

# What Makes a Town?



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# A Place to Live

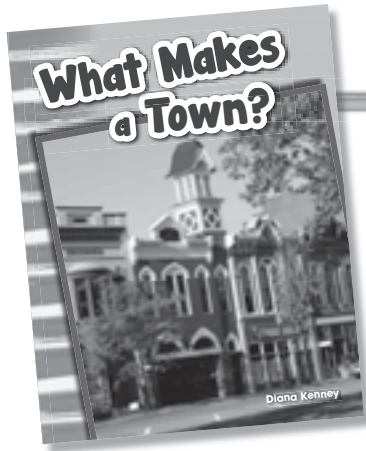
Some people live in small towns. Some people live in big towns. Big towns are called **cities**. People all live in **communities** (kuh-MYOO-ni-teez). Communities are places where groups of people live and work together.

This is a house in a small town.



This is a big city.





# What Makes a Town?

## Learning Objectives

### Students will:

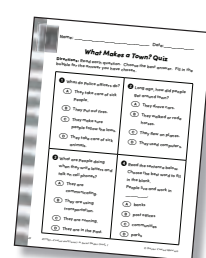
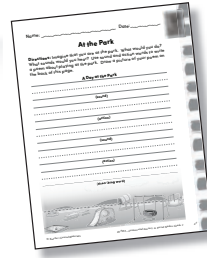
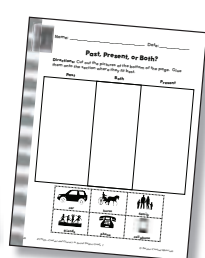
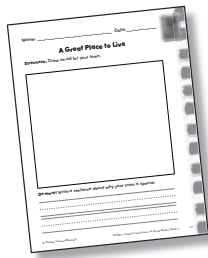
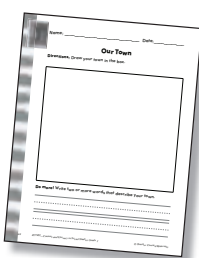
- ▶ describe the connection between images in the text by identifying whether the image represents the past or present.
- ▶ recall information from personal experiences to create advertisements that promote their towns.
- ▶ complete a Venn diagram to show the changes in community life over time.

## Standards

- ▶ **CCSS Reading:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ▶ **CCSS Writing:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- ▶ **Content:** Understand changes in community life over time.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

## Materials

- ◆ *What Makes a Town?* books
- ◆ copies of student reproducibles (pages 44–48)
- ◆ *Community Park* primary source (park.jpg)
- ◆ copies of the *Student Letter Template* (letter.pdf) (optional)
- ◆ examples of travel advertisements
- ◆ drawing paper, coloring supplies, scissors, glue sticks, chart paper, sticky notes (in two different colors)
- ◆ butcher paper (optional)



## Timeline for the Lesson

|       | Task   | Summary of Student Learning Activities  |
|-------|--|---|
| Day 1 | <b>Before Reading</b> (page 40)                                | Label images in the text as past or present.  |
| Day 2 | <b>During Reading</b> (page 41)                                | Identify one difference between towns in the past and present and create ads for their towns.               |
| Day 3 | <b>After Reading</b> (page 42)                                 | Compare and contrast towns of the past and present.   |
| Day 4 | <b>Primary Source Activity</b> (page 43)                       | Use verbs and sound words to write a poem about a park.   |
| Day 5 | <b>Activities from the Book</b> (pages 20 and 24 in the books) | Go on a town scavenger hunt with their families. Draw a picture or write a list of games they like to play. |

# What Makes a Town? (cont.)

## Vocabulary Word Bank

- ▶ cities
- ▶ communicate
- ▶ communities
- ▶ laws
- ▶ past
- ▶ present
- ▶ tools
- ▶ transportation

### Before Reading

**1. Introductory Activity**—Distribute copies of the *Our Town* activity sheet (page 44) to students. Have each student complete the activity sheet independently.

