

### Strand: History/Cultures

### Theme: Lifestyle

**Purpose for Reading:** To understand that holidays bring opportunities for a wide range of activities.

**Comprehension Strategies:** Making connections to self, text, and world; predicting.

#### Vocabulary

*Dictionary Words:* bike ride, fishing, hiking, party, shopping, swimming

*Vocabulary Words:* apple, goggles, helmets, jacket, mask, shoes

*High-Frequency Words:* a, at, on, we, went

#### Before Reading

- Invite the students to share a time when they went on holiday. Ask where they went and what they did.
- Read the title and ask the students to predict what some of the people in the book might do on their holiday.
- Have them look at the cover photo and discuss what these girls did on their holiday.
- Together read the title page and ask the students if they predicted that someone in the book would go bike riding on their holiday. Invite volunteers to share a time when they either went to a party or bike riding on their holiday.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at all the photos to confirm or revise the predictions they made about the content of the book. Read all the labels together.

#### Take a Photo Walk

- Pages 4–5: Invite the students to talk about going fishing. *Where are the man and the boy? What are they using to catch fish?* Introduce the words *rod* and *reel* to the students. Read the label to the students and ask them why they think the people need jackets when they go fishing.
- Pages 6–7: Discuss where people go hiking. Ask the students why the people need to wear special shoes for hiking. Why do they think the man has a stick?
- Pages 8–9: Invite the students to say where these children are swimming. Read the label and ask why they think some of the children are wearing goggles.
- Pages 10–11: Invite the students to discuss this photo. *Where are these people? What are they buying?* Read the label together.
- Pages 12–13: Ask the students what these girls are doing on their holiday. Read the label and have the students suggest why one girl is wearing a mask.
- Pages 14–15: Ask the students to look at the photo and discuss bike riding. Read the label and ask why bike riders need to wear helmets. *Where would someone go for a holiday that they could take their bikes?* Have the students find the word *countryside* on page 15.

#### Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the

dictionary words as they read them independently.

- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say. Explain that the pattern is not the same on every page.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Have the students recall what the people in the book did on holiday. How was it the same as or different from what they do? Make a tally chart to show how many students have done the same things on holiday as the people in the book.

What people did	How many of us did the same
hiking	###

- Have the students go back to each photo and discuss what else the people could have done at the place they went to, e.g. boating at the lake, hiking in the countryside.
- Ask the students to think about where else the people in the book could have gone for their holidays and done the same things, e.g. fishing in a river, shopping in a mall, riding bikes in a city park.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *went* in the text as many times as possible, reading the word each time. Have the students practise writing *went* until they can write it fluently. Add *went* to a high-frequency word chart or word wall.

- Expand the concept of fruit. Make a semantic web of all the fruit the children know. Classify the fruit in different ways according to colour, shape, and size.

### Oral Language

- Have the students take turns with a partner to talk about the last holiday they went on.

### Writing

- Have the students draw a picture of themselves on holiday. Have them copy and complete the sentences.

I \_\_\_\_\_ on holiday. I went \_\_\_\_\_.

### Creative Extension Activities

- Make a chart using the vocabulary words as headings. Have the students write their name under the holiday activity they like best.
- Have the students make their own holiday book, illustrating it to include members of their family.
- Draw a map of the woods. Show the trees and the hiking tracks.
- Paint a lake. Cut fish shapes out of coloured paper and stick them in the lake.

