For use with DyAnne DiSalvo-Ryan’s

City Green
Retelling and Summarizing

Summary

City Green is about a girl named Marcy who lives in a neighborhood in a big city. Marcy is sad because the building next to hers has been knocked down. Now there is nothing but an empty lot filled with garbage. So Marcy decides to clean up the vacant lot and plant some seeds there. Soon, everyone in her neighborhood is pitching in to make a beautiful garden. The only person who is not happy is Old Man Hammer. But Marcy knows that she can change Old Man Hammer’s mind and show him that a garden is exactly what he needs to feel happy.

Link to What You Know

• Have you ever planted a garden before?
• What did you plant?
• Think of a time when you disagreed with someone. What did you disagree about? What did you do to try to convince the other person that you were right?

Important Words to Know and Understand

Lot – A piece of land in part of a city, town or block

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.
Retelling and Summarizing

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 - The narrator of this book has told you about two problems so far. What are the problems?

Page 10 - Name some of the characters that you’ve met so far. What is the narrator’s name? Have they solved either of the problems yet? What have they done?

Page 20 - What do the different people in Marcy’s neighborhood do to help build a community garden?

Pages 21 to 24 - What are some important details that you learn about Old Man Hammer on these pages?

Page 27 - Old Man Hammer is happy for the first time in this story. What event happened to change his attitude?

Page 30 - What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

Time to Reflect

Think - What type of information did you use when you retold and summarized City Green? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in City Green. How does paying attention to the story elements help you to be a better reader?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading City Green. (Remember to include examples from the book!)
Page 4:
The narrator of this book has told you about two problems so far. What are the problems?

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Page 10:
Name some of the characters that you’ve met so far. What is the narrator’s name? Have they solved either of the problems yet? What have they done?

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Page 20:
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Pages 21 to 24:
What are some important details that you learn about Old Man Hammer on these pages?

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Page 27:
Old Man Hammer is happy for the first time in this story. What event happened to change his attitude?

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Page 30:
What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

________________________________________________________________________
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________________________________________________________________________
The narrator of this book has told you about two problems so far. What are the problems?

The narrator has a neighbor named Old Man Hammer who is hard as nails and the old building on her block was unsafe and needed to be torn down, which left an empty dirty lot on her block.

Name some of the characters that you’ve met so far. What is the narrator’s name? Have they solved either of the problems yet? What have they done?

So far we have met the narrator, who’s name is Marcy. We’ve also met Old Man Hammer, Miss Rosa, Marcy’s mom, and Mr. Bennett.

They solved their problem by asking the city if they could rent the lot to turn it into a garden.

What do the different people in Marcy’s neighborhood do to help build a community garden?

The people in the community work together to clear the lot and get it ready to plant. They also build a fence and paint it bright yellow.
Pages 21 to 24:
What are some important details that you learn about Old Man Hammer on these pages?

Answers will vary. Sample answers include: Old Many Hammer plants some seeds in the garden at night. He had a wife who liked sunflowers.

Page 27:
Old Man Hammer is happy for the first time in this story. What event happened to change his attitude?

Old Man Hammer is happy because his flowers have sprouted tiny stems.

Page 30:
What do you think the theme (teamwork, family, love, friendship) of this story is? Why do you think so?

Answers will vary.
City Green: Retelling and Summarizing

Name the big events in this story.

Then choose the event that you think is most important to the story. Explain why you think it is the most important.

I can ask and answer who, what, where, when, why, and how questions to show that I understand stories.

CCSS: RL.2.1
<table>
<thead>
<tr>
<th>City Green: Retelling and Summarizing</th>
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<tbody>
<tr>
<td>Name the big events in this story.</td>
</tr>
<tr>
<td>Then choose the event that you think is most important to the story. Explain why you think it is the most important.</td>
</tr>
</tbody>
</table>
**Retelling and Summarizing**

**Title:** _______________________________________

**What is this book about?**

**Is it fiction or nonfiction?**

**Draw a picture or write a sentence for each box below:**

<table>
<thead>
<tr>
<th>First</th>
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**What is the most important thing you read in this book?**

**Directions:**
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
Common Core State Standards Correlation

City Green Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “City Green” correlate with the following English Language Arts Common Core State Standards for second grade.

