Title/Author: *Ways People Live* by Emily Neye

Suggested Time to Spend: 3 Days (20 minutes per day, plus time for writing and responding to the writing)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7; RF.1.4; W.1.2, W.1.8; SL. 1.1, SL.1.2, SL.1.5, SL.1.6; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will read an informative text about the effect weather has on people with scaffolding by the teacher.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How does the climate affect the way people live? One key takeaway is that houses people live in, clothes they wear, and activities they engage in are dependent upon the climate where they live.

Synopsis

Homes, clothing, food, and activities from dry places, wet places, cold places, and places with four seasons are contrasted

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book with minimal interruptions.  (Classes with access to Harcourt StoryTown will have student copies of this book, and the students should follow along.)  Tell the students we are reading non-fiction, or a story that gives us information about real people and real places. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  **Reread pages 73-75**  Rephrase “People live in many different lands, or places.”  What different lands, or places, will the author point out? How do you know?  State that we are given the author’s name, Emily Neye, but there is no illustrator listed. Perhaps the author also provided the pictures. Are these pictures drawn, or are they photographs?  On page 75 how do we know one picture represents a place that is wet and one picture represents a place that is dry? Turn and tell your partner.  Write the word climate on the board. Explain that the word climate can be used to describe the kinds of weather a place, or land, has. Some places/lands have a lot of hot weather while others have a lot of cold weather. Some places/lands have a lot of rain, or wet weather, while other places/lands have small amounts of rain and are dry. Have the students repeat the word “climate.”  **Reread pages 76-79**  Tell the students that in informative text authors help us to know what we will be reading about. Look at the words on the top of page 76. Turn and tell your partner what we will learn about in this section.  Restate that the author tells us the air in the desert is very dry and there is very little rain. Think aloud “I wonder why the air is cold in the nighttime when it is so hot during the day. Perhaps since there is little rain there are no clouds or moisture in the air to keep the heat by the ground.”  Ask the students to look at the background color on pages 77-79. Turn and tell your partner why the author might have chosen yellow for these pages.  On page 77 - “People dress like this.” How do the people dress, and why? Turn and tell your partner.  Page 78  Tell the students that some of our homes are made of wood, or built using wood, or lumber from trees. These homes are built using bricks that are made using sand and mud. Why do people in this place use these bricks? Turn and tell your partner.  Page 79  “Sometimes camels bring people across the desert” or help people move across the desert. Model asking a question about this picture (I wonder if camels are used in the desert instead of horses because they don’t need much water.) Ask your partner a question about this picture.  Review how dry places affect the way people live. Begin a chart on how climate affects people. Guide students in providing information in each category.  **Reread pages 80-83**  Page 80 – Tell your partner how the rain forest is like the desert and how it is different.  What color are pages 81-83? Why did the author choose this color?  Page 81  How do people dress, and why do they wear this kind of clothing?  What do the people eat?  Page 82  Remind the students that sometimes it rains for weeks in the rain forest. How does this weather affect the way houses are built? Guide the class in this discussion.  Guide the students in adding information about the wet climate to the chart.  **Reread pages 84-87**  Turn and tell your partner what color these pages are and why.  Show the students a globe or map and point to the Arctic region.  Show the students the Arctic region on a map or globe. Point to the equator. Explain that lands around the equator are mostly very hot; those farther away from the equator are very cold.  Turn and tell your partner how the people on page 84 are dressed and why they are wearing those clothes.  Two kinds of shelters are shown on page 85. Explain that one picture shows houses; the other shows a shelter called an igloo. The igloo is a temporary shelter, much like a tent, that the people build from blocks of ice when they go on hunting trips. These igloos shelter them from the cold wind and wild animals, such as polar bears. Tell your partner the name of the shelter made from blocks of ice.  Page 86 –  The author tells us the ice on top of the water is thick. Why must the ice be thick in order for the man to fish?  Tell the students to look at the small picture. The text says “Some people sell the fish at the market.” Tell the students a market is a place where people sell things; this market is like a grocery store. What is a market like?  Page 87 –  “It’s hard to move, or walk, on deep snow.” Tell the students to look at the snowshoes and explain to their partner why some people use snowshoes.  Tell the students the other picture shows a snowmobile.  Fill in the class chart with information from cold climates.  Using information from the chart, model writing an informative paragraph on how weather affects the way people live.  “Weather affects how people live. In dry climates they wear clothes that protect them from the sand and sun. They use bricks of sand and mud to build houses. In wet places people wear clothes that help them stay cool. Their houses are built on stilts to keep them above the water when it floods. In cold places people wear warm coats, gloves, and boots. They live in warm houses, and sometimes build igloos for shelter. People live a certain way because of the climate where they live.”  Ask the students to read the topic sentence chorally. Then ask the students to tell the three kinds of climate on the chart and to tell their partners one thing that affects how people live in each climate.  Then ask the students to read the closing sentence chorally. | The author’s words tell us people live where it is cold and where it is hot and where it is wet and where it is dry. The pictures show a cold place, a hot place, a wet place, and dry place.  The pictures look real. Perhaps they are photographs.  There are lots of trees with green leaves, so there must be a lot of rain. The other picture has one tree and lots of sand. It must be dry.  Students say “climate.”  “We will learn about dry places.”  The pages are yellow. Yellow reminds us of the sun. The dry places probably have a lot of sun.  One picture shows a man with a hat made of cloth and a blanket on his arms. The boy has on long sleeves. The other picture has women with their heads covered carrying big bowls. Their clothes seem to be light. These kinds of clothes protect the people from the sand and sun so they won’t get a sunburn.  There aren’t a lot of trees, but there is a lot of sand. The people use the materials they have.  Questions might include – Do the people walk instead of riding a camel? How far do they have to walk? What do the camels eat? How long can the camels go without water? Does the camel have a hump?  As a class write on a chart –   |  |  |  |  | | --- | --- | --- | --- | | Climate | clothes | homes | other | | dry | Protect from sun and sand | Bricks made from sand and mud | May use camels to travel | |  |  |  |  | |  |  |  |  |   The rain forest and the desert are both hot; the rain forest is wet but the desert is dry.  The pages are green. Green might represent lots of plants growing.  The boys are wearing short sleeves and flip-flops. Their skin is not covered. They are not wearing hats. They are trying to stay cool.  They eat nuts and fish.  When there is a lot of rain the houses may become flooded so they must be built on stilts so the level of the water won’t reach them. The houses are built of materials from trees because there are lots of trees in the rain forest.   |  |  |  |  | | --- | --- | --- | --- | | Climate | clothes | homes | other | | dry | Protect from sun and sand | Bricks made from sand and mud | May use camels to travel | | wet | Clothes to keep cool | Wooden houses on stilts | Eat nuts and fish  Children play by the water | |  |  |  |  |   The pages are blue to represent cold.  The people are wearing very warm clothes made of fur; they have warm boots; they have on big gloves; most of their skin is covered because the air is very cold and they want to stay warm.  “igloo”  Guide the class discussion to the realization that the ice must be thick enough to hold the weight of the person. If the ice isn’t thick enough the person might fall through the ice into the water.  A market is like a grocery store.  Snowshoes are wide so the person doesn’t sink into the snow.   |  |  |  |  | | --- | --- | --- | --- | | Climate | clothes | house | other | | dry | Protect from sun and sand | Bricks made from sand and mud | May use camels to travel | | wet | Clothes to keep cool | Wood houses on stilts | Eat nuts and fish  Children play by the water | | cold | Warm clothes with gloves, boots, hoods for head | Warm houses, igloos for hunting trips | Wear snowshoes to walk on snow,  Ice fishing |   Students read the topic sentence chorally. (Weather affects how people live.) They identify the three climates mentioned (dry, wet, cold), and tell their partners one thing that affects how people live in each climate.  Students read the closing sentence chorally (People live a certain way because of the climate where they live.) |
| THIRD READING:  **Reread pages 73-88.**  Explain that some places have four seasons. Another word for fall is autumn. Tell your partner the name of the four seasons of the year and one thing you know about that season.  **Reread pages 89-91**  On page 90 the students may need help with the sentence “Many like to sail and swim.” Restate “Many people like to go sailing in boats and swimming in the lake or pool.”  Read the big words on page 91. Why did the author choose to use these words for this season?  Did the author use sound words like these on other pages? Tell your partner where the words are and why the author wrote them.  Have the students partner read the entire story. Remind them to read with appropriate rate and expression so their partner understands the information being read. | The four seasons are winter, spring, summer, fall  Winter – cold weather, trees are bare (except for evergreens), spring – plants begin to grow, summer – weather is hot, people take vacations, fall –go back to school, leaves fall off trees  “Crickle, Crackle” The author may have used these to help us think about the sound the leaves make when we throw them in the air or walk on them.  Page 79 – clip-clop, clip-clop – sound of camels walking on sand  Page 83 – splish, splash – sound of children playing in the water  Page 87 – crunch, crunch – sound of people walking on snow  Students take turns reading the different sections of the text (introduction, dry places, wet places, etc.) |

