The Places in Our Town
by Taiyo Kobayashi

Fountas-Pinnell Level C

Informational Text

Selection Summary
The narrator presents key locations in his town and why each is important to the community: a store, a park, a post office, a zoo, a school, a pet store, a library, and a pool.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational Text</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• First-person narrator is used in the plural (we).</td>
</tr>
<tr>
<td></td>
<td>• Each page focuses on a particular place and its importance to the community.</td>
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<tr>
<td>Content</td>
<td>• Community needs</td>
</tr>
<tr>
<td></td>
<td>• Community businesses, organizations, and recreational opportunities</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• People in a community have many needs that the community is set up to meet.</td>
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<tr>
<td></td>
<td>• People in a community have a sense of togetherness and belonging.</td>
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<tr>
<td>Language and Literary Features</td>
<td>• First-person-plural narrator (we) gives the selection a conversation tone, as if the author is describing his town directly to the reader</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Each sentence begins on a new line.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Place names are likely to be familiar places and have strong photo support: store, park, post office, zoo, school, pet store, library, and pool.</td>
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<tr>
<td></td>
<td>• Phrases used to explain the location’s importance use familiar vocabulary: get food, get mail, see animals, use paint, get a dog, read books, etc.</td>
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<tr>
<td></td>
<td>• Some target vocabulary highlighted in text</td>
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<tr>
<td>Words</td>
<td>• Familiar words are repeated: Our town; We ___ at the ___</td>
</tr>
<tr>
<td></td>
<td>• Many familiar one-syllable words: town, store, food, run, pet, read, swim, lots</td>
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<tr>
<td></td>
<td>• Possible decoding challenges: animals, post office, and library</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Photographs support each page of text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Nine pages of text, with photographs on each page</td>
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<tr>
<td></td>
<td>• No more than three lines of text per page, with extra space between each word</td>
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<tr>
<td></td>
<td>• Some objects in pictures are labeled.</td>
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</tbody>
</table>

The Places in Our Town  by Taiyo Kobayashi

Build Background
Read the title and author to children. Have them name their city or town. Discuss special celebrations in the town, linking to the parade on the cover. Tell children that every city or town also has certain kinds of places that people use for different reasons: to get things they want or need, to have fun, to work, and to learn. Anticipate the text with prompts like these: What places in town do you and your family visit? Why do you go there?

Front-Load Vocabulary Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: post office, mail, zoo, pet, library, pool.

Introduce the Text
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Call their attention to any labels. Here are some suggestions:

Page 2: Explain that each page in this book is about a different place in town and tells why that place is important. Also point out that many pictures in this book have labels to name things.

Suggested language: On each page, the author tells you about a place in his town and why people go there. Turn to page 2. What do you see? This woman is at a store. Read the label in the picture. It says: food. The woman is holding food. The book says: We get food at the store. Say the word food. What letter would you expect to see first in the word food? Find the word food and put your finger under it.

Page 4: Remind children that they can use information in the pictures to help them read. Turn to page 4. What else does the town have? Read the label in the picture. What building has a lot of mail in a town? That’s right, the post office. So the book says: We get mail from the post office.

Page 5: On page 5 we see that this town has a zoo. So the second sentence says: We see all the animals at the zoo. The word all is a small word. It has three letters and it starts with the letter a. Can you find the word all and put your finger under it? Look at the picture. Have you seen all these animals at a zoo in your town or city?

Now go back to the beginning and read to find out about all the different places in this town.
Read
As the children read, observe them carefully. Guide them as needed, using language that supports their problem-solving ability.

Respond to the Text
Personal Response
Ask children to share their personal responses to the selection. Begin by asking what they liked best about the selection or what they found interesting.
**Suggested language:** *Which of the places in this town would you like to visit? Why?*

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
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<tbody>
<tr>
<td>• The town has many places to visit: a store, a park, a post office, a zoo, a school, a pet store, a library, and a pool.</td>
<td>• People live together in a town because it has lots of things in one place, things they need or things they like to do.</td>
<td>• On each page, the author tells about one place in the town and why it is important.</td>
</tr>
<tr>
<td>• The people in town go to these places for special reasons, to get or do different things.</td>
<td>• When people live together in a town, they feel like they have lots of friends around them.</td>
<td>• Because the author uses <em>we</em>, readers feel like he is talking to them.</td>
</tr>
<tr>
<td>• The people who live here have lots of friends in the town.</td>
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</table>


Choices for Support
Concepts of Print
To provide practice with return sweeps, have children point to each word in the second sentence on various pages as they read, sweeping from right-to-left at the end of a line.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:
• **Listening Game** Identify the initial sound /p/, stressing it as you say *pen, park, and pony*. Have children listen for initial /p/ as you read the text on pages 6 and 7, raising their hands for words beginning with /p/ (*paint, pet*). Have them suggest other words that start with /p/.

