Schools From Yesterday

Same

Schools From Today
Before Reading

Focus Attention
- Read aloud the title and the author's name. Discuss the words yesterday and today. Explain that yesterday can mean “in the past” and that today can mean “the present or nowadays.”
- Read aloud the title again, and ask what this book might be about. Ask children if things in school today are the same as when their grandparents or great-grandparents went to school. Ask: What might be the same? What might we have in schools today that your grandmother or grandfather did not have when they went to school?
- Before children begin reading, introduce the high-frequency words ear, they, and today. Have children locate these words in the text.

Vocabulary
- Explain to children that grandparents (p. 5) are their parents' parents. Have children tell about fun things they do with a grandparent.
- Other Words to Know
  - library (p. 13): “a place that has books, newspapers, magazines, and other things to look at, borrow, or read”
  - school (p. 5): “a place for teaching and learning”

Compare and Contrast
Remind children that when they compare, they tell how things are the same and when they contrast, they tell how things are different. Explain that sometimes in a story, authors tell about two different things to compare and contrast; they first tell about one thing, then tell about another thing. Point out that thinking about what is the same and different about those things will help children understand what they read. You may wish to use the following example to model how to compare and contrast:

The title of this book is Yesterday and Today: Going to School. Even before I read, I think this book will tell us how schools today are the same and different from how they were used to be. From the table of contents, I can tell how the author organizes the book. First she tells about the children's school. Then she tells about the grandparents' school. She tells about a country school and a city school. As I read about each school, I will think about how they are alike and how they are different.

Have children read the book. Suggest that they think about how schools today are the same and different from how they used to be. Have children use sticky notes to mark places where schools are compared and contrasted.

During Reading

Prompt for understanding, as appropriate. Possible prompts include the following:
- Do you see a part in this word that you know?
- How is Grandpa Gomez’s school like your school? How is it different?
- Who is speaking on this page? How do you know?

After Reading

Compare and Contrast
Discuss how the children’s school, Grandpa Gomez’s school, and Grandma Sims’s school are alike and different. Then have children complete the reproducible on the back cover. Finally, ask how comparing and contrasting helped children better understand the text.

Discuss the Text

Recognize Author's Craft
Point out the words their and they on page 9. Ask: What is different about these words from the other words on the page? Have children tell why they think the author wrote these words differently.

Use Illustrations
Ask how the pictures on pages 12 and 14 are different from the other pictures in the book. (They have thought bubbles.) Have children tell how the pictures show what the grandparents are thinking about.

Make Connections
Have children tell whether they like to sing in school. Invite them to sing with you the song shown in the picture on page 18. Then ask: How has school remained the same?

Phonics Mini-lesson
Phonics: Inflected Endings: -ed, -ing
- Introduce the concept of the inflected endings -ed and -ing. Explain that inflected endings are word parts that are added to the end of a base word and change the tense, or time, of the word.
- Remind children that the students showed their grandparents the classroom. Write showed, and circle -ed. Model how to decode words with the inflected ending -ed. I saw show in this word. I also see the ending -ed. I can add the sound for -ed to show and read this word: showed. If I showed you something, it means I did it sometime in the past. If I show you something, I’m doing it right now.
- Use the words reading (p. 15) and singing (p. 17) to introduce the -ing ending. Circle -ing. Have children read each base word and add the sounds for -ing to read each new word.
- Write on the board these words from the book: showed, singing, reading. Have children find the base word and the ending in each word and read the new word. Ask children to write the words on word cards. Have them divide each word between the base word and the ending. Then have them put the words back together again.

Reread and Assess
As children reread and discuss the story, watch for the following reading behaviors:
- Does the child understand how to compare and contrast?
- Does the child consistently read words with the inflected endings -ed and -ing?
- Does the child recognize and read the high-frequency words today, they, and our?

Options for Further Instruction

Options

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Writing

Write a Thank-you Note
Have children make-believe each one is a child from the story. Ask them to write a thank-you note to Grandpa Gomez or Grandma Sims for sharing information about his or her school. Make sure children include what they learned about the school and why they enjoyed learning it. They can also compare and contrast their school to the school Grandpa Gomez or Grandma Sims attended. Remind children to include the date, a greeting, and a closing in their note.

Digging Deeper

Vocabulary: Homophones
Have students read the last sentence on page 17 to find the word that sounds the same as its. Write too, and ask what it means. (“also”) Point out that to and too sound alike but are spelled differently and have different meanings; so they are homophones. Then ask children to find our on page 5. Have them think of a homophone for our. (hour) Write both words and have children use them in sentences. Continue with these homophones: their, there; rows, rose; week, weak; read, red.

Support

Review classroom words with children. Have children write these story words on word cards: classroom, books, desk, rows. Ask children to match each card to the object in the classroom. Then name other classroom objects, and have children find them. You might want children to give clues for some classroom objects and have other children guess the word.
Guiding the Reading

Before Reading

Focus Attention
• Read aloud the title and the author’s name. Discuss the words yesterday and today. Explain that yesterday can mean “in the past” and that today can mean “the present or nowadays.”
• Read aloud the title again, and ask what this book might be about. Ask children if things in school today are the same as when their grandmothers or grandfathers went to school. Ask: What might be the same? What might we have in schools today that your grandmother or grandfather did not have when they went to school?
• Before children begin reading, introduce the high-frequency words our, they, and today. Have children locate these words in the text.

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Yesterday and Today: Going to School
By Phylliss Adams

In Yesterday and Today: Going to School, it is Grandparents’ Day at school. Children share what they do in school. Grandparents share what they did in school when they were children.

Features of This Text

Supportive Features
- Familiar subject: school activities
- Illustrations support the text
- Consistent text placement

Challenging Features
- Embedded dialogue
- Sentences extend over multiple lines
- Challenging vocabulary (bookmobile, photographs, straight)

Focus for Instruction

Reading Skill: Compare and Contrast
Phonics: Inflected Endings -ed, -ing

High-Frequency Words
our (p. 5); they (p. 9); today (p. 5)

Vocabulary
grandparents (p. 5)
library (p. 13)
school (p. 5)

Additional Activities
- Writing: Write a Thank-you Note
- Vocabulary: Homophones