

Landmarks around the World

Social Studies

Level 8

Strand: Geography

Theme: Locations

Purpose for Reading: To develop an understanding of different landmarks around the world and the countries they are in.

Comprehension Strategies: Making connections to world, synthesizing, comparing and contrasting.

Vocabulary

Dictionary Words: bridges, castles, churches, map, pyramids, towers

Vocabulary Words: Eiffel Tower in Paris, Golden Gate Bridge in San Francisco, Moritzburg Castle in Dresden, Pyramid in Chichén Itza, Pyramids in Giza, Santo Domingo Church in Oaxaca, Schwedagon Church in Yangon, Sky Tower in Auckland, Sydney Harbour Bridge in Sydney, Taj Mahal in Agra

High-Frequency Words: a, ago, all, and, are, come, for, get, here, in, it, live, long, made, of, old, some, these, they, this, time, to, two, very, were

Before Reading

- Ask the students if they know what a landmark is. Ask them to describe landmarks around the area they live in.
- Read the title of the book and ask the students if they know any landmarks from around the world. Make a list of any they know. Do they think any of these will be in the book?
- Discuss the cover photo. *What is it? Where might this landmark be found?*

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary.

Read and discuss the labels. Were any of these types of landmarks suggested in the *Before Reading* discussion?

Take a Photo Walk

- Open your copy of the book to pages 14–15, the world map. You will need to refer to this during the photo walk.
- Pages 4–5: Invite the students to look at these pages and say what kinds of landmarks they are. *What are they made of? Are they old or new landmarks?* Read the labels to the students and ask them to look at the world map open in your book. Ask them to locate the pyramids and discuss the part of the world in which they are found.
- Pages 6–7: Invite the students to discuss these two towers. *What is the same about them? What is different? What are they made of?* Read the labels to the students and ask them to look at the world map open in your book. Ask them to locate the towers and discuss the part of the world in which they are found.
- Pages 8–9: Ask the students to look at these two photos and discuss what they see. Do they know the names of either of these bridges? *What are bridges made for?* Read the labels to the students and ask them to look at the world map open in your book. Ask them to locate the bridges and discuss the part of the world in which they are found.
- Pages 10–11: Ask the students to look at these photos and compare them. *What is the same about them? What is different?* Read the labels to the

students and ask them to look at the world map open in your book. Ask them to locate the castles and discuss the part of the world in which they are found.

- Pages 12–13: Ask the students to look at these photos and describe them. *What are they? What do people use them for?* Read the labels to the students and ask them to look at the world map open in your book. Ask them to locate the churches and discuss the part of the world they are from.
- Pages 14–15: Ask the students to look at the map and discuss how it can help them get more meaning from what they are reading.

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 use the features of the book to help, e.g. the labels and the map.
- 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 landmarks. Prompt them with questions, such as *In which parts of the world would you find pyramids?*
- Talk to the students about how the landmarks are the same but different. Prompt them with

questions, such as *How are the two churches the same? How are they different?*

Vocabulary and Word Recognition

- Have the students find the high-frequency word *were* in the text. Ask the students to suggest sentences using *were*. Have the students write *were* five times, checking each time to make sure they are correct. Add *were* to a high-frequency word chart or word wall.

Oral Language

- Have the students work in pairs, using the world map. One student asks questions from the book and the other finds the answers in the map.

Writing

- Have the students write two sentences that contain information about one of the landmarks.

Creative Extension Activities

- Have the students draw one of the landmarks, using crayon and dye.
- Have the students make a map of their local area. Have each student draw a landmark to paste onto the map.

