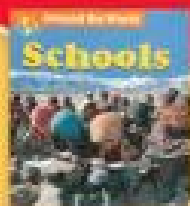


# Lesson 13



## TARGET VOCABULARY

**culture**

**community**

**languages**

**transportation**

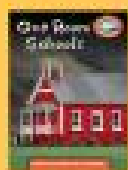
**subjects**

**lessons**

**special**

**wear**

Vocabulary  
Reader



Context  
Cards



## Vocabulary in Context

- Read each **Context Card**.
- Talk about a picture. Use a different **Vocabulary** word from the one in the card.

1



**culture**

**Culture** is the traditions and beliefs of a group of people.



2



**community**

A **community** is a group of people who live together in a certain area.



3 **languages**

People use different **languages** to write and to speak to one another.

4 **transportation**

People use **transportation** to get from one place to another.

5 **subjects**

Science is one of the **subjects** taught in school.

6 **lessons**

This teacher gives **lessons** to his students. The students learn from each lesson.

7 **special**

These students go to a **special** school for music. They play music every day.

8 **wear**

These two students **wear** uniforms at school.





# Background



## TARGET VOCABULARY

### School Days

Not all schools are the same. Some have their students **wear** uniforms. Some have **special transportation**, such as school buses. Others allow students to get their **lessons** over the Internet. Most schools teach different **subjects**. Students taking social studies may learn about their own **community** or a different **culture**. Many schools teach different **languages** as subjects. All schools are places where students learn!



Many American schools have classrooms like this one.

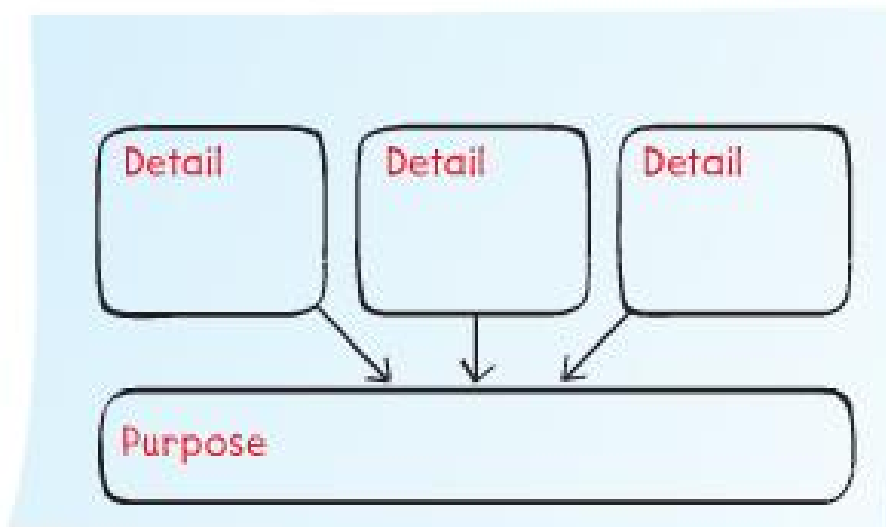




# Comprehension

## ✓ TARGET SKILL Author's Purpose

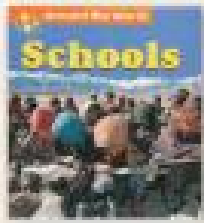
An author may write to make you smile, to tell you facts, or to explain ideas. What is the author's purpose for writing *Schools Around the World*? Keep track of details on a chart like this one to figure out the author's purpose.



## ✓ TARGET STRATEGY Analyze/Evaluate

Think carefully about the selection details and the author's purpose for writing *Schools Around the World*. Use your own ideas to decide whether the author has done a good job of telling about different schools.

## Main Selection



### TARGET VOCABULARY

culture                      subjects  
community                lessons  
languages                  special  
transportation            wear

### TARGET SKILL

#### Author's Purpose

Tell why an author writes a book.



### TARGET STRATEGY

#### Analyze/Evaluate

Tell how you feel about the text, and why.

