

# A Trip to Town

## Social Studies

Level 5

### Strand: Geography

### Theme: Locations

**Purpose for Reading:** To develop an understanding of things that could be done or seen on a trip to town.

**Comprehension Strategies:** Making connections to self, visualizing, recognizing chronological and sequential order.

#### Vocabulary

*Dictionary Words:* café, car, harbour, park, shops, town square

*Vocabulary Words:* bench, bowl, cabin, car seat, clothes shop, leaves, mast, playground, sculpture, seat belt, shoe shop, table

*High-Frequency Words:* a, and, at, down, home, in, saw, the, they, to, up, went

#### Before Reading

- Ask the students if they have been on a trip to town. Ask them to describe the trip. How did they get there? Who did they go with? What did they do when they got there?
- Read the title and have the students visualize what they might see on a trip to town.
- Together read the title page and ask the students what they can see in the photo. *Who are the people? Why is the family holding hands?*

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Look at the photos. Read and discuss the labels. For example, ask the students what a café is. *What might you do at a café?*

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what they see. *What is the family doing? What are they waiting for? Why are they waiting?* Ask the students to say what might happen if they didn't wait for the cross signal.
- Pages 6–7: Ask the students to discuss this photo. Read and discuss the labels.
- Pages 8–9: Ask the students to discuss this photo. *Where is the family now? What can they see?* Introduce the labels and discuss the parts of the boats. Ask the students to think about where the harbour might be – uptown or downtown. Ask the students why they chose their answer.
- Pages 10–11: Ask the students where the family is now. Read the labels and discuss what they might be eating.
- Pages 12–13: Ask the students where the family is now. What in the photo helped them with their answer?
- Pages 14–15: Ask the students to look at the map. Discuss the features of the map with the students. Ask the students to trace with their finger the route the family took on their trip to town. Ask them to stop each time the family stopped.

#### Read the Book

- Ask the students to return to and read the title.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to point to the

words as they read them.

- 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 sequence of the family's trip to town. Prompt them with questions, such as *Where did the family go first? Where did they go after that? At what stage of the trip did they go to the park?*
- Ask the students to look at the map on page 14 to check if their sequence was correct.
- Have the students think about a trip to town they have made. Ask them where they went. How was their trip similar to or different from the one in the book?

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *saw* in the text. Have the students make *saw* with magnetic letters, making it and saying *saw* aloud, before breaking it and starting again. Add *saw* to a high-frequency word chart or word wall.
- Ask the students to think of words that rhyme with *town*. Write them on a chart one under the other, lining up the same letters.

### **Oral Language**

- Have the students work in pairs to retell in sequence a trip to town they have made.

### **Writing**

- Have the students choose one part of the trip and visualize what they might have seen. Model a think-aloud. For example, *When I was in town I*

*stopped at the park to have a rest under a tree. I looked around and saw leaves on the ground and people playing on the playground.*

- Ask the students to write two sentences describing what they saw.

### **Creative Extension Activities**

- Make a class map, like the one on page 14, to show a trip to town. Have the students draw things they might have seen or done in town.
- Make a class time line to show the sequence of events from the story.

### **Independent Follow-Up Activities**

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

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

Draw the place that Cole, Mason, and Nikki went to just before they went to the café.



Write the sentence that tells where they went.

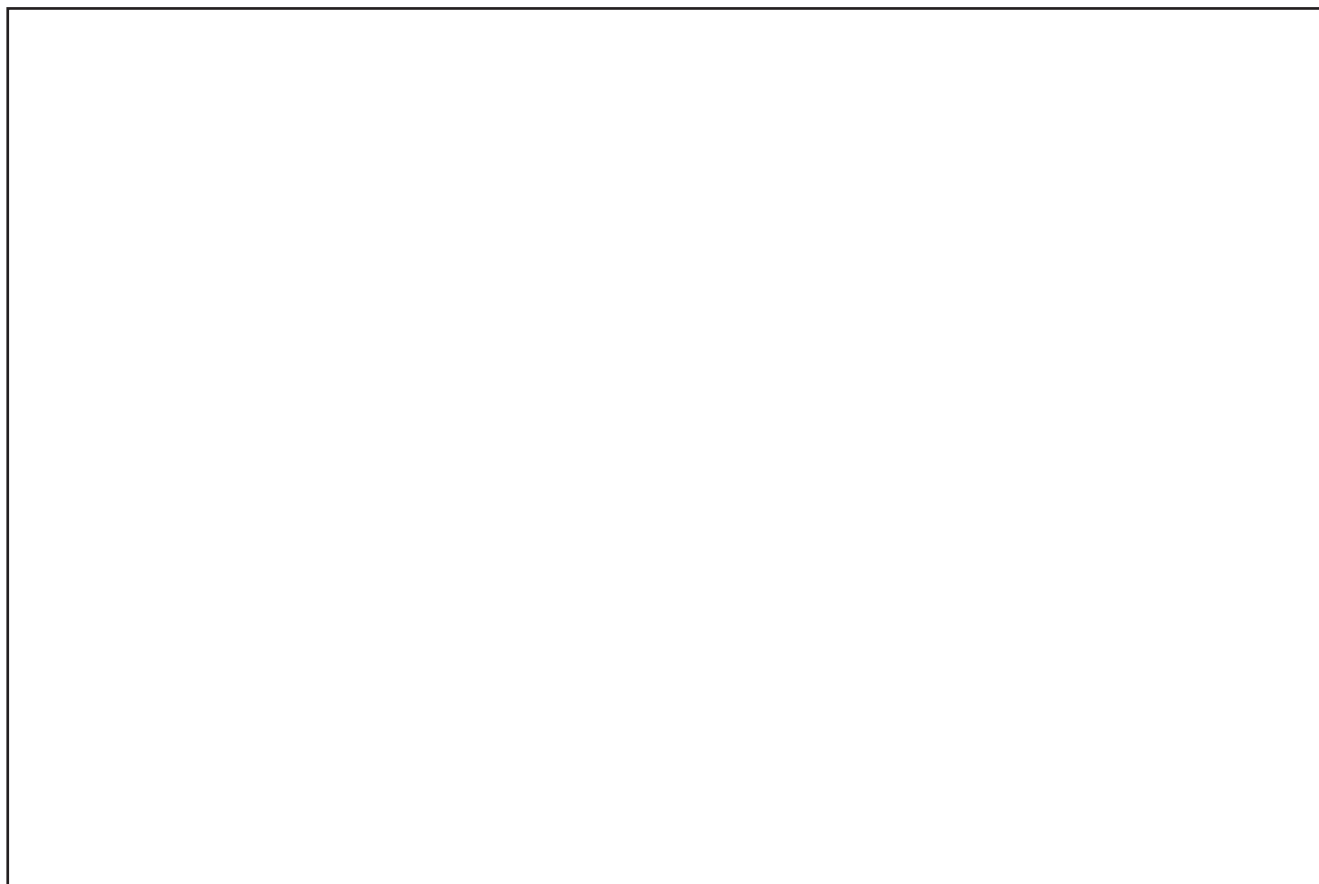
They went \_\_\_\_\_



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

Read and draw.

Cole, Mason, and Nikki sat down in a café.



Draw them and label two things in your picture.