

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong textual evidence.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *Small Town Changes*, students learn about advantages and disadvantages of changes in a small town. In this chapter, *Visiting the Big City*, students learn about the differences between a suburb and a large city such as New York.



Topic Words



building	park	tree*
change	town	water*
city		



Literacy Words

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Unit Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.





Lesson at a Glance

	Activity 1	Activity 2	Activity 3
<p>Instructional Activities</p>	Read Aloud	Guided / Shared Reading	Answer Questions
<p>? See how these activities fit into the Suggested Unit Pacing.</p>			
<p>ULS Materials and Resources</p>	<p>Chapter 6: Visiting the Big City (Level H/I)</p> <p>Communication Board</p> <p>Standards Connection A</p>	<p>Chapter 6: Visiting the Big City (Level H/I, F/G or F/G Symbol-Supported)</p> <p>Communication Board</p>	<p>Chapter 6: Visiting the Big City</p> <p>Communication Board</p> <p>Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1)</p> <p>Advanced Questions</p> <p>Fill-In Cards </p> <p>Standards Connection B</p> <p>Standards Connection C</p>
<p>Instructional Guides: Active Participation Scripts</p> <p>Instructional Guides: Instructional Tips</p> <p>SymbolStix PRIME</p> <p>L³ Skills: Language Arts Skills</p>			
<p>Additional Materials</p>			

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- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.



Instructional Routine



Before Reading	<ul style="list-style-type: none"> • Use Lesson 15, Activity 3 to introduce and review the Topic Words: building, change, city, park, town, tree and water. • Continue talking about buildings. Ask a focus question such as, "What are different kinds of buildings used for?" Discuss students' responses. • Display Chapter 6, Visiting the Big City (Level H/I), and read the title. Use Standards Connection A to provide a visual. • Preview the chapter. Identify the illustrations of the city. Think aloud about the city. For example, say, "I wonder how a city is different from a suburb." Then say, "As I read, it is your job to remember what makes a city different from a suburb." • Review the learning goal with students: I will remember one way a city is different from a suburb.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> • Read aloud with fluency and expression. • Call attention to the comparative words 'more', 'full', 'much', 'many', 'very' and 'bigger'. Emphasize these terms while reading. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> • Comment on how the illustrations help you see how a city is different from a suburb. For example, on page 47 of the Chapter Book, say, "This page talks about the population. Many more people live in a city than in a suburb. The illustration shows a sidewalk full of people walking to work and going to shop in stores." • Point out the implied meaning of a selection of text. For example, the book states on page 50, "Val walks in the park and sits on the green grass. She relaxes in the busy city." Ask students, "What feeling does the word relax give?" Talk about how the term relax gives a feeling of peace and calm. Point out that a person can feel peace even when in a busy place. <p>Discussion Questions</p> <ul style="list-style-type: none"> • Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 51, the discussion question asks, "How can a suburb change into a city?" Model how to find the clues in the text to answer the question. Say, "The book says that a city 'is full of people, tall buildings and businesses.' I know cities have more people. I think as the population grows, an area can change from a suburb to a city."
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal. Ask, "What makes a city different from a suburb?" <p>Level 3: Have the student independently describe one way a city is different from a suburb. Provide prompts such as, "What do you see in a city?"</p> <p>Level 2: Have the student identify one way a city is different from a suburb. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p>Level 1: Have the student identify one way a city is different from a suburb by making a selection from a narrowed field or errorless choice(s). For example, display the symbols for 'more people' and 'skyscraper'. Ask, "What does a city have?"</p> <ul style="list-style-type: none"> • Continue the discussion by talking with students about cities they have visited and what they noticed about them. • Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding











- **Level 3:** Can the student independently describe one way a city is different from a suburb?
- **Level 2:** Can the student identify one way a city is different from a suburb? How?
- **Level 1:** Can the student identify one way a city is different from a suburb by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level H/I, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