Retelling and Summarizing Lesson Plan and Resources

Reading: Literature

**RL.2.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** - Describe how characters in a story respond to major events and challenges.

**RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
**City Green** is about a girl named Marcy who lives in a neighborhood in a big city. Marcy is sad because the building next to hers has been knocked down. Now there is nothing but an empty lot filled with garbage. So Marcy decides to clean up the vacant lot and plant some seeds there. Soon, everyone in her neighborhood is pitching in to make a beautiful garden. The only person who is not happy is Old Man Hammer. But Marcy knows that she can change Old Man Hammer’s mind and show him that a garden is exactly what he needs to feel happy.

**Link to What You Know**
- Have you ever planted a garden before? What did you plant?
- Think about your neighbors. What makes a good neighbor? What makes a bad neighbor?

**Important Words to Know and Understand**

**Lease**—A contract that allows you to pay to use property.

**Why Readers Make Connections While Reading**
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.
City Green

By: Dyanne DiSalvo-Ryan
Grade Level: 2 / Guided Reading Level: L

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 6 - Marcy's neighborhood has a dirty vacant lot. Does your neighborhood have a dirty area? How do people in your neighborhood feel about the dirty place? How do you know?

Page 13 - Marcy and her neighbors are working together to make their community better. Think about the other books you've read about people working together. Make a text to text connection. How are the books similar and different?

Page 22 - Marcy is worried about Old Man Hammer. Make a text to self connection. Tell about a time when you were worried about someone.

Page 30 - Old Man Hammer has found a way to be happy. Can you think of a time when you heard about people who felt better because they had a special place to go? Tell about your text to world connection.

Time to Reflect

Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you’ll be able to understand even more. What did you already know about City Green? How did your prior knowledge help you as a reader?

Talk - Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the connections that you made while reading City Green. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading City Green. (Remember to include examples from the book!)
Marcy's neighborhood has a dirty vacant lot. Does your neighborhood have a dirty area? How do people in your neighborhood feel about the dirty place? How do you know?

Page 13:
Marcy and her neighbors are working together to make their community better. Think about the other books you've read about people working together. Make a text to text connection. How are the books similar and different?

Page 22:
Marcy is worried about Old Man Hammer. Make a text to self connection. Tell about a time when you were worried about someone.
Old Man Hammer has found a way to be happy. Can you think of a time when you heard about people who felt better because they had a special place to go? Tell about your text to world connection.

Which type of connection did you make most while reading this book?

Text to Self    Text to Text    Text to World

Name:____________________________
Page 6:
Marcy’s neighborhood has a dirty vacant lot. Does your neighborhood have a dirty area? How do people in your neighborhood feel about the dirty place? How do you know?

Answers will vary.

Page 13:
Marcy and her neighbors are working together to make their community better. Think about the other books you’ve read about people working together. Make a text to text connection. How are the books similar and different?

Answers will vary.

Page 22:
Marcy is worried about Old Man Hammer. Make a text to self connection. Tell about a time when you were worried about someone.

Answers will vary.
Old Man Hammer has found a way to be happy. Can you think of a time when you heard about people who felt better because they had a special place to go? Tell about your text to world connection.

Answers will vary.

Which type of connection did you make most while reading this book?
Text to Self  Text to Text  Text to World  Answers will vary.
Are you more like Marcy or Old Man Hammer?

Tell how you are like your character at the beginning of the story, the middle, and at the end of the story.

☐ I can describe how a story is written including the important parts of a beginning and ending.
City Green: Making Connections

Are you more like Marcy or Old Man Hammer?
Tell how you are like your character at the beginning of the story, the middle, and at the end of the story.
Making Connections
Title: _______________________________________

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self    ☐ Text to Text    ☐ Text to World

Draw a picture of your connection in the box below.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
The lesson plans, resources, and activities for use with “City Green” correlate with the following English Language Arts Common Core State Standards for second grade.