FINAL DAY WITH THE BOOK - Culminating Task

* Review the chart comparing the three climates. The text gave information on how the climate affects clothing, homes, and some activities in dry places, wet places, and cold places.
* Have students decide which of the three places they want to write an informational/explanatory text about. Remind them to state which place they are writing about in their first sentence, then tell three ways the climate affects people in that place, and end with a good closing sentence. (If students have had little exposure to writing this kind of text, it may be helpful to have them chorally read the model paragraph that was written after rereading page 86. They, however, are only being asked to tell about the effects of climate in one place.) Remind them that they can look back in their books to help them remember the information. (Students may need to draw their “picture story” first and then write their “word story.”)
* When they finish, they can read their text to their partners and ask the partner what three things they learned.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 74 – lands – places where people live  Page 75 – wet – climate where there is a lot of rain  Page 75 – dry – climate where there is very little rain and moisture  Page 81 – cool – the clothes the people wear keep them from getting too hot – they stay cool  Page 82 – stilts – poles that hold a house above the ground so water won’t come in where there is a flood.  Page 86 – market – a place where people sell things, like a grocery store  Page 91 – “crickle crackle” – sound words to describe the sound of leaves as they fall or a person walks on them | Page 85 – shelter – as a noun it is a place that protects a person – can be a house or another building; as a verb – protecting a person  Page 88 – season – a time of the year – winter, spring, summer, fall (can also relate to holidays or game times – football season)  Climate – type of weather conditions in a place |

Extension learning activities for this book and other useful resources

* If *Cloudy With a Chance of Meatballs* has been read first, students could be led in a discussion of what happens when there is too much of a particular kind of weather, and it becomes a problem (too much rain, too much snow, too much wind and sun, etc.). They can draw a picture or tell a story about the result (picture of a child with a sunburn after swimming too long, snow completely covering a house, flood, tornado, hurricane, etc.)
* On page 91 of *Ways People Live,* the author asks, “What do you do for fun in the place where you live?” The students can tell their partner what they like to do for fun and why it is possible where they live (swimming in a warm place, building a snowman in a cold place, etc.). They can then write an opinion piece in which they state what they like to do for fun and why they like to do it (W1.1). Beginning writers may need to write their “picture story” at the top of the page and their “word story” at the bottom of the page. *Note: This is particularly supportive of English Language Learners.*
* Children look at the clothes they are wearing and explain why that kind of clothing is appropriate for the weather.
* Students choose a topic to learn more about – deserts, rainforest, Arctic, etc. and read about the people, activities, or animals in that area. Make a display or write a book to show others what they have learned.

Note to Teacher

* Spring and fall both have multiple meanings – can develop a word map with different meanings.
  + Fall – autumn, drop down, waterfall, “fall asleep”, “fall ill”, “fall in love”, “face fell”, etc.
  + Spring – metal coil, spring back after being pressed down, quick movement or jump in a particular direction, water coming from the ground, etc.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Climate is not the same as weather

Not all places have four seasons

Structure of non-fiction text – how to use headings and pictures to learn information.

Pronoun reference (many like to sail and swim; they keep out the cold;)

Text does not provide adequate information to explain pictures that children may not be familiar with (people dress like this; sometimes they go on long trips; this man has a faster way)

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

*The story points out different climate and weather situations that will cause people to live in different homes, wear different clothes, eat different foods, and engage in different activities. Pictures give some information, but without appropriate captions the teacher will have to fill in the gaps.*

How will this text help my students build knowledge about the world?

*Students are exposed to information and pictures about living in different climates.*

1. **Grade level**

What grade does this book best belong in? First

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