Wrap Up

Different in many different lands. This book shows us how people live all over the world. We’ll learn about food, homes, clothing, manners, and celebrations in many different lands.

Introduce Vocabulary
Write the vocabulary words and go over the definition of each word.

Read the Big Book Together
Point to and read the heading at the beginning of each chapter. Discuss how this information helps the reader think about the information and ideas. After reading each chapter, reread the heading at the beginning. Work together to summarize in a sentence or two the information from the chapter. As you read the questions on pages 4 and 7, pause to discuss answers.

Language Development Cards
Use the Language Development Cards to reinforce social studies concepts and build vocabulary skills. If you have Spanish-speaking children, use the Spanish text with them.

Comprehension Skill
Introduce the comprehension skill Compare and Contrast by reading pages 6–7 together. Ask:

Compare and Contrast
Compare and Contrast meets children to share what they learned about customs from their readers. Ask them to add information they have read to the cluster. The completed cluster may look like the one below. Encourage children to compare and contrast different cultures.

Complete the Cluster
Compare and Contrast meets children to share what they learned about customs from their readers. Ask them to add information they have read to the cluster. The completed cluster may look like the one below. Encourage children to compare and contrast different cultures.

Vocabulary Words
Vocabulary Words culture: a way of life shared by a group of people; large or small customs: ways of doing things in a culture holiday: a day off for celebrating a special day, such as Labor Day, or a religious event, such as Hanukkah, Christmas, or Ramadan traditional: passed down from generation to generation

Wrap Around

Language Development Cards
Use the Language Development Cards to reinforce social studies concepts and build vocabulary skills.

Smart Word Cards
Use the Smart Word cards to teach and reinforce important vocabulary with your class. Use the One-World, Many Cultures cards with the whole class. If you have Spanish-speaking children, share with them the Tips for Spanish Speakers. Separate children into leveled groups and have them work together using the cards for Greetings, A World of Food, and Homes.

Complete the Cluster
Compare and Contrast meets children to share what they learned about customs from their readers. Ask them to add information they have read to the cluster. The completed cluster may look like the one below. Encourage children to compare and contrast different cultures.

Informal Assessment
Informal Assessment Throughout the theme, you can informally assess children’s fluency by observing their silent reading behaviors and listening in on children read aloud. You can evaluate children’s grasp of key concepts by attending to answers to these content questions:

How are all cultures alike? (Culture are made up of people, and people have the same needs.) What needs do people everywhere have? (food, housing, clothing) How are cultures different? (Answers should reflect ideas that people meet their needs differently and have different customs.) How does where people live make a difference in what they eat? (food, housing) How do children know how to build their homes? (Children should reflect ideas that local food sources, climate, and available building materials determine people’s customs.)

Formal Assessment
A formal Assessment is found in the Assessment Booklet.

Assessment

People all over the world need the same basic things—food, homes, clothing. The selections in this theme show how people meet these needs in similar and different ways.

 Components

- Big Book & matching Little Books
- Smart Readers
- Language Development Cards
- Smart Word cards
- Audio CDs
- Writing Activities CD-ROM
- Assessment Booklet

Reading Objectives

- Comprehend content information
- Use test features to gain information
- Lower key social studies vocabulary
- Gain fluency through differentiated practice

Social Studies Objectives

- Recognize that people have basic needs, including food, clothing, and shelter
- Identify similarities and differences in the ways people address similar human needs and concerns.

The Weekly Plan

Time Frame for Lessons: Two weeks, with each lesson lasting approximately 20–35 minutes.

Week 1

- Monday: 1. Introduce the theme and vocabulary. 2. Read the Big Book, noting vocabulary and text features.
- Tuesday: 3. Read the Big Book again, questioning children about the vocabulary.
- Thursday: 5. Children read or listen to audio CD of A World of Food and then do writing activities.
- Friday: 6. Children read or listen to audio CD of A World of Homes and then do writing activities.