**Making Connections Lesson Plan and Resources**

**Reading: Literature**
- **RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**
- **RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

**Writing**
- **W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**
- **SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.
- **SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3** - Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language**
- **L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Summary

City Green is about a girl named Marcy who lives in a neighborhood in a big city. Marcy is sad because the building next to hers has been knocked down. Now there is nothing but an empty lot filled with garbage. So Marcy decides to clean up the vacant lot and plant some seeds there. Soon, everyone in her neighborhood is pitching in to make a beautiful garden. The only person who is not happy is Old Man Hammer. But Marcy knows that she can change Old Man Hammer’s mind and show him that a garden is exactly what he needs to feel happy.

Link to What You Know

• How can you tell when someone is sad?
• Think of some of cities that you’ve visited. What makes a city look nice? What makes a city look dirty or scary.

Important Words to Know and Understand

Block – A rectangular section of a city or neighborhood
Petition– A formal letter written by a group of people asking for permission to do something or change something

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author’s clues along with what you already know to make an inference. This is sometimes called “reading between the lines.”

For example, if an author writes; “Jason made a terrible mistake and his face turned bright red,” you can infer that Jason is embarrassed. This inference makes sense because you know that if a person’s face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.
Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - Make an inference about what Marcy means when she says “Old Man Hammer is hard as nails.” What do you think it means if someone is “hard as nails?” How do you know?

Pages 17 and 18 - Make an inference about the way Mr. Bennett and Mr. Rocco feel about the new community garden. Point to the word or the pictures that support your inference.

Page 22 - Make an inference about Old Man Hammer. Why do you think Old Man Hammer snuck out in the middle of the night to plant his seeds? Why do you think so?

Page 24 - Look at the picture on this page. What can you infer about Old Man Hammer? Look at the pictures on the table. What can you infer? Look at the package of seeds on his table. What can you infer about the kind of seeds he planted in the garden? How do you know?

Time to Reflect

Think - What types of inferences did you make while reading City Green? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the extra information you learned while making inferences in City Green. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading City Green. (Remember to include examples from the book!)
Page 2:
Make an inference about what Marcy means when she says “Old Man Hammer is hard as nails.” What do you think it means if someone is “hard as nails?” How do you know?

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Make an inference about the way Mr. Bennett and Mr. Rocco feel about the new community garden. Point to the word or the pictures that support your inference.

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Page 2:
Make an inference about what Marcy means when she says “Old Man Hammer is hard as nails.” What do you think it means if someone is “hard as nails?” How do you know?

Answers will vary. Sample answers include: I can infer that Old Man Hammer is tough or not very nice, because if something is as hard as nails, it means that it’s tough.

Pages 17 and 18:
Make an inference about the way Mr. Bennett and Mr. Rocco feel about the new community garden. Point to the word or the pictures that support your inference.

Answers will vary. Sample answers include: Mr. Bennett and Mr. Rocco are happy about the community garden. I know because they offer to help build a fence and brighten the lot with paint.

Page 22:
Make an inference about Old Man Hammer. Why do you think Old Man Hammer snuck out in the middle of the night to plant his seeds? Why do you think so?

Answers will vary. Sample answers include: I can infer that Old Man Hammer snuck out in the middle of the night because he didn’t want anyone to know how he really feels about the garden. I know because when you sneak it means that you want to hide what you are doing.
Page 24:
Look at the picture on this page. What can you infer about Old Man Hammer? Look at the pictures on the table. What can you infer? Look at the package of seeds on his table. What can you infer about the kind of seeds he planted in the garden? How do you know?

Answers will vary. Sample answers include: I can infer that Old Man Hammer had a wife who died. I can also infer that they used to have sunflowers because there is a picture of Old Man Hammer and his wife smiling next to some sunflowers. I can also infer that the package of seeds on the table are sunflower seeds because there is a picture of a sunflower on the front of the package.
Old Man Hammer was angry when the city tore down the building.

