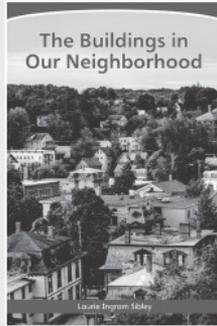


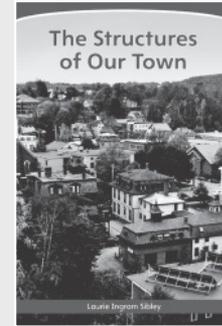
Chapter 4: Geography of the Neighborhood



The Buildings in Our Neighborhood

by Laurie Ingram Sibley

OL On Level
Lexile Measure 140L



All About The Structures of Our Town

by Laurie Ingram Sibley

A Advanced
Lexile Measure 310L

Summary

Each book in this set of readers introduces children to the purpose and significance of the community center. Children learn to identify the physical characteristics of a community center and to explain how those features are unique to its function.

BEFORE READING

Vocabulary

- OL** building, community center, neighborhood
- A** community center, structure

Differentiated Support

ELL Support

Discuss the features seen on the map on page 3 of the books. Use photographs of structures within a community to promote understanding of these preselected words (e.g., community center, school, ice cream shop). Have children repeat each word and then match the word to the correct building or area on the map.

Building Background

- If possible, take the class for a walk around the school community. Identify buildings and their purpose, for example, fire station, community center, and so on. Photograph different buildings. Afterward, use the photographs to create a simple map of the area.
- If a community center is near the school, obtain permission to visit the center. Taking a guided tour can help children to learn about the types of activities that take place at the community center and to understand how the community center functions differently from the school.
- Build a model community using large building blocks. Designate different blocks to be specific buildings. Compare the model community to the map on page 3 of the books to determine if any structures have been missed.

DURING READING

Differentiated Support

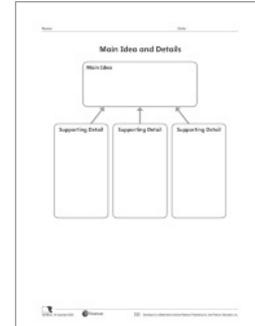
Visual Learners

Visual learners are good at noticing and attending to details. They like to sketch their ideas when planning or visualizing a finished product. Teachers may want to consider providing visuals along with instructions or demonstrate how to complete a task. Engaging in visual activities, such as creating a map or model of an area, is an excellent way to help visual learners understand concepts and ideas.

Literacy Skill: Summarize

Choose a familiar book or a book that children will find easy to summarize. Tell children that summarizing can help them to understand what they have read. When readers summarize, they think about what is important in the book and then retell the story in one or two sentences.

Read the chosen book aloud. After reading, ask, “What is important?” Using the **Main Idea and Details graphic organizer**, model how to record important details in the Supporting Details section. Important details may include who is in the book and where and when the story takes place. Ask children to identify one or two more important details. Record children’s replies in the graphic organizer. Then, work with children to determine the main idea of the book. Use the supporting details and the main idea to create a summary. This can be done orally.



OL Have children read the book in small groups to identify important details about the community center and the main idea of the book. Have children use the supporting details and the main idea they have identified to come up with a summary. (Possible response: Supporting Details — A town has many important buildings. Children can play at the community center. Adults can meet at the community center. Main Idea — The community center is a great place for everyone to gather. Summary — A community center is an important part of a town. People can get together at the community center to play and to make friends.)

A Have children read the book in pairs to identify important details about the community center. Have children identify the main idea and come up with a summary.

Discuss the Book

In collaborative conversations, have children 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 2–3

OL **A** A neighborhood has many buildings. Name some buildings you see in the neighborhood shown on the map on page 3. (Possible response: There are houses, a school, a park, and a community center.) **Name DOK 1**

OL **A** Why is the community center found in the center of the map on page 3? (Possible responses: It is the most important building in the neighborhood. It is where everyone can go to play, meet, and do activities.) **Infer DOK 2**

DURING READING

Pages 5–6

OL A What are the children on pages 5 and 6 doing? What other activities could they do at the community center? (Possible responses: They are doing yoga and playing basketball. They could also play tag. They could play volleyball. They could paint.) **Make Observations DOK 2**

Page 7

OL Why might adults meet at the community center? (Possible responses: to talk about how to help the neighborhood, to make new friends, to learn about the neighborhood) **Hypothesize DOK 3**

A What types of events might the adults who meet at the community center be planning? (Possible responses: They might be planning to raise money for new gym equipment. They might be planning a neighborhood fun fair. They might be meeting to figure out how to make the community center better.) **Hypothesize DOK 3**

Page 8

OL A What conclusions can you make about the community center? (Possible response: The community center is a very important part of a neighborhood because it gives people a place to meet, play, and make friends.) **Draw Conclusions DOK 3**

Collaborative Conversation

During discussion, encourage children 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 children.

Conversation Strategy	Prompt	Response
Build on (or Challenge) the Ideas of Others	What more can you say about this idea?	I understand your point, but I would add _____.
Synthesize Ideas	What main idea can we take away?	The main idea seems to be _____.

AFTER READING

Think About It

1. Model how to express a point of view. For example, “It is important to brush your teeth every day so you do not get a cavity.” Have children answer the questions. (Possible response: Yes, it is important to have a community center in our town. It gives people a place to gather and play sports.)
2. Review the types of buildings found in a town (e.g., school, bank, library, movie theater). Have children answer the questions. (Possible response: A school has many classrooms. A school is a place where children go to learn, play, and meet friends.)

AFTER READING

Citizenship in Action

- Conduct a discussion focused on where people might meet if they do not have a community center. Brainstorm with children and create a list of places, such as a church, library, school, and so on. Ask children if they have attended a community event or meeting. Where was it held? What happened at the event or meeting? Was the location a good spot for a gathering? Why or why not?
- Have children look at a map of your community or town and identify places where people might gather for a special occasion. Discuss why people might meet at a park or in a school gym and what they might be doing. Have children draw a picture of the event. (Possible responses: People gather at a park for a food festival because there is a lot of open space. People meet in a school gym to play a basketball game. This is a good place to meet because the gym has all the equipment they need to play basketball.)

Writing: Opinion

Tell children they will write to express their opinion about whether they think a neighborhood should have a community center. Remind children to give reasons for their opinion. Have them draw a picture to show their ideas. Offer the following sentence frame:

OL Have children draw their thinking before they write. This is a good way to help children gather their thoughts. Children may only communicate their thinking orally. Offer support where needed. Record what children dictate.

I think a neighborhood should/should not have a community center because _____.

A Have children draw their ideas before writing down their opinion. Encourage them to use the sentence frame. Encourage children to sound out how words are spelled.

Curriculum Connections

Mathematics: Geometry

Show photographs of buildings in a town or neighborhood. Ask children to identify any shapes they see on the buildings or apart from the buildings, for example, a work of art on the front lawn of a building. Ask children to correctly name the shape and describe the position of the object. (Possible response: I see a triangle. It is above the building. It is the roof). Encourage children to use terms such as “above,” “below,” “beside,” and so on. Have children use large building blocks and scrap materials, such as empty boxes or foam shapes, to build structures.