Around Our Class in a Day

This lesson is associated with the book, *Around the World in the Blink of an Eye*. If you are interested in purchasing this book, please call 1-800-661-2633 ext. 245.

GRADE

3

LEARNING GOAL

Students explore what a day in their school life might look like to a new student. Students suggest how they would introduce a student to their classroom who is to new Canada.

SOCIAL STUDIES CONCEPTS

Perspective Students learn that different groups have different perspectives, which depend on factors such as beliefs, social position, and geographic location, among others.

TIME

Two periods to work on their pages, compile the book and read it together.

MATERIALS

Photocopies of the Graphic Organizer *A Day in My Class* for each student, pencils/markers/pencil crayons

A) Discuss

- In the book, what are some differences you saw from the images of different parts of the world? (food, clothes, language, games, activities, homes)
- How are children from different parts of the world similar to you? (eating with their families, going to school, playing games, enjoying nature)
- Did you notice some activities that children were doing in the images that you also do during the day? (play sports, eat with their family, parents read to them)
- Thinking Exercise: If we were going to tell a student who is new to Canada about our school day, what would we share with him or her?

B) Activity

1. As a class, you will create a book in which each student is responsible for one page, a template for the student page is provided at the end of this lesson. Each student will create an image demonstrating what they are doing at a specific time during the school day.
2. Students will write 2-3 sentences about what they are doing in the image. The words used and images created must help a reader from any part of the world understand the activity and the surroundings (weather, environment, time of day, etc.).
3. Students will include the time of day in both digital format and on an analogue clock.

To assist students, provide them with sentence starters such as: 'We are learning how to..., We are working on..., We are enjoying...'

Success Criteria

- ✓ Have I written the correct time?
- ✓ Have I written complete sentences with appropriate punctuation?
- ✓ Have I chosen rich, descriptive words that communicate what I am doing and where I am?
- ✓ Do my images help the reader know where I am, what I am doing, and what kind of climate I am in?

C) Reflection

Once students have completed their pages, assemble the book in chronological order. You may want to use a class photo or a logo for the cover page. Read the book to the class and open it up for discussion where students can ask each other about the activity they decided to include.
Ask your students:

- What are some activities in our book that students in other parts of the world might also do?
- How would this book be helpful to a child who just moved to Canada?

EXTENSIONS

Open up a discussion about how Canada accepts immigrants and refugees from different parts of the world, ask students to discover how Canadians help welcome newcomers into our schools.

Talk about the importance of reading books from different parts of the world. Ask your students how reading books helps them understand different places and different cultures? Challenge your students to read a book about a place outside of Canada.

CODE's Work in Literacy and Education

At CODE, we know that in order to develop a love of reading, children must be able to access interesting, well-written books that appeal to them. For this reason, we support local authors and illustrators to write books in local languages. We partner with local publishing companies to ensure that these books get into the hands of children who need them most. If your students are interested in global literacy, suggest that they look into the various programs we have on our website, www.codecan.org.

code | Rewriting the story for global literacy

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A DAY IN (name) 'S CLASS

- ☐ I have included the time in two ways (analogue and digital)
- ☐ My sentences are complete and understandable.
- ☐ My image clearly represents an activity.