Give at least three reasons why Old Man Hammer was angry. Explain how you know that the reasons you give are true.

I can describe how characters in a story react to important events in the story.

CCSS: RL.2.3
Old Man Hammer was angry when the city tore down the building.

Give at least three reasons why Old Man Hammer was angry. Explain how you know that the reasons you give are true.
### Making Inferences

**Title:** _______________________________________

**Directions:**
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What I Know</th>
<th>What I Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for clues in the text or pictures</td>
<td>What do you know about the clue?</td>
<td>Emotions, Thoughts, Cause, Setting</td>
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</tbody>
</table>
Common Core State Standards Correlation

City Green Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “City Green” correlate with the following English Language Arts Common Core State Standards for second grade.

Making Inferences Lesson Plan and Resources

Reading: Literature

**RL.2.3** - Describe how characters in a story respond to major events and challenges.

**RL.2.6** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

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Language

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, When other kids are happy that makes me happy).
City Green
By: Dyanne DiSalvo-Ryan
Grade Level: 2 / Guided Reading Level: L

Summary
City Green is about a girl named Marcy who lives in a neighborhood in a big city. Marcy is sad because the building next to hers has been knocked down. Now there is nothing but an empty lot filled with garbage. So Marcy decides to clean up the vacant lot and plant some seeds there. Soon, everyone in her neighborhood is pitching in to make a beautiful garden. The only person who is not happy is Old Man Hammer. But Marcy knows that she can change Old Man Hammer’s mind and show him that a garden is exactly what he needs to feel happy.

Link to What You Know
• Think of a time when you disagreed with someone. What did you disagree about? What did you do to try to convince the other person that you were right?

Important Words to Know and Understand
Spare – Something that is left over or extra

Why Readers Identify the Author’s Purpose While Reading
Readers identify the author’s purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.
Identifying the Author’s Purpose

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 5 - The author started her story by telling you about a building that had to be torn down. How do the characters in her story feel about the building? How do you know?

Page 13 - The author has taken the time to tell you about Marcy and her neighbors. What does the author want you to know about the characters in her story?

Page 20 - What is the author trying to tell you about communities? What makes a good community?

Page 26 - What message do you think the author is trying to share with you about what can happen when a community works together? Why do you think so?

Page 30 - Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about a community garden?

Time to Reflect

Think - Dyanne DiSalvo-Ryan is the author of City Green. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about what you learned while reading City Green. Think about the things you and your reading partner discussed. How does identifying the author’s purpose help you be a better reader?

Write - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading City Green. (Remember to include examples from the book!)
Page 5:
The author started her story by telling you about a building that had to be torn down. How do the characters in her story feel about the building? How do you know?

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Page 13:
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Page 30:
Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about a community garden?

______________________________________________
______________________________________________
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______________________________________________

Why do you think Dyanne DiSalvo-Ryan wrote this book?
To Persuade        To Inform        To Entertain

Name:_______________________________
©BookPagez.com
Page 5:
The author started her story by telling you about a building that had to be torn down. How do the characters in her story feel about the building? How do you know?

Answers will vary. Sample answers include: Some of the characters, like Old Man Hammer, are upset that the building was torn down.
Other characters feel that the building was unsafe.

Page 13:
The author has taken the time to tell you about Marcy and her neighbors. What does the author want you to know about the characters in her story?

Answers will vary. Sample answers include: The author wants us to know that Marcy and her neighbors are friends. They like one another and like to work together to make their community a better place.

Page 20:
What is the author trying to tell you about communities? What makes a good community?

Answers will vary. Sample answers include: I think the author wants us to know that a good community has friendly neighbors who work together to make their community a nicer, safer place to live.
Page 26:
What message do you think the author is trying to share with you about what can happen when a community works together? Why do you think so?

Answers will vary. Sample answers include: I think the author wants us to know that good things can happen when neighbors work together. The neighbors in this book used teamwork to clear a dirty lot and to turn it into a garden for everyone to enjoy.

Page 30:
Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about a community garden?

Answers will vary.

