

# TINYVILLE TOWN

Brian Biggs

The people of Tinyville Town cheerfully go about their work each day. Their dedication and can-do attitude help their town thrive. Young children will undoubtedly enjoy meeting important community helpers in the picture book *Tinyville Town Gets to Work!* and in the smaller companion books *Tinyville Town: I'm a Firefighter*, *Tinyville Town: I'm a Veterinarian*, and *Tinyville Town: I'm a Librarian*. Let's head to Tinyville Town!

## Vocabulary

### Words to Know in *Tinyville Town Gets to Work!*

mayor	engineer	steel	arches
citizens	excavation	foundation	stonemason
piers	lane		

### Words to Know in *Tinyville Town: I'm a Firefighter*

duty	gear	crew
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### Words to Know in *Tinyville Town: I'm a Veterinarian*

clinic	patient	brave
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### Words to Know in *Tinyville Town: I'm a Librarian*

mystery	reference	periodicals
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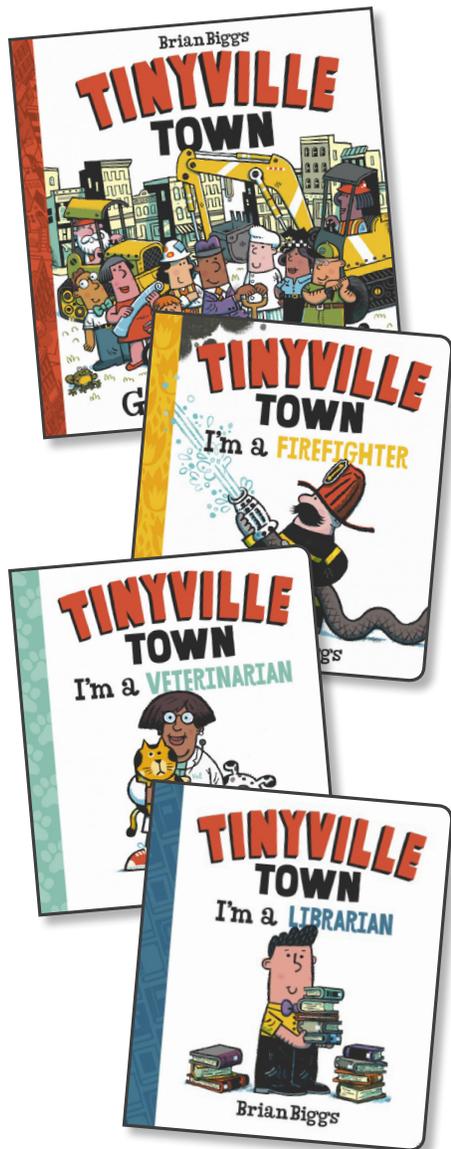


## Prereading Questions for the Tinyville Town Series

- Who are some of the community helpers in your town?
- How do different community workers help people in your town?
- What would happen if there were no community helpers in your town?



# After-Reading Questions



## ***Tinyville Town Gets to Work!***

- What problem do the people in Tinyville Town have?
- Why does the new bridge need to be stronger and wider?
- Could the mayor solve the problem by himself? Why or why not?
- How do the people of Tinyville Town solve the problem?

## ***Tinyville Town: I'm a Firefighter***

- Why do you think the firefighter sleeps at the fire station when he is on duty?
- Why do you think the firefighter turns on the siren as the fire engine speeds through town?
- How do the firefighters use teamwork at the fire and later at the fire station?

## ***Tinyville Town: I'm a Veterinarian***

- How does the veterinarian feel about animals? How do you know?
- How are the animals in the waiting room alike? How are they different?
- What does the veterinarian mean when she says she will run some tests?
- Why doesn't Flash feel well?

## ***Tinyville Town: I'm a Librarian***

- How does the librarian help people?
- Why is it important for the librarian to return the books to the shelves?
- What does it mean when the librarian says he will check out a book?

## **Classroom Activity: Happy to Help**

After reading aloud a book in the Tinyville Town series, give each student a copy of the pattern. Ask the student to draw and color a community helper from the story, being sure to include details such as the tools that the worker uses or the setting in which he or she works. Instruct the child to complete the section below the illustration by writing or dictating the community helper's name and then describing the worker's role in the town. Have each student complete additional pages after reading other books in the series. Then bind each student's pages between two covers and title the book "Welcome to Tinyville Town!"