	Instructional Routine Guided Reading   or 		Instructional Routine Shared Reading   or 
Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about cities. • Use the following Topic Words in conversation about the chapter: building, change, city, park, town, tree and water. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about cities. • Use the following Topic Words in conversation about the chapter: building, change, city, park, town, tree and water. Help students locate the words in the chapter. • Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency.  • Model and support use of skills and strategies.
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: big, full, see, small, than, town, tree and up. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: big, full, see, small, than, town, tree and up.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Target**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What are tall buildings in a city called—skyscrapers or castles?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, Visiting the Big City. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, Visiting the Big City. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. • Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding 

-  **Level 3:** Can the student independently answer questions about the chapter?
-  **Level 2:** Can the student answer questions about the chapter by selecting a picture?
-  **Level 1:** Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

busy buildings city park people

Fill-In (Levels 3-1)

1. Val rides the electric train to the big _____. (city)
2. The sidewalks are full of _____. (people)
3. Skyscrapers are very tall _____. (buildings)
4. The city is a _____ place. (busy)
5. The city _____ has grass, trees and a pond. (park)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (town, train, city*)
2. What are sidewalks full of in the city? (food, deer, people*)
3. What is a skyscraper? (long road, tall building*, tall tree)
4. What has grass, trees and a pond in the city? (park*, store, skyscraper)
5. What is important to know about this chapter?
 - The city has lots of farms.
 - Lots of people make cities busy.*
 - The city has very few people.

Fill-In Advanced

1. Val wants to see if life is different in a city than in a suburb or a small _____. (town)
2. An _____ is an area with a lot of people and places to work. (urban area)
3. The _____ of a city is much bigger than a suburb or rural area. (population)
4. Some buildings are _____ where people work. (offices)
5. Some buildings are apartments where people _____. (live)

Multiple-Choice Advanced

6. What can be found in a skyscraper? (businesses*, monkeys, cars)
7. Why do many people from the suburbs go to the city every day?
(to go to the beach, to go to concerts, to go to jobs*)
8. What does Val see at the park? (natural resources*, trains, windows)
9. What makes a city different from a suburb?
 - A city is underground.
 - A city has more people and buildings.*
 - A city has more open fields.
10. How would life be different in a city for Val?
 - There would be more places to fish, hunt and hike.
 - Nothing would be different in a city.
 - There would be more places to eat, work and shop.*



 **Instructional Targets**

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other cultures); identify personal preferences.


 **Differentiated Tasks**


Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none">• Experience various forms of literature having various themes and identifying similarities and differences.	<ul style="list-style-type: none">• Identify how two stories are similar or different.	<ul style="list-style-type: none">• Select a book or story of personal preference.


Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.



Lesson 13 - Chapter 6
Standards Connection A


13
Standards Connection A




 What is the title of this chapter?


 What do you think this chapter will be about?


 This is a Chapter Book.
What kind of Chapter Book is this?





 Fiction  Nonfiction


 What is the chapter topic?

 Biography  Social Studies  Science

 Compare this book to a Chapter Book that has been read recently.

 What kind of book would you choose?

 Picture Book  Chapter Book  Comic Book  Book with facts

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HIGH SCHOOL, Unit 8
Lesson 13

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, character, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and appropriate to a task, an audience or a situation.

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

 **Differentiated Tasks**

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the theme/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that supports the development of a theme with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...


- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.




Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.


Standards for Language are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.

Lesson 13 - Chapter 6
Standards Connection B

13
Standards Connection B

 **Main Idea (What is this story about?)**

In the beginning... 	
Then... 	
At the end... 	

 **What is important to know?**

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HS - Unit 8 - Unit Target - Unit Test
Lesson 13, Chapter 6, Title

 **Instructional Targets**

Reading Standards for Literature

- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**











Level 3	Level 2	Level 1
<p>Students will...</p> <ul style="list-style-type: none"> ● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Compare literal and implied meaning presented in a story, play or poem. 	<p>Students will...</p> <ul style="list-style-type: none"> ● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Identify implied meaning in a literary text with support. 	<p>Students will...</p> <ul style="list-style-type: none"> ● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). ● Identify implied meaning in a literary text from a narrowed field or errorless choice(s).


Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 13 - Chapter 6
Standards Connection C

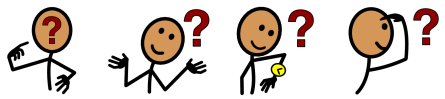




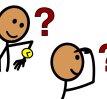
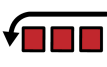
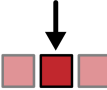
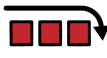

13
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	⋮	⋮	⋮
 Storyteller (Who?)	⋮	⋮	⋮
 Setting (When or Where?)	⋮	⋮	⋮
 Beginning (What?)	⋮	⋮	⋮
 Middle (What?)	⋮	⋮	⋮
 End (What?)	⋮	⋮	⋮
 Lesson (What?)	⋮	⋮	⋮

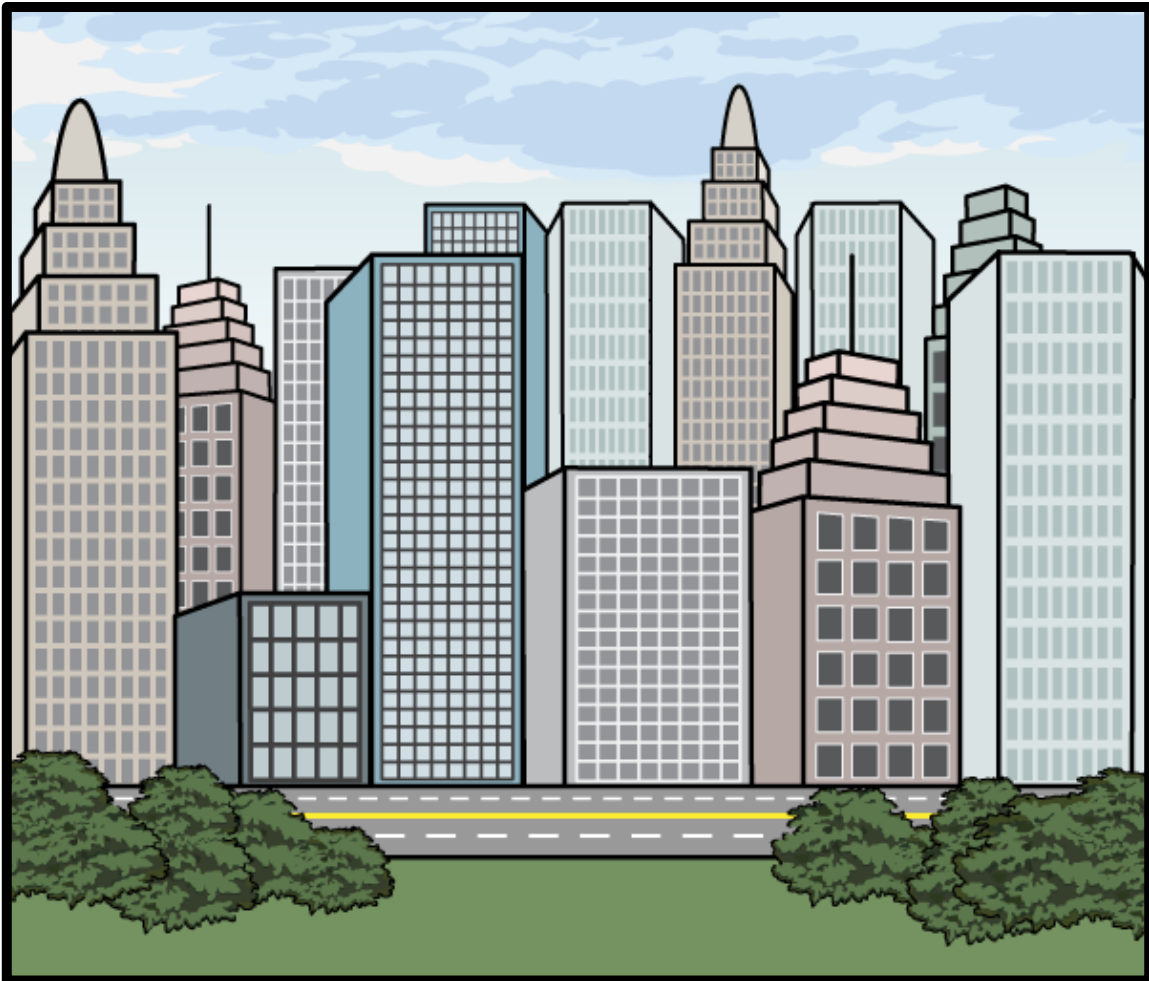
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HIGH SCHOOL, Unit 6
Lesson 13

