

Change in the Community

Small Group Reading

Before reading

Ask students to look at the front cover and describe the change pictured there. Page through the text and ask what kind of text this is. (Informational/nonfiction) Ask *How do you know?* (Contents page, historical photos, glossary, index) Preview Reading vocabulary and discuss word meanings with students.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- What differences are there between transportation of 100 years ago and today? (literal)
- What might transportation be like 100 years from now? (inferential)

CHAPTER 2

- What do the photos in Chapter 2 show about how schools of 100 years ago are the same and different from schools today? (inferential)

CHAPTER 3

- How did people communicate with each other in the past? (literal)
- How do we communicate with others today? (literal)

CHAPTER 4

- What are the advantages of having the food choices we have? Are there any disadvantages? (personal response)
- How do you think our diet will change in the next 100 years? (personal response)

CHAPTER 5

- How have libraries changed? (inferential)
- What differences are there between a visit to the movies today compared to the past? (literal/personal response)

CHAPTER 6

- Why do you think the author included a letter to an editor in this text? (inferential)
- Why do you think factories were permitted to put waste into the waterways 100 years ago? (inferential)

After reading

Students may complete BLMs 1 and 2 after you explain the instructions for each activity.

Understanding text structure Tell students that nonfiction texts have facts about specific topics. Instruct them to use one area of change outlined in the text, summarize the key points, and transfer them to the research pyramid on BLM 1. Students may use other related nonfiction texts and add relevant facts. **(BLM 1)**

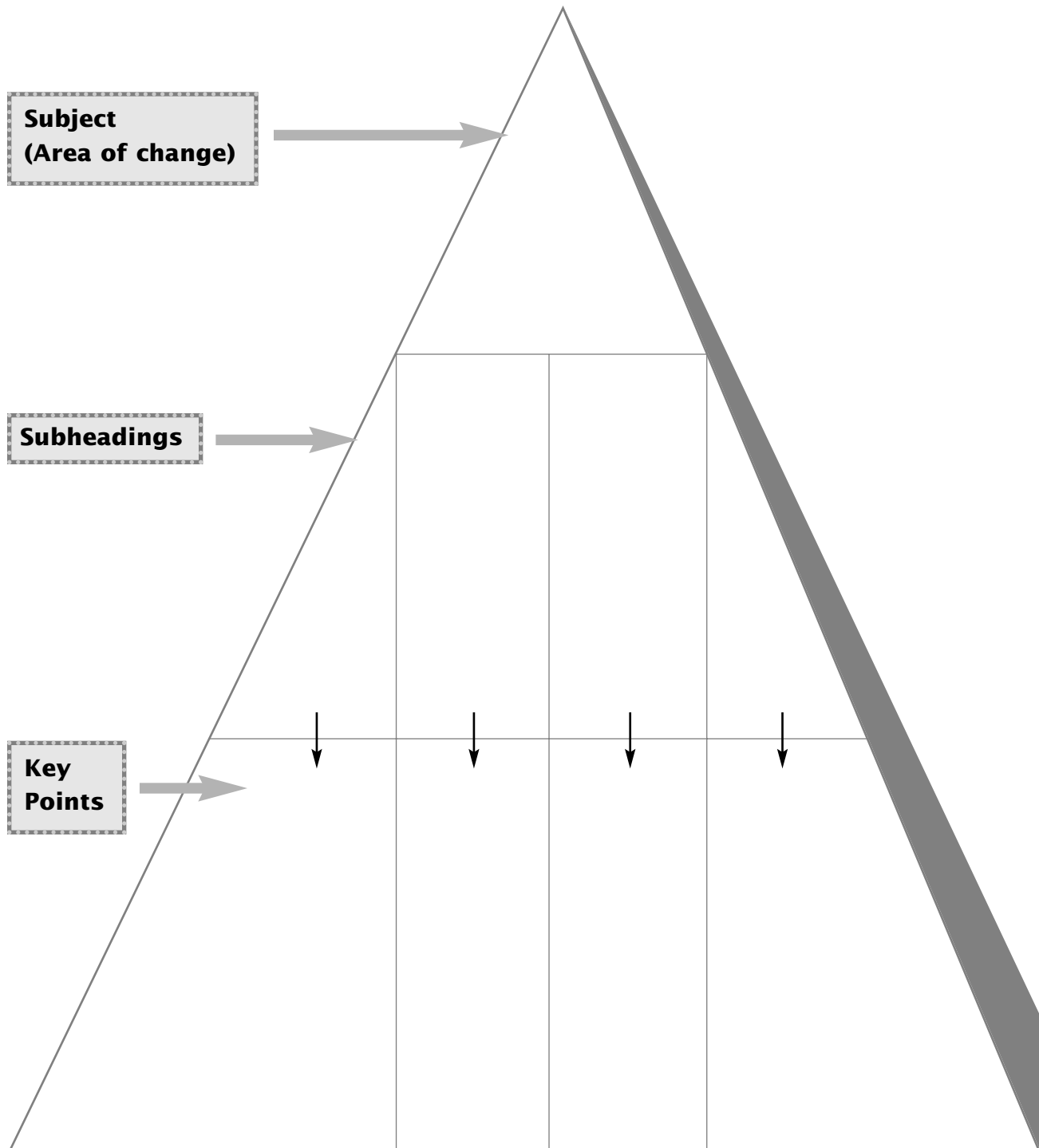
Spelling Students should change the form of comparative adjectives in the first activity on BLM 2. They then answer true/false questions about the text.

Grammar In the last activity on BLM 2, students change the tense of verbs in a chart to past, present, or future. **(BLM 2)**

Comparing and contrasting Draw a large Venn diagram on the board and label it “School—then and now.” Students should list qualities of schools of the past in the circle on the left, qualities of schools today in the circle on the right, and qualities that apply to schools of both eras in the overlapping section.

➔ Research pyramid

Nonfiction texts contain facts about specific topics. Choose one area of change outlined in the text. Summarize the key points and write them in the research pyramid. Search other related nonfiction texts and add more facts.



➔ Comparing

When two things are compared, *-er* is often added to the comparing adjective. Add *-er* to these adjectives and use each one in a sentence.

1. few _____
2. small _____
3. clean _____
4. straight _____
5. light _____

➔ True or false?

Write "true" or "false" next to each statement.

Fact	True/False
1. One hundred years ago there was very little choice in the types of food you could buy.	_____
2. Early refrigerators were called ice chests or ice boxes.	_____
3. Telephones were invented by Thomas Edison in 1850.	_____
4. Horse-drawn trams were replaced by electric ones in about 1900.	_____
5. Early movies were very short and were made up of lots of still pictures, not moving ones.	_____

➔ When is it happening?

Tense refers to time. Verb tense tells us whether the action is taking place now (present tense), has taken place (past tense), or will take place in the future (future tense). Change these verbs to the tense required. Some may need a word change.

Past tense	Present tense	Future tense
	I live	
She drove		
		They will practice
	I send	
He bought		
		I will ride

