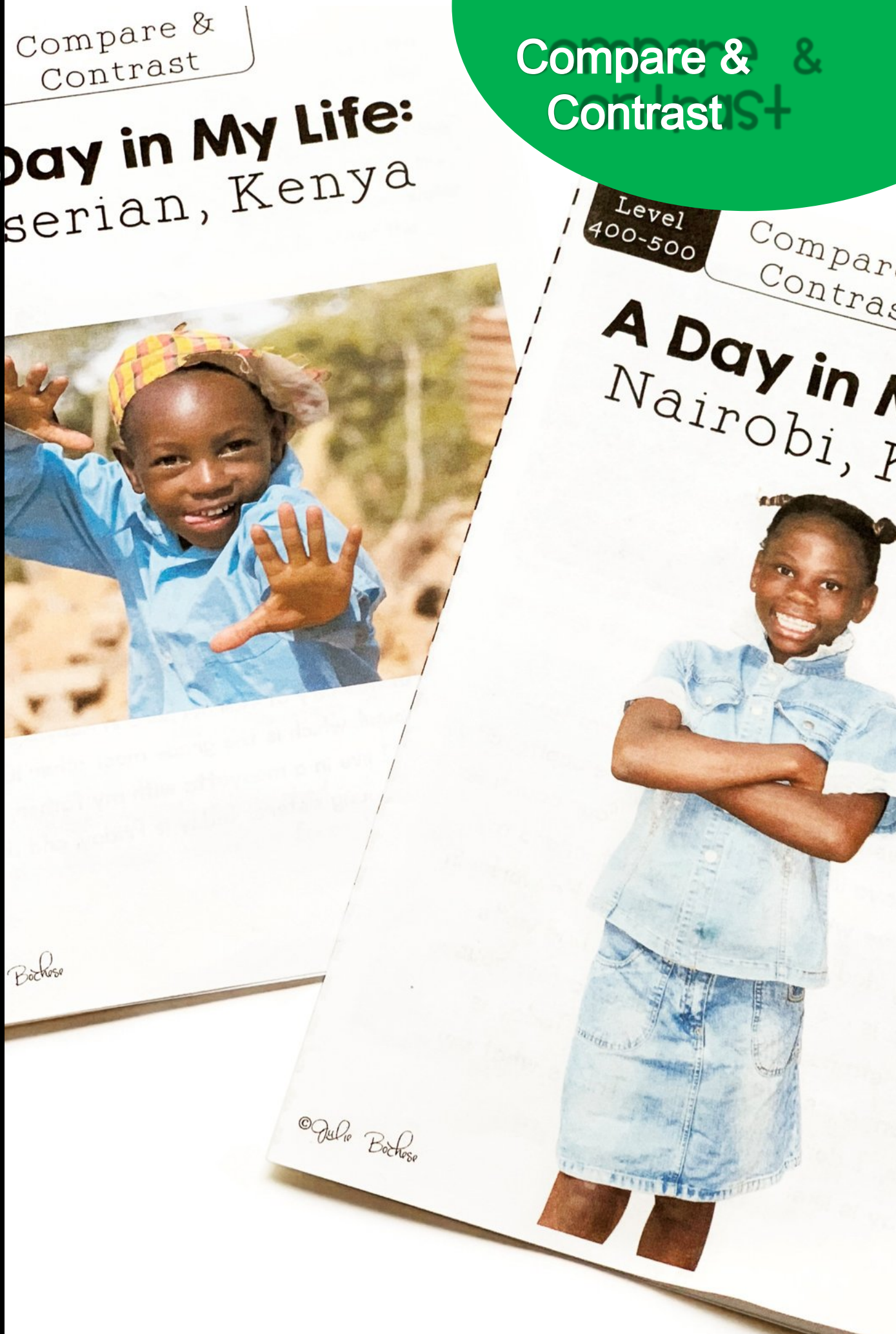
Guided Reading

Compare & Contrast



A Day in My Life: Kenya

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*This product includes a nonfiction guided reading passage on three differentiated levels. The passages are in the 2nd-5th Grade Common Core Text Complexity Band (the range for 2nd-5th grade is 450-980). The passage is also available in a two-page article format.