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

Chapter 6: Visiting the Big City



Bind This End



Val likes her suburb. Is it different from the big city? Val rides the train to visit the city. She wants to see if life is different in a city than in a suburb or a small town.

Will life be different in a city?



A big city is an urban area. An urban area is an area with a lot of people and places to work. Some urban areas are New York City, Houston and Los Angeles.

What is an urban area?



Val gets to the city and sees the first big difference. There are many more people in a big city. The sidewalks are full of people walking to work and shopping in stores. The population of a city is much bigger than a suburb or a rural area.

More people live and work in cities.

Why are there more people in a city than a suburb?

Val looks up and sees many more buildings here than in her suburb. Some buildings are offices where people work. Some buildings have apartments where people live. Some buildings have shops and restaurants. There are tall buildings called skyscrapers in an urban area. Urban areas have skyscrapers so they can fit more businesses into the city.



Why are there skyscrapers in urban areas?



Val sees that the streets are very busy. The city has many more people driving cars. Many people in the suburbs go to jobs in the city every day. There are more buses picking people up at bus stops. There are more train stations. The city is a busy place.

Why does the city need more buses than the suburbs?

Val sees natural resources in the city.

She sees a large park with trees and a pond. The land, trees and



water are natural resources. The city is sunny and windy. Sunlight and wind are renewable resources. Val walks in the park and sits on the green grass. She relaxes in the busy city.

Why is it good to have a park in the city?

The city is nice. It is very busy and exciting. It is full of people, tall buildings and businesses. It has natural resources. But Val is ready to go home. She gets back on the train. She thinks about how much her small rural town has changed.

Now it is a suburb.

Maybe one day, it will change again.

Maybe her suburb

will become a great big city.



How can a suburb change into a city?

Chapter 6: Visiting the Big City



Bind This End



Val rides the electric train to the big city. Is it different from her suburb ?



Big cities are called urban areas.

Urban areas have a lot of people and places to work. A big city is a place like New York City or Los Angeles.



There are more people in the city than in the suburb. The sidewalks are full of people.



There are more buildings in a city.

Some are called skyscrapers.

Skyscrapers are very tall buildings.



The city is a busy place. It has more cars and buses. It has many train stations.



The city has natural resources too. It has a large park. The city park has grass, trees and a pond. It is sunny and windy in the park.



The city is big and exciting. But Val is ready to go home. Val thinks about how her small town changed. Maybe one day, her suburb will change into a city.

Chapter 6: Visiting the Big City



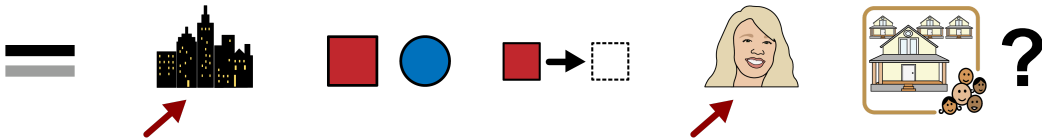
Bind This End



Val rides the electric train to the big city.

