

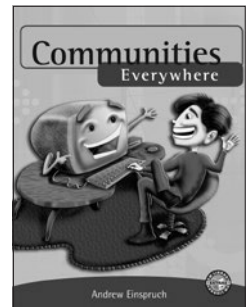
Communities Everywhere

PM Level 28

Ruby

Text Type Information Report

Running Words 1713



Preparing for Guided Reading

Orientation to the Text

- This text examines the importance of communities and how they are developed. Communities are built from common interests, beliefs, personal needs and locations. They can be formed out of necessity, like Chinatowns, or out of beliefs, like the Amish communities. One community we all ultimately belong to is the global community.

Prior Knowledge

- What type of book is this? How do you know? Ask students to tell you the features of non-fiction texts. What might we use the index or glossary for? What is the importance of captions underneath photos? What words might we find in this text? Use these for the start of a word bank.

Building the Balanced Reader

Grammatical Conventions

- Revise pronouns used to avoid repetition of the noun in a sentence, e.g. *they, we, them, you, their*.
- Note the use of dashes to include extra information in a sentence, e.g. *more personal – a hobby or sport*.
- Identify hyphenated adjectives, e.g. *well-known, horse-drawn*.
- Locate commas to signify pauses in reading of longer and more complex sentences.
- Identify temporal and causal conjunctions, e.g. *then, because, when, where*.

Vocabulary

Key Vocabulary

abandoned, communities, culture, cyberspace, discrimination, ethnic, everywhere, global, home, identity, immigrated, neighbourhood, responsibilities, suburb

Spelling

- Locate compound words, e.g. *neighbourhood, everywhere*.
- Identify abbreviations, e.g. *USA*, where the first letter of each word is used to form an acronym.
- Revise spelling of plural words ending in *y*, e.g. *identities, communities, disabilities, cities*.

Visual Literacy

- Look at the illustration on p. 13. What is this community like? Do you think it has always been like that? Why do you think there are faces and money symbols on the buildings?

Focusing on the Story – Guided Reading

- Ask students to make a list of communities they belong to. Discuss the five overlapping communities in New York and decide what commonalities they share.
- Question students about the type of community they would like to live in, and provide reasons for their responses.
- Ask students to list the reasons why communities can grow and shrink. Talk about events in their local communities that could cause these changes to occur. Ask them if their community has shrunk or grown while they have lived there and suggest possible reasons.
- Talk about what happened to communities during the gold rush days.
- Ask students to provide examples of an intentional community. Discuss how the Amish community is different to the local community. Decide if there are any similarities. ?
- Ask students to confirm how people in virtual communities communicate with each other. Ask if any students belong to a virtual community. If so, ask questions to determine the purpose and value of that community.
- Talk about the meaning of a global community? What makes up a community of this kind? Who is part of it?

Comprehension

- What is a community? (*Literal*)
- What is an intentional community? (*Inferential*)
- How has cyberspace changed communities? (*Applied Knowledge*)

Follow-up Activities

- Glossaries are like dictionaries found at the end of a text. Make your own glossary using five other words from the text. Put each word into a sentence.
- List ten people that you consider to be important members of the local community and explain why.

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Learning Intentions

- We are learning to understand that factual texts rely on a range of methods to present information.
- We are learning to model our writing on existing factual texts and our knowledge of the text structure and language features of the text type.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can model my own writing on a given text and my knowledge of text structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up