

## Our Town and Our City Programs

The complete programs for Our Town and Our City are almost identical. The two changes in Our City program are: the cover, A Holiday replacing A Party, and A Visit from a Famous Person replacing A Weather Report for the Town.

# OUR TOWN

an integrated unit  
for first and second grade



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## RULES FOR BASE WORDS

1. Drop the ending. (lately - late)
2. Drop the double consonant. (running - run)  
– except for self (missing - miss)
3. Check for silent e. (shaming - shame)
4. Change the i to y or e.  
(easiest – easy, smiling – smile)
5. Add an e if word ends in consonant and l, such as  
\_\_\_\_\_tle, \_\_\_\_\_ble.  
(rattling – rattle, stumbling – stumble)
6. After dropping the ending, add e if word ends in soft g or c.

Rule: c and g followed by e, i, y – soft sound

cent	gem
city	giraffe
cycle	gym

BASE WORDS SHEET #1

1. drop the ending

2. drop the double consonant, except f or l self

3. check for silent e

- |                     |                     |
|---------------------|---------------------|
| 1. followed _____   | 19. swimmers _____  |
| 2. putting _____    | 20. huffing _____   |
| 3. smiling _____    | 21. thinking _____  |
| 4. stuffing _____   | 22. skater _____    |
| 5. whispering _____ | 23. biggest _____   |
| 6. darken _____     | 24. wisest _____    |
| 7. forgotten _____  | 25. steering _____  |
| 8. scared _____     | 26. messiest _____  |
| 9. taking _____     | 27. making _____    |
| 10. older _____     | 28. bossing _____   |
| 11. gliding _____   | 29. skipping _____  |
| 12. budding _____   | 30. rolling _____   |
| 13. stamping _____  | 31. loudest _____   |
| 14. making _____    | 32. timing _____    |
| 15. filling _____   | 33. spilling _____  |
| 16. breaking _____  | 34. closing _____   |
| 17. asked _____     | 35. playfully _____ |
| 18. fading _____    | 36. quietly _____   |

## BASE WORDS SHEET #2

1. change the l to y or e
2. after a consonant and l add an e
3. check for silent e.

- |                   |                     |
|-------------------|---------------------|
| 1. sillier _____  | 20. chasing _____   |
| 2. giggling _____ | 21. bubbling _____  |
| 3. changing _____ | 22. prancing _____  |
| 4. happiest _____ | 23. stumbling _____ |
| 5. mumbling _____ | 24. daisies _____   |
| 6. largest _____  | 25. stapling _____  |
| 7. dancing _____  | 26. charging _____  |
| 8. cried _____    | 27. slicing _____   |

BASE WORDS SHEET #3

- |                    |                     |
|--------------------|---------------------|
| 1. tripping _____  | 15. thinnest _____  |
| 2. chiefly _____   | 16. buying _____    |
| 3. salted _____    | 17. keyed _____     |
| 4. centered _____  | 18. perfectly _____ |
| 5. safest _____    | 19. edging _____    |
| 6. clearly _____   | 20. checkers _____  |
| 7. spreader _____  | 21. collected _____ |
| 8. learning _____  | 22. countries _____ |
| 9. choicest _____  | 23. rising _____    |
| 10. older _____    | 24. gentlest _____  |
| 11. writing _____  | 25. spreading _____ |
| 12. hourly _____   | 26. marketed _____  |
| 13. peaceful _____ | 27. sliding _____   |
| 14. quieted _____  | 28. burner _____    |



## PREFIXES AND SUFFIXES

Prefixes and suffixes change the meaning and spelling of base words. Drop the prefix and/or suffix and write the base word.

- |                      |                       |
|----------------------|-----------------------|
| 1. remake _____      | 11. retire _____      |
| 2. kindness _____    | 12. dusty _____       |
| 3. unusually _____   | 13. greediness _____  |
| 4. rewrite _____     | 14. incorrectly _____ |
| 5. inland _____      | 15. reheat _____      |
| 6. thankful _____    | 16. thoughtless _____ |
| 7. unhappy _____     | 17. ungrateful _____  |
| 8. silky _____       | 18. overseas _____    |
| 9. unhappiness _____ | 19. incurable _____   |
| 10. unfasten _____   | 20. resharpen _____   |

## POWERFUL PUNCTUATION

Parentheses are used for a word or group of words that further explain something in a sentence:

Our whole class (25 children) shares ideas.

