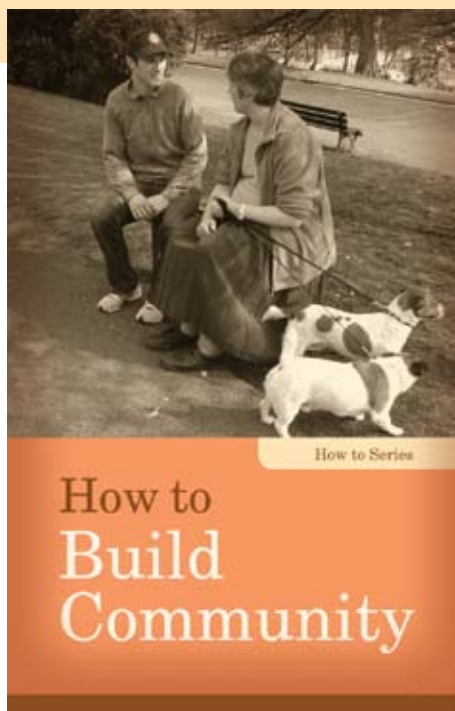


Student Activities for How to Build Community



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher's Pages Pre-reading Discussion Post-reading Discussion	Activate students' background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE BOOK**1. Share a Personal Experience**

Ask the students to think about the people they see regularly in their neighbourhood, or community (e.g. people at the bus stop, a shop owner, the person who lives next door). Print the following questions on the board:

Describe the people you often see in your neighbourhood.

Which of these people do you talk to?

What do you talk about?

Is it important to talk to people in your community?

Why or why not?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students share their experiences, ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about building community. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|---|---|
| (a) _____ The man and woman live in the same community. | (c) _____ The young man is asking for soup. |
| (b) _____ The man is asking the woman for money. | (d) _____ It is good to know your neighbours. |

Direct the students to the photo on the front cover of the book. Ask questions to elicit information about the photo (e.g. What do you see in the photo? Who do you think these people are?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students support their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- | | |
|--|---|
| (a) _____ The young man meets
new neighbours. | (c) _____ The young man buys a dog. |
| (b) _____ The young man gets
married. | (d) _____ The young man asks for
help. |

AFTER READING THE BOOK

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Build Community*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the student activities on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Describe six ways the young man has contact with his neighbours.
- (b) The young man puts a plant in his window. He sits outside. He picks up garbage. Explain how these actions build community.
- (c) Imagine a neighbourhood where people know each other. Why do you think the people might feel safer? Happier?
- (d) What did you learn about building community? Will you use what you learned? How? When?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ The only way to build community is to talk to people.
- (b) ____ A plant in your window shows people you are at home.
- (c) ____ If more people sit outside, the community will feel safer.
- (d) ____ I will use what I learned about building community.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) The book gives examples of communities. What are they? What communities do you belong to? In what ways do each of those communities make you feel safer and happier?
- (b) A strong community can work together to make change. Think about your neighbourhood. Are there changes you would like to see? If so, what are they? How could you and your neighbours start to work toward making these changes?
- (c) Do you belong to a volunteer group? If yes, share your experiences as a volunteer. If no, what volunteer group might you like to join? Explain why.

1. Letter Names

Look at the sentences on pages 9, 13 and 15.

Find words that begin with the letter **n**

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **n** make?

Read the words with your teacher.

Think of three more words that begin with the sound /n/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: sit
 hit

These words belong to the **it** word family.

(b) Read these sentences. Circle the words in the **it** word family.

1. Please sit down.
2. He lit the candle.
3. Do not eat the pit.

(c) Print words that belong to the **it** word family.

_____ *sit* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Pick up garbage.

2. Open your curtains.

3. Take a walk around your block.

4. Wave to your neighbours.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Community is the people in a _____ .
- (b) Put a plant in your _____ .
- (c) Give away _____ that you do not use.
- (d) Ask for _____ when you need it.
- (e) Say _____ to people.
- (f) Share your _____ .

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) and / family / Community / friends / is _____
- (b) your / to / Wave / neighbours _____
- (c) Listen / people / to _____
- (d) sick / Is / your / neighbour _____?
- (e) community / Is / your / safe _____?
- (f) is / What / community _____?

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Share your skills.

Share your _____ .

Share your _____ .

Share your _____ .

Share your _____ .

(b) I'm good at painting.

I'm good at _____.

I'm good at _____.

I'm good at _____.

I'm good at _____.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think of what they like best about their community or neighbourhood.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I like that the school is close to my place.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *How to Build Community* was **n /n/**. Have students find and copy the words that start with the letter **n**. Repeat the process for the word family **it**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

I like that the school is close to my place.

I like that the swimming pool is close to my place.

I like that the bus is close to my place.

I like that the YMCA is close to my place.

I like that the mall is close to my place.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) He smiles and says hello to people. He talks and listens to people. He gives sick neighbours food. He gives away things he does not need to neighbours. He asks neighbours for help. He waves to his neighbours. He offers his neighbours rides. He joins groups at the community hall. He shares his skills with others. (b) Possible answers: **A plant in the window:** A plant tells people someone lives in the apartment. It tells people the person in the apartment wants things to look nice. **Sit outside:** People have more chance of meeting neighbours as they pass by. **Pick up garbage:** This helps everyone be proud of the community. (c) Students will have different answers. (d) Students will have different answers.

Option B: (a) False: People can reach out by opening their curtains and putting a plant in the window. They can do something for the people in their building, like starting a lost and found box. They can do something for the community, like picking up garbage. (b) False. A plant tells people someone lives in the apartment. It tells people the person in the apartment wants things to look nice. (c) Students will have different answers. (d) Students will have different answers.

Worksheets

1. **Letter Names:** name, not, need
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. sit 2. lit 3. pit (c) Possible answers*: hit, lit, pit, bit, fit, kit, wit, zit
4. **Matching:** (a) Take a walk around your block. (b) Open your curtains. (c) Wave to your neighbours. (d) Pick up garbage.
5. **Predict Words*:** (a) family, neighbourhood, church, mosque, temple, class, school, work place (b) window, apartment (c) things, items, stuff, toys, clothes (d) help, advice, support (e) hello, hi, good morning (f) skills, knowledge, dreams, food
6. **Scrambled Sentences:** (a) Community is friends and family. Community is family and friends. (b) Wave to your neighbours. (c) Listen to people. (d) Is your neighbour sick? (e) Is your community safe? (f) What is community?
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.