

The Place Where You Live

EL LUGAR DONDE VIVES

A RIF GUIDE FOR EDUCATORS

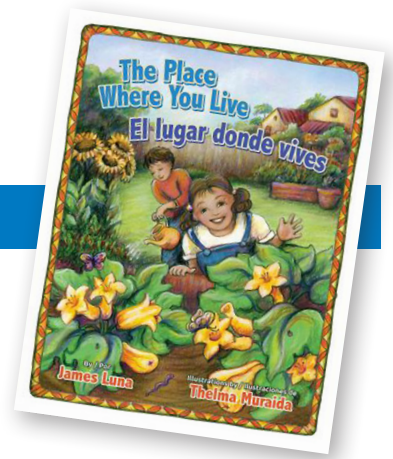
Themes: Families, Neighborhoods, Daily Routines, Bilingual

Book Brief: Join a brother and sister as they take you on a tour of the people, places, and everyday activities in their neighborhood.

Author: James Luna

Illustrator: Thelma Muraida

Content Connections: Social Studies



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: What do you already know about the neighborhood where these children live based on the

cover illustration? What do you notice about the title? In what two languages is it written?

The Pictures: Flip briefly through the pictures. Would you describe their neighborhood as *rural* or *urban*? How would you describe the community near your school? On the board, make a chart listing some characteristics of rural areas and some characteristics of urban areas.

Prior Knowledge: Discuss the concept of *community*. How many different kinds of communities are there? Can a person belong to more than one community? Ask students to name some of the communities they're part of. What role do these communities play in their lives? This book is written in English and Spanish. Why do you think the author wrote this as a bilingual book? Is language important in a community? Explain.

Vocabulary: neighborhood, customs, culture

Purpose for Reading: Think about the people, places, and activities introduced in this story and be prepared to describe how they relate to your own life.

WHILE WE READ

MONITORING COMPREHENSION

- ◆ Who is cooking in the background?
- ◆ What might be the grandmother's role in the house?

- ◆ What are some benefits of having a garden?
- ◆ How can books take you to different places?
- ◆ What inferences can you make about the location of their neighborhood? Where do you think it might be?

LET'S THINK ABOUT

Our Purpose: What text-to-self connections did you make while reading this story? Name some specific parts of the book that remind you of your own life and explain the connection.

Extending Our Thinking: Think about how *climate* or weather could change the activities shown in this book. Do you think people living in different parts of the world have different daily routines? Explain your answer. How was the family in this story different from your family? How was this family the same as yours? If you wrote a story about your neighborhood, what would you call it? What language or languages would you write it in? Why?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



Reading Is
Fundamental