

# Books for Young Learners Teacher Resource

## Book Notes



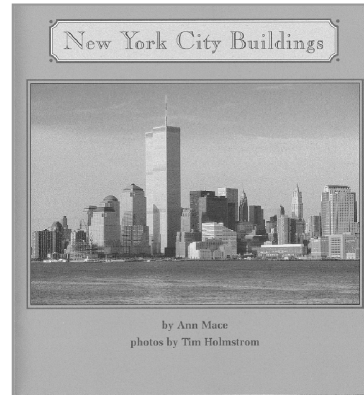
### New York City Buildings

Author Ann Mace

Photographer Tim Holmstrom

12 pages ■ 59 words

*Los edificios de Nueva York* ■ 64 words



New York City Buildings

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S			G	I			

S = Shared G = Guided I = Independent

#### SYNOPSIS

The buildings of New York City before September 11, 2001 are the focus of this book.

#### WHAT THE BOOK OFFERS

- Nonfiction
- Switches from third person to first person (plural) at end
- Present tense
- Open-ended, no text on final page
- Singular/plural: this/these
- Map with cross-reference to pages where buildings are shown; names of buildings included in map
- Two-layered book: one set of information is presented in the text and the other in the map
- Some buildings no longer exist
- Some attributes are shape, others are listed because of fame or beauty

#### POSSIBLE SKILLS EMPHASIS

- If the map on the inside back cover is used, this will present the greatest challenge
- Using background knowledge
- Using photographs as confirming and not predictive cue
- Understanding that adjectives can describe a range of attributes

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### New York City Buildings (continued)

#### INTRODUCING THE BOOK

- It is likely that students will recognize the World Trade Center in the cover photograph and that this will engender some discussion about September 11, 2001.
- Discuss how the height and shape of buildings provide a clear skyline.
- Compare buildings in the cover photograph with those of home town/city, which buildings stand out in local business center and why.

#### FOCUS OF INSTRUCTION

- The text is more difficult than it may first appear, because the attributes change from shape to height to beauty and then to ownership. This is why it is important that the students do not use the photographs as the predictive cue. By this stage, students should be using syntax and phonological cues as predictive and primary confirming cues.

*Look at the text first. Read it with your eyes. What does the author want you to think about the buildings? Does that match with what you can see in the photograph?*

Or

*Read the text with your eyes to see what the author wants you to find in the photograph.*

Or

*Read the text with your eyes to find the words that describe the building. Now look at the photograph to see if it shows the same thing.*

#### FOLLOWING THE READING

*Let's make a list of the ways the author describes the buildings.*

*Choose three (or whatever number appropriate) buildings in our community. Think of words to describe their shape or height.*

*Now think of some descriptions about their beauty or something else interesting about them. Write your descriptions and draw a photographic illustration.*