

Purpose	Content	Lessons
<p><i>Books are the window to the world... in this session as in many of the following sessions, we will give Learners an opportunity to learn about the world and America through read-alouds.</i></p> <p><i>Beginning writing about how you feel is the most fundamental way to express yourself.</i></p>	<p>Reading/Non-Fiction Countries</p> <p>Writing How You Feel</p>	<ol style="list-style-type: none"> <li>1. Pre-Reading.               <ol style="list-style-type: none"> <li>a. What is the title of the book?</li> <li>b. Make a prediction! Based on the title, what will the book be about?</li> <li>c. Who is the author? What does an author do?</li> <li>d. Is there an illustrator? If so, who is the illustrator? What is the illustrator's role? How do the illustrations enhance the story? What medium did the illustrator use? Are their photographs? If so, point out that this is an element of non-fiction texts.</li> </ol> </li> <li>2. During Reading.               <ol style="list-style-type: none"> <li>a. Read through the Table of Contents if the book has one. Invite Learners to think about additional information that may be covered in the book that they didn't think of when looking at the title.</li> <li>b. As you read, stop every few pages or at the end of each.</li> <li>c. section/chapter to discuss the text. You may ask questions like i. What is the main idea of this section? What was this section mostly about?                   <ol style="list-style-type: none"> <li>ii. What are some details we learned?</li> <li>iii. Do you have any questions? Is there anything you are wondering?</li> <li>iv. Does this part remind you of something (in your life, in another text, in the world)?</li> </ol> </li> <li>d. As you come across possible new vocabulary, model how to figure out what the word means. Utilize the glossary to find the definition of bolded words.</li> </ol> </li> <li>3. After Reading: Ask Learners to retell the main idea. This is also a great time for them to express themselves in the Atelier. Let them create with FIVE specific materials, their viewpoint of the piece just shared with them.</li> </ol>

Purpose	Content	Lessons
		<p>B. READ a book about Thanksgiving. This will be the starting point for the rest of the year on some parts of American History.</p> <p>Here are some questions. You may always bring them back to the discussion of fundamental needs. This helps them further understand that these needs have always been present not just vertically but horizontally in the history of the world.</p> <ul style="list-style-type: none"> <li>● Why did the Pilgrims come to America?</li> <li>● What was the Mayflower Compact?</li> <li>● Show them a picture of Plymouth Rock... it's funny now.</li> <li>● Why did the Native Americans and the Pilgrims need each other? Did one need the other more?</li> <li>● How were the Native Americans and the Pilgrims Kind to each other?</li> <li>● What did they share?</li> <li>● CREATE your first PRIMARY TIMELINE! On a large roll of paper, ask each child to enter one thing that they learned about this time period. It can be a drawing or anything they wish to add. Pre-make the line of the chronology so they know what happened. You may use years or simply first, second, then, after, etc.</li> </ul> <p>C. WRITE ABOUT or DRAW HOW YOU FEEL</p> <ol style="list-style-type: none"> <li>1. Feelings are the same in all human beings - and in some other animals.</li> <li>2. What you are feeling is the same way another person is feeling in Europe.</li> <li>3. What feelings did you have this week?</li> </ol>

Purpose	Content	Lessons
		<p>4. What does the feeling look like if you'd like to draw a picture?</p> <p>5. Create a WALL OF FEELINGS, so each child can see that we are all feeling similar things.</p>