Week 2

- Monday: 1. Introduce the theme and vocabulary. 2. Read the Big Book, noting vocabulary and text features.
- Tuesday: 3. Read the Big Book again, questioning children about the vocabulary.
- Thursday: 5. Children read or listen to audio CD of A World of Food and then do writing activities.
- Friday: 6. Children read or listen to audio CD of A World of Homes and then do writing activities.

AudiocDs help both ELL and native-speaking children build fluency.
Read the Big Book Together
Point to and read the heading at the beginning of each chapter. Discuss how this information helps the reader find the topic. Then read the main text. Point to each picture, naming and reading any labels or captions. Discuss how each feature helps the reader think about the information and ideas. After reading each chapter, reread the heading at the beginning. Work together to summarize in a sentence or two the information from the chapter. As you read the questions on pages 4 and 7, pause to discuss answers.

Vocabulary Words
- culture
- away of life shared by a group of people
- large or cultural
- customs
- ways of doing things
- in a culture
- holiday
- day off for celebrating a special day, such as Labor Day, or a religious event, such as Hanukkah, Christmas, or Ramadan
- traditional
- passed down from generation to generation
- Compare and Contrast
- to discuss similarities and differences in the remaining chapters of the book.

Complete the Cluster
Compare and Contrast: Have children share what they learned about cultures from their readers. Ask them to add information they have read about to the cluster. The completed cluster may look like the one below. Encourage children to compare and contrast different cultures.

The Biweekly Session
A World of Food
How does where people live make a difference in what they eat? what they wear? how they celebrate? (Cultures are made up of people, and people have the same needs.) (Answers should reflect the ideas that people meet their needs differently and have different customs.) What needs do people everywhere have? (food, housing, clothing) (How are cultures different? (Answers should reflect the ideas that people meet their needs differently and have different customs.) How does where people live make a difference in what they eat? what they wear? how they celebrate? (Cultures are made up of people, and people have the same needs.)

Formal Assessment
A dimmer the skills found in the Assessment Booklet.
Build Background

Help children recall what they learned about foods in other cultures from One World, Many Cultures. (People eat different foods in different ways at different times.)

Display A World of Food and read the title. Ask:

Why is this book titled A World of Food?

Ask children what they think the book is about. Explain: This book will tell us more about what people around the world eat, how they eat, and when they eat.

Develop Vocabulary

Write the vocabulary words from A World of Food and pronounce them. Give the definitions.

Guide the Reading

Break the selection into three readings. Discuss each one.

Pages 2–5:

In Hawaii, what two things does the word aloha mean? (hello, goodbye)

Pages 6–9:

How are the greetings in France and in Japan alike? (Both show that people are glad to see others.)

Pages 10–12:

To greet people in India using their custom, what would you do? (Say “hello, wave, shake hands, hug)

Develop Nonfiction Features

Draw attention to the boldfaced word “aloha” and read its pronunciation. Ask: A pronunciation guide spells out the way a word is pronounced. Explain that the part of the word that gets the most emphasis is in capital letters. Then repeat “aloha,” emphasizing the second syllable. Ask:

What does the pronunciation guide do? (It helps you to pronounce, or say, a word.)

Guide the Reading

Review the title page. Break the selection into two readings. Discuss each part.

Pages 2–5:

What kind of food do people in both Japan and Iceland eat? (People in both countries eat seafood.)

Pages 6–12:

How do some people in India and Pakistan eat like you do? (They sit at a table to eat.)

Respond to the Reading

Have children respond to the question on page 12. Draw and label the various foods that children mention.

Comprehension Check

Administer the Comprehension Check found on page 17 in the Assessment Booklet. Use children’s responses to assess their understanding of the content within the text.
**Build Background**

Explain that a greeting is what we say or do to show people that we are glad to see them. Discuss and demonstrate what we do when we greet people. (Say hello, waves, shake hands, hug. Display the book Greetings and read the title. Say: Today we are going to read about how people greet each other in different places around the world.

**Develop Vocabulary**

Write the vocabulary words from Greetings and pronounce them. Give the definitions.

