

Strand: History/Culture

Theme: Culture

Purpose for Reading: To build understandings of different classrooms around the world.

Comprehension Strategies: Making connections to self and the world, recognizing factual text structures, asking and answering questions, synthesizing, making inferences.

Vocabulary

Dictionary Words: American classroom, Australian classroom, Chinese classroom, Fijian classroom, Kenyan classroom

Vocabulary Words: answer, bamboo walls, book, bulletin board, cool, hands, laser printer, map, mud floor, questions, students, wheelchair, writing workbook

High-Frequency Words: after, all, an, do, have, his, no, not, put, some, that, their, them, they, where, with, yes

Before Reading

- Invite students to discuss their knowledge of school. Prompt with questions such as, *Why do children go to school? What sorts of things do you do at school? What time do we start and finish school? What equipment is found in schools? Do children all over the world go to school? Who works in a school?*
- Read the title and invite students to discuss what is happening in the cover photo. *What could this class be learning? Who is the person at the front of the room? What do you notice about how the desks are organized? Why might we think that the teacher has just asked a question?*
- Read the title page together and invite students to

discuss the photo. *What are these children doing? Who is helping them? Where might this school be?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what they see in each photo. Use questions such as, *What are the children doing in this Kenyan classroom? How is this classroom similar to or different from your classroom?*

Take a Photo Walk

- Pages 4–5: Have students look at these pages and read the label and caption. *Do you have a special computer room? Where can we find computers in our school?* Discuss the table on page 4 and compare it to the students' classroom. *Do you work at desks? Do you wear a uniform? Do you use workbooks?*
- Pages 6–7: Ask students to look at these pages and talk about what these children are doing. Read the label and caption. Have students compare the number of children in their class to the number in a Chinese classroom. Discuss the table on page 6.
- Pages 8–9: Ask students to look at these pages and talk about what they observe. *What is this boy doing?* Read the label and caption and discuss why these children might be learning to speak English. Discuss the table on page 8.
- Pages 10–11: Ask students how they answer questions in their classroom. Discuss the table on page 10 and compare it to the students' classroom. Invite students to look at these pages and discuss

what they notice.

- Pages 12–13: Invite students to look at these pages and discuss what is happening. Read the label and caption and discuss why some schools may have uniforms. Discuss the table on page 12.
- Pages 14–15: Have students look at these pages and describe what they observe about the Kenyan classroom. Read the label and caption and discuss the mud floor and bamboo walls. *How is this different from your classroom? What kind of climate do you think Kenya has?* Discuss the table on page 14.

Read the Book

- Ask students to turn to the front and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students revisit the book and summarise how each of the classrooms is similar to or different from their own. Draw a table on the board and have students check *yes* or *no* for using desks, wearing uniforms, and using workbooks.
- Prompt students using questions such as, *What do children learn using computers? Why don't all classrooms in the book have computers? Why mightn't all classrooms have desks, uniforms, and workbooks?*

Vocabulary and Word Recognition

- Have students turn to page 3 and locate the word *same*. Write this word on the board and ask them what they need to do to change this word to *came*. Have one student write the word *came* beneath *same*. Repeat for the words *game*, *lame*, and *tame*.
- Find the word *stay* on page 14. Have students think of a word they know that looks like *stay*. Build words using the rime *-ay*. Have students add words to a list on the board.

Oral Language

- Have students choose one classroom from the book to discuss with a partner. Have them describe what the classroom looks like, what equipment it has, and whether the children have desks, uniforms, and workbooks.

Writing

- Have students write a description of their classroom. Have them include what it is made from, what equipment is in the room, and what sorts of charts and displays decorate their room.

Creative Extension Activities

- Have students create a model of one classroom from the book.
- Have students think of their ideal classroom and draw and write about it.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw your classroom.

Write your favourite things to do at school.



Name: _____

Choose a classroom that is different from yours.
Draw a child from this classroom in their school clothes. Then draw yourself in your school clothes. Draw speech balloons to show you introducing yourselves and telling where you are from.

