

When Can I Help in the Classroom?



Level: C4 Word Count: 65

Little Books of Answers

Curriculum Connection	Personal Responsibility
Content Vocabulary	bag, before, chairs, friend, hang, help, home, listen, read, school, teacher, tidy, time
Visual Literacy Element	concept web
Critical Thinking	interpret a photo and apply knowledge
Comprehension Strategy	visualizing
High-Frequency Words	can, down, now, put, up, you, your

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss ways that students can help in the classroom. Have each student close their eyes and picture themselves doing something to help in the classroom. Have them role play what they visualized especially if there are English language learners in the group – for example, putting things away. Discuss with the students how they felt about what they visualized. Did they enjoy what they did to help? What time of the school day were they helping? Who were they helping?

- Give each student a copy of the book *When Can I Help in the Classroom?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out if the students in the book did the same things as they visualized themselves doing, to find out what other people do to help.
- Discuss the cover photo. Ask questions such as – *What is this boy doing to help? What time of the school day do you think it is? Why do you think that? Do you have a place in your classroom to hang up coats and bags?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Tell the students that the words in the labels are the things the boy does to help in the classroom. Invite the students to read the labels with you. Discuss what time of the day these things might happen.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you. Refer to the clock and compare it with your own school day. Tell the students that the clock helps them answer the question, *when can I help in the classroom* rather than, *how can I help in the classroom*.
- To extend understanding and vocabulary say things such as – *Do you sit on the floor when I read a book to you? What time of day do we have reading? When do we tidy up? Do we have to do it more than once a day?*
- Discuss the concept web on page 15. Explain to the students that they could add other things to the concept web. The web helps them understand all the things that they could do to help in the classroom.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- 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 if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What does the boy do before school?
What does he do to help the teacher?
When does he help a friend read?
What is the last thing he does before he goes home?
- Check inferential comprehension by asking these questions:
Which is the easiest thing to help with? Why?
What things do you do to help that are not in the book?
Do you think teachers like students that help? Why or why not?
How is listening to the teacher helping?
- Have the students refer back to what they saw when they closed their eyes before reading the book. How many things were the same, how many were different? Did visualizing themselves helping make it easier to read the book?
- Invite volunteers to choose one example of helping in the classroom and ask another question about it, for example, *When is the best time to help the teacher?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to say what the boy is doing to help now and to think up other ways that they could help at school.

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 helping. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.



When Can I Help in the Classroom?

Level: C4

Name: _____

Write a story about the photos.

Use some of these words to help you.

teacher listen read book friend help tidy



Permission is given to copy for use with the Little Books of Answers series

When Can I Help in the Classroom?

Level: C4

Name:



Little Books of Answers

Read and Draw

My friend helps me tidy up.

I hang up my bag when I get to school.

Permission is given to copy for use with the Little Books of Answers series