

Strand: History/Culture

Theme: History

Purpose for Reading: To compare toys used long ago with toys used today.

Comprehension Strategies: Making connections to self, making inferences, comparing and contrasting, extracting information from text.

Vocabulary

Dictionary Words: dolls, hoop, kite, rocking horse, toy soldiers

Vocabulary Words: boy, girl, mane, tea party

High-Frequency Words: from, have, her, made, of, one, some, that, their, they, were, with

Before Reading

- Have students discuss their favourite toys. Make a list of students' toys on the board.
- Read the title and have students talk about the cover photo. *What is happening in the photo? When do you think this photo was taken? What tells you it was taken a long time ago? What toys can you see?*
- Read the title page together and ask students to describe what they see. *What is the girl sitting in? What tells you this is an old photo? What toys does she have?*

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe each photo. Use questions such as, *What game do you think the children are playing with the toy soldiers? Do children today play games like that?*

Take a Photo Walk

- Pages 4–5: Have students look at these pages and discuss the photo in detail. Read the label and caption. Discuss the use of real horsehair in the mane. Discuss what rocking horses are made from.
- Pages 6–7: Ask students to describe the photo. Read the caption and have students speculate how the stick would be used with the hoop. Discuss what hoops might be made from and how a hoop is used today.
- Pages 8–9: Have students look at the photo and read the caption together. Discuss what the dolls might be made from. Ask students what dolls are made from today.
- Pages 10–11: Invite students to describe the kite on page 11. Read the caption and discuss how this kite is similar to and different from kites today.
- Pages 12–13: Have students look at the photo and describe what is happening. Read the caption and discuss what kind of soldiers the children are playing with. *What kinds of games might children play using soldiers? Do you usually play with just one soldier or with many soldiers? What are toy soldiers made from today?*
- Pages 14–15: Explain that this is called a time line and that it shows the order in which things happened. *In this book the time line shows the order in which these photographs were taken. We can see that some of these toys were played with in the 1800s and some were played with in the 1900s. In which year was the rocking horse photo taken? In which year was the kite photo taken?*

Read the Book

- Have students turn to the cover 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.*
- Have students continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students return to the book and talk about the similarities and differences between toys from long ago and today. Make a chart to show students' responses.
- Prompt students with questions such as, *In the book all the dolls were for girls; are all dolls sold today just for girls? Which dolls are designed for boys? Make a list of boys' and girls' dolls.*
- Discuss why toys are so important to children. Ask students how they think they would feel if they had no toys. *Do you think all children have toys? Why might they not they have toys? How do you feel about that?*
- Have students think about how hard it would have been to make toys a long time ago.
- Have students think about the term *tea party*. *What other names might we use for a tea party?*

Vocabulary and Word Recognition

- Have students find the word *play* on page 3. Ask them to think of sentences containing the word *play*. Write the sentences on the board, but leave out the word *play* in each sentence. Have students come out

and write the word *play* in each sentence.

- Have students think of words that rhyme with *play*. List students' responses in a column on the board. Read the list aloud together.
- Have students find the words *play* and *played* on page 3. Ask them how these words are different. *Which two letters are added to the end of play to make played?*

Oral Language

Have students tell a partner about their favourite toy. Instruct them to share the name of their favourite toy, talk about what it looks like, explain any special features it has, and then talk about some games they like to play using the toy.

Writing

Have students make a list of their toys. Circle those that are similar to toys from the book.

Creative Extension Activities

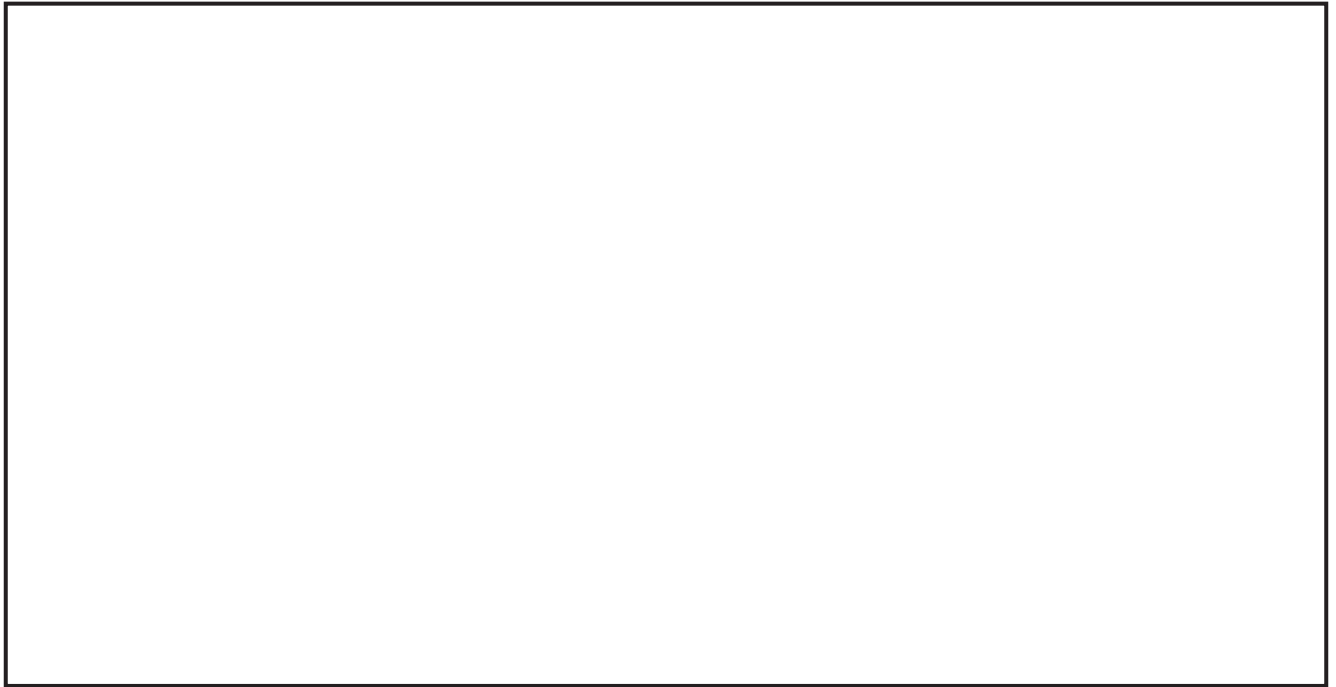
- Have students design and draw a toy that might be played with by children in the future. Have students think of a name for their toy.
- Have students think of two games they could play with dolls.

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 favourite toy.



What is your favourite toy?

Why is this your favourite toy?

Name: _____

Write a sentence about each toy from the book.

Dolls: _____

Hoops: _____

Kites: _____

Rocking horses: _____

Toy soldiers: _____