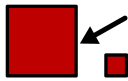


Is it different from her suburb ?

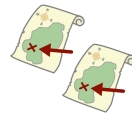
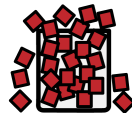
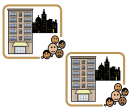




Big cities are called urban areas.



Urban areas have a lot of people and places to work.



A big city is a place like New York City or Los Angeles.



or

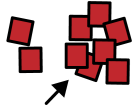




There are more people in the city than in the suburb.



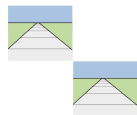
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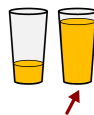
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The sidewalks are full of people.



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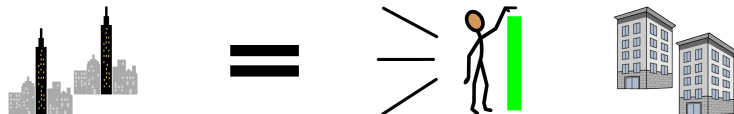
There are more buildings in a city.



Some are called skyscrapers.

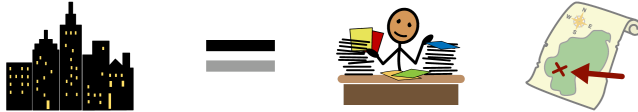


Skyscrapers are very tall buildings.

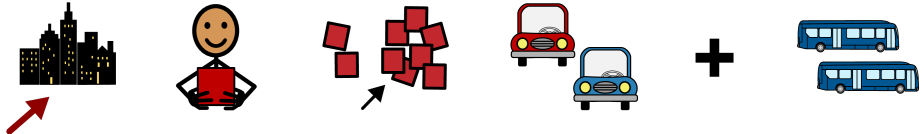




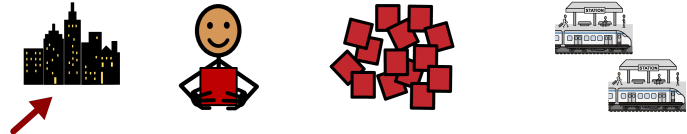
The city is a busy place.



It has more cars and buses.



It has many train stations.

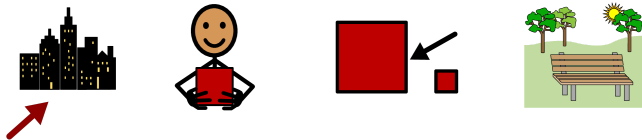




The city has natural resources too.



It has a large park.



The city park has grass, trees and a pond.

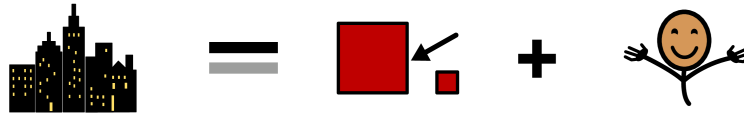


It is sunny and windy in the park.





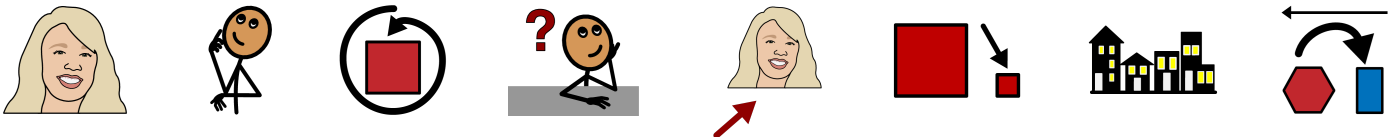
The city is big and exciting.



But Val is ready to go home.



Val thinks about how her small town changed.