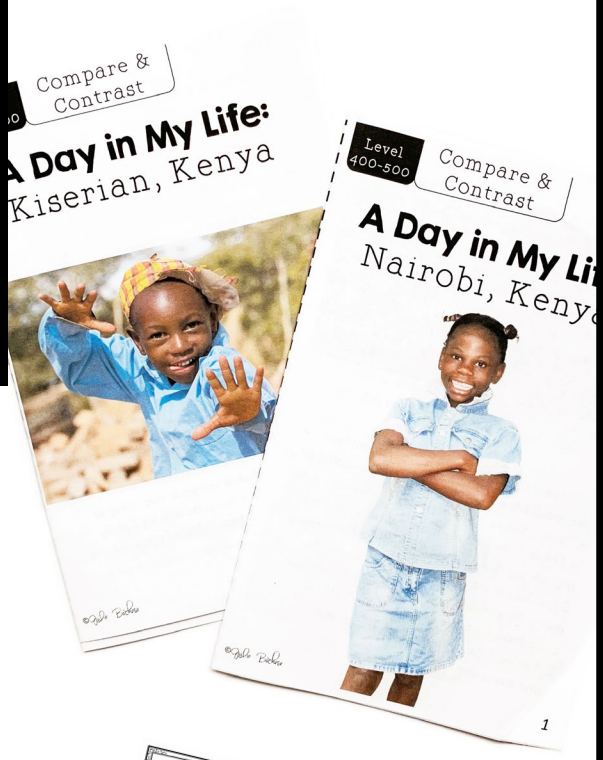
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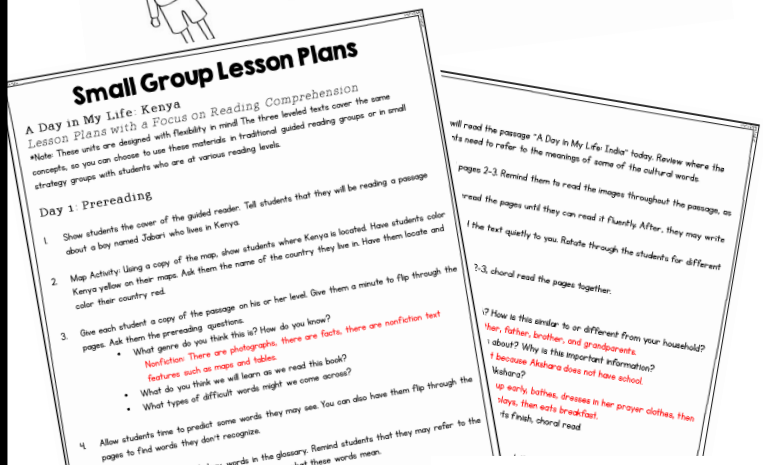
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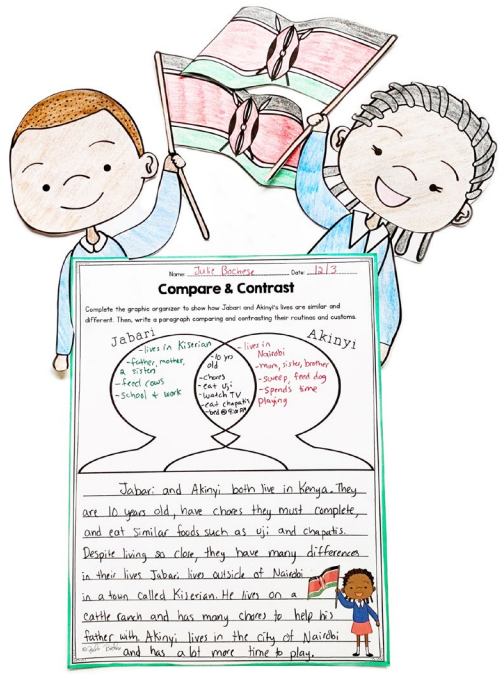
Map Activity

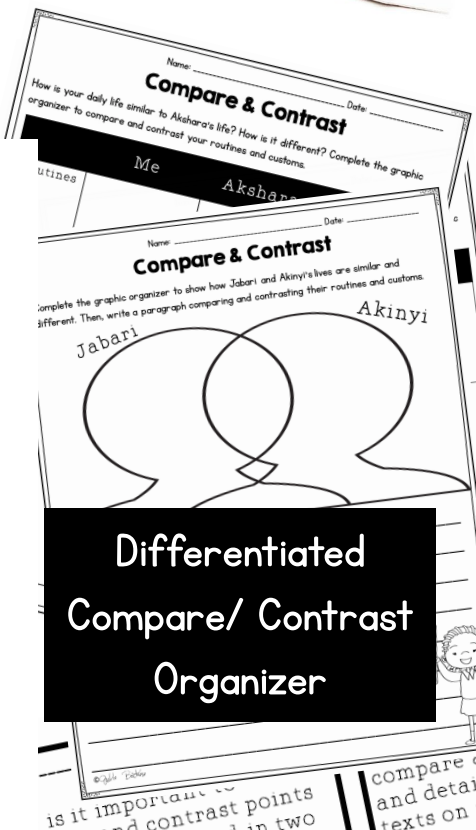
Two guided Readers on Three Levels (also available as 3-page printable passages)