#### GENRE

#### Informational Text

gives facts about a topic. Set a purpose for reading based on the genre.

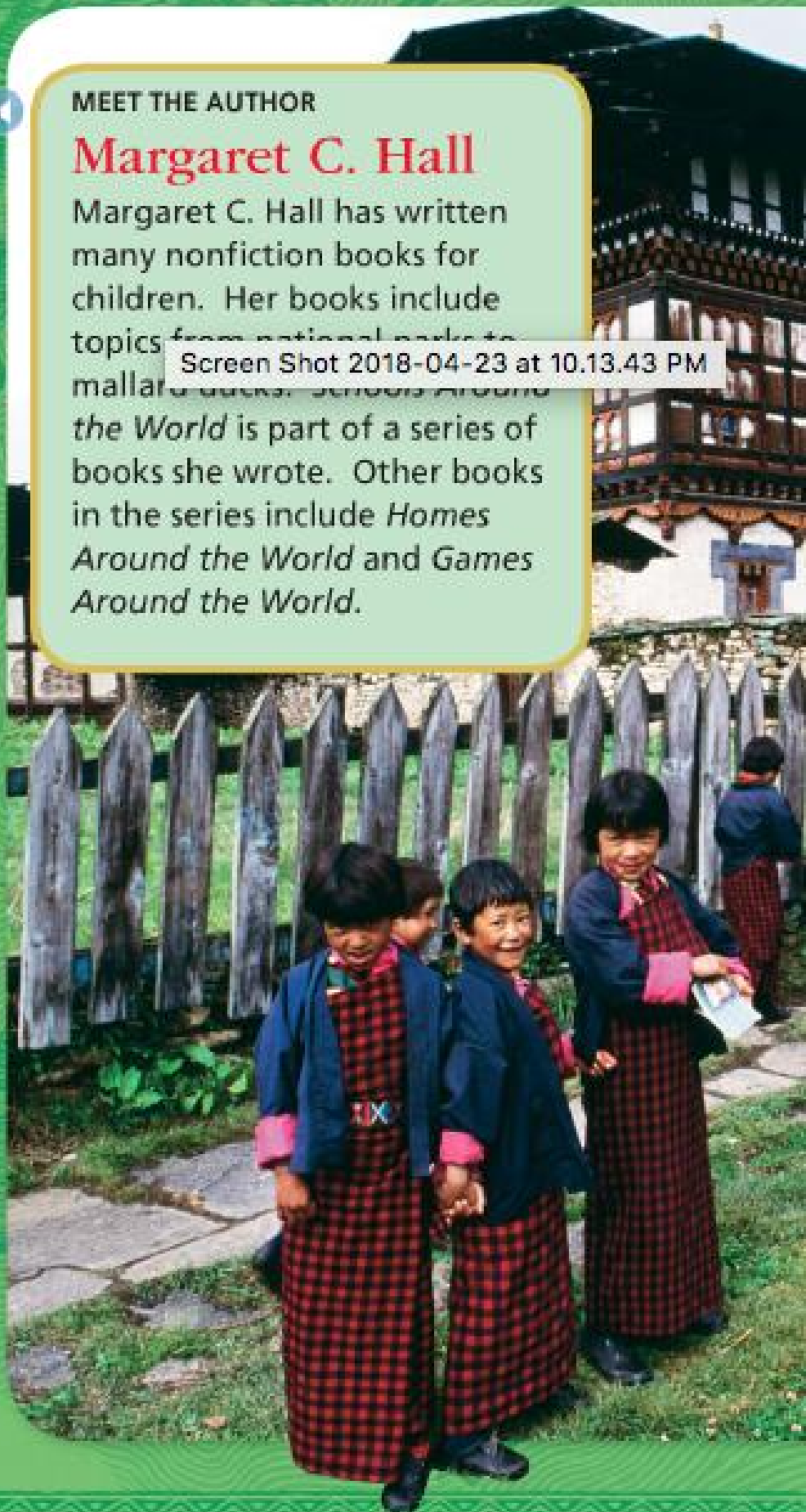


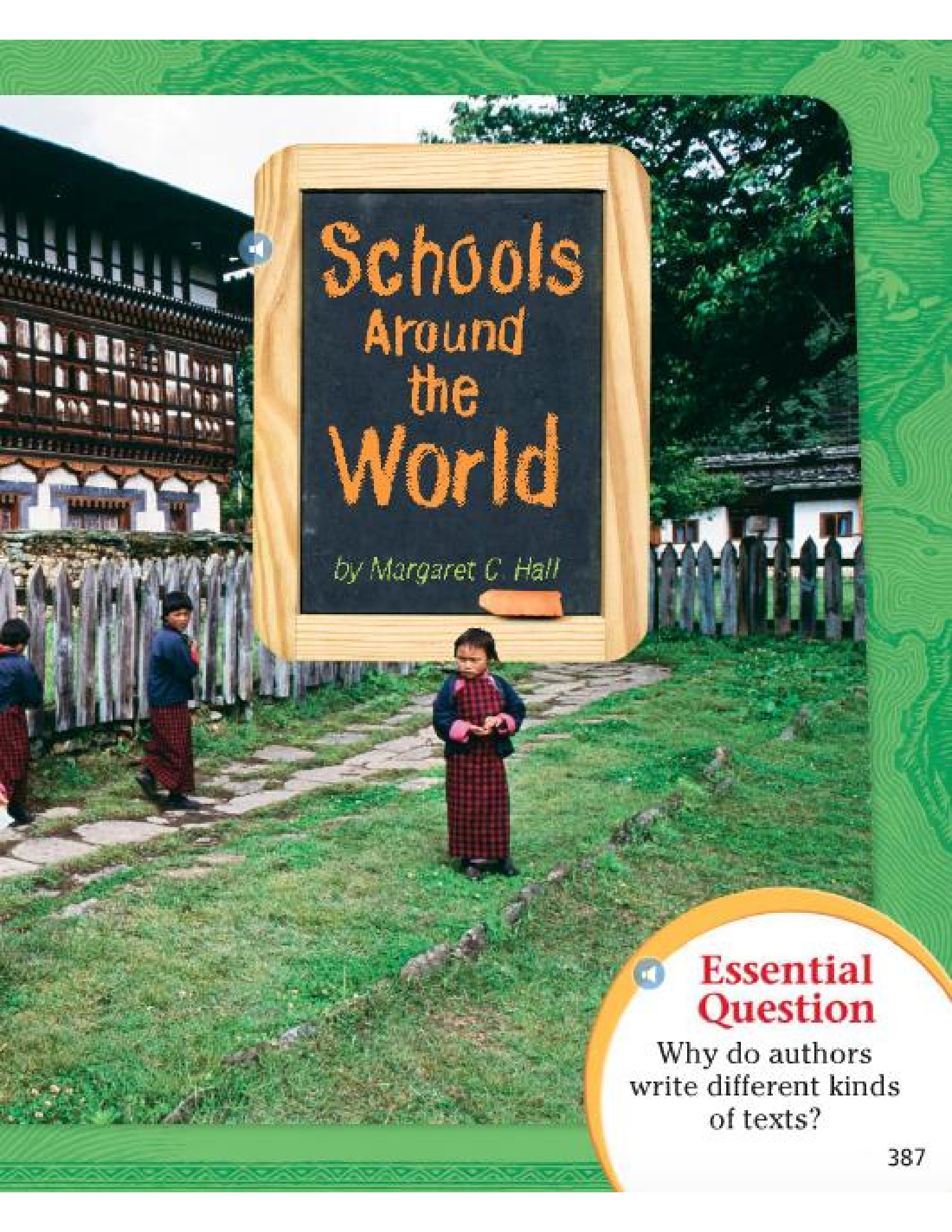
**TEKS** 2.3C establish purpose/monitor comprehension

### MEET THE AUTHOR

## Margaret C. Hall

Margaret C. Hall has written many nonfiction books for children. Her books include topics from national parks to mallards. *Schools Around the World* is part of a series of books she wrote. Other books in the series include *Homes Around the World* and *Games Around the World*.





