

For students reading at  
**Literacy Level F/9**, including:

- English-language learners
- Students reading below grade level
- First-grade readers

## Objectives at a Glance

### COMPREHENSION

Students will:

- Compare and contrast
- Visualize
- Utilize text and graphic features
- Summarize the information in the book
- 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 preposition **in**
- Use adjectives
- Recognize the sentence structures *The \_\_\_\_ are \_\_\_\_ and The \_\_\_\_ can be \_\_\_\_*

### PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with **y** as a vowel

### FLUENCY

Students will:

- Read using prosody

### WRITING

Students will:

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

 **early Explorers™** TEACHER'S GUIDE

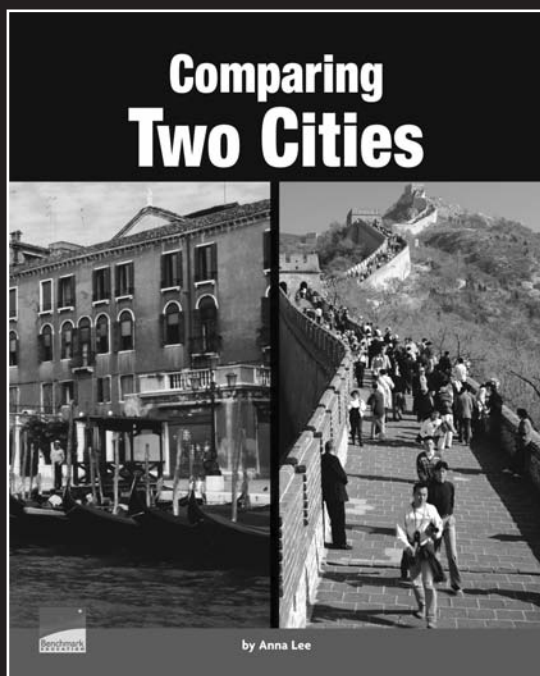
# Comparing Two Cities

**Theme: World Communities**

- Comparing Two Cities (F/9)
- Rural Communities (H/13)

**Social Studies Big Idea:**

Readers learn about the similarities and differences between Beijing, China, and Venice, Italy.



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# Before Reading

## Related Resources

The following Benchmark Education resources support this lesson.

### Other Early Explorers Books

- Sharing Our Stories (J/18)
- A Visit to the United Nations (J/18)
- The Red Cross (L/24)

### Fluency and Language Development

- *Comparing Two Cities* Audio CD

### Comprehension Resources

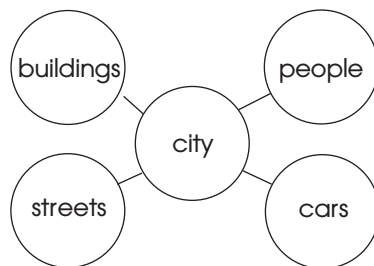
- *Comparing Two Cities* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Compare and Contrast poster

### Assessment

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

## Make Connections and Build Background

- **Use a Photograph** **Say:** *We will read a book about two cities. One city is Beijing, China. The other city is Venice, Italy.* Show students the photograph on page 4. **Say:** *This is a picture of a city. A city has many buildings.* Ask students to Think/Pair/Share things they know about cities.
- **Use a Graphic Organizer** Draw a circle on the board and write the word **city** in the center. Read the word. **Ask:** *What are some things you might see in a city?* As students respond, create a concept web about cities. Then read each word and ask students to echo-read.



## Introduce the Book

- Give each student a copy of the book. Remind students they will read about two cities. 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.*
- **Page 4 Spanish Cognate** Does **city** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **city** sounds like the Spanish word **ciudad**. **City** and **ciudad** mean the same thing. What is a **city**? (Allow time for students to respond.) Write the word **city** on the board and ask students to locate it on page 4 in the book.

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	bicycles, boats, China, city, fish, Italy		
4	photo, caption	people, city, buildings	city/ciudad	
5	photo, caption	work		
6	photo, <b>map</b> , caption	China		
7	photo, map, caption	Italy		
8	map, caption	far apart		The ____ are ____.
9	photos, caption	alike, different	different/diferente	
10	photo, caption	bicycles	bicycle/bicicleta	
11	photo, caption	boats	boat/bote	
12	photo, caption	duck		
13	photo, caption	fish		
14	photos, labels, caption	weather		The ____ can be ____.
15	photos, labels, caption			
16	photos	visit	visit/visitar	

- **Page 6 Graphic Feature** *This page has a **map**. A map shows where places are. This map shows where to find a city in China called Beijing. How is the city marked on the map? (by a dot)*
- **Page 8 Sentence Structure** Write *The \_\_\_\_ are \_\_\_\_ 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 *The people are walking* or *The buildings are tall*. Then assist students in forming their own sentences using the structure. **Say:** This sentence structure is in the book. Can you find the structure on page 8? Frame the sentence. Let's read the sentence together.*

