

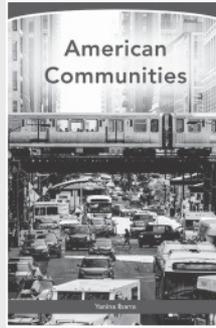
# Chapter 7: Celebrating Our Communities



## Learn About Our Communities

by Yanina Ibarra

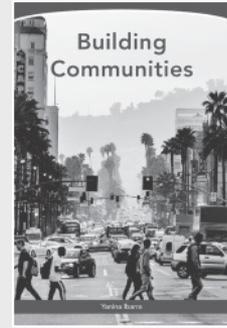
**BL** Below Level  
Lexile Measure 660L



## American Communities

by Yanina Ibarra

**OL** On Level  
Lexile Measure 780L



## All About Building Communities

by Yanina Ibarra

**A** Advanced  
Lexile Measure 920L

### Summary

Each book in this set of readers describes how people live and interact with one another in communities. The books also describe the different types of communities that are present across the United States and how each type has something different to offer. The three main community types identified in the books are urban, suburban, and rural. The lifestyles, jobs, and leisure activities of people who live in each type of community are also discussed. In addition, the books help students to understand the ways in which these types of communities are connected and the different challenges faced by the people who live in each type of community.

### BEFORE READING

#### Vocabulary

- BL** **OL** commute, culture
- A** commute, culture, region, require

### Differentiated Support

#### ELL Support

You can provide ELL students with a scaffolded version of the text, with difficult passages, terms, and vocabulary identified and defined. During reading, you may wish to pair ELL students with English-proficient students to facilitate comprehension. You can also ask students to search for images of the different communities featured in the books to enhance their understanding.

#### Building Background

- Explain that communities are groups of people who live in the same place and that people living in the same community may share similar lifestyles. Tell students that cities and large towns, or urban centers, are usually made up of different communities.
- Ask students to describe the physical features of the community in which they live (e.g., buildings, trees, streets, highways, fields) and how those features affect the people living there.
- Tell students that communities vary depending on the region. For example, urban areas, such as cities, have dense communities and a lot of tall buildings. Communities in suburban areas are less crowded and have more houses. And communities in rural areas are spread out and can have farms or ranches. Based on the features of the area in which they live, ask students to identify whether they live in an urban community, a suburban community, or a rural community.
- Encourage students to look for similarities and differences between urban, suburban, and rural communities as they read.

## DURING READING

### Differentiated Support

#### Visual Learners

You can provide visual learners with a map of a local area and ask them to identify different urban, suburban, and rural areas on the map. Or you can use available technology (e.g., Google® Earth) and ask students to identify the characteristics of different community types.

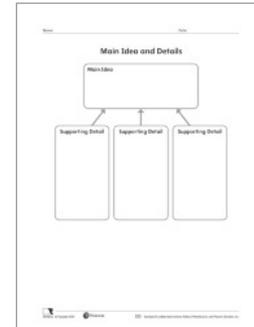
### Literacy Skill: Generalize

Tell students that a generalization is a broad statement that tells what a set of ideas or facts have in common. Each fact talks about something specific. A generalization based on a set of facts gives a broad description that applies to all of the facts. To make a generalization, readers think about what the facts have in common. Tell students that making generalizations can help them to identify and evaluate an author's arguments or to understand the main idea in a passage of text. Tell students that generalizations may contain clue words such as "many," "most," "some," "generally," "all," "each," and so on.

**BL** Give students a copy of the **Main Idea and Details graphic organizer**. Under the Main Idea heading, have students write the following generalization: "There are benefits and downsides to each type of community." Ask students to identify three facts, or details, from the book to support this generalization, and have them write their responses in the Supporting Detail boxes. Their responses should identify at least one positive and one negative characteristic for each community type. (Possible response:

Urban communities have many entertainment options, but they can be crowded and noisy. Suburban communities have more parks than cities, but there are fewer jobs in suburban areas. Rural communities are peaceful, but these communities also have fewer stores and businesses.)

**OL A** Give students a copy of the **Main Idea and Details graphic organizer**. Have them work with a partner to identify a generalization about communities. Have them record three facts, or details, that support this generalization. Once they are finished, have them compare their graphic organizers in small groups.