Why do you think Dyanne DiSalvo-Ryan wrote this book?
To Persuade To Inform To Entertain Answers will vary.
<table>
<thead>
<tr>
<th>City Green: Identifying the Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did Old Many Hammer dislike the idea of a garden?</td>
</tr>
<tr>
<td>What did Marcy do to change Old Man Hammer’s mind?</td>
</tr>
<tr>
<td>What message did she teach him?</td>
</tr>
</tbody>
</table>

I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud.

CCSS: RL.2.6
City Green: Identifying the Author’s Purpose

Why did Old Many Hammer dislike the idea of a garden?
What did Marcy do to change Old Man Hammer’s mind?
What message did she teach him?
Identifying the Author’s Purpose

Title: _______________________________________

Who is the author of your book?

What was the author’s purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
Common Core State Standards Correlation

City Green Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “City Green” correlate with the following English Language Arts Common Core State Standards for second grade.

Identifying the Author’s Purpose Lesson Plan and Resources

Reading: Literature

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.6** - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.7** - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, When other kids are happy that makes me happy).
Summary

*City Green* is about a girl named Marcy who lives in a neighborhood in a big city. Marcy is sad because the building next to hers has been knocked down. Now there is nothing but an empty lot filled with garbage. So Marcy decides to clean up the vacant lot and plant some seeds there. Soon, everyone in her neighborhood is pitching in to make a beautiful garden. The only person who is not happy is Old Man Hammer. But Marcy knows that she can change Old Man Hammer’s mind and show him that a garden is exactly what he needs to feel happy.

Link to What You Know

- Name some of the things that you see in big cities.
- What do authors do to make visualizing easier for their readers?

Important Words to Know and Understand

- **Crane** – A machine that is used to lift and move extremely heavy objects
- **Wrecking Ball** – A heavy steel ball that hangs from a crane and is used to tear down buildings

Why Readers Visualize While Reading

Readers visualize by using the author’s words to make movies in their minds. When readers can “see” what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author’s words to create a picture that matches what’s happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.
Visualizing

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 3** - Notice the way that the author describes how the building was knocked down. Which words help you visualize?

**Page 12** - Notice the way that the author describes how the community works together. Which words help you visualize the action they are taking?

**Page 20** - Notice all of the details on this page. The author lists the plants that everyone wants to put in the garden. The author also describes Leslie's baby trying to dig with a spoon. Try to visualize this page. What do you see? Are there any other words that help you to make mental images?

**Page 27** - Notice the words the author uses to describe how Old Man Hammer's seeds are growing. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?

**Time to Reflect**

**Think** - What kinds of words helped you visualize while reading *City Green*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

**Talk** - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? Remember to ask your partner to share their mental images too.

**Reflect** - Think about the words in *City Green*. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *City Green*. (Remember to include examples from the book!)
Your Turn to Practice Visualizing
with City Green

Page 3:
Notice the way that the author describes how the building was knocked down. Which words help you visualize?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page 12:
Notice the way that the author describes how the community works together. Which words help you visualize the action they are taking?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Pages 20:
Notice all of the details on this page. The author lists the plants that everyone wants to put in the garden. The author also describes Leslie’s baby trying to dig with a spoon. Try to visualize this page. What do you see? Are there any other words that help you to make mental images?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name:____________________________________
©BookPagez.com
Page 27:
Notice the words the author uses to describe how Old Man Hammer’s seeds are growing. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________
Page 3:
Notice the way that the author describes how the building was knocked down. Which words help you visualize?

The words that help me visualize are “In three slow blows the building was knocked into a heap of pieces.”

Page 12:
Notice the way that the author describes how the community works together. Which words help you visualize the action they are taking?

Answers will vary. Sample answers include: The words that help me visualize the action are “empties grocery bags,” “folds them flat,” “piles junk in those bags,” “carries them to the curb.”

Pages 20:
Notice all of the details on this page. The author lists the plants that everyone wants to put in the garden. The author also describes Leslie’s baby trying to dig with a spoon. Try to visualize this page. What do you see? Are there any other words that help you to make mental images?

