

Strand: History/Culture

Theme: Old and New

Purpose for Reading: To develop an understanding of how objects found around the home have changed over time.

Comprehension Strategies: Making connections to self, comparing and contrasting.

Vocabulary

Dictionary Words: clock, house, radio, telephone, television, typewriter

Vocabulary Words: curved screen, dial, earpiece, flat screen, keypad, knob, number, plaster, ribbon, Roman numeral, stone, touchpad

High-Frequency Words: a, an, and, are, at, here, is, look, not, the, these, they, what

Before Reading

- Read the title and have the students discuss other objects they know from around the home that may have changed over the years. Discuss the cover photo. Ask the students what it is and what it does.
- Read the title page together and ask the students what the object is and how such objects are different now.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have the students look at each photo and say what it is. Read the labels together.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the two houses. Invite them to say how the houses are the same or different. Read and discuss the labels.

- Pages 6–7: Invite the students to talk about the two phones. Discuss the similarities and differences between the two. Ask the students where they might find the older phone today.

- Pages 8–9: Ask the students if they know what the numerals on the older clock are. Read the label and if necessary explain how Roman numerals work.

- Discuss the smaller numbers on the new clock. Ask the students what they might stand for and if necessary explain the 24-hour clock system.

- Pages 10–11: Invite the students to discuss these photos. Read the labels and discuss what is the same and different about the two radios.

- Pages 12–13: Invite the students to talk about televisions. Have any of the students seen a television like the older one? How is it different from the newer one? Read the labels and discuss their meaning.

- Pages 14–15: Have the students discuss the similarities and differences between computers and typewriters. Read the labels together and describe what each part does.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say.
- Ask the students to continue reading

the book independently. Provide support where necessary.

After Reading

Comprehension

- Talk about the ways things have changed around the home. Make a *Then and Now* table with the students. Ask questions, such as *What features did the old television have? What is the difference between a typewriter and a computer? How have the changes helped people around the home?*
- Ask the students to suggest other objects around the home that have changed over time. Discuss what they would have looked like then and what they look like now.
- Ask the students to draw small pictures of these other objects as they were then and as they are now.
- Check the students' comprehension by asking questions, such as *Which house is made of stone? Which telephone has a keypad? What are Roman numerals? What is the dial on the radio used for?* Make labels to show important parts.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *and* in the text. Have them find it on the pages it appears on. Each time, identify the word and read the sentence it is in. Have the students write *and* over and over until they can write it fluently. Add *and* to a high-frequency word chart or word wall.

Oral Language

- Have the students take turns to tell a partner everything they can see in one of the photos in the book.

Writing

- Have the students write a *What am I?* for one of the objects in the book.

Creative Extension Activities

- Have the students choose one of the objects in the book and draw what it might be like in the future.
- Choose another object from around the home and make a collage of different styles using cut-out photos or illustrations.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw the newer object that has a flat screen.

Copy and complete the sentence.

This is a new _____ .

Name: _____

Read and draw.

Look at the old telephone.

Look at the new telephone.



One radio is old.

One radio is new.

