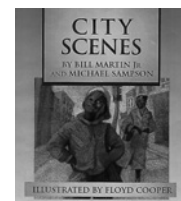


# City Scenes

by Bill Martin, Jr. and Michael Sampson  
illustrated by Floyd Cooper



## Book Summary

This text takes the form of a poem expressing a child's view of the city as he and his mother walk home.

## Features of the Book

- Division of text into nonrhyming introduction and conclusion, with a rhyming middle section.
- The use of an ellipsis.
- The “ing” word ending – “dashing” and “rushing.”
- Couplets with internal and end rhymes based on assonance.
- The plurals in the text are not matched by plurals in the illustrations.
- The high-frequency word “the.”

## Purpose

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

- S** hearing the individual sounds in a word;
- S** using visual cues to monitor that reading is making sense;
- S** practicing using poetic language to write poems;
- S** comparing the story to events in own lives.

## Introducing the text

Talk about the kinds of things that the children are used to seeing in the city and how they feel/would feel about living there. The children will notice different features, so allow plenty of time to discuss these.

Read the cover text and look at the illustration. Explain that this is a poem about what one boy sees and how he feels in the city.

## Reading the text

- S** Hearing the individual sounds in a word.
- S** Using visual cues to monitor that reading is making sense.

Read the title page together and discuss what the girl might be doing.

Pages 2 and 3

- Who is the main character here? How can you tell?
- Where does he live? Can you find that word on the page?

Pages 4 to 9 – Look at the major feature in each illustration on these pages. Ask questions such as:

- What is this?
- What do you think this person is doing?

Discuss the different jobs that the children can see people doing in the illustrations.

Encourage the children to use initial letters and picture clues to find the focus of each page.

Pages 10 and 11 – Look at the spread as a whole.

- How do you think the boy is feeling?
- What might he be saying?


Children now read the book independently.

## Revisiting the text

Look at the “ing” ending of the words in the middle part of the poem. Make a list of the root words. Discuss how the “e” has been dropped before adding “ing” to “glance” and “dances.”

Begin a classroom “ing” chart with three columns to include the regular “ing” endings, dropping the “e,” and doubling the final consonant. Add other words that can have “ing” endings.

## Following Up

- S** Practicing using poetic language to write poems.
- S** Comparing the story to events in own lives.
  - Write out the whole poem on a large sheet of paper. Read it together with expression.
-  Have the children write their own poem about the place that they live in.
- B** Complete the blackline master opposite.