

Why Do You Live Here?



Level: C6 Word Count: 79

Little Books of Answers

Curriculum Connection	Geography
Content Vocabulary	America, Canada, city, country, crop, doctor, farmer, fisherman, forest, France, hospital, logger, Mexico, miner, near, police officer, river, Russia
Visual Literacy Element	relationship chart
Critical Thinking	interpret a photo
Comprehension Strategy	hypothesizing
High-Frequency Words	a, am, because, here, I, in, live, the

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss where people live? Do the students know the reason why some people live where they do? Do any of the students grandparents live close to them? Do their grandparents live close by so they can be near their family? Do any of the students live close to where one of their parents works?

- Give each student a copy of the book *Why Do You Live Here?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them the meaning of a hypothesis. Tell them it is a little like a prediction. They are using what they already know to hypothesize what is in the book.
- Discuss the cover photo. Ask questions such as – *What is this person doing? What is his job? Where is he? Where do you think he lives? Why do you think that?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

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. Explain that the labels tell them the occupation of the person in the photo. Explain that your occupation is teacher, their occupation is student.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Each of the captions tells you the country that the person lives in. You can see the country marked on the little map on each page. The label on the map tells you the name of the country. When you read the text you will find out where in those countries the people live.*
- Discuss the chart on page 15. Tell the students that the arrows show them the relationship between the occupation and where the person lives.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- 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 if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What does the doctor live near to?
Who lives in the city?
Which country does the miner live in?
Who lives near a forest?
- Check inferential comprehension by asking these questions:
Why does the fisherman live near the river?
Why doesn't the doctor live a long way away from the hospital?
Do you have to live in Canada to be a logger? Why or why not?
Why do farmers live in the country?
- Have the students revisit the hypothesis they made before they started reading? Did the book answer the questions that they thought it would? What else did they learn?
- Invite volunteers to choose one of the occupations and ask another question about it, for example, *Could a police officer live in the country? Why or why not?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to say what this woman does, where she lives, and why she would live there.

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 one of the occupations. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Name:



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Look for these people in the book.
Draw and label two of them.

farmer logger miner teacher

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Name:



Read and Draw

Little Books of Answers

I live here because I am a fisherman.

I live near the hospital.

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