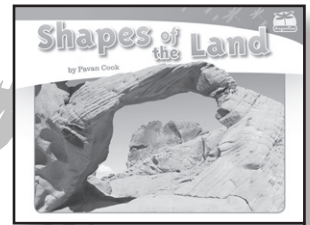


Shapes of the Land

by Pavan Cook



Overview

This simple text explores the features of natural landscapes, such as a mountain, bay, and river. It provides opportunities to identify different shapes within the landscapes. (Big idea: The land has different shapes.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text MC
- identifying the main ideas MI
- asking questions. AQ

It supports the following **non-fiction strategy**:

- getting information from photographs.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *land, shapes*
- Content words – *bay, canyon, lake, mountain, river*
- High-frequency words – *a, can, is, the, this, you*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (natural features of the land), which expands on pages 8 and 9 of the anchor book *Discovering My World*
 - preview question on the back cover
 - photographs that support the text
 - picture glossary
- Word study:
 - medial sound – *shape, land*
 - rime in “bay”
 - words within words – *l-and, th-is, can-y-on*
 - common digraphs – “sh”, “th”
 - familiar vocabulary (*mountain, river, lake*) and less familiar (*canyon, bay*)
- Short sentences
- Repetitive sentence structure with a change on page 8
- Question on page 8
- Opportunities for discussion using knowledge of different shapes



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Talk about what we mean by “land.” You might make a comparison between land, sea, and air. Discuss the land in the neighbourhood.

ELL support

Allow the ELL students to demonstrate their knowledge nonverbally or with one- or two-word answers. Emergent or early ELL students will be developing listening skills and may appear hesitant with verbal tasks. They will feel more comfortable pointing or drawing in response to “yes/no” or “either/or” questions.

Introducing the book

Front cover – Discuss the photograph. Read the title, providing support for “shapes” and “land”. Read aloud the author’s name. *What do you think this book is about? What does the title mean? What shapes can you see?*

Back cover – Read the preview question. Discuss the students’ predictions.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this before in *Discovering My World*. Read aloud the anchor words on the other side of the flap. Tell the students that they can point out the words as they find them in the book. Ask them to leave the flap open as they read.

Title page – Read the title again. The students may notice that the anchor words are in the title. *What shape does this river have?*

The first reading

MC **Page 2 – (Making connections)** *What does this picture show? Draw the shape in the air with your finger.* Discuss the different shapes within the rock formation. *Can you find a circle? A pointy shape? An oval?* Explain that the land has many shapes.

Page 3 – Focus on the shape of the mountain. *This mountain is a volcano. Draw the shape. What shape did you draw?* (triangle)

Page 4 – Point to the picture of the bay. *Here is the sea and the sand.* Trace the bay with your finger and discuss the shape (a curve). *What does the “a” in “bay” sound like? What words rhyme with “bay”?* (day, may, say) Return to page 2 and find a shape that is similar to the bay.

MC **Page 5** – Point to the picture. *What shape do you see?* Trace the shape of the river. Explain that rivers carry water to the sea and that the water can change the shape of the river. **(Making connections)** Talk about a local river. Ask the students to share their observations and knowledge about it.

MC **Page 6** – *What do you see in this picture?* Talk about the use of aerial photographs. The students might imagine what a bird can see as it flies over the lake. **(Making connections)** *Have you ever gone swimming or boating on a lake? What was it like?* Trace the oval shape and explain that a lake has land around it. Discuss the land around the water.

Page 7 – The word “canyon” may be unfamiliar to the students. Explain that a canyon is a deep split in the rock. It has very steep sides. Explain that in this picture, a river is running through the split in the rocks. *Do you know the name of a famous canyon?* (Grand Canyon) Ask the students to find two small words in “canyon” (can, on). Ask them to trace the shapes in the picture. *Can you find an upside-down triangle shape? A sideways triangle shape?*

Page 8 – Talk about the photograph. *There are lots of different shapes in this photograph.* Point to the word “shapes” and have the students say it aloud with you. **(Asking questions)** *The author is asking us a question. How do we know it is a question?* Discuss the use of the question mark. Explain that questions usually begin with “who”, “what”, “when”, “where”, “why”, or “how”. *What questions could you ask about this photograph using these words?* Have the students trace each shape they can see. **AQ**

(Identifying the main ideas) Review what the students have learned. Encourage them to make connections with their knowledge. *What shapes can you see when you look out of the window?* **MI**

Vocabulary activity

Focus word: shape (page 2)

1. Reread page 2. *The land has many shapes.*
2. Say “shape” with me. Sound it out together.
3. Explain that “shape” means the outline of something. Explain that everything has a shape, and that there are many different shapes around us.
4. Give examples. *An orange has a round shape. A computer has a square shape. A ruler has a long, thin shape.*
5. Take a walk around the school. *What shapes can you see?* Have the students draw pictures of the shapes. Make a class list of the shapes.
6. *What’s the word we’ve been learning that means the outline of something?* Ask the students to say “shape” again with you.

ELL activity

Language objectives: Reinforcing the content words; reinforcing high-frequency words

1. Revisit the photographs in the book and review the content words “mountain”, “bay”, “river”, “lake”, and “canyon”. Write the words on the board or a chart and draw a picture of each landscape to support comprehension.
2. Point to and read aloud the words.
3. Ask the students to say each word with you. *Say “mountain” with me.*
4. Ask them to find the picture of each landscape in the book. Model the use of complete sentences for the students who need extra support, then ask each student to repeat his or her answer in a complete sentence. “This is a _____. This is the _____.”
5. To ensure the students understand the content words and their associated picture, ask questions such as, “Is this a ...?” “Point to ...,” “Find the picture with the ... in it.”

Ideas for revisiting the text

1. Review and check

Listen as the students reread the text. Observe their one-to-one matching and how they manage the change in pattern on page 8. Observe intonation when reading the question.

2. Stop and learn

a. Decoding/word attack activities

Practising blends

- Write “shapes” on the board.

- Ask the students to practise saying “sh”. Have them turn to a partner and watch each other say it. *What did “sh” look like?*
- Ask the students to think of two words that begin with “sh”. Have them share their words with a partner, then with the class.
- Write the words on the board.
- Practice saying the words together, emphasising the “sh” sound.

Onset and rime

Find the words in the book that have a long “a” sound (shapes, lake, bay). Make a list of rhyming words for each one. Put it on the word wall.

BLM – Identifying the onset and rime of words

The students can add “ay” to each letter around the wheel, then write the words at the bottom of the sheet.

b. Comprehension activities

Display cards with the words from the book and a drawing of each shape. Use these cards to find things in the classroom that have these shapes. (Our window is a rectangle shape. Our table is a round shape.) Ask the students to look for a triangle shape.

BLM – Reading and completing sentences

The students can look at the pictures and complete the sentence “This is a _____.”

c. Writing activity

Display the shapes cards on the word wall. Ask the students to draw a scene with a mountain (triangle), lake (circle), and a bay (curve). They can write labels next to the shapes.

3. Suggestions for further activities

- Using the word and punctuation cards for this book, reassemble the sentences with the students.
- Go outside with the students. Ask them to pretend that they are giants looking down on a patch of ground. They can describe what they see from their bird’s-eye view.