- ▶ Divide the class into eight small groups. Make the groups heterogeneous so that **English language learners** and **below-level learners** have peer support. Have the groups talk about their drawings and the words and phrases that describe their town.
- ▶ As a class, make a list of students' words and phrases on the board.

**2. Vocabulary Activity**—Write the vocabulary words on the board. Explain the meaning of each word and use it in a sentence.

- ▶ Assign each of the eight groups one of the vocabulary words.
- ▶ Distribute drawing paper and coloring supplies to students. Ask each group to draw a picture that represents their assigned word. You may wish to use butcher paper or another type of large paper so all students can participate at the same time.
- ▶ Display students' pictures on the board. Point to a picture and have a student volunteer say the matching vocabulary word aloud.

**3. Prereading Activity**—Remind students of the definitions of *past* and *present*.

- ▶ Distribute copies of the *What Makes a Town?* book to students.
- ▶ Have students sit with a partner. Distribute two colors of sticky notes to each pair—about 10 of each color. Designate one color as *past* and one color as *present*.
- ▶ Allow students time to preview the book. Have them label the images in the text with the two colors of sticky notes to indicate whether the image shows the past or the present.
- ▶ Take a picture walk through the book as a group. Have students raise their hands to indicate whether they marked each image as past or present.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# At the Park

**Directions:** Imagine that you are at the park. What would you do? What sounds would you hear? Use sound and action words to write a poem about playing at the park. Draw a picture of your poem on the back of this page.

## A Day at the Park

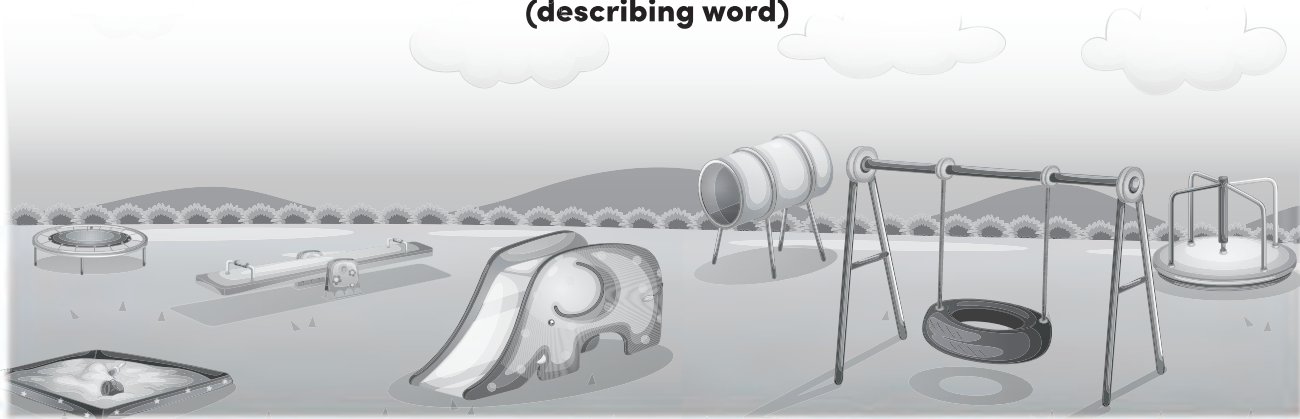
(sound)

(action)

(sound)

(action)

(describing word)





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## What Makes a Town? Quiz

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

**1** What do police officers do?

- A They take care of sick people.
- B They put out fires.
- C They make sure people follow the laws.
- D They take care of sick animals.

**2** Long ago, how did people get around town?

- A They drove cars.
- B They walked or rode horses.
- C They flew on planes.
- D They used computers.

**3** What are people doing when they write letters and talk on cell phones?

- A They are communicating.
- B They are using transportation.
- C They are running.
- D They are in the past.

