

NYSTROM

ATLAS

# See the World





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Third edition of *The Nystrom Block Buddy Atlas*

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These pages tell  
you what you will find  
in this book!



Some people in this neighborhood live in houses. Others live in apartments.



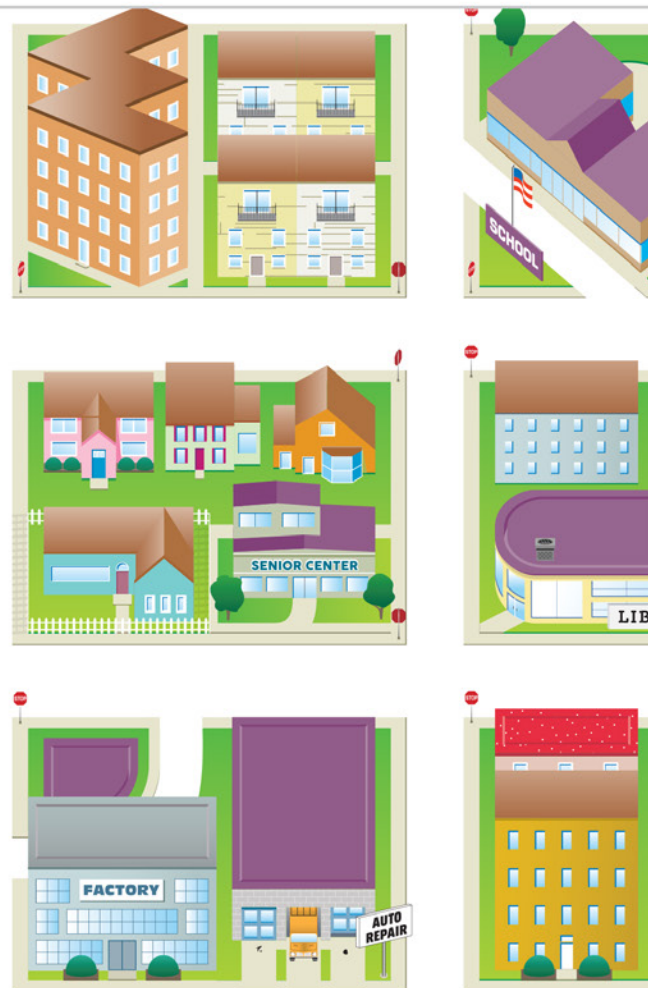
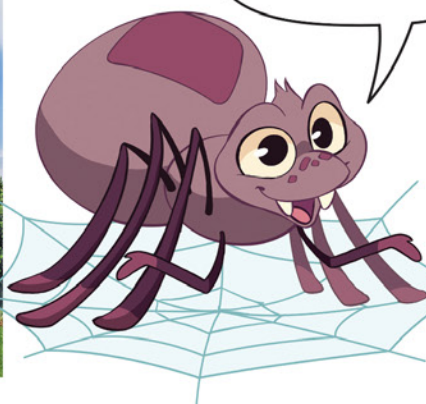
**A** Some people live in row houses.



**B** Others live in mobile homes.



**C** Some people live in single-family houses.



**D** Others live in apartment buildings.



# people live?

19

Homes on this map have brown roofs. My home is brown, too!



**H** Some people live in farmhouses.



**G** Some people live in shelters.



**E** Some people live in two-family houses.



**F** Others live in high-rise condos.



We can all help make our neighborhoods better.



