

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 65

Book Summary

In *My Neighborhood*, students take a tour of a boy's neighborhood and learn about common places located there. The concept of a map is also introduced to students. Patterned text, high-frequency words, and supportive pictures make this book perfect for emerging readers.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Use the reading strategy of visualizing to understand text
- Identify main idea and details
- Discriminate initial consonant blend /st/
- Identify initial consonant blend *st*
- Identify and use adjectives
- Identify and use high-frequency word *my*

Materials

Green text indicates resources available on the website

- Book—*My Neighborhood* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, consonant blend *st*, adjectives worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *a, are, in, is, my, there, this*
- Content words: *bakery, fire station, grocery store, houses, library, neighborhood, park, school, streets*

Before Reading

Build Background

- Write the word *neighborhood* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to tell what they know about their neighborhood. Explain that a neighborhood is an area of a town or city where people live and that many places, including different types of homes and businesses, are usually located there.
- Encourage students to describe kinds of places they think might be found in a neighborhood.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title together. Ask what they think they might read about in a book called *My Neighborhood*. (Accept any answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following sentences on the board: *There are ____ in my neighborhood. There is a ____ in my neighborhood.* Read the sentences aloud, pointing to the words as you read them. Next, have students read the sentences aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: **Visualize**

- Explain that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they already know about a topic to make the pictures in their mind.
- Read page 4 aloud to students. Model how to visualize.
Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I have just read. This helps me understand the book. For example, when I read the sentence There are houses in my neighborhood, I pictured my house and the houses around it. I also pictured the other houses on my street. Some of them are small and others are large. These houses are where my neighbors live.
- Read page 5 aloud to students. Invite them to share what they visualized when they heard the page read aloud.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that every book has a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Explain to students that the main idea of this book is: *Many places are in a neighborhood.* Write the sentence on the board: *There are many places in a neighborhood.* Point to each word as you read the sentence aloud.
- Model how to identify details.
Think-aloud: I know that every book has details that help explain the main idea. I know that this book is about places found in a neighborhood. On page 4, I read about houses. A house is a building or place, and it is found in a neighborhood. So, a house is a detail that supports the main idea of the book. It is a place that is found in a neighborhood.
- Review page 6 with students. Ask students to identify a place on the page that supports the main idea. Explain that each piece mentioned is a detail.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter in the story. Point out the following words to students: *houses* (page 4), *streets* (page 5), *library* (page 8), *fire station* (page 9), *grocery store* (page 10), *bakery* (page 11). Read the words for each object with students. Have them circle the words and the corresponding object in the picture.
- Remind students to look at the pictures and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *park* on page 7 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows grass and a playground. When I look at the first part of the word, it starts with the /p/ sound. However, the word playground starts with the /pl/ sound, so this can't be the word. I know that a place where a playground is located is called a park. The word park starts with the /p/ sound. The sentence makes sense with this word. The word might be park.*

Set the Purpose

- Have students read to find out what kinds of places are found in a neighborhood. Remind them to visualize and think about the details that support the main idea as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*This*). Read the word together. Point out where to begin reading on each page. Remind students to read the words from left to right.
 - Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model visualizing.
Think-aloud: When I read There are streets in my neighborhood on page 5, I pictured a place where two streets meet. This is called a corner. In a neighborhood, there can be two houses on each side of the corner or sometimes there is a business and some type of building where people live. I pictured a store on the corner just down the street from some houses and a school.
 - Invite students to share what they visualized as they read.
 - Review the main idea of the book: *Many places are found in a neighborhood*. Ask students to explain whether or not streets is a detail that supports the main idea of the book and why (yes, a street is a place that is located in a neighborhood).
 - Introduce and explain the **main-idea-and-details worksheet**. Write the word *streets* on the board. Have students write the word and draw a picture that represents the word *streets* in one of the spaces on their worksheet. Invite students to tell another place from their reading that supports the main idea. Have students write and draw a picture of that place on their worksheet.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share what they visualized as they read. (Accept all answers that show students understand how to visualize.)
 - Ask students to think about other details they read that support the main idea that *many places are in a neighborhood*. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the word from the book. Have students share the detail they drew and labeled.
 - Have students read the remainder of the book. Remind them to use what they already know about neighborhoods to help them visualize and understand new information as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 9, I thought about the neighborhood and the places located there. I pictured a large, red fire truck inside a fire station. I also pictured all of the other places in the boy's neighborhood.*
- Have students share what they visualized as they read about the places in the neighborhood.
- Ask students to explain how visualizing helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students. Review the details students drew and labeled on their worksheet. Invite them to explain why each of the details on their worksheet supports the main idea of the story.
- **Independent practice:** Have students complete the main idea and details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In the story, you learned about the places in a boy's neighborhood. There were many different places in the small area surrounding the boy's home. The area surrounding the boy's home is called a neighborhood. Now that you know this information, what places are in your neighborhood?

Build Skills

Phonological Awareness: **Discriminate initial consonant blend /st/**

- Say the word *store* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Read pages 9 and 10 aloud to students. Have them give the thumbs-up signal when they hear a word that begins with the /st/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /st/ sound: *station, houses, steps, star, park, bakery*.

Phonics: **Initial consonant blend st**

- Write the words *store* and *stick* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students which two letters together stand for the /st/ sound in the words *store* and *stick*.
- Explain to students that the *st* letter combination represents the /st/ sound in the words *store* and *stick*.
- **Check for understanding:** Write the following words that begin with the /st/ sound on the board, leaving off the initial blend: *stop, stir, sting, stay*. Say each word, one at a time, and have volunteers come to the board and add the initial *st* blend in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant-blend-st worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: **Adjectives**

- Have students turn to page 5, and read the sentence aloud to them. Ask them to share some words that describe the streets (*busy, wide*). Review or explain that there are special words that describe people, places, or things. These words are called *adjectives*.
- Have students turn to page 6, and read the sentence aloud to them. Ask students to share some words that describe the school (*large, brick*).
- **Check for understanding:** Ask students to find the other places in the book and identify words that describe the place. Have them share with a partner the words they came up with to describe each place.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their responses.

Word Work: **High-frequency word my**

- Explain to students that they are going to learn a word that they will often see in books they read. Write the word *my* on the board and read the word aloud. Have students read the word with you.
- Read the sentence on page 4 aloud to students. Explain that the word *my* is a word used to identify a place or location.

- Have students write the word *my* on a sheet of paper. Encourage them to practice writing the word several more times on the paper.
- **Check for understanding:** Have students name a place in their neighborhood aloud in a sentence using the pattern from the book: *There is a ____ in my neighborhood.*

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students tell someone at home the main idea and details in the book.

Extend the Reading

Realistic Fiction Writing Connection

Have students draw a picture of someone doing something at a place in their neighborhood. Have them label their picture with the activity.

Social Studies Connection

Take a walk outside and make note of the buildings in the neighborhood around the school. Discuss the neighborhood and the kinds of building located in it. Make a map of the neighborhood showing the places located there. You may wish to use the map in the book as an example.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately and consistently visualize during discussion to understand text
- accurately identify the main idea and details during discussion and on a worksheet
- accurately discriminate the initial consonant blend /st/ sound during discussion
- identify and write the letter symbols that stand for the consonant blend /st/ sound during discussion and on a worksheet
- accurately identify and understand the use of adjectives during discussion and on a worksheet
- read, write, and understand the use of the high-frequency word *my* during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**