Title/Author: *Where Do I Live? By: Neil Chesanow*

Suggested Time to Spend: 10 Days (Recommendation: one session per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will be able to identify how they live in multiple places at once.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Where do I live? One key takeaway is that we live in many different places at once.

Synopsis

This engaging, informational text explains to students where they live. Starting in their bedrooms, children are able to travel outside of their neighborhoods for a look at the world at large.   They will get a bird’s eye view of their town, city, state, continent, planet, galaxy, and the universe! From there they will trace their way back home again. Children will understand that they live in many different places – all at the same time.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Where Do I Live?* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2548/where-do-i-live-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  **Reread pages 4-12.**  Questions:  ·         When you are told to “play in your room”, what does that mean?  ·         What things did you hear in the text that would make it your room?  ·         Compare the differences in a yard and a park. What important details in the text and illustrations help to understand those differences?  ·         Using the pictures on page 12 and 13, describe what it means when the text states that the houses ‘lined’ the street.  ·         According to the text and illustrations, what characteristics make up a neighborhood?  **Reread pages 14-16.**  Questions:  ·         According to the text, what makes up a town?  ·         Look at the picture of the city on page 16. Now look at the picture of the suburbs and country on page 17. Tell one way they are alike. Tell one way they are different.  ·        On page 14 and 16, why are some of the words in bold print and some in italics? | ·         It means to go to my one special place where I sleep each night. It is the place where I keep all my belongings and that can be called my own.  ·         The text says that my room would consist of “your bed, clothes, and toys are in your room. It is the place where you sleep.”  ·         A yard is private land around a house. It belongs to you and your family and no one else. A park is private land that belongs to the city, but it is for people to use for play, picnics, and outdoor fun.  ·         They are arranged in rows on the street. The houses are next to each other on the street in a line or row.  ·         A neighborhood is described as having rows of homes, many streets, and people that live there.  ·         A town is made up of markets, banks, schools, post offices, libraries, neighborhoods, and parks.  ·         A city is a big town with tall buildings. A suburb is near the city. A country has fewer buildings and is further away from the city. One way that the city is different from the country is that they city has large, tall buildings and the country has more grass land and barns. One way that they are the same is that people live there and they are made up of neighborhoods.  ·         Some words are in bold and italics to show their importance. Some bold words are headings and some words in italics are important vocabulary. |
| THIRD READING:  **Reread pages 18-21.**  Questions:  ·         Using the illustration and the text on pages 18-19, explain in your own words the term “state”.  ·         Earlier in the text, the author told us that the country is land that is farther away with fewer people and enough room for farms. How is this different from how country is described on page 20?  ·         On page 20, the author uses the term “united”. After looking at the map on page 21, what on the map helps the reader to understand that the states are united?  **Reread pages 22-24.**  Questions:  ·         According to the text, what characteristics make up a continent? How does the author describe the continent you live on?  ·      What can be learned from the map and the text on page 24?  ·     Explain why the author chose to use maps throughout the text? | ·         A state is all the towns near each other and the land around them. It is a big piece of land.  ·         On page 20 a country is described as a group of fifty states that are united. Earlier in the text the word “country” meant land that is farther away from a city.  ·         The map helps the reader to understand that the states are united because the illustration shows highways, land, and water all being shared.  ·         A continent is a huge piece of land that is bigger than a state and a country. The continent I live on is described as being called North America. It has three large countries, Canada, Mexico, and North America.  ·         We can learn that our continent has three countries, that there are seven continents, people live in many places, people dress differently based on where they live (culture), you can see the world from space, and that the Earth is made up of land and water.  ·         The author uses maps to help the reader understand where we live and what it looks like. The maps also provide a picture so the reader can use this to understand and develop location. |
| FOURTH READING:  **Reread pages 26-32.**  Questions:  ·         Explain the relationship between the Earth and the Sun.  ·         How are the solar system and the Milky Way related?  ·         According to the text, cite two characteristics of the solar system.  **Reread pages 34-35.**  Questions:  ·          Describe the largest place we live using information from the text.  ·         What can be learned about the universe using the text and illustrations on pages 34 and 35? | ·         Earth spins around the Sun. The Sun is the Earth’s star.  ·         Our solar system is part of the Milky Way. The Milky Way includes Earth, the Sun, and the other planets.  ·         The solar system has nine planets and the planets spin around the sun. Earth is part of the solar system.  ·         The universe is the largest place we live. The universe is made of billions and billions of galaxies. It is the biggest place there is. It goes on forever.  ·         We can learn that it is made of many galaxies and stars. Astronauts travel within our universe using spacecraft. |
| FIFTH READING:  **Reread pages 36-47.**  ·         According to the text on page 36, how does the author explain where we live?  ·         How did the text change from the beginning when we first began reading, to the end?  ·         The author begins and ends the book with an illustration of a room as a place where you live. What was the purpose of him doing this?  ·         List and explain all the places you live based on what the book described.  **Day 7-10 Activity: “Culminating Task”**   * Day 7-8: Assemble Project (Me On the Map Circle Activity) * Day 9: Writing Task (This is part of the Culminating Task. The writing template is included.) * Day 10: Student presentations of final projects (Students will present their Me On the Map Circle Activity by selecting 2 to 3 locations to share with the class. The students will read the paragraph they wrote for the writing task.) | ·         The author states that we live in lots of different places all at the same time.  ·         The places where we live started as small places and grew bigger. By the end of the text, the places where we live began big and became smaller.  ·         The author did this to show that we live in lots of rooms all at the same time, but our bedroom is a special room that is ours.  ·         I live in the universe, the galaxy, the solar system, a planet, the world, a continent, a country, a state, a city/suburb/country, a neighborhood, a street, and a home. |

FINAL DAY WITH THE BOOK - Culminating Task

* Students will cut out the different representations of where they live from magazines, newspapers, books, online sources, or any other print media. They will assemble the project in order from their school to the planet. Students will either draw or paste a representation on each circle to show understanding of each location.