**Teach New Nonfiction Features**

Read the sentence on page 4. Point to the italicized word “lama” and read it aloud. Pronunciation guide spells out the way a word is pronounced. Explain that the part of the word that gets the most emphasis is in capital letters. Then repeat “aloha,” emphasizing the second syllable. Ask:

- What does the pronunciation guide do? (It helps you to pronounce, or say, a word.)

**Guide the Reading**

Break the selection into three readings. Discuss each one.

Pages 2–5: In Hawaii, what two things does the word aloha mean? (hello, goodbye)

Pages 6–9: How are the greetings in France and in Japan alike? (Say “namaste,” put your hands together, and nod your head.)

Pages 10–12: To greet people in India using their custom, what would you do? (Say “namaste,” put your hands together, and nod your head.)

What is the same about greetings all over the world? (People use greetings to show they are glad to see others.)

What can you tell about the book from the headings? (It is about food and eating.)

What do you learn from the caption on page 2? (The girls in the picture are in Japan.)

What do you learn from the label on page 6? (That the girls in the picture are in Japan.)

**Respond to the Reading**

Have children respond to the question on page 12. Ask: Why are greetings important?

**Comprehension Check**

Administer the Comprehension Check found on page 17 in the Assessment Booklet. Use children’s responses to assess their understanding of the content within the text.
Greetings

Build Background

Explain that a greeting is what we say or do to show people that we are glad to see them. Discuss and demonstrate what we do when we greet people. (Say hello, wave, shake hands, hug. Display the book Greetings and read the title. Say: Today we are going to read about how people greet each other in different places around the world.

Develop Vocabulary

Write the vocabulary words from Greetings and pronounce them. Give the definitions.

Teach New Nonfiction Features

Read the sentence on page 4. Point to the italicized word "aloha" and read it aloud. Pronunciation: A pronunciation guide spells out the way a word is pronounced. Explain that the part of the word that gets the most emphasis is in capital letters. Then repeat "aloha," emphasizing the second syllable. Ask:

• What does the pronunciation guide do? (It helps you to pronounce, or say, a word.)

Guide the Reading

Break the selection into three readings. Discuss each one.

Pages 2–5: In Hawaii, what two things do the word aloha mean? (hello, goodbye)

Pages 6–9: How are the greetings in France and in Japan alike? (Both show that people are glad to see others.) COMPARE AND CONTRAST How are they different? (In France, people greet each other with a handshake or a kiss on both cheeks. In Japan, they bow to each other.) COMPARE AND CONTRAST

Pages 10–12: To greet people in India using their custom, what would you do? (Say "namaste," put your hands together, and nod your head.) COMPARE AND CONTRAST What is the same about greetings all over the world? (People say the word to show they are glad to see others.) COMPARE AND CONTRAST What is different about greetings all over the world? (People say and do different things.) COMPARE AND CONTRAST

Respond to the Reading

Have children respond to the question on page 12. Then ask: Why are greetings important?

Comprehension Check

Admire the Comprehension Check found on page 16 of the Assessment Booklet. Use children’s responses to assess their understanding of the content within the text.

Vocabulary Words

greetings words or actions used when you meet someone
handshake holding another person’s hand and shaking it up and down
bow bend the body forward
move your head up and down

Use Nonfiction Features to Preview

Draw attention to the features: table of contents (title page), headings (pp. 2, 6, 10), caption (p. 3), and label (p. 6). Ask:

• What information does the table of contents give you? (The names of the chapters in the book)

• What can you tell about the book from the headings? (It is about food and eating.)

• What do you learn from the caption on page 3? (What the Japanese foods in the picture are made of)

• What do you learn from the label on page 6? (That the girls in the picture are in Japan)

Guide the Reading

Review the title page. Break the selection into two readings. Discuss each part.

Pages 2–5: What kind of food do people in both Japan and Iceland eat? (People in both countries eat seafood.) COMPARE AND CONTRAST

Pages 6–12: How do some people in India and Pakistan eat like you do? (They sit on the floor while they eat.) COMPARE AND CONTRAST

At what time of day do people in Spain eat their main meal? (around 2 o’clock in the afternoon)

Use Nonfiction Features to Preview

Draw attention to the boldfaced word “cultures” in the glossary and read its definition. Say: All the boldfaced words in the book are listed in the glossary. Ask:

• What information does the caption on page 6 give about the building? ( Tells what the building is made of, where it is, how it stays cool.)

