

Biggest, Highest, Longest

Social Studies

Level 7

Strand: Geography

Theme: Locations

Purpose for Reading: To develop an understanding of places around the world that are the biggest, highest, or longest.

Comprehension Strategies: Predicting, synthesizing, extracting information.

Vocabulary

Dictionary Words: Amazon River, Greenland, Mauna Loa, Mount Everest, Nile River, Pacific Ocean

Vocabulary Words: canoe, clear sky, crater, felucca, ferry, ice, island, mountaineer, rainforest, summit, volcanic rock, waves

High-Frequency Words: an, at, be, can, down, has, in, is, it, look, most, on, the, this, to, too, up, very

Before Reading

- Ask the students to define the words *biggest*, *highest*, *longest*. Tell them this book looks at geographical locations around the world. See if they can predict what might be in the book.
- Read the title and have the students talk about the cover photo. Have the students predict what this photo relates to, e.g. biggest something, highest something, or longest something. Ask the students why they chose their answer.
- Read the title page together and ask the students what the photo shows. *What is the dark-coloured material? What is the white material?*

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask them to predict which category – biggest, longest, or highest – each

photo might fall into. Discuss the name of each one.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what they can see. From the photo dictionary, can the students remember the name of the ocean? Locate the Pacific Ocean on the map.
- Pages 6–7: Invite the students to look at this photo and describe what they can see. Tell them this is Greenland and ask them to guess why it is in this book. Locate Greenland on the map.
- Pages 8–9: Ask the students to look at this photo and describe what they see. Read and discuss the labels. Locate the Amazon River on the map.
- Pages 10–11: Ask the students to look at the river and guess why this river is in the book. Discuss the labels and find the Nile River on the map.
- Pages 12–13: Ask the students if they know the name of this mountain. Ask them to guess why it is in the book. Read and discuss the labels. Find Mount Everest on the map.
- Pages 14–15: Ask the students to look at this photo and talk about what they think it is and why it is in the book. Read the labels and introduce the name Mauna Loa. Locate Mauna Loa on the map.

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.

- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- 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 information they learned from reading it. Prompt them with questions, such as *What is the longest river on Earth? What is the highest mountain? What country is it in?*
- Talk to the students about the maps. How did the maps help them understand what they were reading and extend their knowledge?

Vocabulary and Word Recognition

- Have the students find the high-frequency word *very* in the text. Have the students write the word *very* and cut out each of the letters. Ask them to make and break the word, each time saying *very* aloud, and check to make sure they are correct. Add *very* to a high-frequency word chart or word wall.
- Ask the students to work with a partner to learn the following words: *biggest, highest, longest*. Ask the students to discuss the *est* ending on the words. Ask them to suggest why it is used and when it is added.

Oral Language

- Have the students work in pairs, using the books. One student asks questions from the picture dictionary and the other finds the answers in the book, e.g. *Where would you find Mauna Loa?*

Writing

- Have the students choose one place from the book and write all the information they know about it in the form of a word web.

Creative Extension Activities

- Ask the students to paint a picture of one of the places in the book.
- On a large world map, paste pictures of the places shown in the book in the correct areas. Have the students find out about other biggest, highest, or longest places and add them to the picture map.

Independent Follow-Up Activities

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

Name: _____

Use the book to help you answer these questions.

Which place is cold even in summer?

How can you tell from the photo that this place is cold in summer?

Which other place in the book is cold in summer?

How do you know?

Name: _____

Draw a picture with these things in it.

waves clear sky island crater canoe

Label your picture.

