

Set F

## Book Summary

A boy talks about the things he can see as he is looking down on the city from a balcony.

## Repeated Phrases

I can see some \_\_\_\_ way down there.

**Text Type** – Narrative

## Materials


- copies of words and punctuation for this book from page 138
- copies of BLM, pencils, scissors, glue, markers
- a large piece of paper, toy cars, toy people, toy buildings, magazines pictures of buildings, cars, and people, photocopies of pictures of the children in the class

# Looking Down

by *Jill Brasell*  
illustrations by *Trevor Pye*

## Skills and Strategies

Reading *Looking Down* will reinforce the following objectives and give the children the opportunity to:

- W** use knowledge of onset and rime to create new words
- S** emphasize left-to-right movement to reinforce directionality
- T** locate information
-  write labels or captions for a specific purpose

## Word Study

- High-frequency words: Down, I, can, see, some, down, up, here
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
  - s – see, some, streets, stores
  - c – can, cars
  - D, d – Down, dogs, down
  - th – there
  - onsets and rimes – c/an, w/ay
  - plurals – birds, cars, dogs, stores, streets, trees

## Speaking and Listening

Use this text to help the children:

- share own experiences related to the content of the story;
- predict the story line using illustrations from the book.

## The Guided Reading Lesson

### Introducing the text

Draw up a simple street map on a large piece of paper and place it on the floor for the children to look at. Make sure that the map shows an intersection. Arrange toy cars, people, and buildings on the map. Have the children look at the map from different perspectives – sitting and standing.

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the illustrator to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – What do you think the boy might be saying to his father? How can you tell that they are up high?

**Title page** – Together, read the title and the names of the author and the illustrator again. Talk to the children about what the phrases bird’s-eye views means.

**Pages 2 and 3** – Where is the boy pointing? Model how to read the phrase “way down there” expressively. Highlight the way in which the cameo picture on page 2 will give the children a clue to reading the text.

**Page 5** – What can he see now? How many cars can you see? What colors are the cars?

**Page 7** – What is in the street in this picture? How many can you see?

**Page 9** – What is this picture showing us? What sorts of stores do you think they are?

**Pages 10 and 11** – What can we see now? (People) How does that word begin? Can you find it on page 10?

**Page 13** – Where might you find trees in a city?

**Page 15** – What is happening in this picture? Where do you think the birds might go next?


**Page 16** – Were you right? Why is this a good place for birds? Read the sentence to the children expressively, emphasizing the phrase “way up here.” What tells us how to read the phrase in this way? (The exclamation point)

The children can now read the book again independently.

## Revisiting the Text

- Write the words “up” and “down” on the board. Explain the term “opposites” and ask the children to help you compile a list of opposites (in/out, come/go, big/small, etc.)
- Write the word “car” on the board. How can I make this word into “cars”? Add the plural “s” in a different color. Repeat this with the other plurals in the text.
- Use magnetic letters to make the word “way” and show how, by changing the onset, you can make other words. Repeat the process with the word “can.”
- Using the words and punctuation for this book from page 138, reassemble the sentences with the children.

## Following Up

-  Write labels or captions for a specific purpose. Create a collage of a city scene. The children can paste pictures of themselves onto the collage, adding speech bubbles to their pictures that read “I can see some \_\_\_\_.”
- B** On the BLM activity opposite, children cut and paste the pictures into the appropriate sections, looking “up” or “down” at an object and draw two of their own views.