# Schools Around the World

by Margaret C. Hall

## Essential Question

Why do authors  
write different kinds  
of texts?

# Schools Around the World

All around the world, children go to school. Some children spend most of their day at school. Others spend only a few hours there.



*Some school buildings in Asia are tall, like this one.*





*These students in an American classroom start their day by saying the Pledge of Allegiance.*



Schools are different in different parts of the world. But they are all the same in one way. Schools are where children go to learn.



#### AMAZING SCHOOL FACTS

*A long time ago, a German man started a new kind of school. He thought that small children should grow like flowers in a garden. He called his school kindergarten. The word means "children's garden" in German.*





*These students in Tibet, China, are about to start their morning classes.*

## School Buildings

The kind of school buildings children have depends on where they live. It depends on the climate and the resources of their **community**.

School buildings can be large or small. They can be made from many different materials. Some children even go to school outside or in buildings with no walls.

### AMAZING SCHOOL FACTS

*Schools have been around for thousands of years. The first schools were started to teach children about their culture.*



# Getting to School

Children travel to school in many different ways. The kind of **transportation** they use depends on where they live. It also depends on how far they have to go.

Many children walk or ride bicycles to school. Others ride in cars, on buses, or on a train. Some children go to school by boat.



## AMAZING SCHOOL FACTS

*In some places, children live too far away from their school to go there. Teachers give lessons over the radio or by using computers that are hooked up to the school.*



## STOP AND THINK

**Author's Purpose** Do you think the author is trying to tell facts or tell a story about transportation? Explain.

**TEKS** 2.13

# • School Clothing

Children around the world **wear** different kinds of clothing to school. What they wear often depends on the climate where they live. It also depends on what season it is.

In some schools, the students all dress alike. They wear uniforms. Students from different schools have different uniforms.



▲ *Students at this girls' school in Panama wear blue skirts and sweaters as part of their uniforms.*



*These students in Germany are learning science on a class trip with their teachers.*



## The School Day

All around the world, teachers help students learn new things. Children do some schoolwork in groups. They do other schoolwork on their own.

Most children eat lunch or a snack at school. They may also have time to play. At many schools, children take class trips, too.



*This teacher answers a question for his student at a school in Cuba.*



## Learning to Read and Write

One important job for teachers is to help children learn to read and write. Students learn to read and write in many different **languages**.

The language children use at school depends on where they live. Some children study their own language and another language, too.



### **STOP AND THINK**

**Author's Craft** How do the captions help the author tell about different schools?





*At an American school overseas, students study a map of Europe.*

## Other Lessons

Children learn many things at school. All around the world, they study math and science. They learn about their own country and other countries, too.

Many children around the world study art and music in school. They may also learn how to use a computer.



*These students in Great Britain practice playing music at school.*



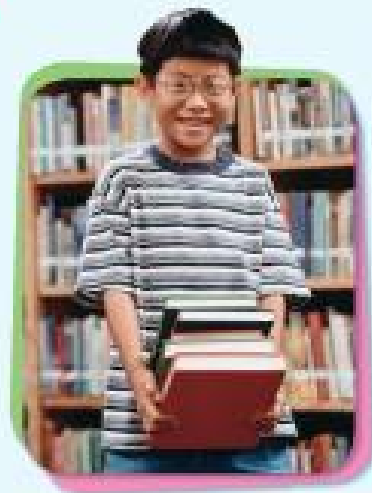
*In this school in Japan, students help serve lunch.*



## School Chores

Most children have chores to do at school. They help to keep the classroom neat and clean. They may even help to set up the classroom every day.

In some places, children work to keep the schoolyard neat and clean. Some children may serve lunch to one another.





*This teacher gives extra help to students after school.*

## After School

Some children go to school even after the school day is over. They may have a tutor to help them with the subjects that are harder for them.

Some children have other **lessons** after school. They study things they cannot learn in school. They may learn about dance, music, or their own **culture**.



