

Our Town

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Grade/Age Level: 3-5th Grade

Subject: Oral Language/ Social Studies

Content Objective:

- Students will construct a mini city in the classroom including important landmarks like libraries, City Hall, stores, parks, homes, school, church, etc.

Language Objective:

- In groups of 4 or 5, students will *discuss* and each *write* a list of the important places in their community.
- In groups of 4 or 5, students will each assume one of 5 roles: Government Buildings Supervisor (City Hall, Capitol Building etc.), City Buildings Supervisor (Library, School etc.), Parks Supervisor (City Parks, Swimming Pools, Theme Parks etc.), Store Building Supervisor(Grocery Store, Hardware store, clothing store etc.), Other Building Supervisor (anything not covered by the other supervisors). Together they will *draw* out a plan for their city, places for buildings, streets, parks etc.
- Students will work together to build a city on tables including all the places they listed and *read* about, *talking and listening* to each others ideas and using cardboard boxes and other small containers and paint and construction paper.

Instructional Features:

Activities and Procedures:

Class will be read “In my town” about a young boy who points out important parts of his community. Class will discuss why it’s important to have certain things in a city, and view pictures on the overhead of important places in their community-provided by the teacher. Class will work in groups of 4 or 5, (different from their table groups) to complete the project which is to construct a mini city in the classroom. The students will be grouped with all different levels of English fluency. First the group will come up with a name for their city, and make list of important places in the community that they want to include in their city model. They will then assign roles as listed by the teacher on the board. Students are responsible for the buildings in their stewardship, making sure they get a place in the city. Students will be given 50 minutes for 5 days to complete the project using cardboard boxes, construction paper, paints etc. provided by the teacher and supplies that students bring from home. Students’ cities will be on display fro parent night, and then moved to the library where they will be on display for 2 weeks with the book “In my town.” Students will be graded as listed in the rubric below.

Instructional Strategy: Realia; by bringing in real pictures of important sites in the students town, students will be able to make a connection to what the teacher is expecting

the mini towns to contain, and it will be easier to understand than just trying to imagine in their minds.

Grouping: Students will be grouped heterogeneously to provide optimum learning in the lesson. Students who are higher level language speakers will benefit by teaching and modeling for the less fluent students. The lower level students will benefit by observing and practicing with the higher leveled speaker.

Learning Strategies: Metacognitive: Organizational planning, students will plan out their mini city.

Cognitive: Imagery, students will visualize what they want the city to look like.

Social/Affective Strategies: Cooperation, students will work with classmates and coach each other to complete the tasks.

Adaptations:

Stage 1+2: Student will use simple words to contribute to city ideas, and will ensure his/her responsibilities are met.

Stage 3: Student will use sentences to contribute to city ideas, and will ensure his/her responsibilities are met.

Stage 4+5: Student will use detailed sentences to contribute to city ideas, and will do most of the writing for the group, and will ensure his/her responsibilities are met.

Assessment:

	A ☺	B :-I	C ☹
Stage 1+2	Student participates and accomplishes the tasks as outlined in their individual roles and uses at least 6 English words to communicate with their group.	Student accomplishes most tasks outlined in their role, and uses 3-5 words in English to communicate with their group.	Student accomplishes minimal tasks outlined in their role and uses 0-2 words in English to communicate with their group.
Stage 3	Student participates and accomplishes the tasks as outlined in their individual roles and uses compete sentences in English to communicate with their group.	Student accomplishes most tasks outlined in their role, and uses a few (3-4) sentences in English to communicate with their group.	Student accomplishes minimal tasks outlined in their role and uses 0-2 sentences in English to communicate with their group.

Stage 4+5	Student participates and accomplishes the tasks as outlined in their individual roles and uses complete and detailed sentences in English to communicate with their group.	Student accomplishes most tasks outlined in their role, and uses a few (3-4) detailed sentences in English to communicate with their group.	Student accomplishes minimal tasks outlined in their role and uses 0-2 detailed sentences in English to communicate with their group.
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