedom**. One name for this statue is Lady **Liberty**. **Liberty** and **freedom** have similar meanings.*
- **Guide** Invite students to read page 9 with you. **Say:** *Pretend I don’t know what **whole** means. Can you think of a word that has the same meaning as **whole**?* (entire) Write the sentences *You can see the **whole** city* and *You can see the **entire** city* on the board. Underline the synonyms as students read the sentences with you. Point out that both sentences have similar meanings.
- **Apply** Pair students. Write the word **job** on the board. Ask partners to find a word on page 13 that is a synonym for **job**. (work) Write the sentences *The **work** lasted fourteen years* and *The **job** lasted fourteen years* on the board. Invite a volunteer to underline the synonyms. Then ask students to tell their partners why the sentences have similar meanings.

Fluency: Read with Appropriate Pacing

- **Say:** *We do not read every word at the same pitch. We change our pitch to match what we are reading about. Use a low pitch to **say:** We might read some parts with a low pitch. Then use a high pitch to **say:** We might read other parts with a high pitch. Finally, use a normal voice to **say:** We read the rest of the book with a normal pitch, like this.*
- Ask students to turn to page 9. First, read the entire page in a normal voice. Ask students if they think the two sentences should have the same pitch. Then read the page again using a higher pitch for the first sentence and a lower pitch for the second. Ask students to echo-read.
- Ask students to turn to page 13. Invite them to say **The work lasted fourteen years** in a high pitch and a low pitch to see which they like better. Then choral-read the page with students.
- Invite students to take turns rereading *Famous Landmarks* with a partner. Remind them to change their pitch to match what they are reading.

Name: _____

Date: _____

Vocabulary

Read each sentence. Look at the underlined word. Draw a picture for each word.

A bridge can be a landmark.

Some buildings are landmarks. This building is a lighthouse.

This mountain is a landmark.

Have you ever seen a landmark like this statue?

Name: _____

Date: _____

Famous Landmarks

Important Ideas	Summary