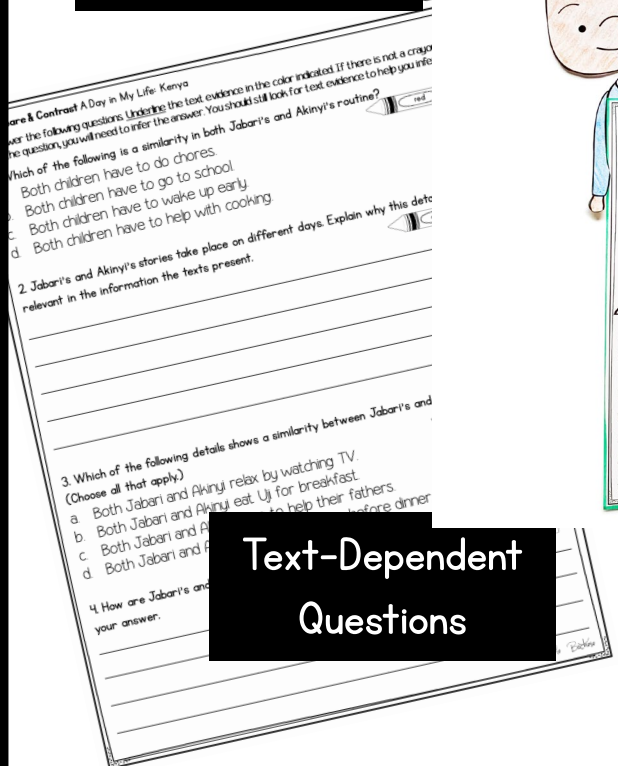


Guided Reading Lesson Plans





Differentiated Compare/ Contrast Organizer



Text-Dependent Questions

Toppers



Exit Ticket

Small Group Lesson Plans

A Day in My Life: Kenya

Lesson Plans with a Focus on Reading Comprehension

*Note: These units are designed with flexibility in mind! The three leveled texts cover the same concepts, so you can choose to use these materials in traditional guided reading groups or in small strategy groups with students who are at various reading levels.

Day 1: Prereading

1. Show students the cover of the guided reader. Tell students that they will be reading a passage about a boy named Jabari who lives in Kenya.

2. Map Activity: Using a copy of the map, show students where Kenya is located. Have students color Kenya yellow on their maps. Ask them the name of the country they live in. Have them locate and color their country red.

3. Give each student a copy of the passage on his or her level. Give them a minute to flip through the pages. Ask them the prereading questions.
    - What genre do you think this is? How do you know?
      Nonfiction: There are photographs, there are facts, there are nonfiction text features such as maps and tables.
    - What do you think we will learn as we read this book?
    - What types of difficult words might we come across?

4. Allow students time to predict some words they may see. You can also have them flip through the pages to find words they don't recognize.

5. Review the cultural vocabulary words in the glossary. Remind students that they may refer to the glossary while reading to help them remember what these words mean.

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Day 2: Reading

1. Tell students that this week they will read two passages. Both passages are about children living in Kenya. The first story is about a little boy living in a town called Kiserian. Review where the glossary is in case students need to refer to the meanings of some of the cultural words.

2. Have students silently read pages 2-3. Remind them to read the images throughout the passage as well.
   - Early finishers should reread the pages until they can read it fluently. Afterwards, they may write in their journals.
   - Select 1-2 students to read the text quietly to you. Rotate through the students for different pages.

3. After all students have read pages 2-3, choral read the pages together.

4. Discussion Questions:
   - Who does Jabari live with? How is this similar to or different from your household?
     Jabari lives with his father, mother, and two sisters.
   - What do mornings look like for Jabari?
     In the morning, Jabari wakes up around 5:30 AM to the cowbell. He helps his father feed the cattle, then eats breakfast and prepares for school.

5. Students silently read pages 4-5. After all students finish, choral read.

6. Discussion Questions:
   - Describe what Jabari's morning at school is like. How is this different from your school day?
     Jabari's classes start at 7:30 AM and end at 4:00 PM. Three days a week, he has to stop to fill his jerrycan with water to help clean his classroom. At school, Jabari has English, Swahili (his native language), mathematics, science, history, and religion. He also has breaks and lunch.
   - What does Jabari do after school?
     Jabari goes home, cleans up, and helps his father herd the cattle back to the ranch.