Maybe one day, her suburb will change into a city.



yes



Visiting the Big City

no

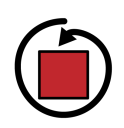


ride 	big 	different 	Val 	electric train 	city 	suburb
work 	a lot 	more 	urban area 	people 	building 	skyscraper
think 	tall 	busy 	car 	bus 	train station 	natural resource
change 	exciting 		park 	grass 	tree 	pond

Within each category, pictures are listed from left to right in the order in which they appear in the text.



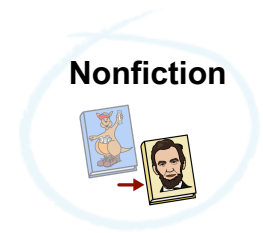
What is the title of this chapter?



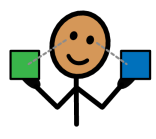
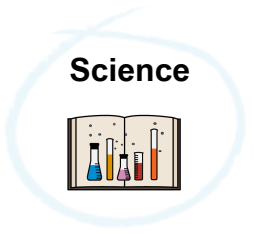
What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?



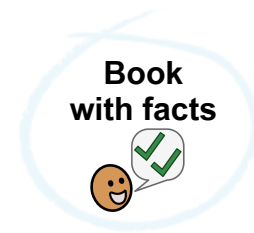
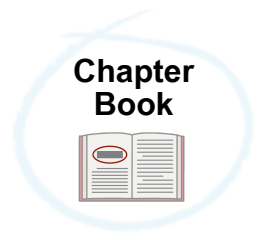
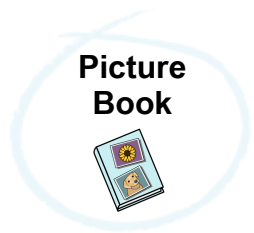
What is the chapter topic?



Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?



Name: _____

1. Val rides the electric train to the big .

2. The sidewalks are full of .

3. Skyscrapers are very tall .

4. The city is a place.

5. The city has grass, trees and a pond.

Name: _____

1. Val rides the electric train to the big



2. The sidewalks are full of



3. Skyscrapers are very tall



4. The city is a



place.

5. The city

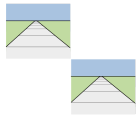


has grass, trees and a pond.

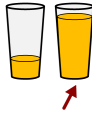
1. Val rides the electric train to the big



2. The sidewalks are full of



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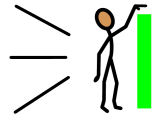


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3. Skyscrapers are very tall



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.

4. The city is a



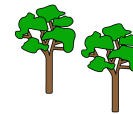
place.



5. The city



has grass, trees and a pond.



1. What is this chapter about?

a. town

b. train

c. city

2. What are sidewalks full of in the city?

a. food

b. deer

c. people

3. What is a skyscraper?

a. long road

b. tall building

c. tall tree

4. What has grass, trees and a pond in the city?

a. park

b. store

c. skyscraper

5. What is important to know about this chapter?

a. The city has lots of farms.

b. Lots of people make cities busy.

c. The city has very few people.

1. What is this chapter about?

a. town



b. train



c. city



2. What are sidewalks full of in the city?

a. food



b. deer

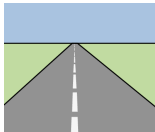


c. people



3. What is a skyscraper?

a. long road



b. tall building

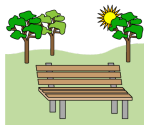


c. tall tree



4. What has grass, trees and a pond in the city?

a. park



b. store



c. skyscraper



5. What is important to know about this chapter?

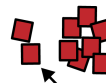
a. The city has lots of farms.



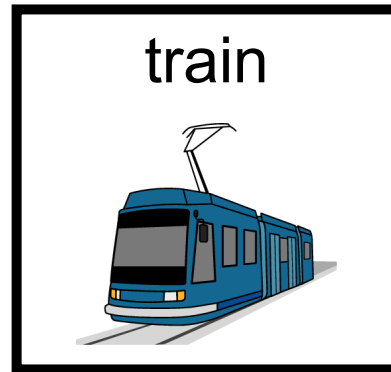
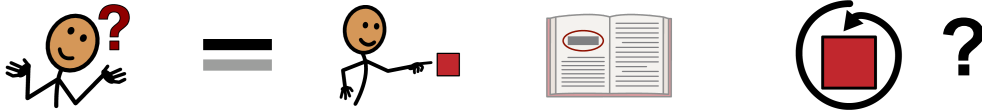
b. Lots of people make cities busy.



c. The city has very few people.



