

Strand: Economics/Technology

Theme: Buildings

Purpose for Reading: To develop an understanding of old and new buildings.

Comprehension Strategies: Asking and answering questions, comparing and contrasting, recognizing factual text structures – reports, visualizing.

Vocabulary

Dictionary Words: bricks, columns, plastic pipes, steel, window frames, wood

Vocabulary Words: arches, automatic doors, gutters, roof, safety rail, small windowpanes, things, tinted glass windows, tower, walls

High-Frequency Words: an, has, here, made, new, not, of, some, that, were, what, with, your

Before Reading

- Ask students to talk about old and new. Brainstorm old and new things inside the classroom. Extend to include things outside the classroom, at home, or in the community.
- Read the title and have students describe what they observe about the old and new buildings on the cover. *What tells you that this is an old building? What tells you that this is a new building? What are the buildings made from?*
- Make a table using the headings *Old* and *New*. Have students suggest things from the cover to go in each column.
- Read the title page together and ask students what they notice about the photo. *What tells you the building at the front is old? Where do you find lots of tall buildings?* Add any new details to the table.

Introduce the Picture Dictionary

Ask students to turn to the picture dictionary. Read and discuss the labels. Ask students to infer which things from the picture dictionary are features of old or new buildings. Add new information to the table.

Take a Photo Walk

- Pages 4–5: Invite students to look carefully at the photo and discuss the features of this old fire station. Read the label and discuss what an *arch* is. Read the caption and discuss what a tower is. Add new information to the table.
- Pages 6–7: Invite students to look carefully at the photo and discuss the features of this new fire station. Read the label and discuss what *automatic doors* are. Read the caption. Add new information to the table.
- Pages 8–9: Invite students to look carefully at the photo and discuss the features of this old school. Read the label and discuss what *windowpanes* are. Read the caption and discuss what columns are for. Add new information to the table.
- Pages 10–11: Invite students to look carefully at the photo and discuss the features of this new school. Read the label and discuss what a *safety rail* is. Read the caption and discuss what the gutters and pipes on a building are for. Add new information to the table.
- Page 12–13: Invite students to look carefully at the photo and discuss the features of this old store. Read the caption and discuss what the store might sell. Add new information to the table.

- Page 14–15: Invite students to look carefully at the photo and discuss the features of this new store. Read the label and discuss what *tinted* means. Read the caption and discuss what the store is made from. Add new information to the table.

Read the Book

- Ask students to close the book and read the title independently.
- Turn to pages 2–3. Have students read the dictionary words.
- Turn to pages 4–5. Ask students to read this page independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite students to discuss the similarities and differences between the old and new buildings. Make a chart to summarize students' observations.
- Prompt students using questions such as, *How was the old store different to the other buildings in this book?*
- Discuss the reasons why new buildings may be made from glass and steel, rather than bricks. Encourage inferences. Prompt students with questions such as, *How many bricks do you think were used to build the fire station? How long do you think it may have taken to build the old fire station?*
- Have students infer how old and new buildings may have been constructed.

Vocabulary and Word Recognition

- Have students find the word *look* on page 4, and walk through the book to locate the word. Have

students point to the word and say it aloud.

- Make the word *look*, using magnetic letters. Jumble the letters and ask individual students to assemble the word quickly using two hands, saying the word *look* as they do so. Write the word on the board. Ask students to think of other words that sound like *look*. Ask students to identify the first sound in each word. *Which letter is that?* Make a list of *-ook* words on the board. *What do you notice about these words?* Discuss the *-ook* spelling pattern. Explain that words that sound the same, can also look the same.
- Have students write the word *look* five times.

Oral Language

- Partner students and have them discuss the features of their school, such as new or old aspects of the buildings, and what they are made from.

Writing

- Have students choose a building from the book and write three sentences about it:
- a sentence that describes how the building looks
 - a sentence about what the building is used for
 - a sentence about what the building is made from.

Creative extension Activities

Have students design and create a building made from assorted craft materials. Have them create an interesting use for their building and write it down.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activity on page 16.
- Complete the photocopiable sheets.

Name: _____

Read the list of different kinds of buildings.

What would you find in or near these buildings?

Draw lines to join the buildings to the things inside.

Fire station

blackboard

Restaurant

petrol

Store

groceries

Hospital

menu

School

medicine

Airport

hose

Gas station

runway

Name: _____

Make a list of old things that you own.

Make a list of new things that you own.

Circle your favourite old thing and new thing.

Old Things I Own	New Things I Own