

Books for Young Learners Teacher Resource

Book Notes



New York City Buildings / Los edificios de Nueva York

Author Ann Mace

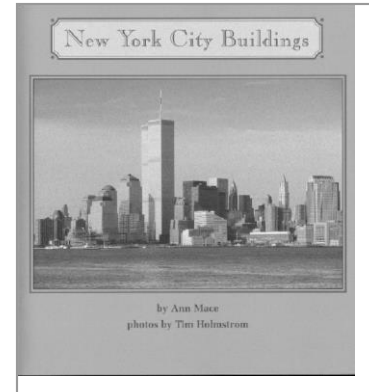
Photographer Tim Holmstrom

12 pages ■ 59 Eng. words ■ 64 Spn. words

Fountas and Pinnell Level F

Intervention Level 12

Descubriendo la Lectura Level 10



New York City Buildings

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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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.

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

FOLLOWING THE READING

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.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Kids who live in New York City are . . . because they . . . This book is all about . . . The map on the inside back cover helps me to . . .</i>
USE YOUR MEMORY	<i>What building in New York City has statues of lions guarding it? If you forget, look closely at the picture on page 9. Do the kids in this book live in a house, school, or apartment building? How do you know?</i>
WHAT'S YOUR OPINION?	<i>Why do you think the building on page 3 is the most famous building in New York City? Use the map on the inside back cover if you need help. Do you think the kids like living in a big city? What makes you think so? Would you like to live in New York City? Why or why not?</i>
BE CREATIVE	<i>Study the map of lower Manhattan in New York City that you find on the inside back cover. Write the name of each building on individual post-its. Find the page number for each building in the story and stick each post-it to the side of each page. Now reread the book and name the building on that page. Use the post-it to help you.</i>
VOCABULARY AGENT	<i>Write down all the shapes you see in this book. For example: rectangle, square, etc. Then draw a picture of each shape.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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