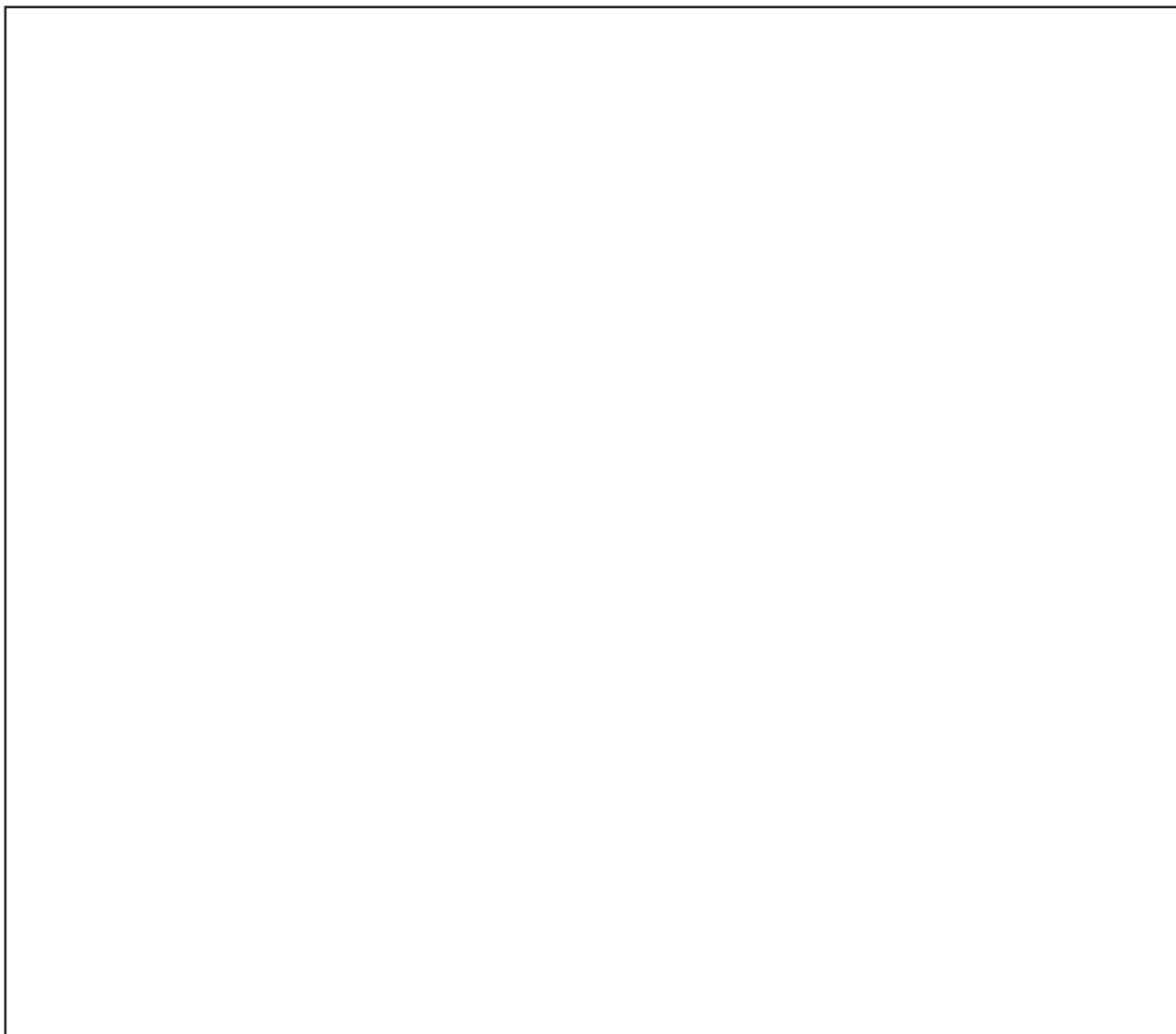
Independent Follow-Up Activities

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

Name: _____

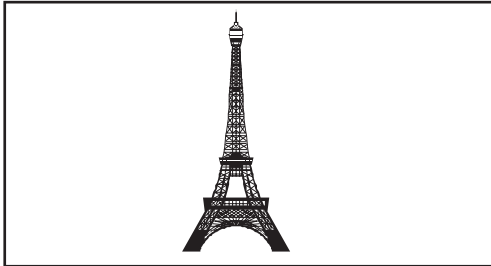
Unscramble this landmark. Draw the picture.

dbreig _____



Name: _____

Match these labels and pictures.



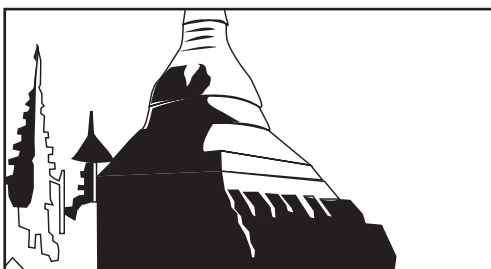
Sydney Harbour Bridge



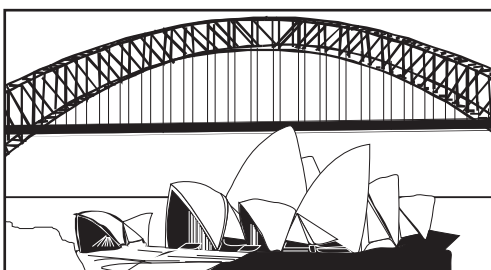
Santo Domingo Church



Golden Gate Bridge



Eiffel Tower



Schwedagon Church