

What Things Did Your Parents Play With?



Level: E2 Word Count: 112

Little Books of Answers

Curriculum Connection	History
Content Vocabulary	basketball, bat, beach, computer, father, grass, hold, horses, hula hoop, kite, mother, near, park, play, sail, sailboat, skates, teaching
Visual Literacy Element	relationship chart
Critical Thinking	further research
Comprehension Strategy	connecting self to text
High-Frequency Words	a, by, he, her, how, in, is, me, my, on, she, the, to, we, with

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss toys. Invite the students to talk about the things they play with. Have them describe the types of things they do? What do they do inside? What do they do outside? What do they do alone? What do they do with friends and adults?

- Give each student a copy of the book *What Things Did Your Parents Play With?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What is happening in this photo? What is the boy playing with? Have any of you got a kite?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Relate the cover and title page photos to the students’ own experiences. Do any of them know if their parents played with kites or basketballs when they were young?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Some skates have their wheels in a line. The skates that parents skated on had two wheels at the front and two wheels at the back. You need a windy day if you want to fly a kite.*
- Discuss the relationship chart on page 15. Explain to the students that graphic features such as charts like this one are a good way of showing information in a different way. Have the students read the chart and discuss the relationships.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What do the mother and son do near the horses?*
 - What does the mother teach her daughter at the beach?*
 - What do the father and son do in the park?*
 - Where are the mother and daughter hula hooping?*
- Check inferential comprehension by asking these questions:
 - What shape is a hula hoop?*
 - Why is it important to know how to hold a bat?*
 - Where else could you learn to sail a sailboat?*
 - What else could parents teach children in parks?*
- Have the students make further connections between the things that they play with and the information in the book. What is the same? What is different? What else do parents and children do together? Did parents do that with their parents when they were young?

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that their task is to find out what this girl is doing, and if her parents played a game like that.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about a game that their parents taught them how to play that they also played when they were young. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.



What Things Did Your Parents Play With?

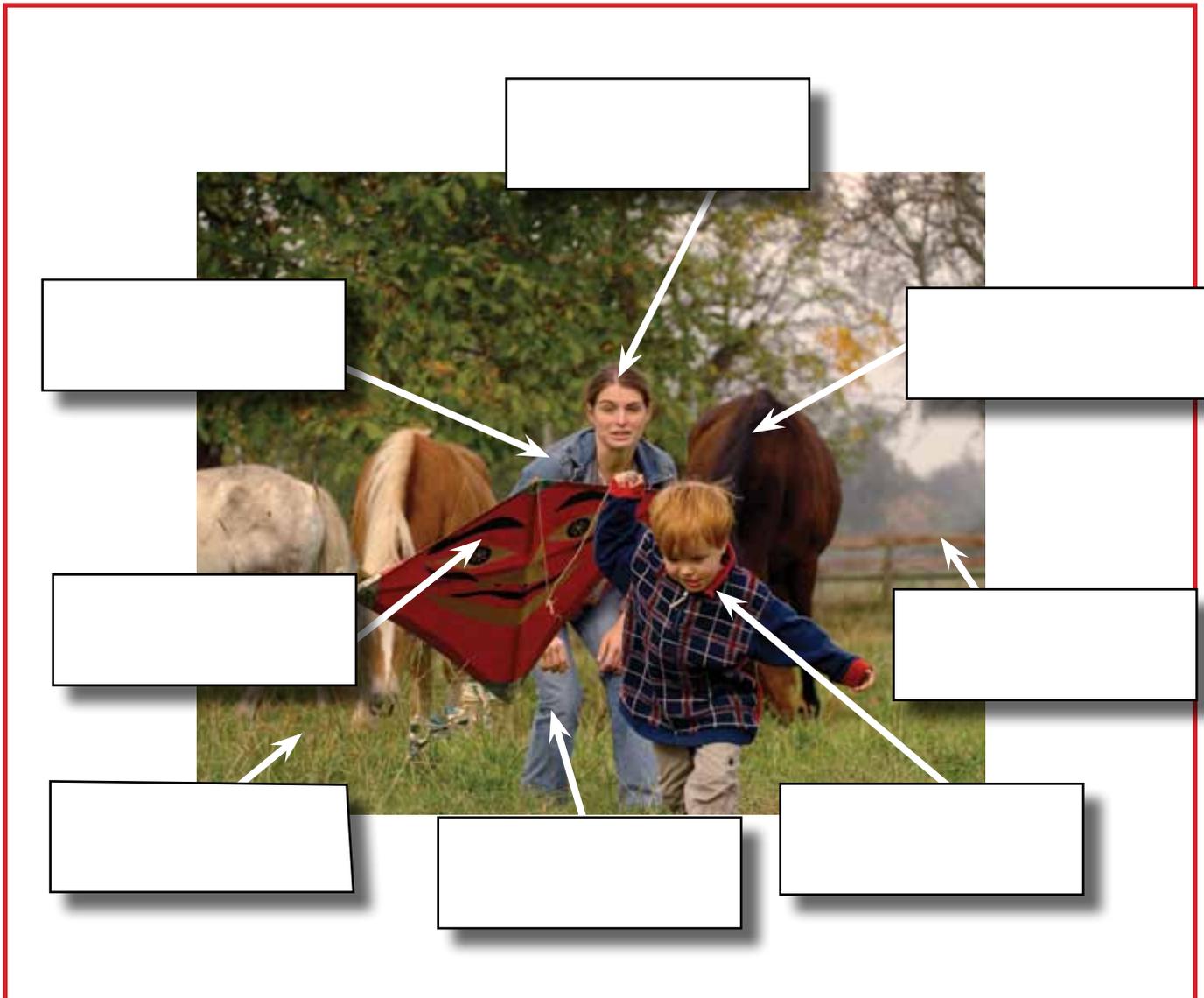
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Label the photo. Use these words.

horse mother kite son grass
jeans jacket fence



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Draw and write.

A large empty rectangular box with a red border, intended for drawing and writing.

I like the part about

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