**4** Read the sentence below. Choose the best word to fill in the blank.

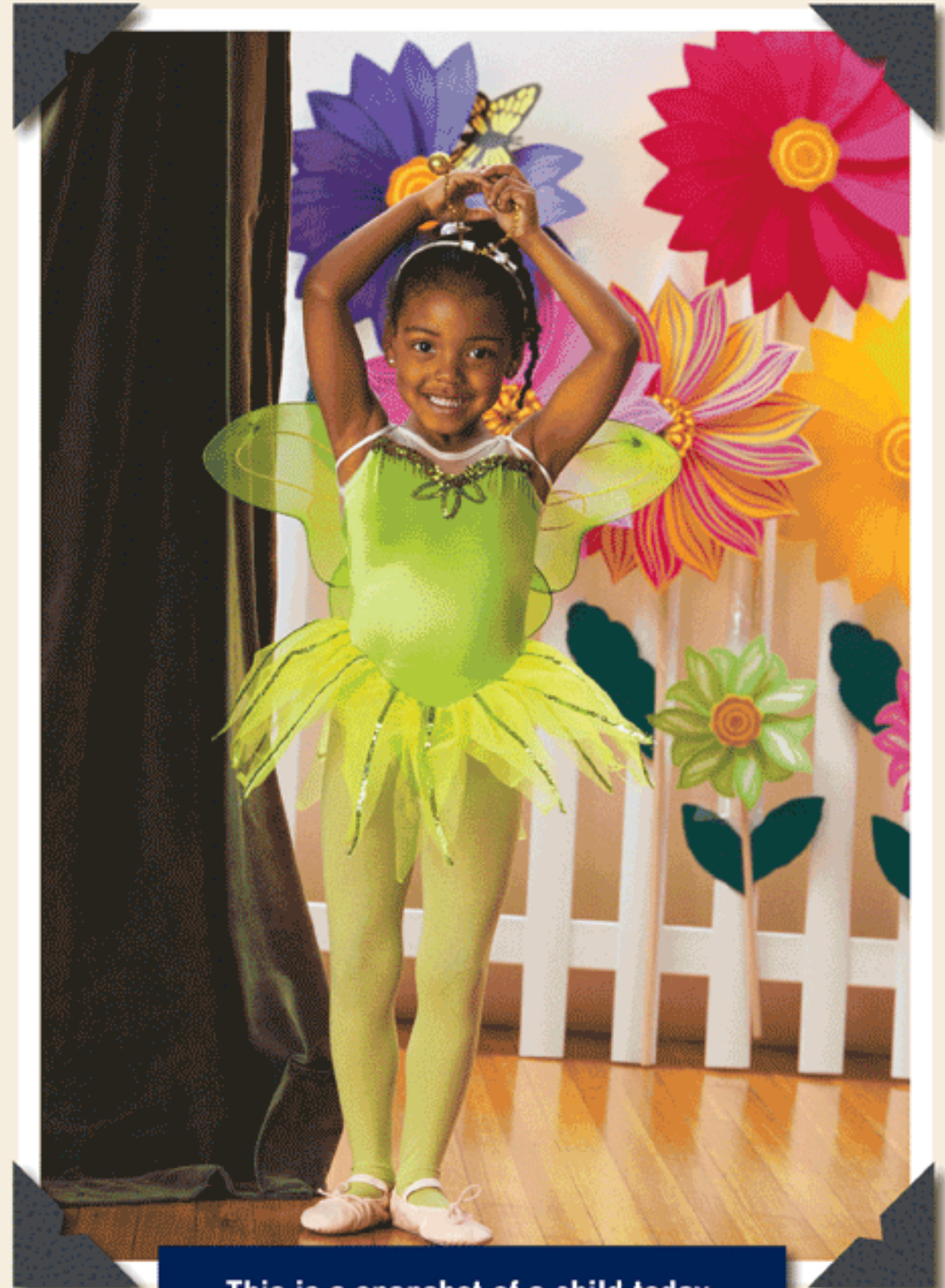
People live and work in \_\_\_\_\_.