*These boys in Israel learn about their culture.*







Students at this boarding school eat, study, and live together.

## Special Schools

Some children live at their schools. These schools are called boarding schools. The children go home for visits and on holidays.

This girl cannot see. She goes to a school where she can learn to read and write in a **special** way. People who are blind read with their fingers. They use a system of raised dots called Braille.



# Home Schooling



A home can also be a school. Some parents teach their children at home. They want to decide exactly what their children will learn.

People at schools will often help parents plan home lessons for their children. Many children who study at home go to a school for gym or art classes.



*This mother is teaching her daughter at home.*





# School and Work

Some children work as performers. They spend part of their day practicing the work that they do. They spend the rest of the day studying regular school **subjects**.



*The students below perform a traditional Russian dance.*





#### AMAZING SCHOOL FACTS

*One of the subjects that was taught in ancient Greece was gymnastics. The ancient Greeks thought gymnastics was just as important to learn as math or reading!*



*This boy is learning gymnastics.*



## Older Students



*These women in India go to school at night.*

Many people go to school even after they are adults. They may go to college. Or, they may go to a trade school to learn how to do a certain job.

Adults also take classes for fun. They study different languages and learn how to do things. No matter how old students are, they go to school to learn.



### STOP AND THINK

**Analyze/Evaluate** Is it good for adults to go to school? Why or why not?

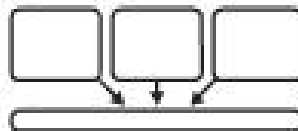
# Your Turn


1. The section "School Chores" is mostly about —
- jobs children have in school
  - how to clean up a classroom
  - children who serve lunch to other students

TEKS 2.14A

2.  **TARGET SKILL** **Author's Purpose**

Why do you think the author wrote the section "Getting to School"? Use a chart like this to list text details to answer the question. **TEKS** 2.3B, 2.13



3.  **TARGET STRATEGY** **Analyze/Evaluate**

Which school fact was most interesting to you? Tell why you liked it, using details from the text to support your ideas. **TEKS** 2.3B

4. **Oral Language** Work with a partner. Use the Retelling Cards to retell facts from the selection. **TEKS** 2.3B, **ELPS** 3H

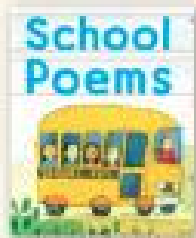


Retelling Cards



**TEKS** 2.3B ask questions/clarify/locate facts/details; 2.13 identify topic/explain author's purpose; 2.14A identify main idea/distinguish from topic; **ELPS** 3H narrate/describe/explain with detail

Connect to  
**Poetry**



**TARGET VOCABULARY**

culture	subjects
community	lessons
languages	special
transportation	wear

**GENRE**

**Poetry** uses the sound of words to show pictures and feelings.

**TEXT FOCUS**

**Rhyme** is words with the same ending sound.

# School Poems

You learn about many **subjects** in school. You may have **lessons** in math, about your **community**, or even about another **culture**.

The poems here are about school. Listen for rhythm and rhyming words as you read.