My puppy (he's so mischievous) chewed on my new shoes!

Dashes are like parentheses but indicate a stronger explanation or are used to show interrupted speech:

I love Choice Time – especially the art center!

“I’ll go with you to –” “No, you can’t! You have chores to do,”  
said Dad.

Ellipses are used when speakers hesitate, change their minds, or a sentence isn’t complete:

“My favorite color is ... oh, I can’t make up my mind.”

“I’d like strawberry ice cream ... no, wait, I’d like chocolate instead,”  
said Jim.

... over here on the rug.

A colon may introduce ideas in a series:

You need to bring: pencils, erasers, markers, and paper.

Apostrophes in possessive nouns show that something belongs to one or more owners:

... the dog’s bones (one dog’s bones)

... the dogs’ bones (many dogs’ bones)

## THE DICTIONARY

Complete this sheet with a partner after you are familiar with the dictionary.

Look up the correct spelling for the following misspelled words:

- |                   |                  |
|-------------------|------------------|
| 1. autum _____    | 5. millon _____  |
| 2. rockit _____   | 6. colleck _____ |
| 3. fosils _____   | 7. iland _____   |
| 4. materiel _____ | 8. nachure _____ |

When you run out of space, you may need to divide a word into syllables.

Write the following words in syllables: (Example: incomplete – in com plete)

- |                      |                   |
|----------------------|-------------------|
| 1. poster _____      | 4. popular _____  |
| 2. skeleton _____    | 5. geometry _____ |
| 3. cauliflower _____ | 6. zero _____     |

## THE THESAURUS

Complete this sheet with a partner after you are familiar with the thesaurus.

A synonym is a word which has the same meaning or almost the same meaning as another word. An antonym is a word with the opposite meaning of another word.

Find three synonyms for each of the following words (Be sure you know what each word means.):

1. walk \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ .
2. friend \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ .
3. run \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ .
4. laugh \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ .
5. happy \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ .

Find two antonyms for each of the following words (Be sure you know what each word means):

1. quiet \_\_\_\_\_ and \_\_\_\_\_ .
2. smooth \_\_\_\_\_ and \_\_\_\_\_ .
3. happy \_\_\_\_\_ and \_\_\_\_\_ .

## WHO LIVES IN MY BUILDING?

**Activity:** Write a short report naming each person and pet that lives in your house/building. For each person use a few descriptive words telling what jobs s/he has or how old s/he is. For instance: Robert Grainer, the father, is a professor; Nicky, our dog, is the most active one in our family; or Maxi, the daughter, is ten years old.

**Expectations:** Your sentence about each person will use commas of apposition.

(See the next page)

**Procedure:**

1. Write a first draft.
2. Revise.
3. Write your second draft.

## COMMAS OF APPOSITION

- A. Mary, my friend is here.
  - B. Mary, my friend, is here.
- 

- A. Annie, the little girl next door is sick.
  - B. Annie, the little girl next door, is sick.
- 

- A. "Rob, the newspaper boy, is late," said Mother.
  - B. "Rob, the newspaper boy is late," said Mother.
- 

- A. Mike, my cousin moved to Syracuse.
  - B. Mike, my cousin, moved to Syracuse.
- 

- A. My parakett is coming to visit, Polly.
- B. My parakeet is coming to visit Polly.

## MAP OF OUR TOWN

Help to decide and vote upon a name and streets for our town.

Study the layout/design of our town very carefully. Using the street map of the town, make your map. Label your map using names, numbers, colors, symbols, or shapes. Match these labels to the map key.

## TELEPHONE DIRECTORY

**Activity:** You have been selected to make a telephone directory for your town.

**Expectations:** You should alphabetize correctly, such as:

Art Studio The 142 Ash Road 476-8763

Greene, Sally K . 128 Elm 476-1082

Star Bank Inc The 4 Ash Road 476-0061

**Procedure:** You will be given a list of all families, businesses, and services with their addresses and phone numbers. Using the list, alphabetize it.

The easiest way is to fold a sheet of paper into small squares.

Label each square from A to Z. Using the list write one name

for each listing to be alphabetized in the correct square. Now using this sheet plus the list, alphabetize all.



