

Where Am I?



Level: A6 Word Count: 22

Curriculum Connection	Geography
Content Vocabulary	mall, park, playground, school, train station, zoo
Visual Literacy Element	town map
Critical Thinking	infer from a photo where a person could be
Comprehension Strategy	asking and answering questions
High-Frequency Words	am, at, I, the

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss places where the students go in the town or suburb where they live. Ask questions such as – *Do you go to the mall? Is there a park near where you live?* If the school is in a built-up area, take a walk naming the places in the area.

- Give each student a copy of the book *Where Am I?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts the question in this book is, *Where*. They are going to read the book to find out the answer to the question. As they read they will find places that the children go to.
- Discuss the cover photo. Ask questions such as – *Where is this boy? What is he doing? Is there a park near where you live? What things do you do in the park? What other things do people do in parks?*
- Have the students turn to the title page. Discuss the photo. Ask questions similar to those you asked about the cover photo.
- Explain to the students that when they have read the book they are going to ask you some questions like the ones you have just asked them.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Ensure that your English Language Learners understand the vocabulary.
- Tell the students that these words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To ensure understanding say things such as – *A zoo is a place where you can go to see wild animals. Some zoos also have tame animals that you touch and feed.*
- Discuss the map on page 15. Explain to the students how the key works.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What is the girl at the playground doing?
What is the boy at the zoo looking at?
Where is the girl who is writing?
What do you do at a train station?
- Check inferential comprehension by asking these questions:
Which do you think is bigger, a park or a playground?
Would it be good for a school to be near a park? Why or why not?
Why could it be good for a zoo to be near a mall?
What else could be on the map?
- Have the children look at the map and ask you general questions about it? Prompt them if necessary, for example – *Is the train station near the park?*
- Invite volunteers to use the word, *why* to start a question, for example, *Why was the girl at the mall?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo and the map. Tell them that their task is to name some of the places on the map where the boy could be.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw themselves at one of the places on the map. Have them write or copy a dictated a sentence – *I am at the...*

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

Where Am I?

Level: A6

Name: _____



Little Books of Answers

Cut and paste the sentence

school. I at am



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Where Am I?

Level: A6

Name: _____



Little Books of Answers

Read and Draw

I am in the playground.

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