## School

Wakes up early.  
Just can't wait  
to see who's coming.  
*Don't be late!*

*by Dee Lillegard*



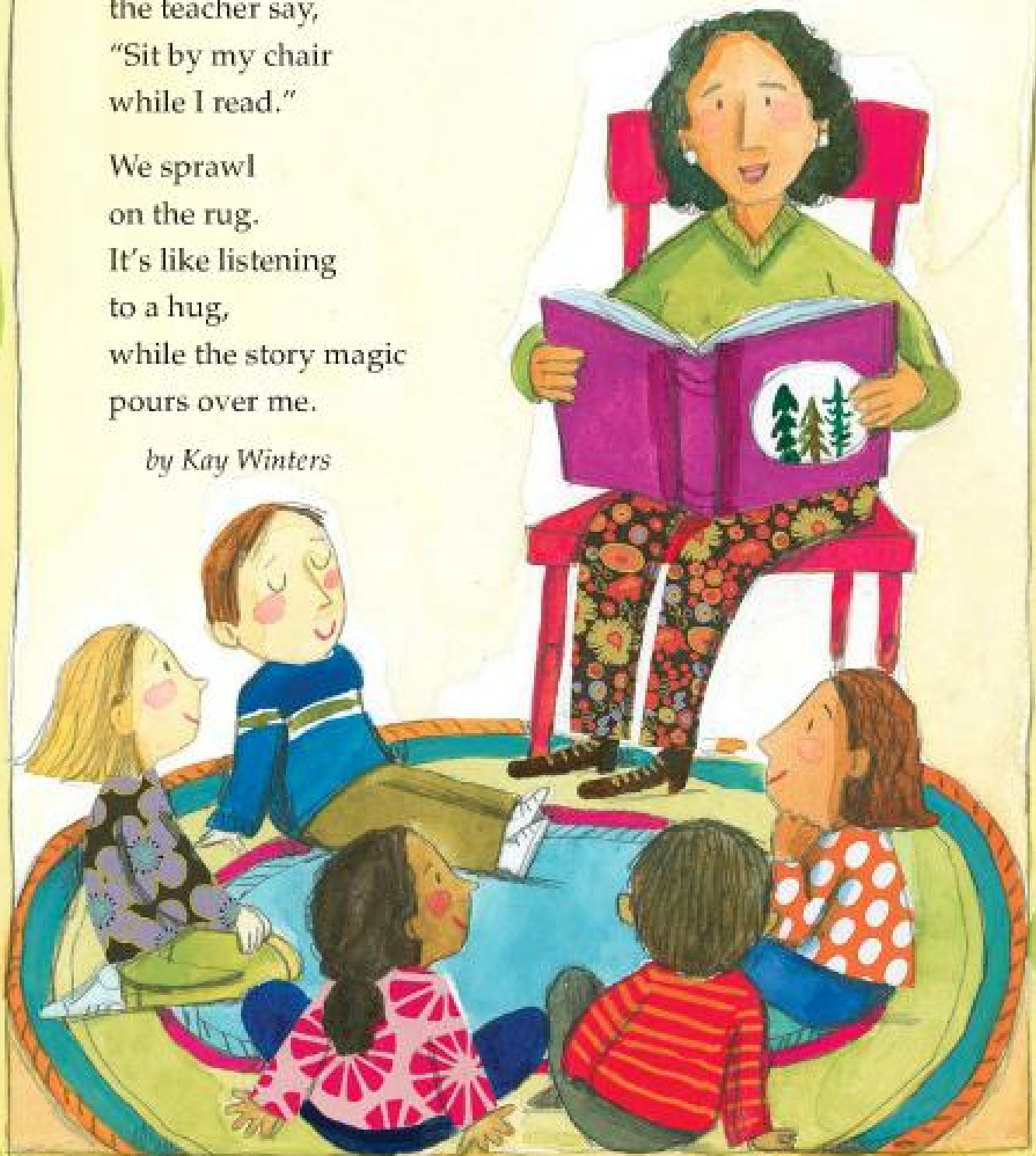


## The Best

The best part  
of the day  
is when I hear  
the teacher say,  
“Sit by my chair  
while I read.”

We sprawl  
on the rug.  
It’s like listening  
to a hug,  
while the story magic  
pours over me.