7. Students silently read pages 6-7. After all students finish, choral read.

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8. Discussion Questions:
    - What does Jabari do in the evening?

      Jabari eats dinner with his family. Then, he watches TV and goes to sleep.

Day 3:

1. Students reread the entire passage silently. As they reread, conduct 1-2 running records with a few students using the text.

2. As students finish, tell them to practice retelling the story because they will be retelling it as a group once everyone is finished.

3. Once everyone is finished rereading, point out that this story is organized in sequential, or chronological, order. Tell students that it is important to understand the text structure of a text before we retell it. Knowing that it is in sequential order means that we should tell the events from the beginning, middle, and end.

4. As a group, retell the story.

5. Explain to students that they will be reading another text about a little girl who lives in Nairobi, Kenya. She has some similarities to Jabari, but some differences as well. (I recommend having most students partner read the second story. If you have some groups that need more support, go through the same steps for text two that you did for text one.)

6. As a group, review text 2 by retelling Akinyi's day.

Day 4:

1. Have students complete the graphic organizer titled "Compare & Contrast." For groups that need more assistance, I suggest completing a few examples together and then having them complete a few independently.

2. **Day 3 Independent Work** (to be completed in a center rotation after the group meets): Students answer multiple choice and short response questions.

Note If your purpose for this group is a strategy group rather than guided reading, have students complete the questions at the table with you so that you can provide more support.

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Day 4

1. Either correct students' answers before you meet, or correct them together as a group. Review how to underline text evidence to support answers.

2. Discuss: Jabari and Akinyi live across the world from us. Even though they live so far away and their culture is different from our culture, we have some things in common.
    - What did you notice about Jabari's and Akinyi's lives or culture that is like your own?

3. Discuss: Even though Jabari and Akinyi live very close to each other, their lives seem very different. How are their lives different?

4. Model for students how they can use their compare and contrast graphic organizer to help them write a compare and contrast paragraph. Select one point from the graphic organizer to write a compare or contrast sentence. Have students use the graphic organizer to complete their compare and contrast paragraphs. (Note: if your students need more examples, complete the compare paragraph together and have them try the contrast paragraph independently.)

Day 5: Wrap It Up

This should be a short meeting. It can also be combined with the fourth day if you only have four days to meet with students.

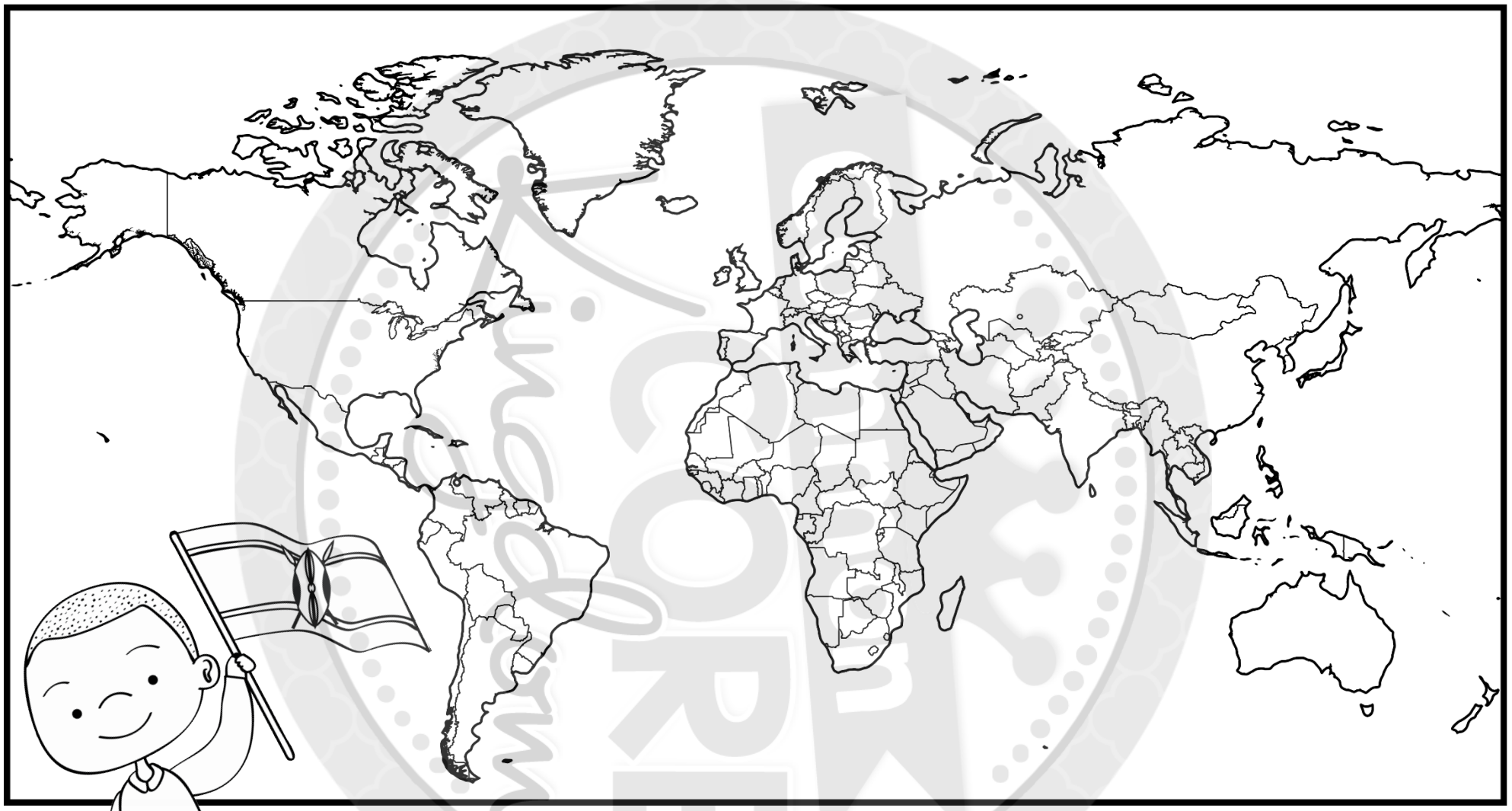
1. Discuss how your students' lives are similar to and different from Jabari and Akinyi's life.