Answers will vary.
Page 27:
Notice the words the author uses to describe how Old Man Hammer’s seeds are growing. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?

Answers will vary.
City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?

☐ I can use what I learn from pictures and words to show that I understand the characters, setting, and events of a story. CCSS: RL.2.7
City Green: Visualizing

Look for all of the words that describe the community garden. Make a list of the words. What do you notice about the words?
Visualizing
Title: _______________________

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader’s notebook.
The lesson plans, resources, and activities for use with “City Green” correlate with the following English Language Arts Common Core State Standards for second grade.

**Visualizing Lesson Plan and Resources**

**Reading: Literature**

**RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.10** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Foundational Skills**

**RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.

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**Writing**

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

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**Language**

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg, When other kids are happy that makes me happy).
Important Words to Know and Understand in “City Green”

**Block**
A rectangular section of a city or neighborhood

**Crane**
A machine that is used to lift and move extremely heavy objects

**Lease**
A contract that allows you to pay to use property

**Lot**
A piece of land in part of a city, town, or block

**Petition**
A formal letter written by a group of people asking for permission to do something or change something

**Spare**
Something that is left over or extra

**Wrecking Ball**
A heavy steel ball that hangs from a crane and is used to tear down buildings
Vocabulary Connections

City Green
By: Dyanne DiSalvo-Ryan
Grade Level: 2 / Guided Reading Level: L

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close

Block  Crane  Lease

Lot  Petition  Spare

Picture Vocabulary Sorting Cards | ©BookPagez.com
City Green
By: Dyanne DiSalvo-Ryan
Grade Level: 2 / Guided Reading Level: L

Vocabulary Connections

Wrecking Ball

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
# City Green

**By:** Dyanne DiSalvo-Ryan  
**Grade Level:** 2 / **Guided Reading Level:** L

## Vocabulary Connections

<table>
<thead>
<tr>
<th>Block</th>
<th>Crane</th>
<th>Lease</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A machine that is used to lift and move extremely heavy objects</td>
<td>A contract that allows you to pay to use property</td>
</tr>
</tbody>
</table>

<table>
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<th>Petition</th>
<th>Spare</th>
</tr>
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1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
Vocabulary Connections

Wrecking Ball

A heavy steel ball that hangs from a crane and is used to tear down buildings

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
Block is a/an ______ noun  verb  adverb  adjective
Definition of **Block**: _______________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
______

Crane is a/an ______ noun  verb  adverb  adjective
Definition of **Crane**: ______________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
______

Lease is a/an ______ noun  verb  adverb  adjective
Definition of **Lease**: _____________________________________________________
_________________________________________________________________________
_________________________________________________________________________
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Block looks like this:

Block reminds me of: ______________________________________________________
_________________________________________________________________________
_________________________________________________________________________
I saw this word in ________________________________________________________

Crane looks like this:

Crane reminds me of: _____________________________________________________
_________________________________________________________________________
_________________________________________________________________________
I saw this word in ________________________________________________________

Lease looks like this:

Lease reminds me of: _____________________________________________________
_________________________________________________________________________
_________________________________________________________________________
I saw this word in ________________________________________________________

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
<table>
<thead>
<tr>
<th>Vocabulary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lot</strong> is a/an</td>
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<tr>
<td>noun  verb adverb adjective</td>
</tr>
<tr>
<td><strong>Definition of Lot</strong>:</td>
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<tr>
<td>I saw this word in</td>
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<td><strong>Petition</strong> is a/an</td>
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<td><strong>Definition of Petition</strong>:</td>
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<td>________________</td>
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<td>I saw this word in</td>
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</table>

**Step-by-Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Write the Vocabulary Word on the Front of the Top Flap
5. Glue the Back of the Bottom Flap into Your Notebook
Wrecking Ball is a/an ____________

noun  verb
adverb  adjective

Definition of Wrecking Ball:

________________

________________

________________

________________

Wrecking Ball looks like this:

Wrecking Ball reminds me of:

________________

________________

I saw this word in

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
Unscramble each of the words. Take the letters that appear in \( \bigcirc \) and unscramble them to discover a secret word.

