

## About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 655

### Book Summary

*Colonial Life* is an introduction to daily life in colonial America. It places readers in a day-in-the-life scenario of a colonial child. It makes comparisons to modern-day life and the many conveniences people take for granted. Readers are given a glimpse into the hardships and benefits experienced in colonial America.

## About the Lesson

### Targeted Reading Strategy

- Ask and answer questions

### Objectives

- Use the reading strategy of asking and answering questions while reading
- Identify details to compare and contrast colonial life and modern life
- Identify digraph *ch*
- Understand adjectives and the nouns they describe
- Identify and form compound words

### Materials

Green text indicates resources available on the website

- Book—*Colonial Life* (copy for each student)
- Chalkboard or dry erase board
- Ask and answer questions, compare and contrast, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

- **Content words:** *bicycle, churn, colonial, electricity, hospitals, lantern, medicines, mill, neighbor's, oxen, period, plow, refrigerators, schoolhouse, science, traffic, washbasin*

## Before Reading

### Build Background

- Invite students to think about their own day-to-day living experiences. Ask them to think about what they do when they wake up in the morning, throughout the day, and before they go to bed at night. Ask them whether they think people have always lived as they do now. Ask students whether they think life was different for their parents, grandparents, and great-grandparents.
- Ask students what the word *colonial* means. If necessary, look it up in the dictionary, and discuss when colonial times were (before the United States was a country, more than 300 years ago).
- Discuss what students already know about life during colonial times.
- Create a KWL chart on the board and hand out the ask-and-answer-questions worksheet to students. Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to have answered, and the *L* stands for the knowledge we learned. Fill in the first column (*K*) with information students already know about colonial times. Have students complete the same section of their ask-and-answer-questions worksheet.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers of the book and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about. (Accept any answers students can justify.)
- Preview the title page. Talk about the information on the page (title of book, author's name, illustrator's name). Ask students whether they think this book is a fiction or nonfiction book, and have them justify their answers.

### Introduce the Reading Strategy: **Ask and answer questions**

- Discuss with students how asking questions about a topic before reading and looking for answers as they read will help them understand and remember what they read.
- Model how to use the front and back covers and the illustrations to think of questions.  
*Think-aloud: I can use illustrations to think of questions I'd like to have answered about colonial life. For example, on the back cover of the book I see a boy chopping wood. I see another boy in the background, mending a hole in the side of what looks like a barn. This makes me wonder whether all boys were allowed to work with tools. I think this is a good question. I'll write it in the middle column of the KWL chart.*
- Ask students to share questions they have about colonial life based on the covers, the title page, and the illustrations. Write their questions about colonial life in the *W* column of the KWL chart on the board. Have students also write these questions on their ask-and-answer-questions worksheet.
- Have students preview the rest of the book, writing any new questions on their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Compare and contrast**

- Have students look at the illustration on page 10.
- Model how to compare and contrast using clues from the illustration.  
*Think-aloud: In this illustration, I see a boy and a girl at school. There are things I see that are the same as our school day, and there are things I see that are different. I noticed that the children are sitting at desks, and I see that they are reading, writing, and listening to a teacher. These are all things that we do in school, too. However, I notice that the clothing, desks, and chairs are different from what we have in school today, and it looks like what the girl is writing on is different from the paper we use.*
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Today's Schools* and the right circle *Colonial Schools*. Explain to students that information relating to classrooms and schools in modern times is written in the left side of the left circle (*Today's Schools*), for example, *lined white paper*. Information that relates to classrooms and schools in colonial times is written in the right side of the right circle (*Colonial Schools*), for example, *hard, erasable boards*. Explain to them that in the middle where both circles overlap, information is written about what today's schools and colonial schools have in common, for example *writing utensils*.
- Have students identify other similarities and differences between today's schools and colonial schools. Write these on the Venn diagram.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *bicycle, churn, colonial, electricity, hospitals, lantern, medicines, mill, neighbor's, oxen, period, plow, refrigerators, schoolhouse, science, traffic, washbasin*. Practice reading these words aloud with students.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to decode the word, or they can look for base words and prefixes and suffixes.

- Model how to apply word-attack strategies. Direct students to page 6. Point out the word *churn* in the second sentence. Model how to use context clues to figure out the meaning of the unfamiliar word. Explain to students that the sentence before the unfamiliar word tells about how girls helped their mother work. The sentence with the unfamiliar word in it explains that they have to *churn* the butter. The sentences after it describe that they sat over a large wooden bucket full of cream and gently moved a long stick up and down in a bucket. This action *churned* the cream until it slowly turned into butter. Have students look at the illustration on page 7, and discuss what clues they see. Tell them that all of these clues make you think that the word *churn* means to *gently stir something with a long, wooden stick until it changes form*. Have students follow along as you reread the sentence on the page to confirm the meaning of the word.
- Remind students that they should always check whether words make sense by rereading the sentence. Remind them that they may also look up the word in the dictionary, if the context clues are still not enough for them to figure out the meaning of an unfamiliar word. Review dictionary use, if necessary.


### Set the Purpose

- Have students read the book to find answers to their questions about colonial life. Have them write what they learned in the L box of their ask-and-answer-questions worksheet.


## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to read for information about colonial times that will answer questions on their ask-and-answer-questions worksheet. Encourage students who finish early to go back and reread.

 When they have finished reading, have students circle any questions on their ask-and-answer-questions worksheet that were answered and underline the information in the book that answers those questions. Have them write on their worksheet any additional questions they generated as they read.

