

When Did People Start to Count?



Level: E3 Word Count: 112

Little Books of Answers

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| Curriculum Connection | Technology |
| Content Vocabulary | abacus, adding machine, along, beads, calculator, check, Chinese, count, fingers, long, move, numbers, office, people, school, start, stones, time, wire, workers |
| Visual Literacy Element | time line |
| Critical Thinking | further research |
| Comprehension Strategy | extracting information |
| High-Frequency Words | a, ago, an, and, can, had, help, little, some, their, them, to, today, use, you, your |

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss counting. Invite volunteers to talk about when they learned to count. What did they use to help them? Do any of them use their fingers to help them count? What else could they use to help them if they had to count to more than ten?

- Give each student a copy of the book *When Did People Start to Count?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? Do you know the name of this piece of equipment that the girl is using to help her count? How do you think she would use it?*
- Have the students turn to the title page. Talk more about the abacus. Explain to the students how it works. Draw their attention to the number of beads in each cluster and how people could use the clusters.
- Talk to the students about the cover and title page photos and the amount of information that they have already learned about counting before starting to read the book. Tell them that as they read they should look to the words, the photos, the captions, and any diagrams to help them get information.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Adding machines are a bit like big calculators. Often adding machines had rolls of paper. The adding machine printed the numbers that you keyed in onto the paper and added up the total at the end. It was easy for you to check to make sure you hadn't made a mistake.*
- Discuss the time line on page 15. Explain to the students that graphic features such as time lines are a good way of showing information in a different way. Time lines show you a sequence of events in order. Have the students read the time line and discuss the differences in the photos between long ago and today.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
When did people start to count?
What part of the body do people use to count with?
Who first counted with an abacus?
Which piece of equipment has a roll of paper?
- Check inferential comprehension by asking these questions:
Why would people use stones to help them count?
Do you think it is easy to use an abacus? Why or why not?
What sorts of things can you do with a calculator?
Where do people go today and get a printout that adds up what they have spent?
- Have the students talk more about the information that they learned by reading this book. Ask questions such as, *How did the text help you get information? What did you learn from the photos? What extra information did you get from the captions? Was it easy to understand the time line?*

Critical Thinking

- Have the students turn to page 16 and look at each photo. Tell them that their task is to find out more about the items in the photos.

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 write about a way of counting. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Draw in the Vital Vocabulary.

abacus

adding
machine

calculator

fingers

stones

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Level: E3

Name:



Little Books of Answers

Draw and write.

I like the part about

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