LEsson 13 Teacher's Guide

one Room Schools

by Isaiah Collins

Fountas-Pinnell Level I

Nonfiction

Selection Summary

Long ago, children from farms and small towns went to small schools with one room and one teacher. They walked or rode horses to school. They learned math and reading, and had desks and books, but wrote on chalkboards instead of paper. They played games, too.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Two to seven lines of text in the same position on each page</td>
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<tr>
<td></td>
<td>One-page introduction to the concept of one-room schools</td>
</tr>
<tr>
<td></td>
<td>Information organized topically (transportation, clothing, class setup, subjects, children’s games)</td>
</tr>
<tr>
<td>Content</td>
<td>Details about children who attended one-room schools long ago</td>
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<tr>
<td></td>
<td>School subjects, games, classroom, supplies</td>
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<tr>
<td></td>
<td>Transportation to school</td>
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<tr>
<td>Themes and Ideas</td>
<td>Children in different times and places all attend school.</td>
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<td></td>
<td>School subjects and games are similar in different times and places.</td>
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<td></td>
<td>Children everywhere learn and have fun at school.</td>
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<tr>
<td>Language and Literary Features</td>
<td>Simple, direct language</td>
</tr>
<tr>
<td></td>
<td>No use of figurative language</td>
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<tr>
<td>Sentence Complexity</td>
<td>Short sentences, some with prepositional phrases: The teacher stood at the front of the room.</td>
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<td></td>
<td>Multiple items in series.</td>
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<td></td>
<td>One question and one exclamation</td>
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<tr>
<td>Vocabulary Words</td>
<td>Words related to school, such as subjects, math, chalk, numbers, board</td>
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<tr>
<td></td>
<td>Some multisyllable words, some of which may represent unfamiliar concepts such as community, transportation, languages, culture</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photos of present-day schools and schoolchildren help children connect to the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Nine pages of text; photos on every page</td>
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<tr>
<td></td>
<td>No indentation or paragraphs; all sentences begin at left margin</td>
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</tbody>
</table>

One Room Schools  by Isaiah Collins

Build Background
Help children use their knowledge of schools to build interest by asking a question such as the following: What do you think it would be like to attend a tiny school with only one classroom? Read the title and author and talk about the cover photo. Explain that this book gives information about schools of long ago.

Introduce the Text
Guide children through the text, noting important ideas and nonfiction features. Help with unfamiliar language so children can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 2: Explain that the building in this photo may look like a house, but it is a small one-room school.
Suggested language: Turn to page 2. Read the first two sentences: Long ago, many people lived on farms or in small towns. The schools were small, too. How does this school look different from schools of today?

Page 3: Remind children that long ago, there were no cars or buses, so school children used other kinds of transportation. What kinds of transportation do you think they used? How did they get to school without school buses or cars?

Page 6: Read the first sentence: Reading and math were two subjects. What subjects do we study in our class? Which subject is your favorite? Now read the second sentence: Children learned their lessons from books like these. What lessons have we learned from books today?

Page 7: Point out and discuss the meaning of the word culture. Make sure children understand that culture includes language, traditions, dress, and food. Holidays are an important part of a people’s culture, or way of life. What are some holidays that people celebrate in your culture?

Now turn back to the beginning of the book and read to find out how one-room schools are different and the same as your school.

Target Vocabulary

community – area where a group of people live together, p. 10

languages – the ways people speak and write, p. 7

lessons – things that are learned or taught, p. 6

special – different from all others, p. 10

subjects – topics of study, such as science and music, p. 6

transportation – a way of moving something or someone from one place to another, p. 3

wear – to have something on your body, p. 4
Read
As the children read *One Room Schools*, observe them carefully. Guide them as needed, using language that supports their problem-solving ability.

Remind children to use the Analyze/Evaluate Strategy and to tell how they feel about the text, and why.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.