• What do you learn from the label on page 6? (The name of the type of bricks)

Guide the Reading

Review the title page. When children are ready, discuss the book.

How does the climate help people decide what kinds of homes to build? (People build homes to stay warm in cold places and to stay cool in hot places.)

Why are some homes the same, but other homes look very different? (People build homes to stay warm in cold places and to stay cool in hot places.)

Guide the Reading

Review the title page. Break the selection into two readings. Discuss each part.

Pages 2–5: How are homes around the world the same? (People build homes to stay warm in cold places and to stay cool in hot places.)

How does the climate help people decide what kinds of homes to build? (People build homes to stay warm in cold places and to stay cool in hot places.)

Why are some homes the same, but other homes look very different? (People build homes to stay warm in cold places and to stay cool in hot places.)

Guide the Reading

Review the title page. Break the selection into two readings. Discuss each part.

Pages 2–5: What kind of food do people in both Japan and Iceland eat? (People in both countries eat seafood.) COMPARE AND CONTRAST

Pages 6–12: How do some people in India and Pakistan eat like you do? (They sit on the floor while they eat.) COMPARE AND CONTRAST

At what time of day do people in Spain eat their main meal? (around 2 o’clock in the afternoon)

Vocabulary Words

adobe a building material made of earth, straw, and water
chalet a traditional house in the Alps
climates kinds of weather
cultures ways of life shared by groups of people (large or small)
yak an ox with long hair that lives in the mountains in parts of Asia

Provide soft food made of oatmeal or other cereal

Differentiated Instruction

Emergent Reader

Build Background

Explain that a greeting is what we say or do to show people that we are glad to see them. Discuss and demonstrate what we do when we greet people. (Say hello, wave, shake hands, hug. Display the book Greetings and read the title. Say: Today we are going to read about how people greet each other in different places around the world.

Develop Vocabulary

Write the vocabulary words from Greetings and pronounce them. Give the definitions.

Teach New Nonfiction Features

Read the sentence on page 4. Point to the italicized word “aloha” and read it aloud. Pronunciation: A pronunciation guide spells out the way a word is pronounced. Explain that the part of the word that gets the most emphasis is in capital letters. Then repeat “aloha,” emphasizing the second syllable. Ask:

• What does the pronunciation guide do? (It helps you to pronounce, or say, a word.)

Guide the Reading

Break the selection into three readings. Discuss each one.

Pages 2–5: In Hawaii, what two things do the word aloha mean? (hello, goodbye)

Pages 6–9: How are the greetings in France and in Japan alike? (Both show that people are glad to see others.) COMPARE AND CONTRAST How are they different? (In France, people greet each other with a handshake or a kiss on both cheeks. In Japan, they bow to each other.) COMPARE AND CONTRAST

Pages 10–12: To greet people in India using their custom, what would you do? (Say “namaste,” put your hands together, and nod your head.) COMPARE AND CONTRAST What is the same about greetings all over the world? (People say the word to show they are glad to see others.) COMPARE AND CONTRAST What is different about greetings all over the world? (People say and do different things.) COMPARE AND CONTRAST

Respond to the Reading

Have children respond to the question on page 12. Then ask: Why are greetings important?

Comprehension Check

Admire the Comprehension Check found on page 17 in the Assessment Booklet. Use children’s responses to assess their understanding of the content within the text.

Vocabulary Words

greetings words or actions used when you meet someone
handshake holding another person’s hand and shaking it up and down
bow bend the body forward
move your head up and down

Use Nonfiction Features to Preview

Draw attention to the features: table of contents (title page), headings (pp. 2, 6, 10), caption (p. 3), and label (p. 6). Ask:

• What information does the table of contents give you? (The names of the chapters in the book)

• What can you tell about the book from the headings? (It is about food and eating.)

