Lesson 29 Teacher's Guide

Take a Trip to China
by Alan Wood

Fountas-Pinnell Level L
Nonfiction

Selection Summary
China is one of the biggest countries in the world, with almost 1.5 billion people. It has mountains, valleys, and deserts. Most people live in the country and earn their living by fishing or farming. Other people live in big cities, where factories make goods to send all over the world. Visitors enjoy visiting the Great Wall and attending performances of dancers and acrobats in Beijing, the capital.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Four to nine lines of text in the same position on each page</td>
</tr>
<tr>
<td></td>
<td>Five sections with titles</td>
</tr>
<tr>
<td>Content</td>
<td>Size, terrain, population, and types of work in China</td>
</tr>
<tr>
<td></td>
<td>Places to visit; maps showing important locations</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>China is a very big, busy place with modern and ancient sites.</td>
</tr>
<tr>
<td></td>
<td>A huge country like China has diversity in geography and people.</td>
</tr>
<tr>
<td></td>
<td>China is a fascinating country to visit.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Clear language to convey information, directed to reader</td>
</tr>
<tr>
<td></td>
<td>Questions and exclamations</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Mostly simple sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Number words, such as billion, millions, thousands; geographical terms, such as deserts, mountains, valleys</td>
</tr>
<tr>
<td>Words</td>
<td>Mostly one- and two-syllable words</td>
</tr>
<tr>
<td></td>
<td>A few three-syllable words, such as acrobats, factories, capital</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photos and maps loosely support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Nine pages of text; illustrations (photos or maps) on every page</td>
</tr>
<tr>
<td></td>
<td>All sentences start at left margin</td>
</tr>
<tr>
<td></td>
<td>Easy-to-read section headings; two maps with important places labeled</td>
</tr>
</tbody>
</table>

Take a Trip to China by Alan Wood

Build Background
Help children use their knowledge of different places in the world to build interest in the story. Ask questions such as the following: What country would you like to visit? What do you think you might see there? Read the title and author and talk about the cover illustration. Tell children that this story is a social studies book, so it will give information about people and places in our world.

Introduce the Text
Guide children through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 2: Explain that this book gives facts and information about China, a very large country in Asia.
Suggested language: Turn to page 2. Remember that section headings can give clues about information in the text. Look at the heading: “Where in the World is China?” The heading tells you what this section of the book is about.

Page 3: Look at the map on page 3. Find China on the map. Read the first sentence: You may be startled to learn how many people live in China. The author thinks readers may be surprised or shocked because China has so many people. More than one billion people live there!

Page 4: Read the heading: “Life in the Country.” What information do you think you will read in this section? Explain that most Chinese people live in small towns or villages. Where would you find a village, in the country or in the city?

Page 10: Point out the map on this page. Have children find the word Search. Look at this map of China. Now search for the Yellow River. Did you find it? Search for the Great Wall. Did you find it?
Now turn back to the beginning of the story and read to find out what you might see if you take a trip to China.

Target Vocabulary

- contained – held or kept inside of something, p. 5
- grateful – pleased and thankful, p. 8
- leaned – bent your body in a certain direction, p. 9
- odd – strange or unusual, p. 6
- search – to look carefully for something, p. 10
- started – shocked or surprised by something that happens suddenly, p. 3
- tossed – threw something lightly, p. 4
- village – a group of houses and buildings in a country area, p. 4
Read

Have children read *Take a Trip to China* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Summarize Strategy and to stop to tell important events as they read.

Discuss and Revisit the Text

Personal Response

Invite children to share their personal responses to the book.

*Suggested language:* What information did you find most interesting? What else would you like to know about China?

Ways of Thinking

As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• China is a very big country, with a lot of people and land.</td>
<td>• China is a good place to visit, with a lot to see and do, both modern and very old.</td>
<td>• The headings show how the information is organized.</td>
</tr>
<tr>
<td>• Most people live in the country, fishing and/or growing crops and animals.</td>
<td>• The Chinese people work hard, growing and producing.</td>
<td>• The map of China and the world map help readers locate China in the world.</td>
</tr>
<tr>
<td>• China has large cities, too, where people work in factories making goods to send around the world.</td>
<td>• China is so big you could never see it all.</td>
<td>• The photos contain a lot of visual information.</td>
</tr>
</tbody>
</table>

Choices for Further Support

• **Fluency** Invite children to choose a passage from the text to read aloud. Suggest that they try to read as if they were narrating a video about China.

• **Comprehension** Based on your observations of children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind children that when comparing two things, we add –*er* to the end of a word, and when comparing more than two things, we add –*est*. Before adding the –*er* or –*est*, it is sometimes necessary to double the final consonant, as in the word *biggest* (page 2).
Writing about Reading

Vocabulary Practice
Have children complete the Vocabulary questions on BLM 29.1.

Responding
Have children complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on page 12. (Answer: odd)

Reading Nonfiction
Nonfiction Features: Photos and Maps Remind children that nonfiction has many features to help readers find and understand important information. Photos and maps are two of these features. Photos can illustrate information that is in the text to help you understand it better. Sometimes photos add new information that is not in the text. To get the most out of your reading, look carefully at all photos.