- A banks
- B post offices
- C communities
- D parks

# Family History

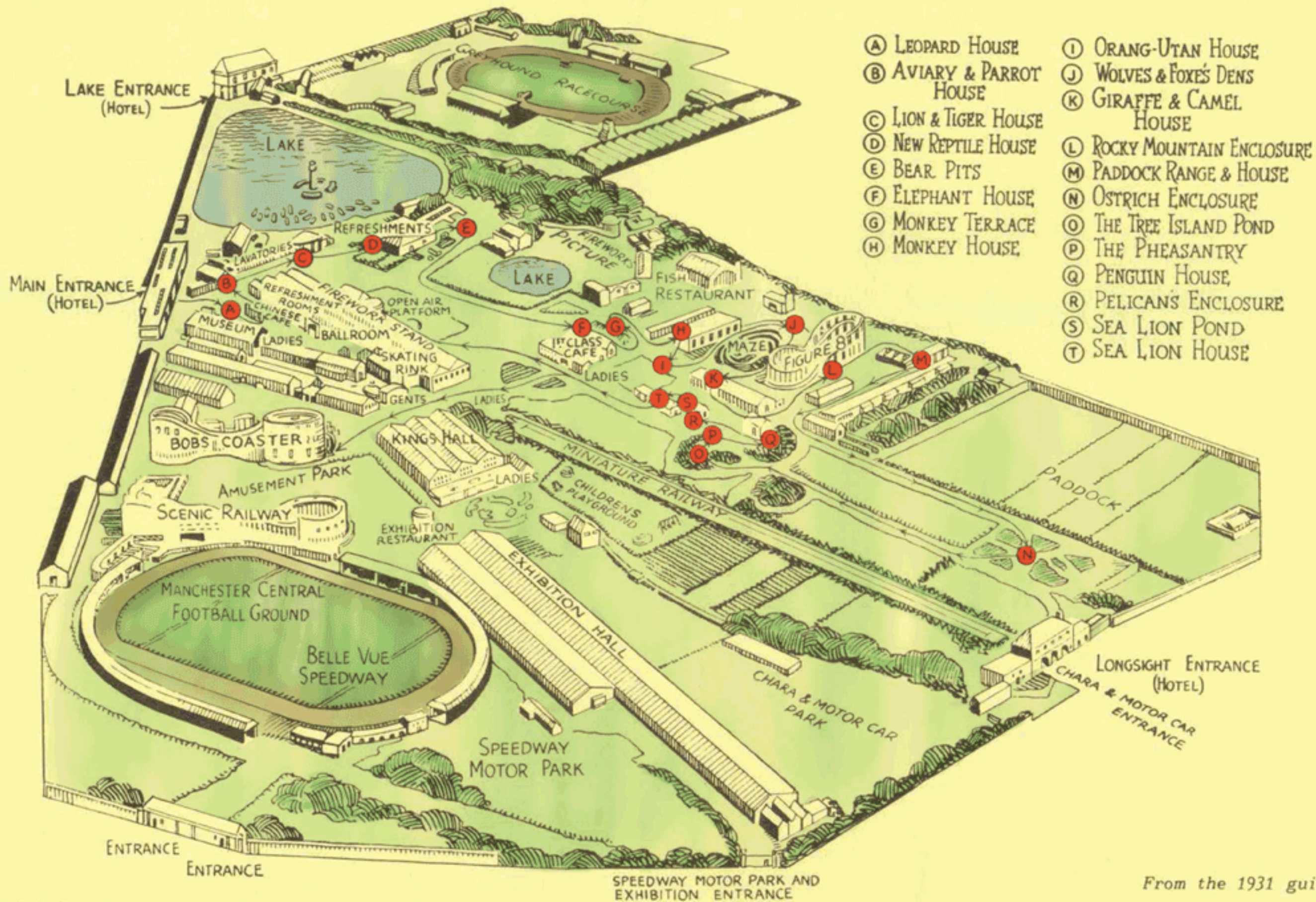


This is a portrait of children from 1922.



This is a snapshot of a child today.

# Plan of the BELLE VUE ZOOLOGICAL GARDENS MANCHESTER.



From the 1931 guide book