## A PARTY

**Activity:** With a partner, decide upon a party that takes place. For Instance, you should discuss what kind of party, who the party's for, or what funny thing happened at the party. What other ideas do you have?

**Expectations:** With your partner, using one of the ideas, write a descriptive paragraph/s, using a main idea and details describing your main idea.

**Procedure:**

1. Together write a paragraph or paragraphs for your first draft. For each paragraph, think first of the main idea and then add details about it.
2. Help each other revise the first draft.
3. Now you and your partner each write your own second draft.
4. Would you like to make a picture?

**Prerequisite:** Oral lessons on main idea and details.

## A WEATHER REPORT FOR THE TOWN

**Activity:** Write one to four paragraphs describing some type of weather that takes place in the town. For instance, it could be a beautiful day, a hurricane could be taking place, or a tornado could have gone through part of the town. What else could you write about?

**Expectations:** Each descriptive paragraph must have a topic, a main idea, and details.

**Procedure:**

1. Decide upon a topic for your article.
2. Think about your main idea and details for each paragraph.
3. Make a first draft, revise it, and then write your second draft.
4. Would you like to make a picture?

**Prerequisite:** Oral lessons on topic of a paragraph.

## A HAPPENING

Activity: Decide upon a happening in the town and what caused it. The happening is the effect and why it happens (because) is the cause.

Expectations: With a partner you should try to explain very clearly the cause (because) and the effect (what happens) of the happening.

Procedure:

1. With your partner describe the cause of a happening (the effect) in the town. If you can, tell how it is or can be solved.
2. Practice the presentation.
3. Present to the class.

## AN ACCIDENT

**Activity:** First decide upon an accident that happened in your home or town. Then decide upon a person who witnessed it. Write a dialogue (conversation) between that person and the policeman who came to take a report.

**Expectations:** Try to give as much factual information as possible, use quotation marks (talking marks), and three or more contractions. (See the list of contractions on the next page.)

**Procedure:**

1. Write a first draft and indent the first word for each new speaker.
2. Revise your first draft. See if you can change any more words to contractions.
3. What lesson did the person learn? Explain using one or more contractions.
4. Write your second draft.
5. Would you like to make a picture?

## CONTRACTIONS

- |             |             |                        |              |
|-------------|-------------|------------------------|--------------|
| 1. aren't   | – are not   | 14. let's              | – let us     |
| 2. can't    | – can not   | 15. shouldn't          | – should not |
| 3. couldn't | – could not | 16. they're            | – they are   |
| 4. didn't   | – did not   | 17. they've            | – they have  |
| 5. doesn't  | – does not  | 18. you'll             | – you will   |
| 6. don't    | – do not    | 19. you're             | – you are    |
| 7. hasn't   | – has not   | 20. wasn't             | – was not    |
| 8. haven't  | – have not  | 21. we're              | – we are     |
| 9. here's   | – here is   | 22. weren't            | – were not   |
| 10. I'll    | – I will    | 23. we'll              | – we will    |
| 11. isn't   | – is not    | 24. won't              | – will not   |
| 12. I'm     | – I am      | 25. wouldn't           | – would not  |
| 13. I've    | – I have    |                        |              |
|             | 26. he's    | – he is / he has       |              |
|             | 27. who's   | – who is / who has     |              |
|             | 28. I'd     | – I had/ I would       |              |
|             | 29. it's    | – it is / it has       |              |
|             | 30. she'd   | – she had / she would  |              |
|             | 31. she's   | – she is / she has     |              |
|             | 32. there's | – there is / there has |              |
|             | 33. what's  | – what is / what has   |              |

## SOMEONE'S LOST

Activity: A person in your house/building answers the telephone. It is one of the following people who needs directions for coming to visit:

visiting girlfriend or boyfriend

classmate

policeman

garbageman

fireman

taxicab driver

schoolteacher

Write a telephone conversation between the two people.

Expectations: The person answering the telephone should give the shortest and clearest directions to one of the people that is a compound word. If you can think of other compound words, use them – such as crosswalk and mailbox. Use quotation marks for the conversation, indenting for each new speaker, and commas in a series.

Procedure:

1. Write a first draft.
2. Read this to your partner. Can s/he find the way? Make changes if you need to.
3. Revise.
4. Write your second draft.