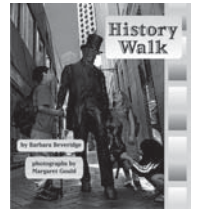


# History Walk

by Barbara Beveridge

photographs by Margaret Gould



## Book Summary

*History Walk* follows a group of children going on a history walk around their city.

## Features of the Book

- The use of historical and present day photographs to support the text.
- Written information presented in a variety of ways.
- The factual information about the city and commentary of the walk.
- The “ed” word ending to create past tense.
- The letter clusters – “str” and “thr.”

## Purpose

*History Walk* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing and reading a range of different word patterns, including word endings;
- S** discussing new vocabulary and extending understanding;
- S** discussing the organizational structure of the text;
- S** using diagrams, charts, and other illustrations to support writing.

## Introducing the text

Look at the cover of the book.

- *Why are there footprints on the cover?*
- *What do you think this story is about?*

Clarify the meaning of the word “history.”

Read the names of the author and photographer to the group.

## Reading the text

- S** Recognizing and reading a range of different word patterns, including word endings.
- S** Discussing new vocabulary and extending understanding.
- S** Discussing the organizational structure of the text.

## Pages 2 and 3

- *What is a map used for?*
- *How would they have made their history map?*

## Pages 4 and 5

- *How many different ways is the author giving us information?*
- *What does the information tell us?*

Pages 6 and 7 – Read the text to the children and ask them to follow with their eyes.

Discuss new vocabulary, for example, “statue,” “lumberyard,” “elected,” and “council.”

Pages 8 and 9 – Compare the photographs of the cable cars. What are the differences?

## Page 11

- *How old would the observatory be now?*

Pages 12 and 13 – Discuss the different clothing worn in the photographs on page 13 and why the women carry parasols.

## Pages 14 to 16

- *Why is there a line between the photograph and the diagram?*

Look at the map on page 16. Ask the children to follow the path with their fingers.

- *What dates can you see? What do they mean?*

Children now read the book independently.


## Revisiting the text

Look at the word “owned” on page 7. Discuss how the “ed” ending changes the word into the past tense. Ask the children to find more examples in the text.

Make a chart showing the present and past tense of these regular verbs.

## Following Up

- S** Using diagrams, charts, and other illustrations to support writing.

 Ask the children to draw a map of their neighborhood and include a key to show each part.

**B** Complete the blackline master opposite.