2. Review: The skill focus was comparing and contrasting important points and details from two texts. The following can be discussed together or answered on the provided sheet as an exit ticket.
    - Why is it important to compare and contrast points and details presented in two texts on the same topic?

    It is important to compare and contrast points and details presented in two texts on the same topic because different authors may have different perspectives on issues or topics. They also may focus on different ideas or concepts. For example, these two texts tell two very different stories even though the children in the texts are from the same country and are the same age.

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A Day in My Life: Kenya

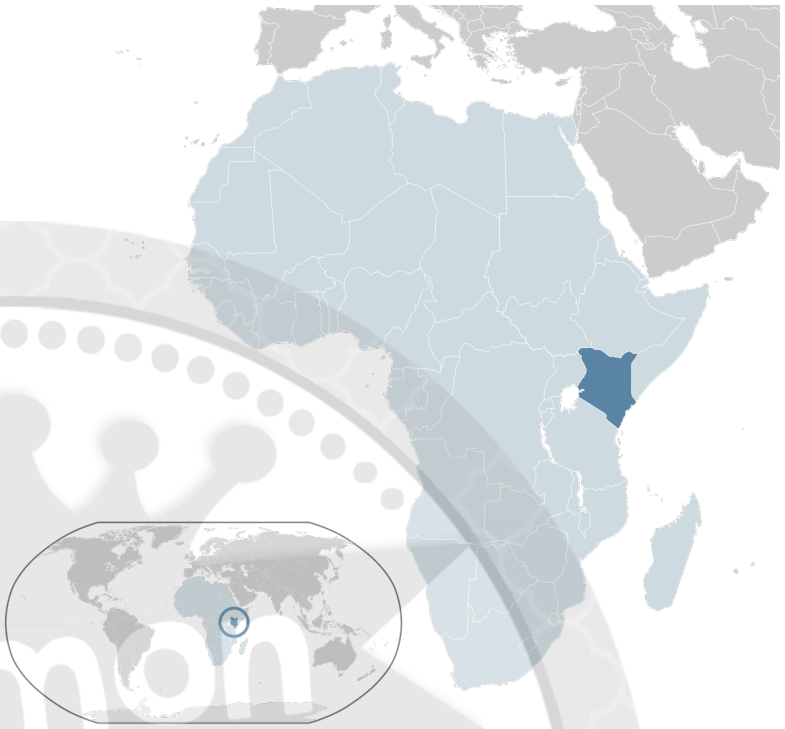


- Color where Jabari and Akinyi live yellow. Label the country.
- Color where you live red. Label the country.

H/I
400-500

Name: _____ Date: _____

A Day in My Life: Kiserian, Kenya



Sasa! My name is Jabari Tandazi Lemayun. I am 10 years old. I live in Kiserian. Kiserian is a town outside Nairobi in Kenya. I am a **standard six pupil**. This is the grade most other 10 year olds are in. I live in a **manyatta** with my father, mother, and two sisters. Today is Friday.