*Suggested language:* What information did you find the most interesting? What else would you like to learn about schools long ago?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Long ago, some schools were small, with one room and one teacher.</td>
<td>• School is important for children everywhere.</td>
<td>• Except for the first photo, the photos show schools and schoolchildren of today.</td>
</tr>
<tr>
<td>• Children dressed warmly to walk or ride horses to school.</td>
<td>• Children from many times and places learn and have fun in school.</td>
<td>• The text tells about schools and schoolchildren of long ago.</td>
</tr>
<tr>
<td>• Children had lessons in many subjects, and time for play, too.</td>
<td>• School subjects, and schoolchildren, are similar in different times and places.</td>
<td>• Together, the text and photos help readers compare schools of the past and schools of today.</td>
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<tr>
<td>• Some children came from other cultures and spoke other languages.</td>
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</table>


Choices for Further Support

• **Fluency** Invite children to choose a passage from the text to read aloud. Remind them to read at a good rate, similar to the rate at which people speak, and to use appropriate stress on words to reflect meaning.

• **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind children that longer words are often formed from shorter, familiar words. For example, the words *playground* and *outside*, are compound words combining shorter words. Shorter words can sometimes help with the meaning of longer words.
Writing about Reading

Vocabulary Practice
Have children complete the Vocabulary questions on BLM 13.1.

Responding
Have children complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on p. 12. (Answer: wear)

Reading Nonfiction
Nonfiction Features: Photos Remind children that nonfiction has many features to help readers find and understand important information. Photos are one of these features. Explain that photos, in addition to being fun to look at, are an important source of information. They help readers understand the text, and often they add details or new information that is not included in the text. Have children look again at the photo on page 2. Ask what details or information they can learn from the photo of the one room school (It is located in the country; it has a school bell on the roof). Then have children choose another photo in the book and write a sentence that tells about information they learned from the photo.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6.

Assessment Prompts
• Which words on page 3 help the reader understand the meaning of the word transportation?
• Look at this sentence from the selection again: Sometimes children put on a special show. What does the word special mean in this sentence?
## English Language Development

### Reading Support
Help children compose a group summary of *One Room Schools.* Start by brainstorming important ideas about what makes these schools unique.

### Cognates
Point out and discuss the many English/Spanish cognates used in the text, for example, **community/comunidad; culture/cultura; languages/lenguajes; lessons/lecciones; special/especial; transportation/transportación.**

### Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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</table>
| **Speaker 1:** How many teachers were there in one-room schools? | **Speaker 1:** What is special about the schools in this book?  
**Speaker 2:** The schools had just one room and one teacher. | **Speaker 1:** How are one room schools like your school?  
**Speaker 2:** They have children. The children have lessons in math and reading. The teacher answers questions. The children learn and play. |
| **Speaker 2:** one teacher  
**Speaker 1:** How did the children go to school?  
**Speaker 2:** They walked. They rode horses.  
**Speaker 1:** Where did the children play?  
**Speaker 2:** outside | **Speaker 2:** They learned reading and math. | **Speaker 2:** The schools had just one room and one teacher. |
| **Speaker 2:** They learned reading and math. | | |
One Room Schools

Thinking Beyond the Text
Think about the questions below. Then write your answer in one paragraph.

What would be the best thing about going to a one room school? What would be the worst thing? Explain your opinions.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
Target Vocabulary

Read each group of words below. Write the Target Vocabulary word that goes with each group.

1. the way people act, dress, and speak: ______________________
2. math, science, social studies, reading: ______________________
3. trains, cars, buses, planes, boats: ______________________
4. pants, shirt, jacket, hat, shoes: ______________________
5. different from others, for a certain time: ______________________
6. English, Spanish, French, Japanese: ______________________
7. school, neighborhood, group of people: ______________________
8. things learned: ______________________
Long ago, many people lived on farms or in small towns. The schools were small, too. Some schools had only one room and one teacher.

How did children get to school? They used many kinds of transportation. Some children walked. Some children rode on horses.

Some schools had a wood stove in the middle of the room. On cold days, children had to wear heavy clothes to stay warm.

Children of all ages sat at desks. Sometimes the teacher stood at the front of the room and read a book. Children raised their hands to talk to the teacher.