**A** You can clear snow off the sidewalk.



**B** You can **volunteer**, or help out, at a senior center.

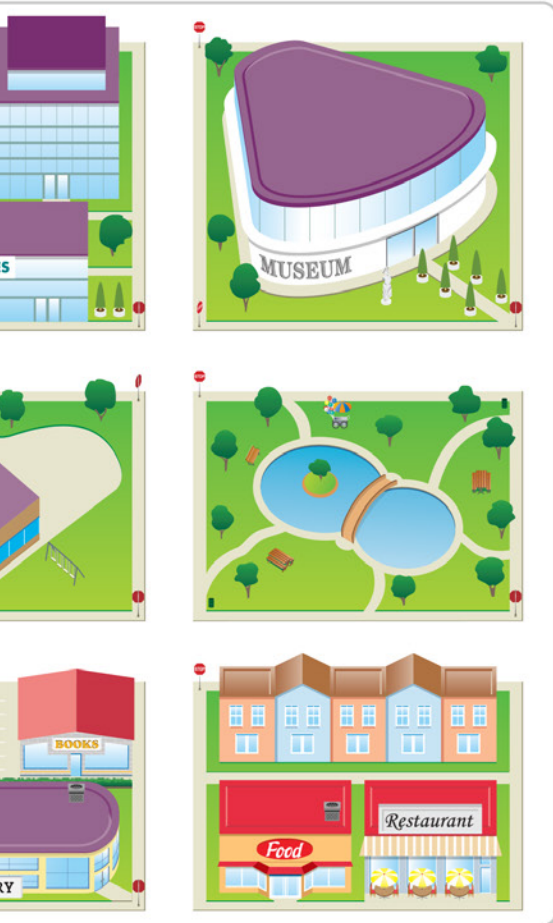


How have you helped in your neighborhood?



**C** You can make something for a bake sale.





Can you find places to help on the map?



**E** You can **donate**, or give away, clothes and toys.



**D** You can plant a garden.



You can help me by planting flowers!