5:30 AM: Every weekday, I wake up at 5:30 AM. I hear the cowbell. This is the start of my day. Each morning I help my father feed the cows. I get ready by dressing in my work clothes. I head to the cattle shed. My father is milking the cows. It is my job to give them water. It takes half-an-hour.



Our cattle ranch

6:00 AM: We open the shed gates. I lead the cattle to the ranch behind our farm. Then we return home.

6:30 AM: It is breakfast time. My mother and sisters wait for us, so we can eat together. We have **Uji**. Uji is a rich and thick porridge. Breakfast takes 15 minutes. After, I get ready for school. Everybody in the house is getting ready to leave too. I must be at school by 7:30 AM.

7:00 AM: I walk to school. It takes 15 minutes to walk to school. On Mondays, Wednesdays, and Fridays, I go to the river with my **jerrycan**. I must fetch water for cleaning our class. Every student in my school is expected to clean. Today is Friday. I stop to get water.

©Julie Bacheva

7:20 AM: I get to the school gate around 7:15 AM. I go to class. Our class monitor ticks my name. This shows I am present. She notices my jerrycan. If I forget water I am in trouble. The bell rings at 7:30 AM. Between 7:30 AM and 8:00 AM, I do my homework. Afterwards, I talk with my friends.



Carrying my jerrycan to school.



My classroom

8:00 AM: The bell rings. We meet around the flag. It is time for morning prayer and notices. The parade takes twenty minutes. After, we go to class. We begin our classes. Our classes are English, Swahili (our native language), mathematics, science, history, and religion.

10:30 AM: It is break-time. We rest until 11:00 AM.

12:45 PM: It is lunchtime and playtime. I eat beef stew with **chapatis**. Chapatis is Indian flatbread.

2:00 PM: We finish our classes. School ends at 3:00 PM on cleaning days and 4:00 PM on non-cleaning days. Cleaning takes an hour. We go home.

4:00 PM: I walk home with my friends. We tell stories of our day. At home, I clean up. Then, I go to the ranch. Time to help my father herd the cattle back.



Nyama Choma

6:00 PM: I water the troughs and clean up.

7:00 PM: My mom cooked dinner. We eat **Nyama Choma**. Nyama Choma is roasted meat. Tonight, we have goat with **wali wa nazi**, or coconut rice.

8:00 PM: I can relax. I watch TV.

9:00 PM: I am sleepy. **Usiku mwema!**

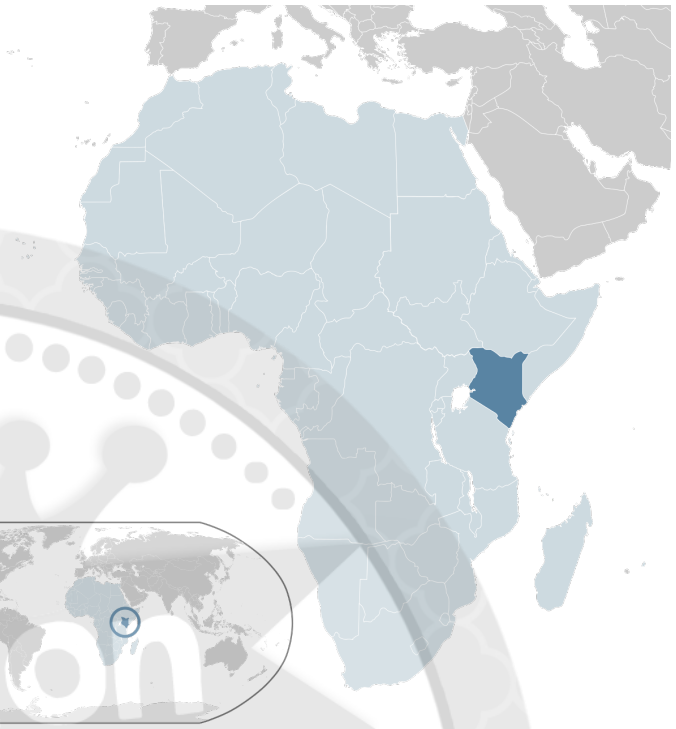
©Julie Bactrus

J/K
600-700

Name: _____ Date: _____

A Day in My Life: Kiserian, Kenya

Sasa! My name is Jabari Tandazi Lemayun. I am 10-years-old. I live in Kiserian, one of the settlements on the outskirts of the city of Nairobi here in Kenya. I am a **standard six pupil**, which is the grade most other 10 year olds are in. I live in a **manyatta** with my father, mother, and two young sisters. Today is Friday, and it is a warm, sunny day.