Maps are another important source of information. Maps show where continents, countries, cities, oceans, and rivers are located. They also show distances and how close or far away places are from one another. Have children look again at the map on page 10. Ask what river the Great Wall crosses (the Yellow River). Then have children share something else they learned from the map on page 10 and something they learned from the map on page 3.

Writing Prompt: Thinking About the Text
Have children write a response to the prompt on page 6.

Assessment Prompts
- Which words on page 5 help the reader understand the meaning of the word contained?
- What does the word lean mean in the following sentence? They are fun to watch because they lean and bend.
Read directions to children.

Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. While my dad made dinner, I ______ a ball to the dog.
2. I told Barry to ______ for his lost hat in every closet.
3. I thought that jar ______ thirty marbles, not fifty.
4. My grandpa comes from a small ______ in China.
5. Her outfit of pajamas and mittens is ______.
6. We are ______ to our friends for bringing back gifts from their trip.
7. I ______ over the pond’s edge to look for fish.
8. My brother was ______ when I screamed during the scary movie.

Vocabulary

Point out the word living on page 4. Explain that this word has more than one meaning. It can mean “having life or being alive.” It has a different meaning in the sentence: There they catch fish or grow crops for a living. In this case it means “what you have to do to meet your needs and stay alive.”

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What is this book about?</td>
<td>Speaker 1: What is the land like in China?</td>
<td>Speaker 1: How do people earn a living in different parts of China?</td>
</tr>
<tr>
<td>Speaker 2: China</td>
<td>Speaker 2: There are hills, valleys, deserts, and mountains.</td>
<td>Speaker 2: In the country, people fish or grow crops or raise animals. In the cities, people work in factories making radios, toys, and other things.</td>
</tr>
<tr>
<td>Speaker 2: In factories in the cities</td>
<td>Speaker 2: The Great Wall</td>
<td>Speaker 2: The Great Wall</td>
</tr>
<tr>
<td>Speaker 1: What was built thousands of years ago?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Responding

The word village describes a place where people live. Copy the web below. Fill in two other places where people live. Write a few sentences that tell where they live. Use words from the Word Builder.

Write About It

Text to Text. Think of another country you have read about. Do the people there live in villages or in other kinds of places? Write a few sentences that tell where they live. Use words from the Word Builder.

Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. While my dad made dinner, I ______ a ball to the dog.
2. I told Barry to ______ for his lost hat in every closet.
3. I thought that jar ______ thirty marbles, not fifty.
4. My grandpa comes from a small ______ in China.
5. Her outfit of pajamas and mittens is ______.
6. We are ______ to our friends for bringing back gifts from their trip.
7. I ______ over the pond’s edge to look for fish.
8. My brother was ______ when I screamed during the scary movie.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

Beginning/Early Intermediate | Intermediate | Early Advanced/ Advanced
---|---|---
Speaker 1: What is this book about? | Speaker 1: What is the land like in China? | Speaker 1: How do people earn a living in different parts of China? |
Speaker 2: China | Speaker 2: There are hills, valleys, deserts, and mountains. | Speaker 2: In the country, people fish or grow crops or raise animals. In the cities, people work in factories making radios, toys, and other things. |
Speaker 2: In factories in the cities | Speaker 2: The Great Wall | Speaker 2: The Great Wall |
Speaker 1: What was built thousands of years ago? | | |

Responding

The word village describes a place where people live. Copy the web below. Fill in two other places where people live. Write a few sentences that tell where they live. Use words from the Word Builder.

Write About It

Text to Text. Think of another country you have read about. Do the people there live in villages or in other kinds of places? Write a few sentences that tell where they live. Use words from the Word Builder.
Take a Trip to China

Thinking About the Text

Think about the questions below. Then write your answer in one paragraph.

Think about what you learned in Take a Trip to China. How did the author organize the information? How did the title, the headings, the photos, and the maps help you understand more about this huge and busy country?
Target Vocabulary

Fill in each blank with the Target Vocabulary word that best completes each sentence.

1. While my dad made dinner, I ____________________________ a ball to the dog.

2. I told Barry to ____________________________ for his lost hat in every closet.

3. I thought that jar ____________________________ thirty marbles, not fifty.

4. My grandpa comes from a small ____________________________ in China.

5. Her outfit of pajamas and mittens is ____________________________

6. We are ____________________________ to our friends for bringing back gifts from their trip.

7. I ____________________________ over the pond’s edge to look for fish.

8. My brother was ____________________________ when I screamed during the scary movie.
Lesson 29: Take a Trip to China

Take a Trip to China • LEVEL L

Where in the World Is China?

China is one of the biggest countries in the world. It has hills and valleys in the east. Dry deserts are found in the north. Tall mountains stand in the west.

You may be startled to learn how many people live in China. Almost 1.5 billion people live there. That's more than four times the number of people who live in the United States!

Life in the Country

Most people live in the country. They make their homes in small towns or villages. There they catch fish or grow crops for a living. Fishermen sail along China's Yangtze River.

Comments:

Accuracy Rate

Total Self-Corrections

Behavior | Code | Error
--- | --- | ---
Read word correctly | ✓ | 0
Repeated word, sentence, or phrase | © | 0
Omission | □ | 1
Substitution | cut | 1
Self-corrects | cut cat | 0
Insertion | the | 1
Word told | T | 1