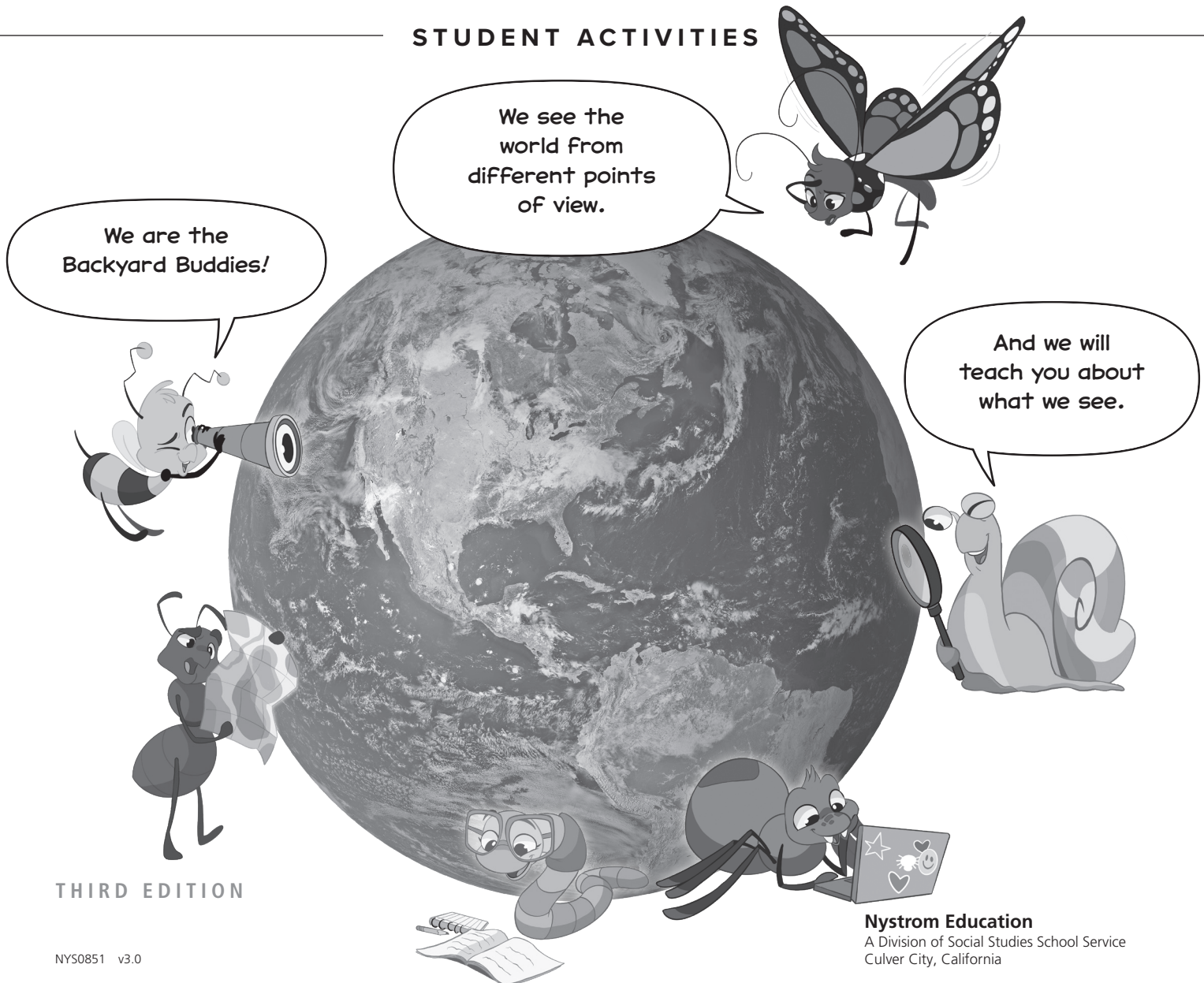


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# See the World

## STUDENT ACTIVITIES



THIRD EDITION

NYS0851 v3.0

**Nystrom Education**  
A Division of Social Studies School Service  
Culver City, California

# Where do people live?

Atlas pages

18–19

## ▶ USING THE ATLAS

1. Distribute atlases. Have students turn to pages 18–19.
2. Help students read the title. Then discuss each photo, reading the caption and asking questions, such as:
  - **Do people live here?** (yes) **Is this a home?** (yes)
  - **Does this home have a door?** (yes) **Does it have windows?** (yes) **Does it have a roof?** (yes)
  - **Does a place have to have these things to be a home?** (no)
3. Use the Backyard Buddy speech balloon on page 18 to help students think about what makes a place a home. Point to one of the homes on the page. Say:
  - **Have you ever seen a home like this?**
  - **Have you ever seen a home that does not look like this?**
  - **Anywhere that people live is a home. It does not matter what it looks like.**
4. Direct students' attention to the picture map of a neighborhood on pages 18–19. Read the caption and the Backyard Buddy speech balloon on page 19. Say:
  - **"Homes on this map have brown roofs." Where are the homes in this neighborhood?**
  - **Point to a home in the neighborhood. How do you know it is a home?**
  - **How many homes can you find in this neighborhood?** (ten)
  - **Put your finger on the row houses in this neighborhood. What businesses are close to the row houses?** (They are on the same block as the food store and restaurant.)
  - **Point to the apartment buildings in this neighborhood. What businesses are close to the apartment buildings?** (They are on the block to the left of the school, behind the library, and to the right of the auto repair shop.)
5. Look back at the atlas. What other kinds of homes are in the pictures but not on the map? (mobile homes, condos, shelters, farmhouses)  
If students need additional prompts, ask questions like:
  - **Are there mobile homes in this neighborhood?** (no)
  - **Are there high-rise condos in this neighborhood?** (no)



## ▶ USING THE ACTIVITY SHEET

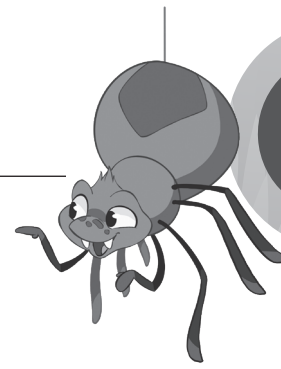
1. Distribute Activity Sheet 10, *Where do we live?*
2. Help students read the title. Point out the picture map of the neighborhood. Ask:
  - **Does this picture map look familiar? Where have you seen it before?** (in the atlas)
  - **Today you will find homes on the map.**
3. Direct students' attention to the picture of the apartment building. Ask:
  - **What kind of home is this?** (apartment)
  - **Put your finger on the apartments that look like this on the picture map.**
  - **Color the apartments orange.**
4. In the same way, have students find and color the single-family home and the row houses.



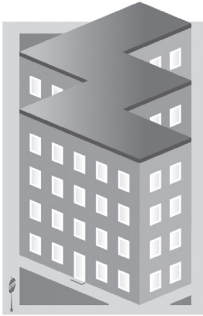
### Science

Learn about homes that animals build. Divide students into groups. Assign each group a different animal. Distribute books, pictures, or video sources. Ask students to report back to the whole group with their observations about where and how the animal builds the home.

