Standards

History
• Understands family life now and in the past, and family life in various places long ago.
• Understands the history of a local community and how communities in North America varied long ago.

Language Arts—Listening and Speaking
• Demonstrates competence in speaking and listening as tools for learning.

Language Arts—Reading
• Demonstrates competence in the general skills and strategies of the reading process.
• Demonstrates competence in the general skills and strategies for reading a variety of informational texts.

Language Arts—Writing
• Demonstrates competence in the stylistic and rhetorical aspects of writing.
• Uses grammatical and mechanical conventions in written compositions.
• Gathers and uses information for research purposes.

Multiple Intelligences Utilized
• Spatial, linguistic, logical–mathematical, interpersonal, and intrapersonal
Lesson 1
Reading First Step
Nonfiction with Your Class

Purpose: Students will learn how to read and gather information from the *Then and Now* books, both independently and with others.

Objectives
- Recall information from a text.
- Restate information in one’s own words.
- Apply prior knowledge while reading.
- Demonstrate emergent reading skills.
- Analyze concepts from a text.
- Evaluate reading comprehension.

Activity Procedures

Prepare (teacher)
- Copy Reading Skills Checklist p. 9. (Some skills are provided on the reproducible. You may fill in the blank spaces with additional reading skills. Use the checklist throughout the unit.)
- Copy Student Reading Goals p. 10 for each student.
- Select four to six students for a reading group based on instructional needs and interests.
- Select and preview a text.
- Predict areas where students will need help.
- Choose a reading skill or strategy to focus on, such as decoding and comprehending unknown words, restating information, reading aloud, or using an index or glossary.

Pretest (teacher, student, class)
- Students preview the text independently.
- Teacher explains the purpose for reading.
- Teacher assesses students’ prior knowledge by discussing what the class already knows about life in older times and life today.
- Teacher previews the text with the class. Discuss the pictures and what can be learned from each one.
- Teacher introduces challenging vocabulary, language structures, or concepts.
- Teacher discusses reading skills or strategies the class may use. Explain how they help to gain understanding.

Model (teacher, class)
- Read the text as a class, or teacher reads it aloud.

Read (partner, small group)
- Students read the text with a partner or in a small group.
- Teacher observes and helps students as needed.

Practice (teacher, student)
- Have students complete skills activities or participate in a skills discussion using ideas from Reading Skills Checklist p. 9 or based on the specific needs of individual students.

Discuss (teacher, class)
- Discuss and clarify points of confusion. Question students to check for understanding.

Evaluate (teacher, student)
- Students read the text again independently.
- Students take the text home to share with an adult.
- Students complete lessons and activities in the *Then and Now* teaching guide.
- Teacher uses Reading Skills Checklist p. 9 and Student Reading Goals p. 10 to evaluate each student’s reading proficiency.

Materials
- *Then and Now* series
- Reading Skills Checklist p. 9
- Student Reading Goals p. 10

Purpose:
Students will learn how to read and gather information from the *Then and Now* books, both independently and with others.
Lesson 2
How to Use a Glossary

Purpose: Students will learn how to use a glossary.

Materials
· Then and Now series
· Reading Skills Checklist p. 9
· Glossary Search p. 11
· pencils
· crayons

Objectives
· Define dictionary and glossary.
· Describe how to use a dictionary and a glossary.
· Practice using a glossary.
· Identify boldfaced words in a text.
· Explain the meaning of a word.
· Compare a glossary and a dictionary.

Activity Procedures

Prepare (teacher)
· Copy Glossary Search p. 11 for each student.

Pretest (class)
· What is a dictionary?
· Why do you use a dictionary?
· How do you find words in a dictionary?

Read (class)
· Read one book from the Then and Now series.

Model (teacher)
· Turn to page 22 in the Then and Now book chosen. Explain to students that this is the glossary. Tell students that the glossary has a list of important words from the text and that it explains what the words mean.
· Point out the boldfaced words. Tell students that you know these are the important words because they are thicker and darker than the other words on the page.
· Demonstrate how to find the important words in the glossary:
  Step 1 While reading the text, stop at a boldfaced word.
  Step 2 Ask the class what they think the word means.
  Step 3 Look at the first letter of the boldfaced word.
  Step 4 Turn to the glossary on page 22.
  Step 5 In the glossary, find a boldfaced word that begins with the same letter as the boldfaced word from the text. Then look for that word.
  Step 6 Read the definition to the class and discuss it.

Practice (student)
· Students complete Glossary Search p. 11.
· As students read, have them write any boldfaced words they find in the column labeled “Boldfaced Word.” Then, have them look for the word in the glossary on page 22. Students should read the definition or look at the picture.
· On Glossary Search p. 11, students draw a picture or write their own definition next to the word.