RAESP  \( \bigcirc \) ____ ____ ____ ____ ____
CERAN  ____ ____ ____ ____ ____ \( \bigcirc \)
LABL  ____ ____ ____ ____ ______________
TOL  ____ ____ ____ ______________
CGKERINW  ____ ____ ____ ____ ____ ____ ____ ____ ______________
SEELA  ____ ____ ____ ____ ____ ______________
SECRET WORD:  \( \bigcirc \) __ U __ F __ __ R

Graph the number of syllables in each of the words in the word bank.

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>CRANE</th>
<th>LEASE</th>
<th>LOT</th>
<th>PETITION</th>
<th>SPARE</th>
<th>WRECKING BALL</th>
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Number of Syllables: 1 2 3 4 5

Name: ______________________________
Unscramble each of the words. Take the letters that appear in ___ and unscramble them to discover a secret word.

RAESP  S     P     A     R     E
CERAN  C     R     A     N     E
LABL   B     A     L     L
TOL    L     O     T
CGKERINW W     R     E     C     K     I     N     G
SEELA  L     E     A     S     E
SECRET WORD: S     U     N     F     L     O     W     E     R

Graph the number of syllables in each of the words in the word bank.
Vocabulary Connections

City Green
By Dyanne DiSalvo-Ryan
Grade Level: 2 / Guided Reading Level: L

A new word that I learned in this book is: __________________________

It means... It's like...

City Green
By: Dyanne DiSalvo-Ryan

Step by Step Directions
2. Fold on the Solid Line.
3. Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.
## Vocabulary Connections

**Directions:**
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

<table>
<thead>
<tr>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cripple</td>
</tr>
</tbody>
</table>

### Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

### Original Sentence
Copy the sentence in the book where the word appears.

**Book Title:**
**Pink and Say**

### Visualize
Draw a picture to illustrate the meaning of the word.

### Synonyms
What words have nearly the same meaning?

- Lame
- Dismember
- Injure

### Antonyms
What words have the opposite meaning?

- Help
- Support
- Strong

### Make It Your Own
Use the word in a new sentence that shows what it means.

**I saw a person in a wheelchair with a crippled leg.**

### Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

**The bird was a cripple because its wing was broken.**
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

Original Sentence
Copy the sentence in the book where the word appears.
Book Title:

Synonyms
What words have nearly the same meaning?

Antonyms
What words have the opposite meaning?

Make It Your Own
Use the word in a new sentence that shows what it means.

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?
# Vocabulary Connections

**Directions:**

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

<table>
<thead>
<tr>
<th>Word</th>
<th>What I Think the Word Means</th>
<th>Context Clues</th>
<th>Real Definition</th>
<th>✓</th>
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The lesson plans, resources, and activities for use with “City Green” correlate with the following English Language Arts Common Core State Standards for second grade.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.2.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.

**L.2.5a** - Identify real-life connections between words and their use (eg, describe foods that are spicy or juicy).

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, because).
Directions:
In the book City Green, the neighbors worked together to plant a garden in their community. Think of a project that you would like to do in your community. Use the boxes below to make an invitation that explains your idea to your neighbors.

Example Project Ideas: Grow a vegetable garden, Plant trees or flowers, Pick up trash, Collect cans

You’re Invited
(tell what your project is about)

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

When & Where
We will begin the project on
____________________________________
Please arrive by
____________________________________

My Vision
(draw a picture of the project)

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

It’s All Up to You
(tell why the project is good for the community)

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

Hosted By _______________________________________

Extension Activity | ©BookPagez.com
There used to be a building right here on this lot. It was three floors up and down, an empty building nailed up shut for as long as I could remember. My friend Miss Rosa told me Old Man Hammer used to live there – some other neighbors too. But when I asked him about that, he only hollered, “Scram.”

Last year two people from the city came by, dressed in suits and holding papers. They said, “This building is unsafe. It will have to be torn down.” By winter a crane with a wrecking...