# Reading Guide for *Around the World*

This guide 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.

## DISCUSS

Before reading, put up a world map on the board or on a SmartBoard. Ask your students:

- What do you think might be happening on the other side of the world *at this moment?*
- What do you think other children are doing at this moment in Europe? Asia? Africa? The Middle East? Australia?
- If the teacher has travelled, he or she can share experiences from different parts of the world.
- If students are new to Canada or have visited outside of Canada, the teacher can invite them to explain their daily life in other places.

## Emphasize Mutual Respect

It will be important to emphasize that together your class will be going on a storytelling trip around the world. Students must be aware that traditions, foods, games, and names may be different in other places, but that each student will show respect. As a class, you can celebrate diversity by listening to each other and asking thoughtful questions, but criticisms and other negative comments will not be tolerated.

## Think-Pair-Share

- Tell your neighbour what your morning was like: what did you eat, with whom, where were you, how did you get to school.
- Do you think these activities are the same for children in other parts of the world? What might be different and why?

## Track the Countries

A. Pass out atlases to your students and show them how to find a city using the Index. Ask them to find their own city in Canada. Ask them to find their province's capital city using the index, then Canada's capital city. Once they have found Ottawa you can begin reading as the book begins with Ottawa.
B. As you read the book, pause on certain cities and ask the students to find them in their atlases. Track the cities with a sticky note on the world map or a marker if you're using a Smart Board. This will help students follow along as well as the cities and countries can be used as context for other lessons in this kit.
   *For some smaller cities, students may only find the country in their atlases (i.e. São Miguel, Azores or Trieste, Italy).
C. Ask students what they know about the different cities visited in the book. Maybe someone has heritage there or has visited.
D. Ask students to find the blue book with the image of the world on each page.

## REFLECTION

Check out more lessons on our website that further discuss ideas introduced in *Around the World*.