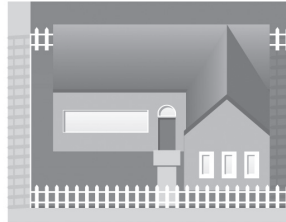
Name \_\_\_\_\_



## ► Where do we live?



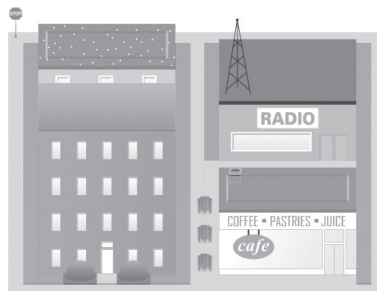
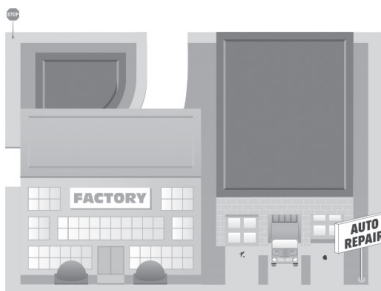
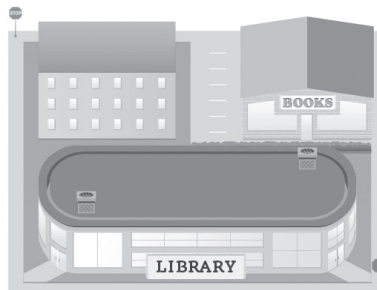
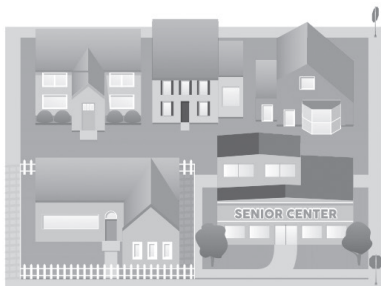
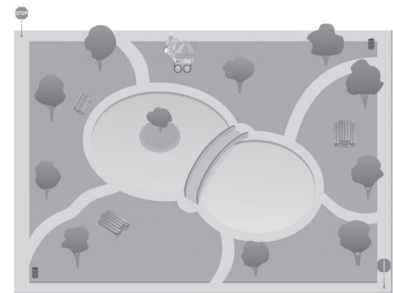
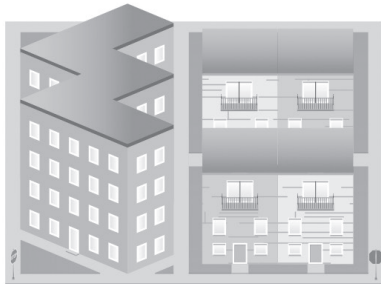
**Apartments**



**Single-family  
home**



**Row houses**





# How do people help in their neighborhoods?

Atlas pages

28–29

## ▶ USING THE ATLAS

1. Distribute atlases. Ask students to turn to pages 28–29.
2. Help students read the title. Discuss the meaning of *neighborhood*, an area where people live and the places nearby, and *neighbors*, people who live near one another in the neighborhood.
3. Direct students' attention to the topic sentence. Say:
  - **We can all help make our neighborhoods better.**
  - **Do you know any of your neighbors?**
4. Have students look at photo A. Ask:
  - **What is the person in the photo doing to help their neighbors or neighborhood?**
5. Discuss the rest of the photos in a similar way.
6. Then draw students' attention to the map of the neighborhood. Say:
  - **Put your finger on the park. Name some ways that you could help at the park.**
  - **Put your finger on the library. Name some ways you could help at the library.**
  - **Put your finger on the senior center. Name some ways you could help at the senior center.**
  - **What are other places on this map where you could help?**
7. Direct students' attention to Honeybee. Say:
  - **Animals are important parts of neighborhoods too. You can help bees by planting flowers.**
  - **Why do you think planting flowers helps bees?**
8. Read the Backyard Buddy's speech balloon on page 28. Say:
  - **Orb Weaver Spider wants to know how you have helped in your neighborhood. How have people helped one another in your neighborhood?**
  - **What is one way *you* could help in your neighborhood?**

Create a list of student responses to use with the Literacy Lesson *Write Informative Text*.

## ▶ USING THE ACTIVITY SHEET

1. Distribute Activity Sheet 15, *Helping Your Neighborhood*.
2. Together, read the title. Then say:
  - **Today we are going to first look carefully at these pictures. Then you will choose one picture that shows a way you would like to help your neighborhood. Next you will get to color one of the pictures. Finally, you will draw a picture of you helping the neighborhood.**
3. Direct students' attention to the pictures on the activity sheet. Then discuss how each picture shows children helping their neighborhoods. Say:
  - **Select one of the pictures that shows children helping in a way that you would really like to help. Remember, select only one picture.**
4. Give the students an opportunity to discuss which picture they selected and why. Next say:
  - **You are now going to color the picture you selected. Color only that one picture.**
  - **When you are finished coloring the picture, turn the paper over and draw or make a list of things our class can do at school to help.**
5. To ensure understanding, provide several examples.
6. Ask the students to share their drawings/ideas for helping around the school. If possible, make a goal to do at least one thing from the list each week.