5:30 AM: Every weekday, I wake up at 5:30 AM to the sound of the cowbell. This signals the start of my day. Each morning I help my father feed the cows. I get ready by dressing in my work clothes and heading to the cattle shed. At the cattle shed, my father is milking the cows. As they eat, it is my duty to help feed them water from the tap. This takes half-an-hour to water the troughs for our nine cows.



Our cattle ranch

6:00 AM: We open the cattle shed gates and lead the cattle to the ranch behind our farm. Then we return home.

6:30 AM: We arrive home to breakfast on the table. My mother and sisters usually wait for us to return home so that we can eat together. Today, we have **Uji**, which is a rich and thick porridge packed with nutrients. Breakfast takes 15 minutes. After, I prepare for school by changing my clothes and grabbing my school supplies. Everybody else in the house is getting ready to leave too. I must be at school by 7:30 AM, before the bell rings.

7:00 AM: I leave the house and begin my journey to school. It usually takes me 15 minutes to walk to school. On Mondays, Wednesdays, and Fridays, it takes me extra time because I have to pass by the river with my **jerrycan** and fetch water for cleaning our class. Every student in my school is expected to participate in cleaning unless he or she is sick. Today being a Friday, I take 20 minutes to walk to school and fetch water.

©Julie Bochorsi

7:20 AM: Usually, I arrive at the school gate around 7:15 AM. I walk to class. Our class monitor ticks my name to show I am present. She immediately notices my jerrycan. It is wrong and punishable not to carry water on cleaning days. The bell rings at 7:30 AM and everyone sits. Between 7:30 AM and 8:00 AM, I complete my homework assignments. If I finish early, I spend time chatting with my classmates and making new friends.



Carrying my jerrycan to school.



My classroom

8:00 AM: The bell rings, and we all assemble around the flag for morning prayer and notices. The **parade** takes twenty minutes. After, we go to class with our teachers and begin our lessons. Our classes include English, Swahili (our native language), mathematics, science, history, and religion.

10:30 AM: We have our break time as we refresh for more classes until 11:00 AM.

12:45 PM: It is lunchtime and playtime. I eat beef stew with **chapatis**, a delicious Indian flatbread.

2:00 PM: We head back to class to finish up our lessons. Class ends at 3:00 PM on cleaning days and 4:00 PM on non-cleaning days. Cleaning takes an hour. Finally, we head back home.

4:00 PM: I walk back home with my schoolmates. On the way, we share and exchange different stories of our day. After getting home, I must clean up and head to the ranch to help my father lead the herd of cattle back to the shed.

6:00 PM: I end my eventful day by watering the troughs and cleaning up.



Nyama Choma

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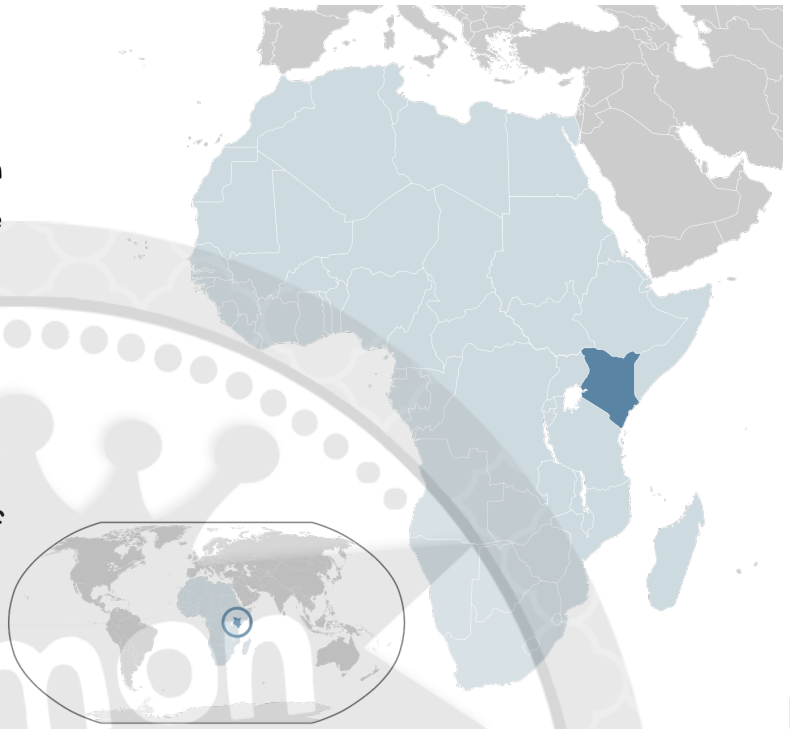
9:00 PM: I am sleepy after a long day of work and school. **Usiku mwema!**