• **Build Sentences** Materials: index cards. Write place names from the selection on index cards: *store, park, post office, school, zoo, pool, pet shop, library*. Have children brainstorm a few other places in their town they might visit. Write them on index cards. Then have children take turns picking a place and coming up with an oral sentence that tells about it. If children are having trouble, you might provide this sentence frame: *I go to (place name) to _______.*
Writing About Reading

Critical Thinking
Read the directions for children on BLM 4.9 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill
Text and Graphic Features \textbf{TARGET SKILL} Tell children that pictures in books—illustrations or photographs—are important parts of the books. They help the reader understand what the text is saying. They are also fun for the reader to look at. Model how to use pictures while reading:

\begin{itemize}
  \item \textbf{Think Aloud}
  \begin{itemize}
    \item \textit{On page 5, the book says: We see all the animals at the zoo. I’m wondering what some of those animals might be. But then I look at the photos. I see a giraffe, a polar bear, and a seal. The polar bear makes me laugh. The photos help me understand what kind of animals are at a zoo. They also help me enjoy the book.}
  \end{itemize}
\end{itemize}

Practice the Skill
Have children choose another photo from the book and tell what they learn from looking at the picture.

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

Which place in this town would you like to visit? Draw a picture. Show what you are doing there.

Write about why you want to go there.
English Language Learners

Vocabulary Support Some locations may be somewhat unfamiliar to children. Use the photos and text to revisit and discuss certain places in more depth. Invite children to act out visiting a place as you comment, in simple sentences, on their actions. For example: You are at a pool. You are swimming in the water. You are having fun. Also, you may want to have children use the audio or online recordings.

Oral Language Development

Check the children's comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/ Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: You read about lots of different places in a town. Look at page 4. What place is this?</td>
<td>Speaker 1: The author told you about different places in the town. Look at the photo on page 8. What are these children doing and where are they? Speaker 2: They are reading books at the library. Speaker 1: Name two other places in the town. Speaker 2: a store and a park (post office, zoo, pet store, pool, school)</td>
<td>Speaker 1: What two things does the author tell you about places in the town? Speaker 2: He tells you what the place is. He tells why people go to this place. Speaker 1: Name two places the author talks about. Why do people go there? Speaker 2: examples: The library—people go there to read books. The zoo—people go there to see animals.</td>
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<tr>
<td>Speaker 2: the post office Speaker 1: Look at page 5. What place is this? Speaker 2: the zoo Speaker 1: What can you see at a zoo? Speaker 2: animals</td>
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Responding

Target Skill: Text and Graphic Features Find two pictures in the story. How do the pictures help you understand the story? Make a chart.

Talk About It

Text to World Think of a place in your town. Tell about that place.

Think About It

Write the word that completes each sentence.

1. You can get a dog in the pet store library zoo

2. A place to run and play is the post office pool park

Making Connections Think about a place you like in your town. Draw a picture of that place. Label your picture.
The Places in Our Town

Which place in this town would you like to visit? Draw a picture. Show what you are doing there.

Write about why you want to go there.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Think About It

Write the word that completes each sentence.

1. You can get a dog in the pet _____________.
   - store
   - library
   - zoo

2. A place to run and play is the _____________.
   - post office
   - pool
   - park

Making Connections Think about a place you like in your town. Draw a picture of that place. Label your picture.
The Places in Our Town • LEVEL C

We live in a town.
Our town has a store.
We get food at the store.

Our town has a park.
We run and play
at the park.

Our town has a post office.
We get mail
from the post office.

Our town has a zoo.
We see all the animals
at the zoo.

Our town has a school.
We use paint at school.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>® cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

Behavior Code Error

Read word correctly ✓ cat 0
Repeated word, sentence, or phrase ® cat 0
Omission   cat 1

Accuracy Rate
(WORDS READ CORRECTLY/64 × 100)

Self-Correction Rate
(WORDS READ INCORRECTLY + # SELF-CORRECTIONS/SELF-CORRECTIONS)

Grade 1
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