### Taking Action

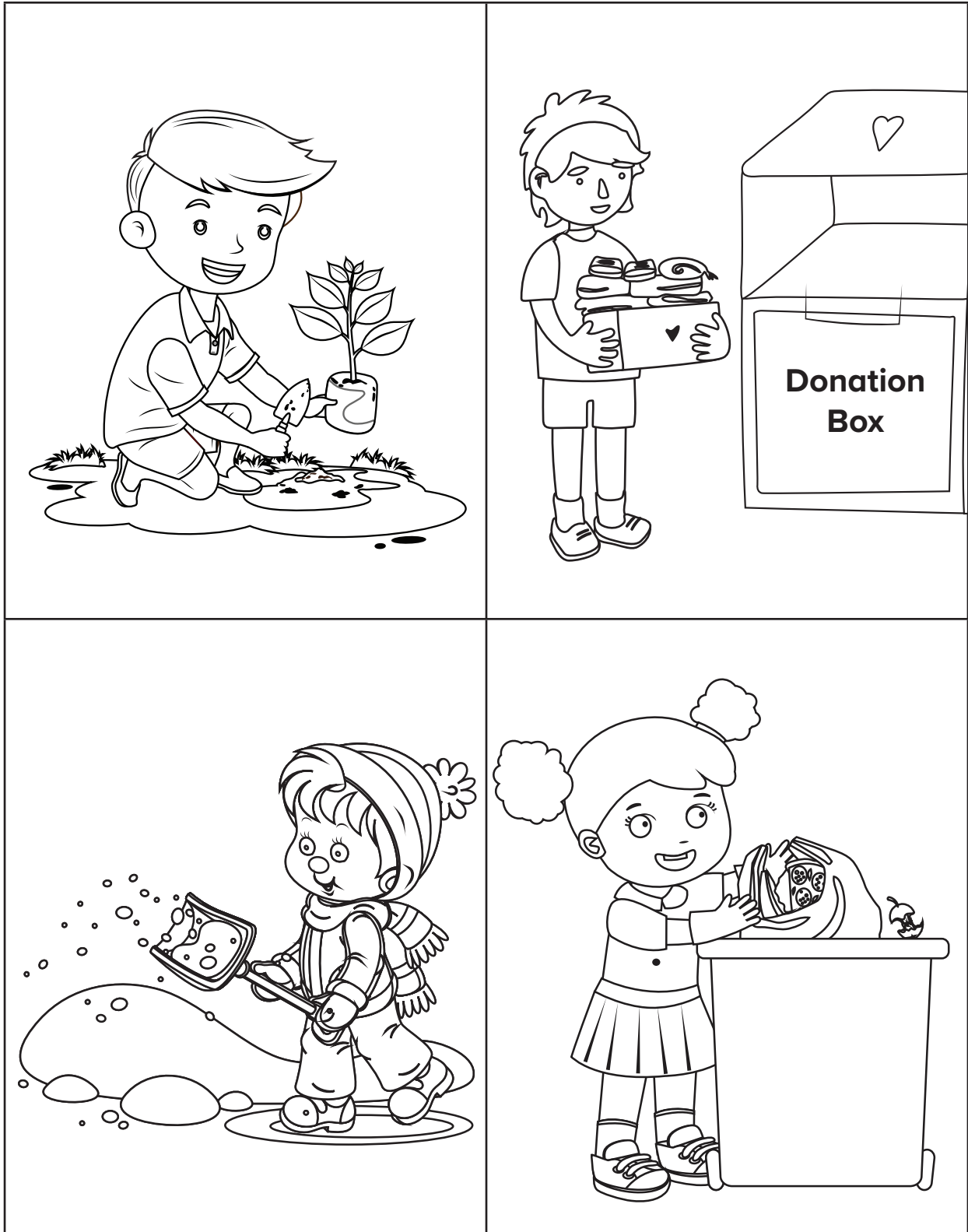
Take the class for a walk in the neighborhood around the school. Ask them to take a good look at what they see in the neighborhood. Do they see any way that they can help the community? Then come back to class and write on the board or on poster paper a list of what was seen. Ask the students to draw something they saw. Display the drawings, or create a class mural depicting a map of the neighborhood, what the students observed, and their drawings of how they might help.



Name \_\_\_\_\_



## ► Helping Your Neighborhood





**Social Studies**  
SCHOOL SERVICE

**NYSTROM** WORLD

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