Discuss (class)
· What is a glossary?
· How are a glossary and a dictionary the same?

Evaluate (teacher)
· Use Glossary Search p. 11 and Reading Skills Checklist p. 9 to evaluate student understanding.
Lesson 3
How to Use an Index

Purpose: Students will learn how to use an index.

Materials
- Then and Now series
- Reading Skills Checklist p. 9
- Index Search p. 12
- pencils
- crayons

Objectives
- Define index.
- Describe how to use an index.
- Practice using an index.
- Identify words in a text.
- Explain the meaning of words.
- Compare indexes from different books.

Activity Procedures

Prepare
(teacher)
- Copy Index Search p. 12 for each student.

Pretest
(class)
- What is an index?
- Why do you use an index?
- How do you find words in an index?

Read
(class)
- Read one book from the Then and Now series.

Model
(teacher)
- Turn to page 23 in the Then and Now book chosen.
- Explain to students that this is the index. Tell students that the index has a list of the book’s important words and that it gives you the page number(s) where they can be found. Point out that the words are listed in alphabetical order.
- Demonstrate how to find the words listed in the index in the text:
  - Step 1 Find the first word in the index.
  - Step 2 Ask the class what they think the word means.
  - Step 3 Look at the page number(s) after the word.
  - Step 4 Turn to the page listed.
  - Step 5 Read that page and look at the picture to find that word.

Practice
(student)
- Students complete Index Search p. 12:
  - Step 1 Turn to the index on page 23. Choose five words and write them in the column labeled “Word.”
  - Step 2 In the column labeled “Page #,” write the page number where the word or idea is found.
  - Step 3 In the column labeled “My Picture or Words,” students describe in their own words the idea found on that page. Students may draw a picture to explain the word.

Discuss
(class)
- Using a reference book or textbook, discuss how an index can help you find things.
- How does an index make it easier to find things?

Evaluate
(teacher)
- Use Index Search p. 12 and Reading Skills Checklist p. 9 to evaluate student understanding.
Lesson 4
Minibooks

Purpose: Students will create their own nonfiction book about how life has changed through the years.

Materials
- Then and Now series
- minibook template pp. 14–15
- magazines and/or photographs
- pencils
- crayons
- stapler
- Minibook Rubric p. 13

Objectives
- Recall information from Then and Now books.
- Identify words that relate to a given topic through photographs or drawings.
- Explain word choices and illustrations.
- Compile information into a book.
- Compare information from two books.

Activity Procedures

Prepare (teacher)
- Complete an entire minibook with text and illustrations or photographs.
- Collect magazines or photos from home.
- Copy Minibook Rubric p. 13 for each student.

Pretest (class)
- Brainstorm a list of words that remind you of how life has changed through the years. Write these words on the chalkboard or in a place where students can refer to them later.

Read (class)
- Read the Then and Now series.

Model (teacher)
- Demonstrate how to fold the minibook template. First, fold the first template in half horizontally. Then, fold it in half vertically with the cover on the outside. Do this with the second minibook template, keeping page three on the outside.
- Match the templates so that the page numbers are in the correct order. Staple them to bind them together.
- Demonstrate how to complete the minibook:
  - Step 1 Complete a sentence on one of the minipages. You may use a word from the list or one of your own.
  - Step 2 Paste a photograph or draw a picture explaining the sentence.
- Display your completed minibook for the class.

Practice (student)
- Each student will complete an entire minibook of their own.

Discuss (class)
- Students share their minibooks with the class.
- Discuss similarities and differences between the minibooks.

Evaluate (teacher)
- Use Minibook Rubric p. 13 to evaluate each student’s minibook.
Lesson 5
Then or Now

Purpose: Students will create a Venn Diagram to show their understanding of how the people’s lives have changed over the years.

Materials
- Then and Now series
- Then and Now Venn Diagram p. 16
- pencils

Objectives
- Recall information from the Then and Now books.
- Identify similarities and differences between life long ago and life now.
- Practice completing a Venn Diagram.
- Compare items used in life long ago with items used in life now.
- Analyze why some things from long ago are still useful today.

Activity Procedures

Prepare (teacher)
- Copy Then and Now Venn Diagram p. 16 for each student.

Pretest (class)
- What do you think your life would have been like if you lived long ago?
- How would it be different than your life now?

Read (students)
- Read Then and Now books.

Model (teacher)
- Review and discuss the Then and Now books.
- Talk about the kinds of things people used in their daily lives long ago and the things people use now.
- Demonstrate how to fill out Then and Now Venn Diagram p. 16.
- Go over the list of words students are to place on Then and Now Venn Diagram p. 16.

