

Strand: History/Culture

Theme: History

Purpose for Reading: To develop understandings of what people did for fun or to relax in the past.

Comprehension Strategies: Making connections to self, evaluating, predicting, comparing and contrasting, recognizing chronological and sequential order.

Vocabulary

Dictionary Words: cards, chess, marbles, skittles

Vocabulary Words: boys, catch, game, hopscotch, in 1943, in 1948, in 1950, in the 1860s, in the 1880s

High-Frequency Words: all, did, do, down, have, if, made, make, new, no, of, over, people, some, that, their, there, they, too, were, what, with, yours

Before Reading

- Activate prior knowledge by asking students to talk about the things they do for fun or to relax. Write a list of these activities on the board.
- Read the title and have students talk about what the children in the photo are doing. *What game is this? Have you played this game?* Check to see if it is on the prior knowledge list. *When do you think this photo was taken? What tells you it was taken long ago?*
- Read the title page together and invite students to discuss the photo. *What is this game? How do you play? When do you think this photo was taken?* Check to see if *hopscotch* is on the prior knowledge list. Ask students if they have played this game.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels.

Take a Photo Walk

Pages 4–5: Invite students to look at the photo and discuss what is happening. Read the caption and work out how long ago 1950 was. Estimate how old these children would be today. *What does this suggest about the game hopscotch?*

Pages 6–7: Read the heading on page 6 and have students look at the photo. Read the caption and discuss the sorts of games these children might be playing. Ask students to name some card games they know. *What does this photo tell you about the game of cards?* Have students predict whether cards will be played for many more years.

Pages 8–9: Read the heading and have students talk about the game these children are playing. Read the caption and discuss whether a chess board looks the same today.

Pages 10–11: Read the heading and caption and ask students to describe where these children are playing marbles. Ask students what equipment you need for this game. Estimate how old these children would be if they were alive today.

Pages 12–13: Read the heading and caption. Have students discuss the skittles in this photo. *What do skittles look like today? How do you play skittles?*

Pages 14–15: Have students look at these pages and read the heading. Ask students what these pages show. Have students read the dates and activities at the bottom and ask students what they notice about the order of the dates. *What is the last game in the time line?* Tell students that a time line shows things in the order that they happened.

Read the Book

- Ask students to 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 if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.
- Have students predict other activities they might read about in this book.

After Reading

Comprehension

- Revisit the prior knowledge list and the list of activities from the book. Draw a Venn diagram to sort the activities into two categories: *Leisure in the past* and *Leisure today*. Write in the shared activities.
- Return to the book and invite students to talk about the photos. *What tells you they were taken a long time ago?* Turn to page 13 and compare the skittles in the photo with skittles we use today. *How are they the same and how are they different?* Have students analyse the leisure activities from the book and their list of leisure activities today. *Which list is longer? Why do you think there are more choices today? Were your favourite games available in the past?*
- Have students comment on the changes to leisure activities and about life in the past and the present. Prompt with questions such as, *Would you prefer to be alive in the past or now? Why?*
- Have students look at pages 14–15 and answer questions about the time line. Prompt with questions such as, *What is the oldest leisure activity in the book? Which year was the hopscotch photo taken?*

Vocabulary and Word Recognition

- Have students find the word *what* on page 3. Write the word on the board. *Look carefully at the word and find the tricky parts. The w and the h go together to make the first sound. What is the other tricky part? Do you know another word that has an a that sounds like an o?* Write the word *was* on the board. Have students look carefully at the word *what*, remembering that *wh* goes together and that there is an *a* in the word. Tell them to close their eyes and make a picture of the word in their head. Have them look back at the word on the board to check it. Have students write the word five times, saying it aloud as they write it.

Oral Language

- Have students work in pairs, using the books. Have one partner use the picture dictionary to ask a question and the other find the answer in the book. *What sorts of card games could these children be playing?*

Writing

- Ask students to choose one activity from the book and write instructions about how to play it.

Creative Extension Activities

- Have students play some games from the book.
- Have students think up an interesting inside game to play. Have them teach a friend and try it out.

Independent Follow-Up Activities

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

Name: _____

What games do you like to play?
Draw pictures and write labels.



Choose a game you like to play.
Write two or three sentences about the game.

Name: _____

What games do you like? What games does a friend like? Write your lists on the Venn diagram. Write the games you both like in the centre.

Name: _____

Name: _____