*by Kay Winters*



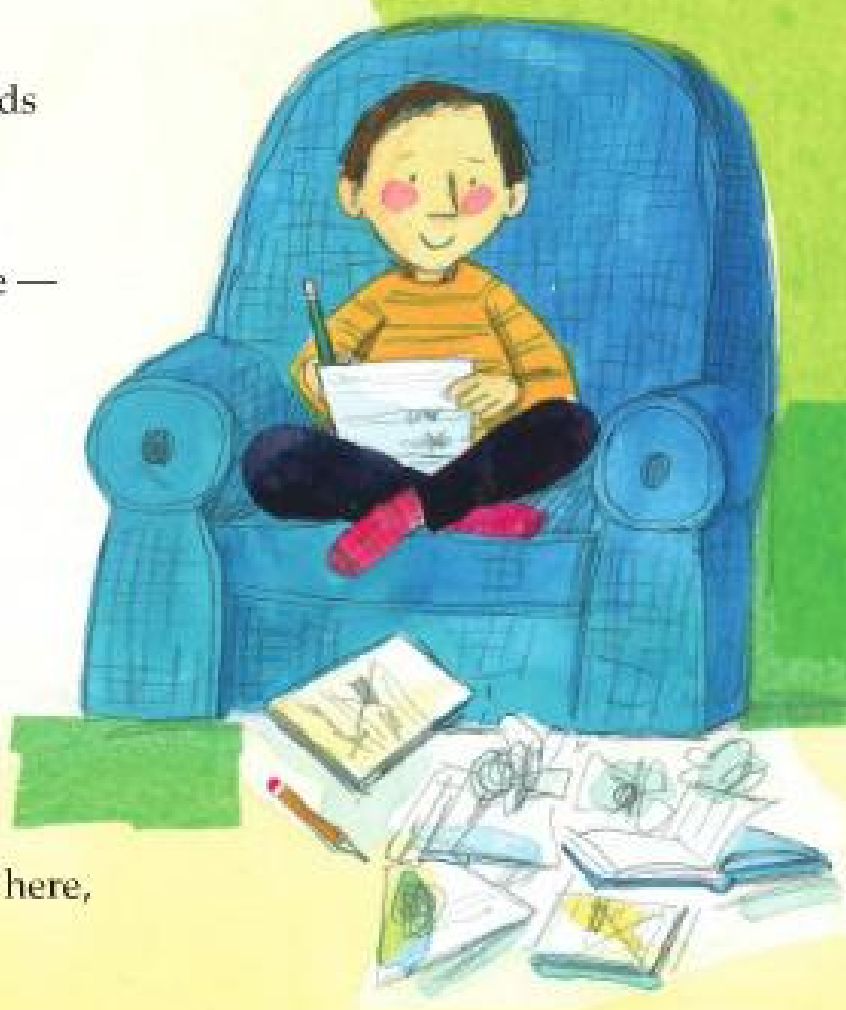


## I Have to Write a Poem for Class

I have to write a poem for class  
But don't think I'll succeed.  
I know I don't know all the words  
That I am going to need.  
I cannot quite imagine  
How my poem's supposed to be —  
I've got a sinking feeling  
I'm not good at poetry.

My poem must have a meter,  
And it also has to rhyme.  
It's due tomorrow morning . . .  
How I wish I had more time!  
I do not think that I can write  
A poem the way I should —  
But look . . . this is a poem right here,  
And it is pretty good.

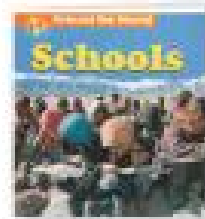
*by Jack Prelutsky*



### Write a School Poem

Use rhyming words and rhythm to write your own poem about school. Try to include the words **wear**, **transportation**, **languages**, and **special** in your poem.

# Making Connections



## Text to Self

TEKS RC-2(F)

**Draw and Label** Fold a piece of paper in half. Draw a school from *Schools Around the World* on one half. Draw your own school on the other half. Write a label on each picture that describes the school.



## Text to Text

**Write a Poem** Choose one of the headings from *Schools Around the World* as a topic for a poem. Then choose two rhyming words from the poems in "School Poems." Use the rhyming words to write a poem about the topic you chose.



## Text to World

TEKS 2.27

**Connect to Social Studies** With a small group, choose one of the countries you read about in *Schools Around the World*. Use books and other sources to find out more about schools in that country. Make a poster that shows what you learn.



TEKS 2.27 create visual display/dramatization to present research, RC-2(F) make connections to experiences/texts/community



# Grammar

**Quotation Marks** When you write, show what someone says by putting **quotation marks** (“ ”) at the beginning and end of the speaker’s exact words.

