



Our Town

by Faridah Yusof

Overview

Use this book to show children how communities change over time.

Literacy Focus *Word Count: 129 words*

High Frequency Words
around, many, there, very

Content Words
town, people, houses, dirt roads, paved, stores, schools

Decoding Skills

- **Initial Consonant Blends:**
sm, st, str, gr (small, stores, street, grew, grown)
- **Initial Consonant Digraphs:**
th (the, there)

- **Word Endings:** *-ed* used for past tense (*moved, changed, paved, used*)

Comprehension/
Thinking Skills

- Using illustrations to add to the meaning of text
- Understanding cause and effect
- Drawing conclusions

Writing/Speaking
and Listening

- Writing questions about the past
- Interviewing someone about a town's history
- Sharing research about a community

Observe/Assess

See Oral Reading Records in the Assessment Handbook.

Social Studies Focus

Content and
Thinking Skills

- Understanding that change happens in communities over time
- Understanding that population growth causes changes in communities
- Learning that information about the past can be documented

- Observing changes in a community by looking at photographs

Background Information

Children can use this text to begin to see how they are connected to the past and the influences that have caused things to change. The text will allow children to use a range of strategies to find out more about their communities, including using various sources

such as photographs and personal observations. The pictures in the book are historical and contemporary photos of Seattle.

Correlation to
National Standards

Social Studies

- Time, Continuity, and Change

See Standards Chart on page 206.

Literacy Focus

Set the Scene

Ask children to think about the community they live in.

Do you know what it used to be like?

Whom could you ask to find out about changes?

Encourage children to think about why their city or town might be where it is. List known facts about the town.

Read and Discuss

Cover and Title Page

Discuss the title and establish whether children know the type of community they live in: city, town, suburb. Encourage them to think about change over time.

Pages 2-3

What do you notice about the town a long time ago?

Why might a town get bigger?

How would it change?

Pages 4-7

Discuss older towns and what they are (were) like.

Are there still towns like the one shown in the picture? Where?

Look at the picture on page 7. What is different about the way the town is laid out?

Pages 8-11

Encourage children to think about the town in the past and the town today.

Why are there lots of shops now?

Are there lots of schools in our town? Why would that be?

Discuss the difference in town sizes in the past and today.

Respond

- Ask children to look through the text to find verbs with an *-ed* ending. Use the following chart to show how the past tense verb is formed.

○	○	○
mov e	+ ed	= moved
chang e	+ ed	= changed

Explain that the final *-e* is dropped before adding the *-ed* ending.

- Ask children to find words that begin with blends and digraphs.

Completing Sentences Activity Master, page 120

Several changes to a town are documented in this book. Ask children to complete the sentences on the Activity Master, page 120, using the text as a reference.

Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

Social Studies Focus

Social Studies Concept

Population growth causes communities to grow and change over time.

Activities

Class Survey

Compile a class list of questions to ask older people in the community. Include questions about what the town and houses used to look like. Ask children to talk to an older person they know.

Ask the Authorities

Call, fax, or visit the local town council or planning authority. Ask for any information, photos, or old plans of the community. Share, discuss, and display these in the class.

Our School History Activity Master, page 121

Ask the principal to talk to the class about the history of your school. Before the visit, have children fill out the Activity Master, page 121. Then, as a

class, decide which questions will be asked. Record and compile the information you learn about the school. Then discuss what has changed and stayed the same.

Town Plan

Draw up two street plans of a town similar to your own area: one for the past and one for the present. Using a mix of photos, drawings, and magazine pictures, have children make *then* and *now* posters of a town.

Name _____

Our Town

Find the endings for these sentences in your book. Then complete each sentence.

1. Our town used to _____

2. The town has _____

3. There used to be dirt _____

4. Now there are _____

5. There used to be one _____

6. People built more schools _____

Name _____

O u r T o w n

Write questions asking what your school used to be like.

1. What _____

2. When _____

3. How _____

4. Who _____

5. Why _____
