

Reading Level: Grades K-1

Subject: Social Studies

Materials

- a book for each student
- pencils, crayons, or markers
- paper
- reproducible activity handout (optional) (p. 3 of this guide)
- sticky notes (optional)

Reading Standards

- **CCSS.ELA-Literacy.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CCSS.ELA-Literacy.RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Targeted Reading Strategy

Compare and contrast two pieces of information.

Academic vocabulary: country, people, large, huge, mountains, rivers, flow, strong, build, cities, towns, temple, cricket

High-frequency words: many, is, in, live, it, with, most, but, of, has, old, far, see

Before Reading

Build Background Knowledge

- Preview the book by looking through it with students. Point out and have students take note of the text features. Discuss the purpose of each one with them. Have students discuss how text features can be used to help understand the text. Record answers on chart paper. With the students, read the headings from the table of contents. Model how to use the headings to predict content, and encourage students to try to make their own predictions.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read, they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help us figure out the word we don't know. We need to read before and after it. Sometimes we need to read more than one sentence for clues. Model reading a page out loud using this reading strategy for the students. We also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

Skill Introduction

- Show students two different-colored crayons or shoes. Ask students to tell you how the two objects are the same, and record their answers. Then ask them how they are different. Record their answers. Then write on the chart the words *Compare* and *Contrast*. Explain that when we show how things are alike, we are comparing them, and when we show how they are different, we are contrasting them. Write the words *compare* and *contrast* over the things that are alike and different about the two objects you have previously discussed.
- Explain that good readers compare and contrast things and ideas as they are reading. These ideas and things can be events, characters, places, or objects. They can be from the same book or from two different books. Tell the students that they are going to be comparing and contrasting what they read about India to the country they live in.

Think-aloud: *When I compare and contrast things, I think about how things are alike and how they are different. This helps me remember more about what I read. You will have a chance to do this as you read this book about India. I want you to think about how India is alike and how it is different from our country. Keep this in mind as you read this book.*

- Model the skill for the students by reading the first page (page 4). Ask students if they can think of anything about India that is the same as their own country.



During Reading

Check for Understanding

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading silently or subvocalizing so they can read at their own pace.
- Model targeted skill: compare and contrast two pieces of information.

Think-aloud: *I have been thinking about how India is alike and how it is different from some of the other countries we have been studying. For this example, I am going to be comparing and contrasting India to Cuba. I know that on page 7 of this book, I read a lot of important information about India. I read that India has mountains. This is different from Cuba. Cuba has hills, not mountains, but I did read that India has plains, and I know that Cuba has plains too, so that is something that is alike. I also read that India has rivers, and I know that Cuba has rivers as well. Page 7 gave me a lot of information that I have compared and contrasted to Cuba as I was reading, which helped me remember information about both countries.*

- Have students finish reading the rest of the book. Remind them to keep placing sticky notes on pages when they find similarities and differences.

After Reading

Response to Text

- After all students have finished reading, begin a discussion about the book using questions like the following: What did you learn about India that you did not know? Did you learn any new words while you were reading? What were some of the ways you found that India and our country are alike and different?
- Let students discuss orally and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.
- Using the Venn diagram activity handout, model how to use a Venn diagram to fill in some of the examples that you have discussed, and then give students time to add more information to the Venn diagram.

Word Work

- Create a chart with two columns. Label the first column *Begins with st*, and label the second column *Ends with st*. Have students volunteer to share words beginning with the /st/ sound into the first column and words ending with this sound into the second column.

Extension Activity

- Print the following questions on cards, or display questions on the board or on chart paper. Have students work in groups to discuss them. They may record their answers, and they must use evidence from the book. Have each group share its answers with the class to monitor comprehension and increase language and cognitive skills.
 - Think about the animals you learned about that lived in India. Would any of these animals make good pets? Why or why not?
 - How are the elephant, crocodile, and tiger alike? How are they different?
 - Which animal would you consider more dangerous: the elephant, crocodile, or tiger? Why do you think that?

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

Name: _____

Let's Explore India Activity

Have students write the names of the two countries being compared above the two circles. Then have them write details that tell how the countries are alike in the middle part of the circles where the two overlap and write how they are different in the outer parts of the circles. Try to write at least four facts for each part. Use the book to help you.