## Rehearse Reading Strategies

- **Say:** *One word in this book is **cold**. Say the word **cold**. 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 **cold** on page 15. **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 concept web. **Say:** *Now it's time to whisper-read the book. Read to learn what you can see in two different cities.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	both	16
Syntactic	You read "The city are far apart." Let's read this sentence together and make it sound right.	The cities are far apart.	8
Semantic	What do you see in the picture that would make sense in this sentence?	fish	13

## During Reading

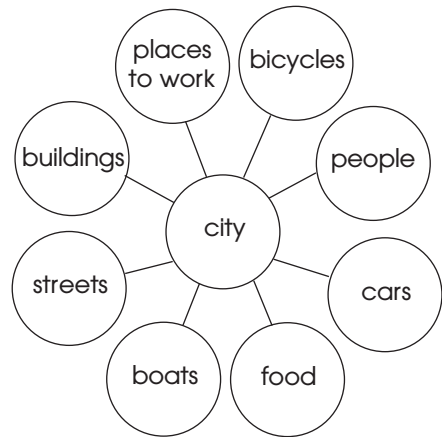
### Observe and Prompt Reading Strategies

- 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 web. Do we need to add any other things we can see in a city?* Record words students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



## Reading Strategy Mini-Lesson: Visualize

- **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 visualize what I'm reading. To visualize means to make a picture in my mind. Ask students to turn to pages 4 and 5. **Say:** I will shut my eyes. I will imagine being in a big city. I walk across the street. Many people walk beside me. Tall buildings tower over me. I hear horns honking and people talking. I feel excited about being in such a busy place. I am curious about new things I might see or do. Can you think of other things I might see, hear, or feel? Allow time for students to share their ideas. **Say:** Visualizing the pages helped me. Now I better understand what a city is like.*
- **Guide** Invite students to read page 6 with you. **Ask:** *What do you see? Can you imagine feeling a spray of water from the tall fountains? Can you imagine walking along the crowded walkway? Can you picture the red building in your mind? Have you seen buildings like this before? How do you feel? Allow time for students to share their visualizations. Then invite them to tell how visualizing the scene helped them better understand page 6.*
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance as 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 visualize any time you read. Remember to visualize 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 Take It Apart! questions. **Say:** *The answer to a Take It Apart! question is not stated in the book. You must think like the author to figure out the answer.*
- **Model** Use the Take it Apart! question on the question card. **Say:** *I will read the question to figure out what to do:* The author ends the book with a question. Why does the author end the book with a question? *This question asks me to figure out the author's purpose. I know because the question has the words **why** and **author**. What other words in the question will help me? (Allow student responses.) Yes, I need to look at the **question** at the **end** of the book.* Model doing so. **Say:** *The author asks which city I want to visit. I think the author wants me to think about both cities before I make a choice. I am thinking like the author. 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: Compare and Contrast

- **Explain** Create an overhead transparency of the "Comparing Two Cities" graphic organizer on page 12 or draw it on the board. Label the columns **Beijing and Venice**, **Beijing**, and **Venice**. **Say:** *Nonfiction books sometimes tell how things are alike and different. We **compare** by telling how things are alike. We **contrast** by telling how things are different.*
- **Model** **Say:** *Let's figure out how Beijing and Venice are alike and different. One way Beijing and Venice are alike is they are both cities. Write **cities** in the first column of the graphic organizer. Ask students to turn to page 4. **Say:** *We read that many people live in a city. A city has many buildings. Add **many people** and **many buildings** to the first column. Then ask students to turn to pages 6 and 7. **Say:** *Beijing is in China. Venice is in Italy. We found a way the cities are different. Write **in China** in the second column and **in Italy** in the third column.***
- **Guide** **Say:** *Let's find another way Beijing and Venice are different. Look at page 10. What can you see in Beijing? (Allow time for students to respond, assisting if needed.) Yes, Beijing has many bicycles. I will write about the bicycles in the second column of the graphic organizer. Look at page 11. What can you see in Venice? (Again allow time for students to respond.) Yes, Venice has many boats. I will write about the boats in the third column.*

- **Apply** Ask students to work with a partner to find other ways Beijing and Venice are alike and different. If more support is needed, utilize all or part of the "Guide" process by pointing out additional differences on pages 12 and 13 and similarities on pages 14–16. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Comparing Two Cities**

Beijing and Venice	Beijing	Venice
<ul style="list-style-type: none"> <li>• cities</li> <li>• many buildings</li> <li>• many people</li> <li>• hot weather</li> <li>• cold weather</li> <li>• people visit</li> </ul>	<ul style="list-style-type: none"> <li>• in China</li> <li>• many bicycles</li> <li>• people eat duck</li> </ul>	<ul style="list-style-type: none"> <li>• in Italy</li> <li>• many boats</li> <li>• people eat fish</li> </ul>

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## Home Connection

- Give students the take-home version of *Comparing Two Cities* to read to family members. Encourage students to work with a friend or family member to make a list of things they would like to see in Beijing and Venice. Invite them to bring their lists 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.

