

Who Looks after Your Town?

Social Studies

Level 8

Strand: Government/Authority

Theme: Services

Purpose for Reading: To develop an understanding of the people who look after towns and what their jobs involve.

Comprehension Strategies: Making connections to text, synthesizing, asking and answering questions.

Vocabulary

Dictionary Words: firefighter, mayor, paramedics, police officer, town planners

Vocabulary Words: badge, council office, councillors, helicopter, hose, organiser, plan, stretcher, uniform

High-Frequency Words: a, after, also, be, big, by, called, can, cannot, do, find, have, he, help, here, his, in, is, little, look, make, or, other, same, she, take, tell, the, them, there, these, they, this, what, when, where, who

Before Reading

- Read the title and ask the students to suggest the people that might be in this book. Make a list of their responses.
- Have the students talk about the cover photo and guess who this person is and how he might look after the town. Add any new information to the list.
- Read the title page together and add any new information to the list.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to

discuss what each person does to help look after their town.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the chart. *How might this chart help us with reading and understanding the book?* Discuss the features of the chart.
- Pages 6–7: Invite the students to look at the people in this photo. *Who might they be? What are they doing?* Discuss the way the mayor and councillors get elected to their jobs.
- Pages 8–9: Ask the students to recap the discussion about the town planners from the dictionary page. *What do they do? Discuss the labels. What might the plan show? What might the man be writing in his organiser?*
- Pages 10–11: Ask the students to look at this photo and discuss it. Do they know any firefighters? Have they seen any in action? Ask them to share their experiences. *What might the dog's job be?*
- Pages 12–13: Ask the students to look at this photo and discuss what is happening. Read and discuss the labels. Do they know any police officers? Have they seen any in action? Ask them to share their experiences.
- Pages 14–15: Ask the students to look at this photo and discuss what they see. Read and discuss the labels. *Why are the paramedics carrying a stretcher? Why do they need to use a helicopter?*

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to use the features of the book to help, e.g. the labels and the chart.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the different jobs and people involved in looking after a town. Prompt them with questions, such as *What is the mayor's job? Who uses a helicopter?*
- Have the students discuss other people who help look after a town and who may not have been mentioned in the book.
- Make comparisons between the people in the book and people who look after their town.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *same* in the text. Ask the students to suggest sentences using the word *same*. Ask the students to write *same* five times independently, checking each time to make sure they are correct. Add *same* to a high-frequency word chart or word wall.
- Ask the students to suggest words that rhyme with *same*. Write them on the board.

Oral Language

- Have the students work in pairs, asking and answering questions from the book. For example, Who tells you where you can build your house? What is the job of the fire dog?

Writing

- Choose one person from the book. Write two facts about them and their job.

Creative Extension Activities

- Have the students make an election poster of themselves standing for the job of mayor.
- Have the students draw a picture of themselves carrying out one of the jobs of the people who look after the town.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Use these words to answer the questions:
*the mayor, the town planners, a firefighter,
a police officer, the paramedics*

Who helps people when there is a fire in town?

Who helps look after the people in town?

Who helps people when they are hurt?

Who tells people where they can build houses
and shops?

Name: _____

Choose the person you like best in the book. Draw them and write why you like them best.

