

# Communities Everywhere

## Small Group Reading

### Before reading

**Using prior knowledge** Write the following sentence starter on the board: “A community is . . .” Ask students what comes to mind when they think about that word. Make a list of their responses and return to the list as you read the text.

### During reading

Ask students the following questions as you read each chapter together.

#### CHAPTER 1

- What is a community? (literal)

#### CHAPTER 2

- What are the five overlapping communities in New York? (literal)
- What else are these communities called? (literal)

#### CHAPTER 3

- What community would you like to live in? Why? (personal response)

#### CHAPTER 4

- What are Chinatowns? Where around the world can you find them? (literal)
- How did Chinatowns come about? (literal)

#### CHAPTER 5

- Why might communities grow? (literal)
- Why might communities shrink? (literal)

#### CHAPTER 6

- What happened to communities during the gold rush days? (literal)

#### CHAPTER 7

- What is an intentional community? (inferential)

- What is an example of an intentional community? (literal)

#### CHAPTER 8

- How is an Amish community different from your community? How is it the same? (critical thinking)

#### CHAPTER 9

- What impact did cars have on communities? (inferential)

#### CHAPTER 10

- How has cyberspace changed communities? (inferential)
- How do people in virtual communities communicate with each other? (literal)

#### CHAPTER 11

- Why should we care for our global community? (inferential)

### After reading

Students may complete BLMs 1 and 2 after you provide instructions for each activity.

**Spelling** Tell students they will make their own glossary on BLM 1 using five unfamiliar words from the text. Have them use each word in a sentence. **(BLM 1)**

**Grammar** Remind students that a compound sentence is formed by joining two small sentences with a conjunction, such as *and* or *but*. Tell them that a compound sentence also needs a comma between the two parts of the sentence. Have students place a comma in the compound sentences on BLM 2. Then have them make their own crossword about communities. **(BLM 2)**

**Fluency** Partner students and have them select a chapter to read aloud to each other. Have them practice reading the chapter until they can do it fluently.

**➔ Make a glossary**

A glossary is like a dictionary found at the end of a text. Make your own glossary using five unfamiliar words from the text. Use each word in a sentence.

**Word****Meaning****Sentence****Word****Meaning****Sentence****Word****Meaning****Sentence****Word****Meaning****Sentence****Word****Meaning****Sentence**



