

Strand: History/Culture

Theme: Culture

Purpose for Reading: To develop understandings of artworks made in some African countries.

Comprehension Strategies: Making connections to self and the world, asking and answering questions, predicting, comparing and contrasting.

Vocabulary

Dictionary Words: baskets, jewellery, masks, pottery, wall paintings

Vocabulary Words: Ivory Coast, Kenya, Nigeria, South Africa, Zambia

High-Frequency Words: all, be, could, from, have, if, made, make, not, of, out, people, put, some, that, their, them, then, they, when, where

Before Reading

- Invite students to brainstorm all the different forms of art they know. Make a list of students' responses.
- Read the title and invite students to talk about what they see on the cover photo. *What does the title suggest this book will be about? What sort of art is in the photo? Do you think these masks are made to wear or just for show? What other sorts of art might be in this book?* Make a list to show students' predictions.
- Read the title page together. Discuss the other sorts of art in the photo. Add any new predictions to the list.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the artwork in each photo.

Use questions such as, *How do you think African people make jewellery that looks like that? What might they use?*

Take a Photo Walk

- Pages 4–5: Invite students to look at the map and read the title. Ask students what they think this map shows. Read the key and have students locate each country on the map. Ask them what they expect to learn about these countries as they read this book.
- Pages 6–7: Invite students to read the heading and discuss the photo and caption. *How is this person making the basket? What is she using? What tools or equipment does she have?* Have students look closely at the basket and ask them if they have seen any baskets that look like they might have been made this way.
- Pages 8–9: Read the title and invite students to read the caption and discuss the jewellery in the photo. *What items of jewellery is this girl wearing? How do you think this jewellery has been made?*
- Pages 10–11: Read the heading and ask students to read the caption. Discuss the masks in the photo. *Who do you think made these masks? What could they be made of? When might people wear these masks?*
- Pages 12–13: Read the heading and the caption. Invite students to talk about the pottery in the photo. *What have these pots been made from? What happens to make the pots hard and coloured?*
- Pages 14–15: Read the heading and invite students to read the caption. Have them discuss the

wall painting in the photo. *What do you notice about this wall painting? Is it large or small? What could be painted on it? What colours have been used?*

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and just point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the prediction list and invite students to talk about the artwork in the book. *Were your predictions correct? Which ones were in the book? Which were not?*
- Have students compare the artwork from the book with the same artwork in their country. *In what ways is it similar? In what ways is it different?* Make a chart to show the similarities and differences.
- Revisit the book and invite students to talk about the reasons African people make these artworks. Prompt students to scan the text with their eyes to locate the information they need. Record the reasons for making the artwork. *How can people earn money from artwork? Who might buy the artwork? Do some people in our country earn money from their artwork? How might African jewellery be special to the person who wears it? In what way might wall paintings be special to families?* Prompt students to navigate to these pages quickly to find the answers.

Vocabulary and Word Recognition

- Have students find the word *around* on page 3. Write the word on the board. Ask students to find the two parts of the word they know and clap the syllables. Have students think of sentences with *around* in them. Write them on the board. Ask students to write the word *around*, checking it for accuracy. Have them write it five times, saying it as they write it.

Oral Language

- Have students work in pairs, using the books. Have students take turns choosing one item of art and explaining to their partner how it is made.

Writing

- Have students choose one thing from the book and write three facts about it.

Creative Extension Activities

- Have students make a beaded necklace or bracelet for themselves or someone they know.
- Have students make a mask to wear to a celebration.
- Have students make a clay pot.
- Have students use card with slits and paper strips to make a simple over-and-under weave pattern.

Independent Follow-Up Activities

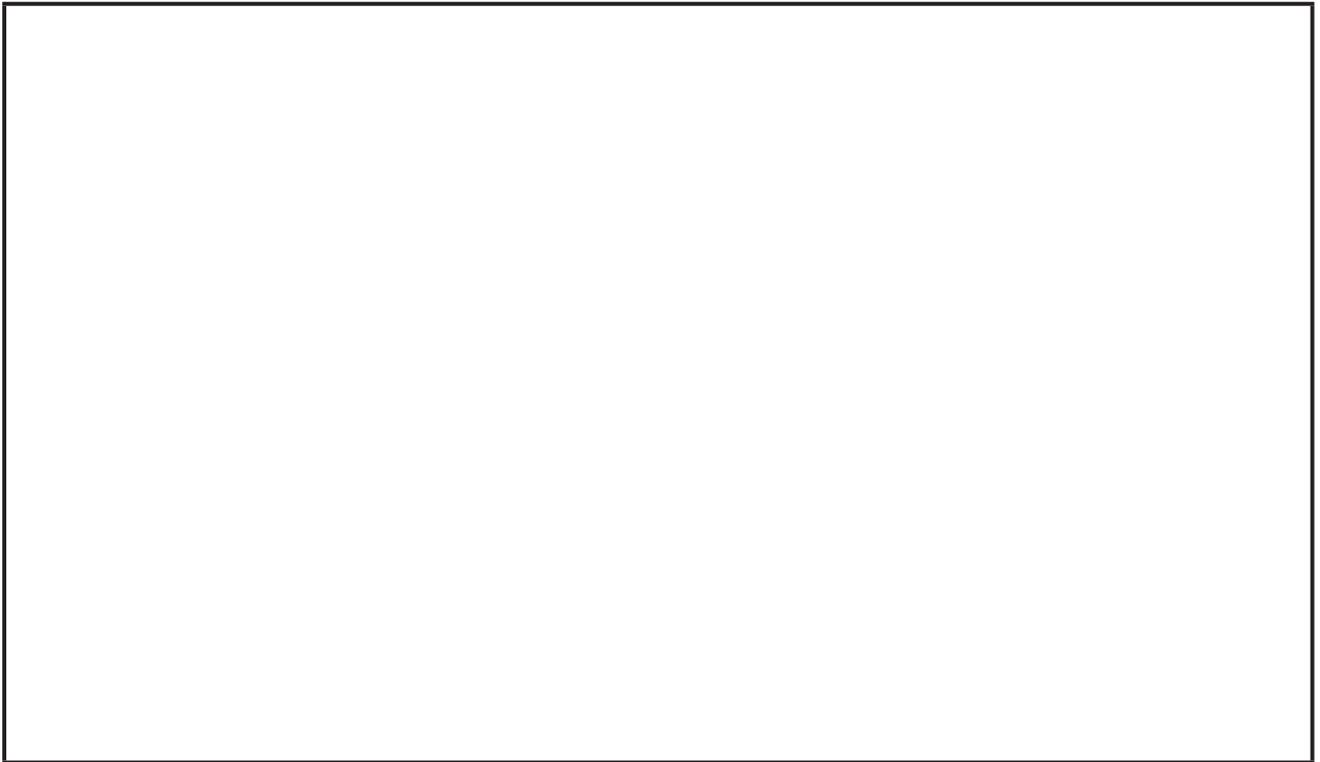
- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Choose a piece of artwork from the book.

Draw it in the box. Write the country it is from.

Write something interesting about how it is made.



Name: _____

Design a piece of artwork that tells a story about you or your family. Draw a picture of your artwork. Write the story on a separate sheet of paper.

