

When Do I Go to School?



Level: B2 Word Count: 58

Little Books of Answers

Curriculum Connection	Customs
Content Vocabulary	book, Botswana, five, four, Japan, Japanese, New Zealand, school, seven, six, Sweden, Swedish, Turkey, Turkish
Visual Literacy Element	world map
Critical Thinking	interpret a photo
Comprehension Strategy	connecting self and text to world
High-Frequency Words	am, go, I, in, live, to, when

B2 When Do I Go to School?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss with the students when they started school. How old were they when they started school? What month of the year was it? Was it at the beginning of the school year. Did they start school on their birthday? What sorts of things did they do on their first day at school?

- Give each student a copy of the book *When Do I Go to School?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *When*. It's the same word that started the title of the book, *When does This Tree Grow Best?* Tell the students that they are going to read the book to find out the answer to the question. As they read they will find out when different children in different countries start school
- Discuss the cover photo. Ask questions such as – *Do you think this boy has started school? How old do you think he is? Could he live where you live? Why or why not?*
- Have the students turn to the title page. Ask questions such as *Where do you think this boy lives? Is where he lives like where you live? How old do you think he is? Do you think he goes to school? Do you wear clothes like this when you go to school*

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the labels refer to the age that the person in the photo starts school. Read the labels to the students and have them discuss each of the ages in relation to themselves.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find how old the children are when they go to school.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and invite the students to read them with you. Explain the difference between *Japan* and *Japanese*, *Turkey* and *Turkish*, *Sweden* and *Swedish*.
- To extend understanding and vocabulary say things such as, *Did you do some writing when you started school? Why do you think the boy in Botswana doesn't go to school?*
- Discuss the map insets. Explain to the students that these are the countries that these students live in.
- Discuss the map on pages 14/15. Explain that this is a map of the world. Refer to the countries again and discuss how far away they are to where the students live.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
How old is the Turkish boy when he goes to school?
When does the girl who lives in New Zealand go to school?
Who starts school when they are seven?
Who starts school when they are four?
- Check inferential comprehension by asking these questions:
What do you think the boy from Botswana does all day?
Do you think the Japanese girl can do better writing than the Swedish boy? Why or why not?
Do you think the Swedish boy went to a preschool before he started school? Why or why not?
When would you prefer to start school? Why?
- Have the students make connections between when they start school and the students in the text start school. Ask questions such as, *How are these students the same as, different from when you started school. Do they do the same or different things? Now you've read this book, do you think there are children who live in other countries that start school at different ages? Why or why not?*
- Invite volunteers to choose one photo and use the word, *what* to start a question, for example, *What does the girl from New Zealand do at school?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Discuss the photo with the students. Tell the students that their task is to say if they think this man goes to school. What in the photo helps them with their answer?

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 draw themselves at school. Dictate or write a sentence to go with their picture.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Draw a line from the person
to when they start school.

school at four



school at five



school at six



school at seven



no school



Complete the sentence.

The Turkish boy starts _____

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Read and Draw

I go to school when I am five.

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