

In My Day...

Purpose

Students will identify examples of things that have changed and things that have remained the same as they compare their lives with the lives of parents, grandparents, or older community members.

Materials

For the teacher: paper, pen, copy of Black Line Master (BLM) *Create the Pages*, chalk, chalkboard

For each student: copy of BLM *Interview Notes*, piece of construction paper, pencil, crayons, unlined paper, binder ring

Activity

A. Pre-Activity Preparation

1. Write a note to parents that states the due date for the BLM *Interview Notes*, purpose, and need for family involvement.
2. Staple a note to each copy of the BLM *Interview Notes*.
3. Create book pages according to the BLM *Create the Pages*.

B. Pre-Activity Discussion

1. Ask students if a parent, grandparent, or older community member has ever talked to them about their childhood.
2. Allow students to share their experiences.
3. Say to students: "Tell me about things you know that have changed or things that have stayed the same since your parent, grandparent, or older friend was young."

C. Interviews

1. Explain to students that they will be learning more about life in the past by interviewing an older family member or friend and writing a book about that person's childhood compared to their own childhood.
2. Give each student a copy of the BLM *Interview Notes* with the attached parent note.
3. Read the BLM to students, and answer any questions they have.
4. Tell students that the attached note is for their parents.
5. Explain that the note asks parents to help students complete their interviews.
6. Help students find and circle the due date on the note.

(continued)



EXTENDING THE ACTIVITY

Invite all the interviewees to a reception. Direct students to share things they learned from their interviewees. Have students present their interviewees with a copy of their book.



MEETING INDIVIDUAL NEEDS

Give students with speech difficulties an earlier due date. Send the students' books with them to speech class so that they can practice reading their books aloud. Be sure that students are comfortable reading their books aloud before asking them to do so.

Standards Link
1.1.2

Activity (continued)

D. Putting It All Together

1. Collect students' BLMs *Interview Notes* on the due date.
2. Give each student a piece of construction paper.
3. Have students get out pencils and crayons and create a book cover.
4. Give each student a page, which was created according to the BLM *Create the Pages* teacher directions.
5. Read the page aloud and explain how the sentences should be completed.
6. Direct students to complete both sentences and to illustrate each half of the page.
7. Repeat steps 4 through 6 for each of the four remaining pages.
8. When students complete all their pages, collate each set of pages and bind them together with the corresponding cover.







E. Group Time

1. Have students read their books aloud to the class.
2. Create two columns on the board. Head one column "Things That Have Changed" and one column "Things That Have Remained the Same."
3. Ask students: "What things did most of the books say have changed?" Record their responses under "Things That Have Changed."
4. Have students name things that most of the books say have remained the same. Record these things under "Things That Have Remained the Same."

Questions for Review

Basic Concepts and Processes

During group time, discuss the following with students:

-  Name something that has changed.
 -  Name something that has remained the same.
 -  Do you think more things have changed or remained the same?
 -  Why do you think that?
 -  Has anything both changed and remained the same?
 -  Explain your answer.
-

Name: _____

Interview Notes

Interview Steps:

- 1) Select a parent, grandparent, or older community member to interview.
- 2) Arrange a time for the interview.
- 3) Ask the person you are interviewing the questions on this sheet.
- 4) Thank the person for letting you interview them.
- 5) Complete this sheet.



1. What did you play with when you were my age? _____

2. As a child, what were your chores? _____

3. How did you get to school? _____

4. When you were young, how did people stay in touch? _____

5. What was your favorite book when you were my age? _____

Interview Notes

Teacher Directions

Give each student the *BLM Interview Notes*, with a parent note attached. Read the BLM to students, and answer any questions they have.

Tell students that the attached note is for their parents. Explain that the note asks parents to help students complete this project. Help students find and circle the due date on the note.

Answer Key

Students should write answers for each question on the *BLM Interview Notes*. These answers should be based on an interview with a parent, grandparent, or older community member.

Create the Pages

1. When my _____ was young, _____ played

_____.

I play _____.

2. When my _____ was young, _____

chores were _____.

My chores are _____.

3. My _____ got to school by _____.

I get to school by _____.

4. When my _____ was young, people stayed
in touch by _____.

Today people stay in touch by _____.

5. As a child, my _____ favorite book was _____

_____.

My favorite book now is _____.

Create the Pages

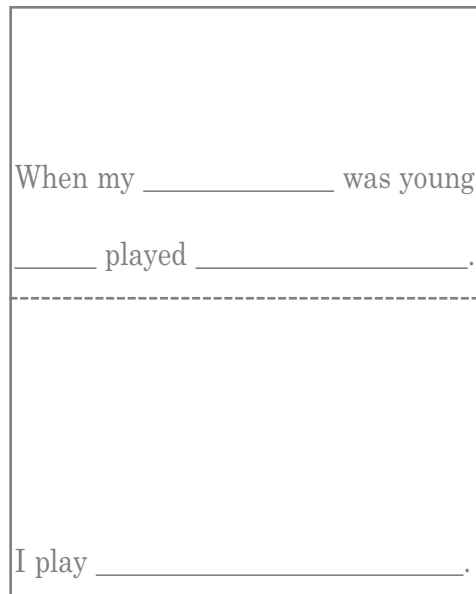
Teacher Directions

Create a separate page for each pair of sentences on the BLM *Create the Pages*. Fold each page in half. Write the sentence about the interviewee at the bottom of the top half. Write the sentence about the student at the bottom of the page. Copy enough sheets so that students can have one of each page.

Give each student one of the pages. Read the page aloud, and explain how the sentences should be completed. Direct students to complete both sentences and to illustrate each half of the page. Repeat these steps for each of the four remaining pages.

When students complete all their pages, collate each set of pages and bind them together with the corresponding cover.

Example:



When my _____ was young
_____ played _____.

I play _____.

Answer Key

Students' answers will vary, but they should correlate to the information on the BLM *Interview Notes*.