• What do you learn from the caption on page 3? (What the Japanese foods in the picture are made of)

• What do you learn from the label on page 6? (That the girls in the picture are in Japan)

Guide the Reading

Review the title page. Break the selection into two readings. Discuss each part.

Pages 2–5: What kind of food do people in both Japan and Iceland eat? (People in both countries eat seafood.) COMPARE AND CONTRAST

Pages 6–12: How do some people in India and Pakistan eat like you do? (They sit on the floor while they eat.) COMPARE AND CONTRAST

At what time of day do people in Spain eat their main meal? (around 2 o’clock in the afternoon)

Vocabulary Words

adobe a building material made of earth, straw, and water
chalet a traditional house in the Alps
climates kinds of weather
cultures ways of life shared by groups of people (large or small)
yak an ox with long hair that lives in the mountains in parts of Asia

Provide soft food made of oatmeal or other cereal

Fluent Reader

Build Background

Explain that a greeting is what we say or do to show people that we are glad to see them. Discuss and demonstrate what we do when we greet people. (Say hello, wave, shake hands, hug. Display the book Greetings and read the title. Say: Today we are going to read about how people greet each other in different places around the world.

Develop Vocabulary

Write the vocabulary words from Greetings and pronounce them. Give the definitions.

Teach New Nonfiction Features

Read the sentence on page 4. Point to the italicized word “aloha” and read it aloud. Pronunciation: A pronunciation guide spells out the way a word is pronounced. Explain that the part of the word that gets the most emphasis is in capital letters. Then repeat “aloha,” emphasizing the second syllable. Ask:

• What does the pronunciation guide do? (It helps you to pronounce, or say, a word.)

Guide the Reading

Break the selection into three readings. Discuss each one.

Pages 2–5: In Hawaii, what two things do the word aloha mean? (hello, goodbye)

Pages 6–9: How are the greetings in France and in Japan alike? (Both show that people are glad to see others.) COMPARE AND CONTRAST How are they different? (In France, people greet each other with a handshake or a kiss on both cheeks. In Japan, they bow to each other.) COMPARE AND CONTRAST

Pages 10–12: To greet people in India using their custom, what would you do? (Say “namaste,” put your hands together, and nod your head.) COMPARE AND CONTRAST What is the same about greetings all over the world? (People say the word to show they are glad to see others.) COMPARE AND CONTRAST What is different about greetings all over the world? (People say and do different things.) COMPARE AND CONTRAST

Respond to the Reading

Have children respond to the question on page 12. Then ask: Which of the homes would you like to live in? Why?

Comprehension Check

Administer the Comprehension Check found on page 18 in the Assessment Booklet. Use children’s responses to assess their understanding of the content within the text.
People all over the world need the same basic things—food, homes, clothing. The selections in this theme show how people meet these needs in similar and different ways.

**Vocabulary Words**
- culture: a way of life shared by a group of people
- custom: a way of doing things in a culture

**Read the Big Book Together**
Point to and read the heading at the beginning of each chapter. Discuss how this information helps focus the reader’s thinking. Then read the main text. Point to each picture, noting and reading any labels or captions. Discuss how each feature helps the reader think about the information and ideas.

**Assessment**
Administer the Posttest found in the Assessment Booklet.

**The Weekly Plan**
- **Week 1**: Introduce the theme and vocabulary. Introduce Leveled Readers and the Big Book. Read the Big Book. Note vocabulary and text features. Use Language Development Cards. Have children read the Big Book and then complete the Big Book activities.
- **Week 2**: Wrap Up. Read the Big Book. Note vocabulary and text features. Use Language Development Cards. Have children read the Big Book and then complete the Big Book activities.

**COMPONENTS**
- Big Book & matching Little Books
- Leveled Readers
- Language Development Cards
- Smart Word cards
- Audio CD
- Writing Activities CD-ROM
- Assessment Booklet

**OBJECTIVES**
- Gain fluency through differentiated practice.
- Recognize that people have basic needs, including food, clothing, and shelter.
- Identify similarities and differences in the ways culture address similar human needs and concerns.