<https://www.teacherspayteachers.com/Product/Me-on-the-Map-Circle-Flip-Book-circles-248894>

* Writing task: Where are some places that you live? Write a one paragraph essay with a topic sentence and two supporting details that explains the place that you live. Be sure to use correct punctuation, grammar and spelling.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 8 - yard – special piece of land around your house  Page 8 - private – something that belongs you or a small group of people and no one else  Page 12 - lined – arranged in a row  Page 14 - town – a group of neighborhoods in the same place  Page 14 - market – a store for the sale of food  Page 16 - suburb – land around or near the city  Page 16 - city – a large or important town  Page 18 - state – a large area made of cities and towns  Page 20 - united – doing things together as one  Page 22 - continent – huge piece of land; bigger than a country  Page 22 - map – a picture of land and water  Page 24 - oceans – large body of water  Page 25 - seas – smaller bodies of water  Page 36 - cozy – feeling of comfort | Page 10 - runs – goes  Page 17 - country – land that’s farther away; farmland  Page 18 - dotting – a number of items scattered over an area  Page 20 - country/nation – a group of states  Page 24 - divided – separated into parts  Page 30 - solar system –group of planets spinning around the Sun  Page 32 - galaxy – gigantic group of stars  Page 34 - universe – billions of galaxies |

Extension learning activities for this book and other useful resources

**Spiral Galaxy Experiment:**  Quick experiment to demonstrate what all of the planets and stars in a spiral galaxy, such as The Milky Way, would look like.

* + <http://creeksidelearning.com/2012/01/26/creekside-astronomy-the-spiral-galaxy-experiment/>

[**Mrs. Settles**](https://settleonin.blogspot.com/2008/08/welcome-to-mrs-settles-first-grade.html)**:** Blog with video clips about space and astronauts

**Cool Country Report:**[**http://printables.scholastic.com/content/collateral\_resources/pdf/85/0439323185\_e.pdf**](http://printables.scholastic.com/content/collateral_resources/pdf/85/0439323185_e.pdf)

**Types of Communities**: Build background on the types of communities by sharing the pictures and descriptions here: <https://www.slideshare.net/antarcticaroma/community-types-for-kids-2nd-grade>. *Note: This is particularly supportive of English Language Learners.*

**Youtube Continent Song:**  <http://www.youtube.com/watch?v=KxQ0WLlDxvU>

**Literature:**

* + “In My Home; In My Neighborhood; In My Town; In My State; In My Country; My Continent; In My World (My World Series by Capstone Press)
  + “Me On the Map” by Joan Sweeney
  + “Country Mouse, City Mouse”

Note to Teacher

* *The Where Do I Live?* book created by students will be done in a progression. Students will add to the book each lesson. In this book, students will be able to illustrate and complete cloze sentences about their different locations.
  + Page 1 (Me!): Students will draw and color a picture of themselves.
  + Page 2 (Neighborhood): Students will fill in their address including the number and street name. Students will draw a picture of their neighborhood. The picture should include their street and home. The street and home should be labeled.
  + Page 3 (City, Suburb, Country): Students will write whether they live in a city, suburb, or in the country. They will draw a picture of a city, suburb, or the country.
  + Page 4 (State/Country): Students will fill in the name of their state. For the second sentence, students should fill in the word “United States of America”. Using the map of the United States, students will color in the state in which they live.
  + Page 5 (Continent/World): Students will fill in the name of their continent. Using the map of the world, students will color in their continent.
  + Page 6 (Solar System): Students will fill in the name of their planet. Using the picture of the solar system, students will color in their planet.
  + Page 7 (Universe): Students will draw a picture of the universe as they envision it.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

**At this time (6/2) , “Where Do I Live,” does not have a Lexile number, but a request has been made.**

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The stories overall message is to understand that they are part of multiple locations at the same time. They are to understand what makes up the different locations such as neighborhoods, states, countries, continents, and our planet Earth. We live in many different places at once.

The story structure starts off small (in the child’s room) to big (the galaxy).

Social Studies content based vocabulary

Examples: state, continent, town , galaxy

Students need to grasp the idea that there is a world outside of their neighborhood.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* *Challenges*
  + *Understanding where we are and expanding to a global mindset.*
  + *Length of text*
* *Supports*
  + *Breaking it down into smaller parts*
  + *Map skills*
  + *Hands-on activities*
  + *Foldables, diagrams, visuals, anchor charts, lapbook*
  + *Interactive notebooks*

How will this text help my students build knowledge about the world?

* *Give and broaden their perspective of themselves vs. the rest of the world*

1. **Grade level**

What grade does this book best belong in? *1st grade*

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