Practice (students)
- Have each student complete Then and Now Venn Diagram p. 16.

Discuss (class)
- Talk about the different words students placed in the middle of their Then and Now Venn Diagrams p. 16. Why do we still use these things today?

Evaluate (teacher)
- Collect Then and Now Venn Diagrams p. 16 and check for accuracy.
Additional Resources

BOOKS
This book gives a brief history of a one-room school in the United States.
Bonham Lies, Betty. My Ticket to Tomorrow: Activities for Exploring the Past, Present, and Future.
This book explores 52 different topics and engages students in activities to explore relationships between the past, present, and future.
This illustrated book describes life in Colonial Williamsburg.
This series compares life today to life 100 years ago.
Students can learn about the homes and habits of eighteenth century North American settlers. Complete with historical photographs and illustrations.
This book explores everything from clothing to jobs in colonial times.
This title explores transportation in the first two centuries of the United States.
King, David C. Victorian Days: Discover the Past with Fun Projects, Games, Activities, and Recipes.
Students will learn about children’s lives in the 1800s through hands-on activites.
These titles from the Long Ago and Today series explore home life and schools through history.
This book from the Technology through Time series explores travel by train from past to present.

WEBSITES
America on the Move
http://americanhistory.si.edu/onthemove/themes/story_52_1.html
This Smithsonian Institution site shows pictures of different modes of transportation and how things have changed over the years.
Colonial Williamsburg
http://www.history.org/kids/
Learn about life in the United States during the 1700s on this kid-friendly site.
History Channel
http://www.historychannel.com/index.html
Search for historical topics or time periods on this site. History quizzes and teaching guides are available for educators.
History—Kids.gov
http://www.kids.gov/k_history/.htm
This U.S. government site for kids explores American history—from the country’s beginnings to the present.
# Reading Skills Checklist

**Skill**
- previews pictures
- previews captions
- uses prior knowledge
- identifies main idea
- glossary use
- index use
- comprehends written directions
-...

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<tr>
<th>Name</th>
<th>A</th>
<th>B</th>
<th>C</th>
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**Student Reading Goals**

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<th>Developing</th>
<th>Needs Improvement</th>
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<td>A</td>
<td>B</td>
<td>C</td>
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</table>

- Participates in discussions.
- Makes thoughtful and varied responses to readings.
- Completes reading assignments.
- Completes skills lessons.
- Uses appropriate strategies to develop reading fluency and clarity.

**Teacher Comments**

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**Glossary Search**

Name ______________________

Date ______________________

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<thead>
<tr>
<th>Boldfaced Word</th>
<th>My Definition or Picture</th>
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# Index Search

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<th>Word</th>
<th>Page #</th>
<th>My Picture or Words</th>
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Name ______________________

Date _______________________
# Minibook Rubric

**Student** ________________________________________________________

**Title of minibook**__________________________________________________

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<tr>
<th>Score</th>
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<tbody>
<tr>
<td><strong>3</strong></td>
<td><strong>Excellent</strong></td>
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<tr>
<td></td>
<td>- The cover includes a creative and attractive picture, a title, and the name of the author.</td>
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<tr>
<td></td>
<td>- The book was carefully and neatly constructed. The artwork is colorful and neat. The text clearly explains the drawings or photos.</td>
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<tr>
<td></td>
<td>- The pictures and text directly relate to the topic of the book.</td>
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<tr>
<td><strong>2</strong></td>
<td><strong>Satisfactory</strong></td>
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<td></td>
<td>- The cover includes a picture, a title, and the name of the author.</td>
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<td>- Some artwork is colorful and neat. Some is incomplete or pencil sketches. Some text does not explain the drawings or photos.</td>
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<tr>
<td></td>
<td>- Most pictures and text directly relate to the topic of the book.</td>
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<td><strong>1</strong></td>
<td><strong>Beginning</strong></td>
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<td>- The cover is incomplete.</td>
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<tr>
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<td>- Artwork is incomplete. Single-word labels are used in place of text.</td>
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<td>- Pictures and text do not directly relate to the topic.</td>
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**Score:** _____

**Comments** ________________________________________________________

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LERNER CLASSROOM
Then and Now
by
Life has changed a lot over the years.

Long ago, people used __________________ at home.

People __________________ now.
Now, kids in school.

Long ago, kids in school.

People ________ long ago.

Now, people use ________ at home.
Then and Now Venn Diagram

Directions: Place the words below in the correct spot on the venn diagram.

Then: radio, newspaper, television, slate, washboard, electric lights, internet, wagon, spaceship

Both: outhouse, dolls, streetcar

Now: trucks, notebooks, telegraph

Name ____________________________ Date __________