Name \_\_\_\_\_

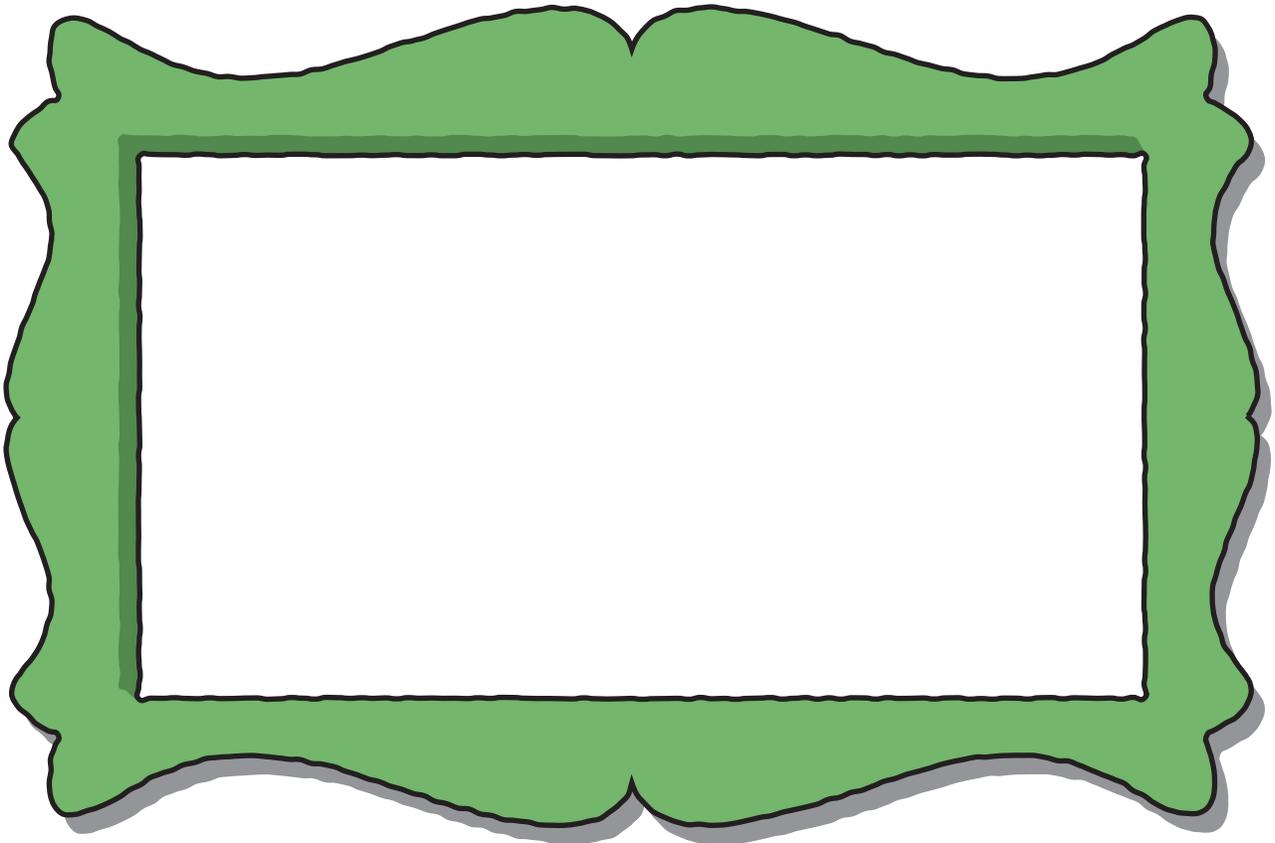
**Happy to Help**

The \_\_\_\_\_ helps the people who live in Tinyville Town.

Name \_\_\_\_\_

**TINYVILLE  
TOWN**

# **H**appy to **H**elp



The \_\_\_\_\_ helps  
the people who live in Tinyville Town.

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## Extensions

- **Social studies** (PreK–Gr. 1): Guide students to name different local community workers and the goods and services that they provide. Then supply bulletin board paper and have students create a town mural that includes local landmarks and businesses.

- **Social studies** (PreK–Gr. 1): Invite a local community helper to visit your class and tell students about his or her job. Later, write a class letter to thank the guest for visiting and for making a difference in the community.



- **Social studies** (PreK–Gr. 1): Secretly think of a community helper. Then give students clues, one at a time, until they correctly identify the worker.

- **Literacy** (PreK–K): Revisit selected illustrations. Guide youngsters to say complete sentences about the featured community helper by providing sentence starters such as “The veterinarian is...” or “The firefighter has...”

- **Literacy** (PreK–Gr. 1): Bring in photos of several local businesses. Attach the photos to separate sheets of paper. Each day, show students a different photo and discuss the goods or services the business provides. Have students dictate a caption for you to write. Then use these to make a poster titled “Our Town at Work.”

- **Literacy** (Grs. K–1): Have each student fold a sheet of paper in half and then unfold it. Ask her to trace the crease. Then instruct her to illustrate the story problem on the left half of the paper and the story solution on the right half. Ask her to write a caption for each illustration.

- **Literacy** (Grs. K–1): Ask each student to choose a community helper or assign one to the class. Then have each student write what she thinks the best thing about that worker’s job is and why.



- **STEM** (PreK–Gr. 1): Point out that veterinarians help many different types of animals. Invite students to cut out pictures of animals from old magazines. Then guide them to sort the pictures by animal coverings (fur, feathers, and scales).

- **STEM** (PreK–Gr. 1): Promote teamwork as you invite students to use blocks or dominoes to construct bridges that can hold toy cars. Challenge older students to use drinking straws and tape to build bridges.

# Common Core State Standards

RL.K.1; RL.1.1: Answer questions about key details in a text.

RL.K.2: With prompting and support, identify characters, settings, and major events in a story.

RL.1.2: Describe characters, settings, and major events in a story, using key details.

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces.

W.1.1: Write opinion pieces in which students introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.K.2: Use a combination of drawing, dictating, and writing to compose informative texts in which students name what they are writing about and supply some information about the topic.

W.1.2: Write informative texts in which students name a topic, supply some facts about the topic, and provide some sense of closure.

SL.K.2; SL.1.2: Confirm understanding of a text read aloud by asking and answering questions about key details.

L.K.1: Produce complete sentences in shared language activities.

L.K.6; L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