### Discuss the Book

In collaborative conversations, have students share their thoughts about the books. Use the following guided reading questions as possible prompts to generate meaningful discussion. (Icons indicate which questions are best used with which book.)

#### Pages 4–5

**A** How are urban, suburban, and rural communities physically connected? (Possible response: Highways or railroads connect different types of communities.) **Identify DOK 1**

**BL OL A** How are rural communities different from urban and suburban communities? (Possible response: Fewer people live in rural communities than in urban and suburban communities.) **Differentiate DOK 3**

#### Pages 6–13

**BL OL A** What are some characteristics of urban communities? (Possible responses: skyscrapers and apartment buildings, large populations, different cultures) **Make Observations DOK 2**

## DURING READING

**A** What activities can you do in both urban and suburban areas? (Possible responses: go to a museum, go to a library, go to the movies, go to a restaurant) **Compare DOK 2**

**BL OL A** What are some characteristics of suburban communities? (Possible responses: houses that are similar in design, parks, playgrounds) **Make Observations DOK 2**

**OL A** What are some benefits of living in a diverse community? (Possible responses: Diverse communities help people to learn about different cultures. Diverse celebrations help to strengthen community ties.) **Make Observations DOK 2**

### Pages 14–17

Why are rural areas important to all communities? (Possible response: Most farms are in rural areas, and these farms grow food that feeds people in cities and suburbs.) **Summarize DOK 2**

### Pages 18–19

**BL OL A** How do the different community types benefit one another? (Possible responses: Food grown on rural farms feeds people in urban and suburban communities. People in suburbs might work in cities. People in rural communities use hospitals in urban areas or suburbs.) **Draw Conclusions DOK 3**

## Collaborative Conversation

During discussion, encourage students to ask one another questions when they need clarification or when they need to build on one another's ideas. Provide these prompts to foster collaborative conversations among students.

Conversation Strategy	Prompt	Response
Build on (or Challenge) the Ideas of Others	What more can you say about this idea?	I want to follow up on your idea _____.
Support Ideas With Examples	What in the book shows that?	For example, _____.

## AFTER READING

### Think About It

- To help students complete the chart, encourage them to reread the books and place sticky notes on community features. Possible responses:

Urban	Suburban	Rural
Less open space	More open space	Most open space
Skyscrapers and large buildings	Close to urban areas	Farming and ranching more common
More people	Fewer people	Fewer people
Cultural activities	Cultural activities	Often closer community relationships

## AFTER READING

2. Encourage students to consider the pros and cons of each type of community when making their decision. Have them discuss their answers with a partner. Remind them to use details from the books to support their choice.
3. If students are unable to categorize their community, encourage them to use their completed three-column chart to help them decide which category most suits the community in which they live.

### Citizenship in Action

- Students may require assistance to conduct their research. You may wish to provide them with prompts to help them find useful information, for example: When did the event first take place? What makes the event unique? How do people connect with one another at the event?
- To help students engage with the task, you may wish to ask them to include personal experiences to explain the significance of the event.

### Writing: Opinion

Ask students to write a brief opinion piece about what they think is the best type of community. Remind them to use evidence from the books to support their opinion, as well as to plan, revise, and edit their work. Students should consider the following questions: What are the advantages and disadvantages of living in each type of community? Which community type is likely to be the most common in the future?

**BL** You may wish to pair students who are struggling with more advanced writers. Have students use the following sentence frames to complete their opinion pieces.

\_\_\_\_\_ are great places to live because \_\_\_\_\_.  
People living in these communities are able to \_\_\_\_\_.

**OL A** Offer the above sentence frames, as necessary, to support students' writing.

### Technology

Ask students to investigate how communities around the world are changing (e.g., from rural to suburban or urban) by using the CNN photo essay *Road to Rio: A Green City Journey* (accessible at <http://www.cnn.com/specials/world/road-to-rio/satellite-photos-urban-sprawl/>). Explain that the satellite images, provided by NASA, depict how landscapes have changed over time as a result of urban development, such as the development of new communities. Have students write down a list of observations and facts. (Possible response: It is estimated that around 70 percent of the world's population will be living in cities by 2050.) Using the satellite images, they can examine and analyze the growth in urban areas and brainstorm what these changes might mean for the different community types. (Possible responses: overcrowding in urban communities, destruction of forests and natural environments in suburban and rural areas, damage to farmlands as a result of overfarming in rural areas)

## Curriculum Connections