- Model answering a question on the KWL chart and filling in additional information.  
**Think-aloud:** *I wanted to know whether young boys were allowed to work with tools during colonial times. I found out that not all children went to school, because their help was needed at home. Young boys often worked on the farm by pulling a plow, and helped their father by chopping down trees or repairing the barn. Sometimes they might help build a neighbor's house. So, many young boys used tools every day. I'll write what I learned in the L column of my KWL chart. I also read how people began the day by washing in the washbasin, but that the water wasn't warm unless someone had boiled some. This made me want to know more about the things they did without, like whether they had electricity or running water in their houses. I will write this question in the W column of my KWL chart.*
- **Check for understanding:** Have students write answers they found while reading on their ask-and-answer-questions worksheet. Invite them to share the information they learned and the additional questions they generated as they read the book.
- Have students read the remainder of the book. Remind them to look for answers to their worksheet questions and use information learned to compare and contrast colonial life with modern life. Encourage them to add new questions they might have to their worksheet as they read.


 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students which words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps them interested in the topic. It also encourages them to keep reading to find the answers to their questions and helps them understand and remember what they have read.

 Have students circle the questions on their ask-and-answer-questions worksheet that were answered by reading the book and underline the information in the book that answers those questions. Then have them write answers they found while reading on their worksheet.

- **Think-aloud:** *I wanted to know more about the things people did without in colonial times, like whether they had electricity or running water in their houses. I found out that they did not have electricity or running water back then, so they had to cook over fire, put things in a stream to keep them cold, and draw water from the spring or well. I also read that people did not have television, cars, or video games to play.*
- Invite students to share the information they learned and additional questions they generated as they read the book.

## Reflect on the Comprehension Skill

- **Discussion:** Have volunteers provide examples of how colonial life and modern life are both alike and different (*alike*: families cook food and eat meals, brothers and sisters play together, some people go to church on Sundays; *different*: no refrigerators in colonial times, hot baths in modern times, not all kids go to school in colonial times). Write this information on the Venn diagram.
- **Check for understanding:** Have students reread page 14. Have them draw a Venn diagram on a separate piece of paper or on the inside front cover of their book. Tell students to label the left circle *Colonial Times* and the right circle *Modern Times*. Have them use only the information given on page 14 to compare and contrast these two topics. When finished, invite them to share their information.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Discuss the true hardships endured by people who lived in colonial times. Ask students to think about pilgrims coming to settle in America. Discuss the way people's lives changed from when they lived in Europe, and the difficult choices they had to make, knowing that their families would be starting anew.


## Build Skills

### Phonics: Identify digraph **ch**

- Write the word *church* on the board and say it aloud with students.
- Have students say the /ch/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /ch/ sound in the word *church*.
- Underline the *ch* digraph. Explain to students that the letters *c* and *h* together represent the /ch/ sound at the beginning and end of the word *church*. Have students practice writing the *ch* digraph on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that contain the /ch/ sound, leaving off the *ch* digraph: *each*, *chill*, *much*. Say each word aloud. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner.

### Grammar and Mechanics: **Adjectives**

- Review or explain to students that adjectives are words that describe nouns or pronouns. An adjective tells which one, how many, or what kind.
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence.  
*It is a cold, dark morning.*  
*Your mother cooks a big breakfast.*  
*In colonial times, only well-off children attended school.*
- Have individual students come up to the board and circle the adjective(s) in each sentence. Then have them underline the noun that each adjective describes. (In sentence one: *cold* and *dark* are circled, *morning* is underlined. In sentence two: *Your* and *big* are circled, *mother* and *breakfast* are underlined. In sentence three: *colonial* and *well-off* are circled, *times* and *children* are underlined.) Point out to students that two adjectives describe the same noun in the first sentence.
- Check for understanding:** Have students work in pairs to reread page 12 and circle all the adjectives they find. Discuss the results as a group, identifying the nouns that each adjective describes. Ask volunteers to identify whether the adjectives are telling which one, how many, or what kind.
- Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

 Have students use the inside back cover of their book to write the word *adjective* along with the definition of the term (*a word describing a noun or pronoun that tells which one, how many, or what kind*) to help them remember the terminology.

### Word Work: **Compound words**

- Review or explain to students that when two short words are combined to form a new word, the new word is called a *compound word*.
- Write the words *washbasin* and *woodpile* on the board. Tell students that these are examples of compound words. Each compound word has two parts that make up a word with a new meaning.
- Have students turn to page 5 in the book. Read the following sentence: *After you put the wood in the fireplace, a fire is lit to warm the house.* Have students identify the compound word (*fireplace*). Ask students to identify the two separate words that make up the compound words (*fire* and *place*). Explain to them that the definitions of the two separate words can help students read and figure out the meaning of the whole word (*fireplace*: a place where a fire is built).
- Check for understanding:** Have students look for compound words on page 10 (*schoolhouse*, *classroom*). Have them identify the two parts of each compound word. Encourage students to name other compound words they know and list them. Create a poster titled *Compound Words* and fill it with all the compound words found in the text and listed from prior knowledge. Post it on the classroom wall, and add to it as more words are found or remembered.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing and Art Connection

Remind students that the last line of the text reads: *Do you think you would like to have lived then?* Encourage them to make a list of the pros (good points) and cons (bad points) of living during

colonial times. Tell them to decide whether they would like to have lived then. Using their pros and cons list, have them write why they would or would not like to have lived in colonial America. Allow time for students to read their opinion papers aloud.

### Social Studies Connection

Discuss with students how science has changed how we live, as different inventions and discoveries have come about. Brainstorm to make a class list of discoveries and inventions that have altered our everyday existence. Talk about how each has changed the way people live now, compared to colonial times. Invite students to predict what inventions or discoveries will change daily life in our future.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently ask relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- correctly compare and contrast nonfiction details within the text during discussion and on a worksheet
- correctly identify digraph *ch* in words during discussion
- accurately identify adjectives and the nouns they describe during discussion and on a worksheet
- correctly identify and form compound words

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**