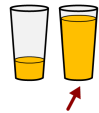
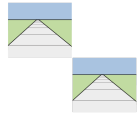
1. What is this chapter about ?



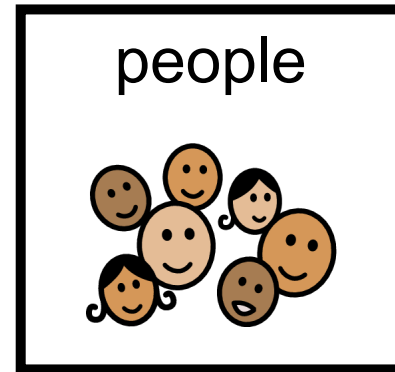
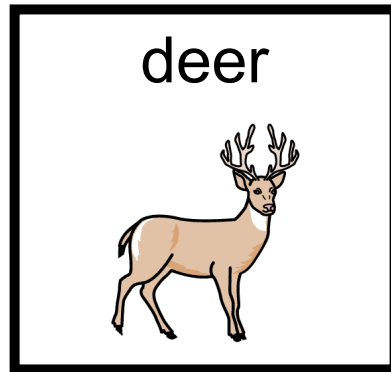
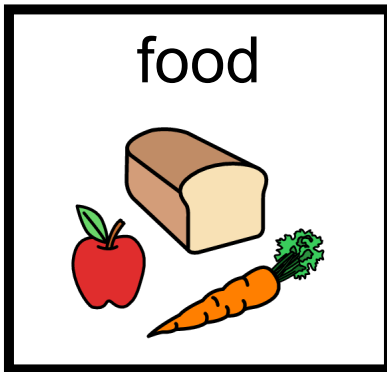
2. What are sidewalks full of in the city ?



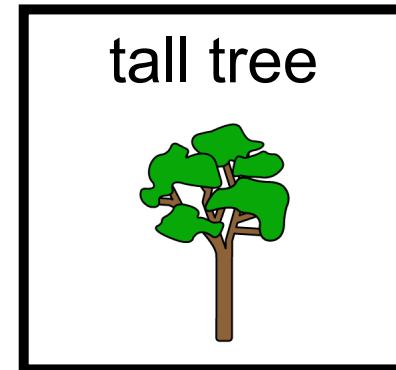
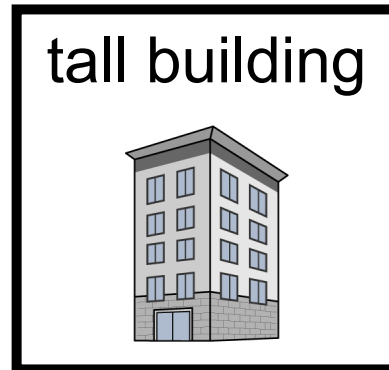
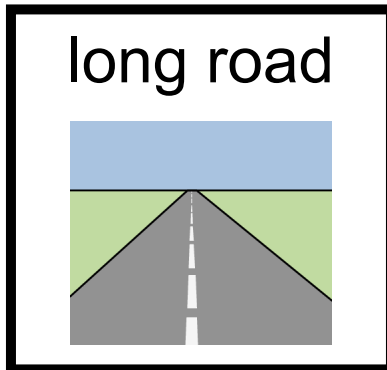
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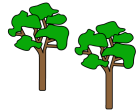
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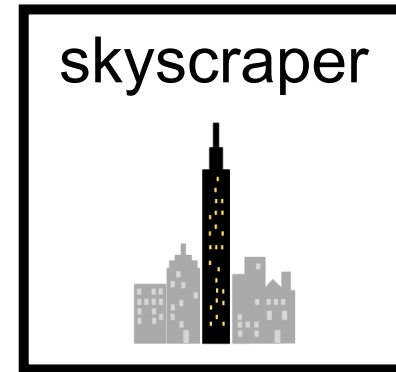
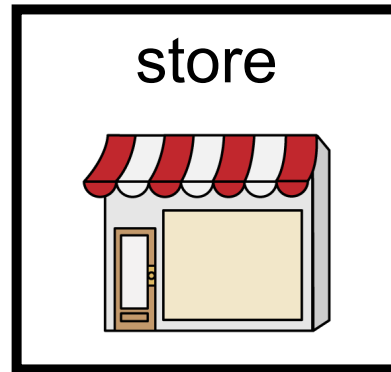
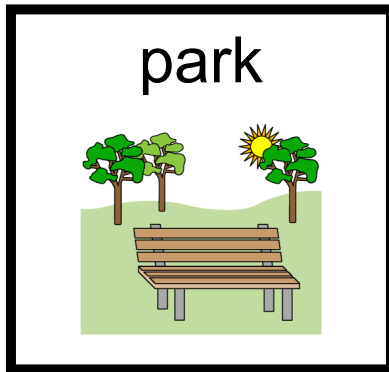
3. What is a skyscraper ?



