

Strand: Geography

Theme: Locations

Purpose for Reading: To develop an understanding of things that can be found at the mall.

Comprehension Strategies: Making connections to self, recognizing chronological and sequential order, extracting information.

Vocabulary

Dictionary Words: bookshop, car park, escalator, food court, toyshop

Vocabulary Words: advertisement, book, directions, hand rail, light, magazine, moving step, mug, parking space, sushi, things to play with, things to ride on

High-Frequency Words: at, by, down, go, in, into, is, look, on, see, the, to, too, up, we

Before Reading

- Ask the students if they go shopping at the mall. Discuss what the mall is like. *What kinds of shops does it have? Does it have a place to eat?*
- Read the title and have the students talk about the cover photo.
- Read the title page together and ask the students what sort of shops the family might be in.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what is happening.

- Pages 6–7: Ask the students where these people are going and what they are travelling on.
- Pages 8–9: Ask the students what type of shop this might be. *What sorts of things would be for sale in this shop?*
- Pages 10–11: Ask the students what type of shop this might be and what would be sold here.
- Pages 12–13: Discuss what the family is doing now. Read and discuss the labels. *What might the sign be advertising?*
- Pages 14–15: Discuss where the family is now. *What might they be eating and drinking?* Read the labels and ask if anyone has had sushi before. *What was it like? What would they choose to eat at the food court?*

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.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the family's trip to the mall. Using sequential language, prompt them with questions, such as

What did the family do first? What did they do second?

What did they do after that? What did they do last?

- Talk to the students about the different kinds of shops the family went into.
- Have the students suggest other types of shops that might have been in the mall.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *down* in the text. Write sentences containing *down* on the board. Invite volunteers to come and find the word *down* in your sentences. Have them write *down* on a piece of paper and cut out each letter. Scramble the letters and make the word several times. Add *down* to a high-frequency word chart or word wall.
- Ask the students to suggest words that rhyme with *down*. Write them on the board under one another, lining up the same letters.

Oral Language

- Have the students work in pairs, to retell the mall trip in sequence to each other.

Writing

- Have the students write about their favourite shop at the mall. Ask them to say why it is their favourite shop.

Creative Extension Activities

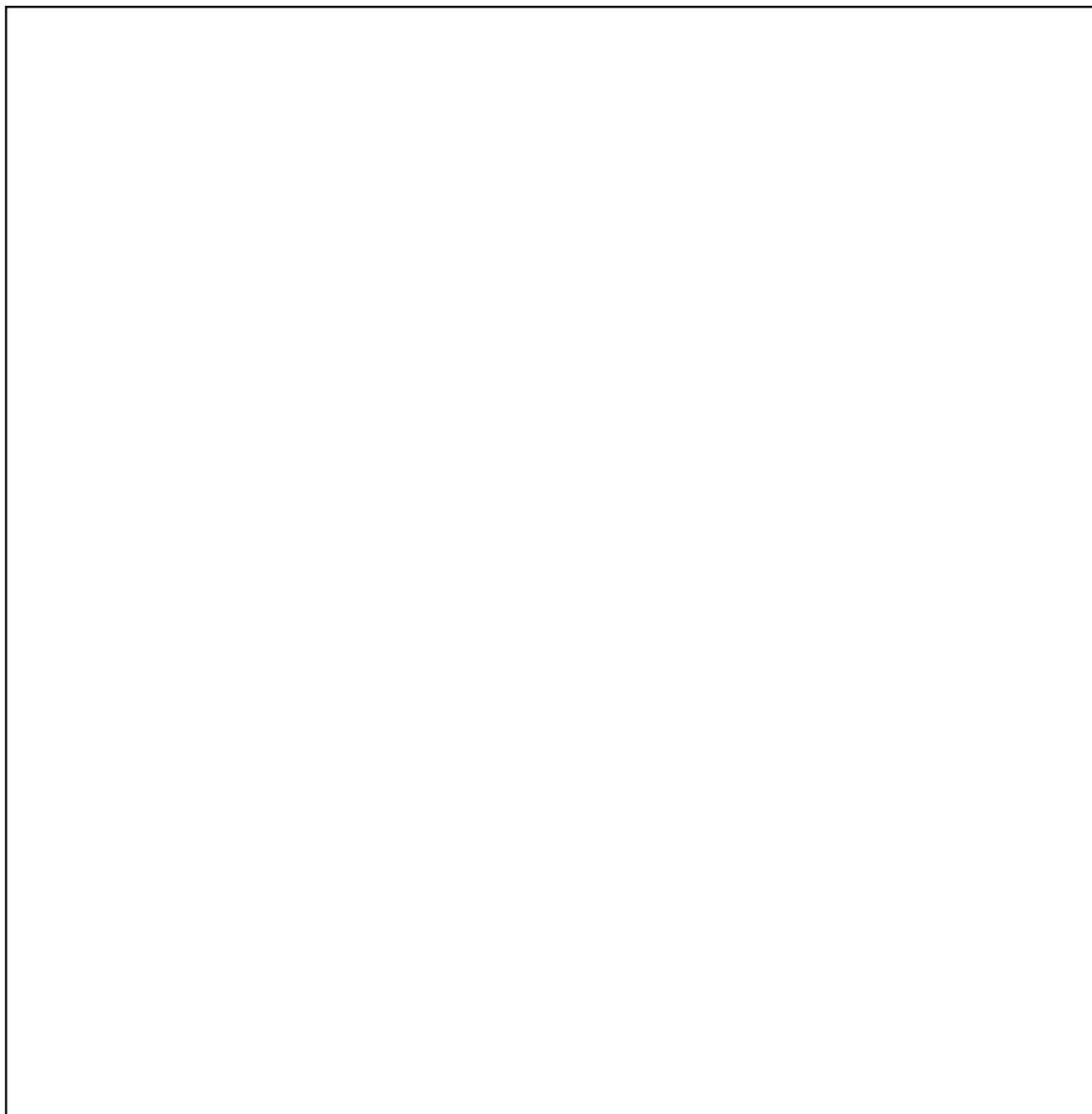
- Have the students draw a cartoon strip of the events of the mall trip. Cut them out and paste them in order.
- Have the students draw an advertising sign to attract people to shop at the mall.

Independent Follow-Up Activities

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

Name: _____

Make an advertising sign for the shop in the mall that you like best.



Name: _____

Draw a map of the shopping mall.

Include all the shops you like, and
a place where you can eat.