- Write what you thought was most important in the book.
- Tell about another book you have seen about cities.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.
- Draw a picture of Beijing or Venice and label it with the name of the city.
- Tell why you think the author included maps in the book.
- Act out something from one of the photographs with a partner.

## 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 11. **Say:** *I can use this picture to describe a place in the book: **Some of the streets in Venice are made of water. People use boats to move through the city.*** Now I will write my idea. Model writing your sentences 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

- **Write a Summary** **Say:** *Think about something you learned in the book. Then write what you learned in your own words. When you are finished, read your writing to a partner.*

## Phonics: y as a Vowel

- Ask students to locate the word **city** on page 4. Write **city** on the board. **Say:** *The letter "y" at the end of **city** makes the long e sound.* 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 **many** on page 4, **busy** on page 5, and **Italy** on page 7.



- Ask students to brainstorm words that have the long **e** sound at the end. Acknowledge all correct responses, and list those that end in **"y"** on the board. Then read each word, inviting students to echo-read.
- **Say:** *I will tell you a riddle. You will guess which word answers the riddle. I will circle the letter **"y"** in the word. Then you will know you guessed correctly. Model the process using one of the words on the list. For example: I am a very young child. What am I? (baby) Then invite each student to make up a riddle about one of the words and circle the final **"y."***

## Vocabulary

- **Tier Two Vocabulary** Pronounce the word **diverse** and ask students to repeat it. **Say:** *Something that is **diverse** is different. China and Italy are **diverse** countries. Beijing and Venice are **diverse** cities. Discuss other things that are **diverse**, such as hair colors, flavors of ice cream, and favorite sports. Then model a sentence, such as *My family members have **diverse** hobbies.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**diverse**. Let's try to use the word **diverse** many times today. We can use the word at school and at home.**

- **Tier Three Vocabulary** Review the book with students and write the following words on index cards: **China, Italy, city, bicycles, boats, fish, duck, people, buildings, weather,** and **visit.** Read the words together, and then put the cards facedown on the table. One by one, select a card and offer a prompt for students to act out, such as *Show me how a **fish** swims in the sea.* 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

### Preposition **in**

- **Model** Explain that authors sometimes use phrases that begin with the word **in**. Ask students to read page 4 with you: *Many people live in a city.* **Say:** *The words **in a city** explain **where** people live. I use the word **in**, too. Pantomime some simple actions and make up a sentence about each one, such as:*  
*I ride **in** the car.*  
*I read **in** the library.*  
*I eat **in** the lunchroom.*
- **Guide Say:** *Sometimes the word **in** tells us **how** instead of **where**.* Ask students to read the first sentence on page 9 aloud. Then **ask:** *How are the cities alike? (**in some ways**)*
- **Apply** Pair students. Ask partners to locate other **in** phrases from the book on pages 6 (**in China**), 7 (**in Italy**), 10 (**in this city**), 12 (**in Beijing**), 13 (**in Venice**), and 14 (**in both cities**). Ask if these phrases tell **where** or **how**. (**where**) Then ask the partners to share an oral sentence using one of the phrases.

## Adjectives

- **Model** Explain that authors sometimes use describing words when they write. Tell students adjectives are words that describe nouns. Ask them to turn to page 5. **Say:** *The author says a city is a busy place. The word **busy** is an adjective. **Busy** describes the place.*
- **Guide** Invite students to read page 9 with you. **Ask:** *Which words describe the cities? (**alike, different**) What could you describe with the adjective **alike**? What could you describe with the adjective **different**?*
- **Apply** Ask students to find adjectives that describe the weather on pages 14 and 15. (**hot, cold**) Then ask them to think of other adjectives that could replace the words **hot** and **cold** in the sentences, such as **warm, pleasant, cool, rainy, or sunny**.

## Fluency: Read Using Prosody

- **Say:** *We think about the author when we read. We try to talk like the author would talk. We change our voice to match the author's feelings about the information on the page.*
- Ask students to turn to page 10. First, read the page flatly, and with no expression. Discuss how this makes the listener feel. Then read the page again, modeling the author's enthusiasm about the bicycles in the city. Ask students to echo-read.
- Ask students to turn to page 14. Choral-read with them using an informative tone to reflect the author's feelings about the weather in both cities.
- Invite students to take turns rereading *Comparing Two Cities* with a partner. Remind them to think about the author's words and talk like the author would talk.

# Vocabulary

Find each word in the book. Write the page number where you first found the word. Then write a sentence for each word.

Words	Page Number
city	<div></div>
_____	
bicycles	<div></div>
_____	
boats	<div></div>
_____	
duck	<div></div>
_____	
fish	<div></div>
_____	
Italy	<div></div>
_____	
China	<div></div>
_____	

# Comparing Two Cities

Beijing and Venice	Beijing	Venice