## Academic Language

quotation marks  
comma  
capital letter  
end mark

### Rules for Using Quotation Marks

Put a **comma** after words such as *said* and *asked*.

The teacher said, “Take out your math books.”

Begin the first word inside the quotation marks with a **capital letter**.

Mike said, “We are having a quiz today.”

Put the **end mark** inside the quotation marks.

Liza asked, “Who is the class leader?”

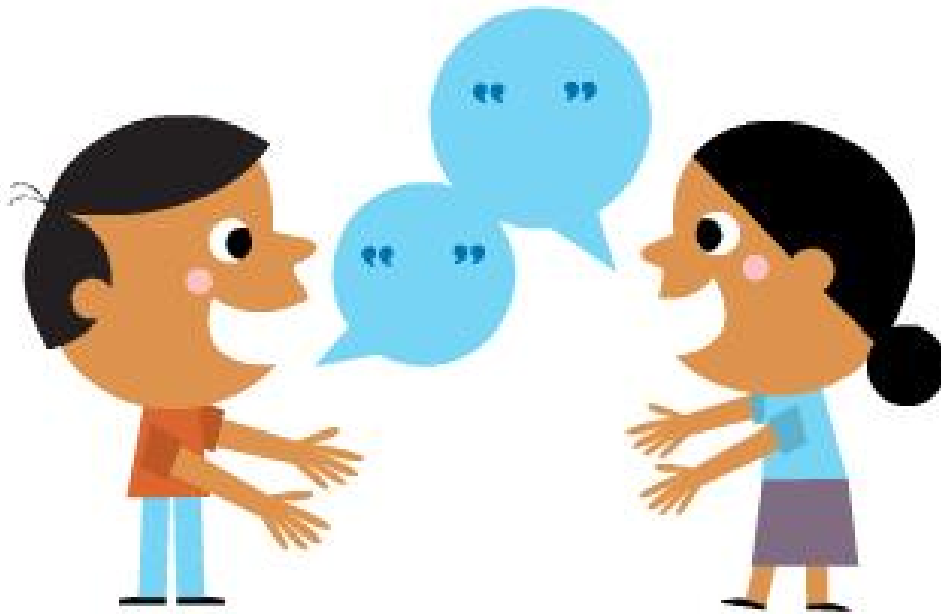
### Try This!

**Write each sentence correctly. Include quotation marks to show the exact words someone said or asked.**

- 1 The bus driver said stay in your seats.
- 2 Jack asked how long is the trip?
- 3 The teacher said it will take an hour.



**Conventions** You have read stories in which people talk to each other. This makes a story more interesting. Make your own writing more interesting by showing the words people speak.



### Quotation Marks

Nita asked, "What is your favorite subject in school?"

Raj said, "My favorite subject is science."



### Connect Grammar to Writing

When you edit your persuasive paragraph, be sure to use commas, capital letters, and end marks correctly.



# Write to Persuade

**Word Choice** When you write to persuade, use exact words to make your writing more interesting.

Rachel wrote a **persuasive paragraph** asking her teacher to take her class to a museum. Later, she revised her writing to use more exact words. Use exact words when you edit your paragraph.

## Writing Traits Checklist

**Organization**  
Did I state my opinion at the beginning?

**Word Choice**  
Did I use exact words to make my writing interesting?

**Voice**  
Did I choose reasons that are important to my audience?

**Sentence Fluency**  
Did I begin my sentences in different ways?

## Revised Draft

Our class should go to the Children's Museum.

The Children's Museum has many wonderful ~~lots of nice~~ displays. One display shows how food gets from the farm to the market. We're learning about that in Social Studies right now.



## Final Copy

# Let's Take a Trip!

by Rachel Wollmer

Our class should go to the Children's Museum. The Children's Museum has many wonderful displays. One display shows how food gets from the farm to the market. We're learning about that in Social Studies right now. We could write a research paper about what we learn at the museum. Everyone would have a fun day together, too!

I used exact words to make my writing interesting to my readers.

### Reading as a Writer

Which exact words did Rachel add?  
What words can you add to make your writing more interesting?