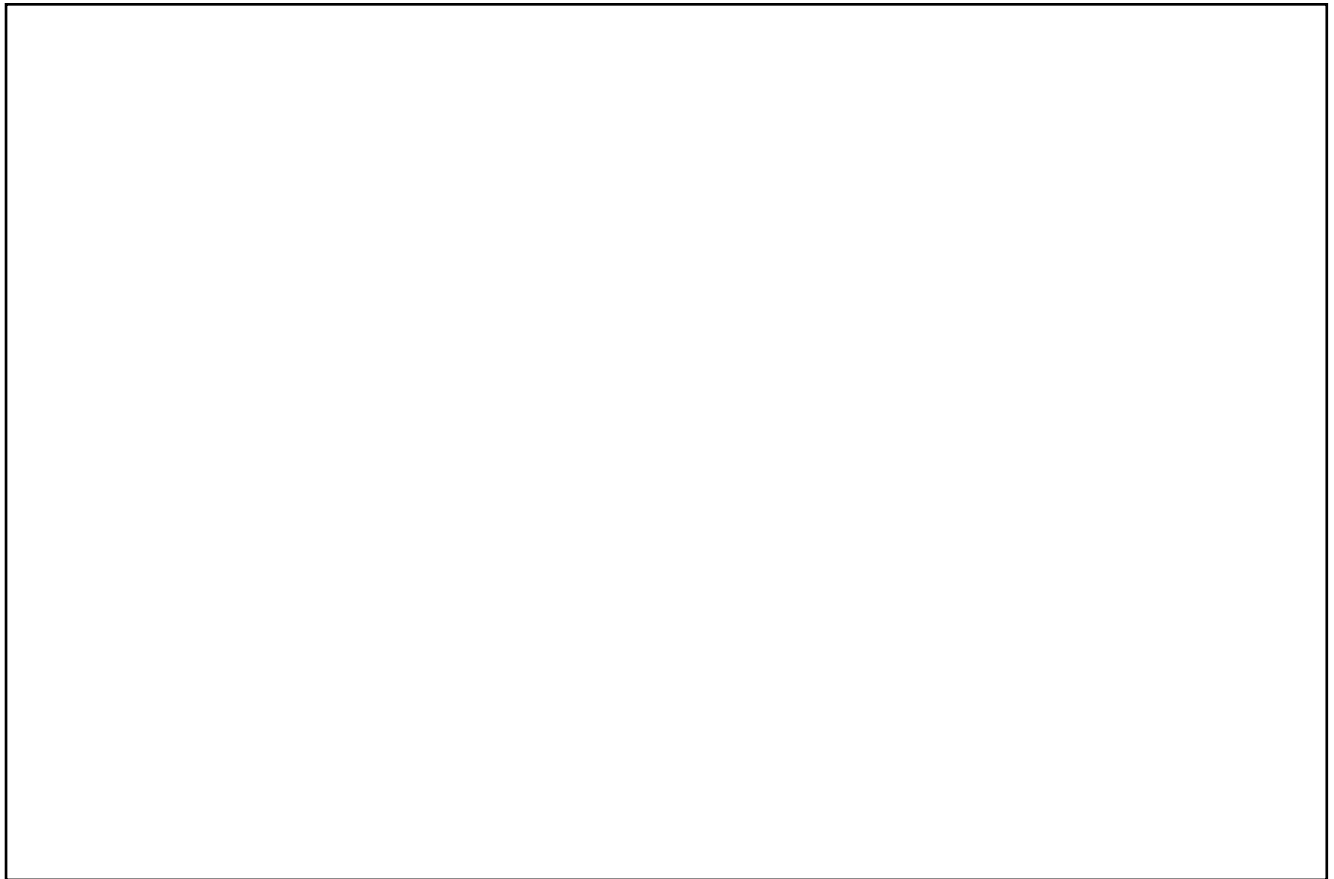
### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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

Draw the holiday you like best.

Fill in the words to complete the sentences.



We went on \_\_\_\_\_.

We went \_\_\_\_\_.

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

Read the sentences.

Draw a line to the correct picture.

Copy the sentences.

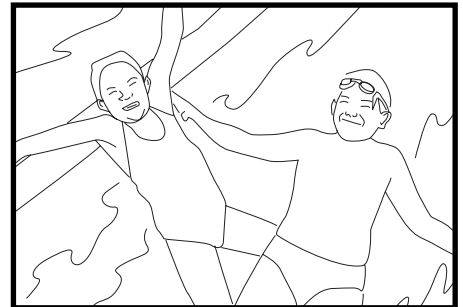
We went swimming.

\_\_\_\_\_



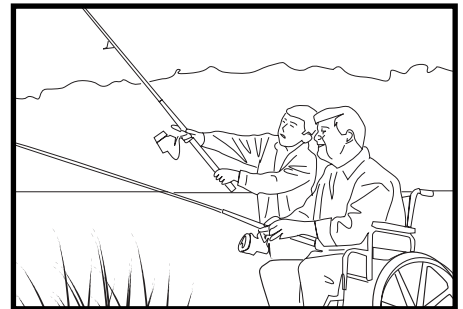
We went shopping.

\_\_\_\_\_



We went fishing.

\_\_\_\_\_



Colour the pictures.