4. What has grass, trees and a pond in the city ?



+



5. What is important to know about this chapter ?



The city has lots of farms.

Two illustrations of farms, each with a red barn, a silo, and a cow.

Lots of people make cities busy.

Illustration of a stick figure sitting at a desk with stacks of papers and a pen.

The city has very few people.

Illustration of several red squares scattered together, with an arrow pointing to one of them.

Name: _____

Use your chapter book to help you fill in the blank.

1. Val wants to see if life is different in a city than in a suburb or a small _____ .
2. An _____ is an area with a lot of people and places to work.
3. The _____ of a city is much bigger than a suburb or rural area.
4. Some buildings are _____ where people work.
5. Some buildings are apartments where people _____ .

Use your chapter book to help you choose the correct answer.

6. What can be found in a skyscraper?

- a. businesses
- b. monkeys
- c. cars

7. Why do many people from the suburbs go to the city every day?

- a. to go to the beach
- b. to go to concerts
- c. to go to jobs

8. What does Val see at the park?

- a. natural resources
- b. trains
- c. windows

9. What makes a city different from a suburb?




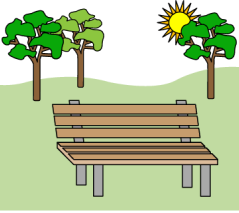
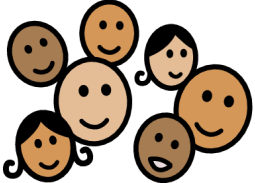



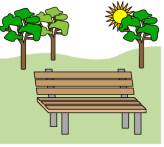

- a. A city is underground.
- b. A city has more people and buildings.
- c. A city has more open fields.

10. How would life be different in a city for Val?

- a. There would be more places to fish, hunt and hike.
- b. Nothing would be different in a city.
- c. There would be more places to eat, work and shop.


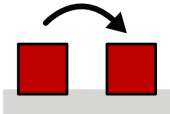



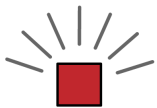
For hands-on instruction, print, cut out and laminate.

<p>busy</p> 	<p>buildings</p> 	<p>city</p> 	<p>park</p> 	<p>people</p> 
<p>busy</p> 	<p>buildings</p> 	<p>city</p> 	<p>park</p> 	<p>people</p> 
<p>busy</p>	<p>buildings</p>	<p>city</p>	<p>park</p>	<p>people</p>



Main Idea (What is this story about?)

<p>In the beginning...</p> 	
<p>Then...</p> 	
<p>At the end...</p> 	



What is important to know?