©Julie Bactrus

L/M
800-900

Name: _____ Date: _____

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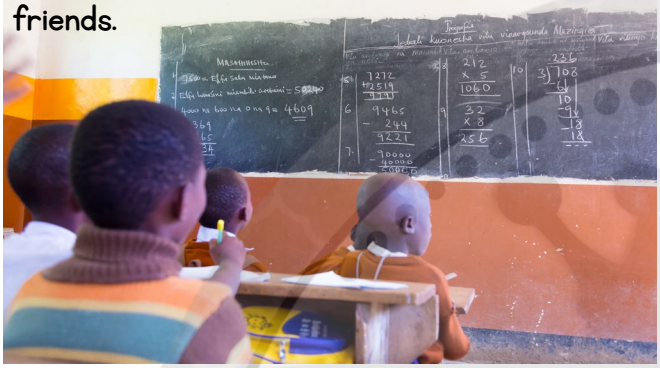
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©Julie Bochorus

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2:00 PM: We head back to class to finish up our school lessons. Class ends at 3:00 PM on cleaning days and 4:00 PM on non-cleaning days. Cleaning takes an hour; then we head back home.

4:00 PM: I walk back home with my schoolmates, and on the way, we share and exchange different stories of our day's adventures. After getting home, I must clean up and head to the ranch where I help my father lead the herd of cattle back to the shed.

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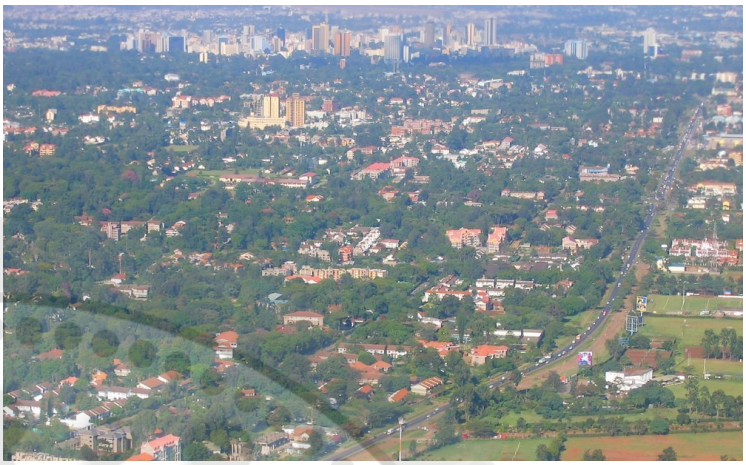
©Julie Bactrus

H/I
400-500

Name: _____ Date: _____

A Day in My Life: Nairobi, Kenya

Habari yenu! My name is Akinyi. I am ten-years-old. I live in Nairobi. Nairobi is the capital city of Kenya. Kenya is one of the fifty-four countries in Africa. I live with my mum, my sister, and my brother. My dad does not live with us. He works in Juba. Juba is a city in South Sudan. Dad visits every Christmas. My grandma lives a few houses down from ours. We see her often. Today is Saturday. I don't have school. This is what my Saturday is like:



Ariel view of Nairobi



We drink Uji for breakfast.

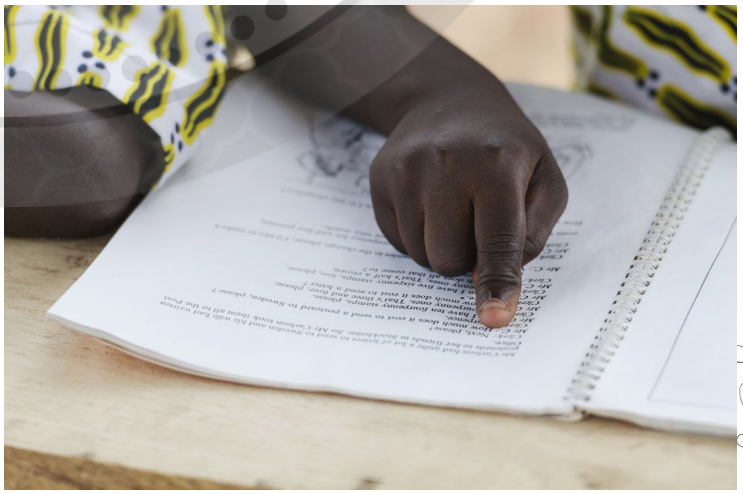
8:00 AM: My mum wakes me up to do my chores. I get to sleep in on the weekends since I don't have school.

8:15 AM: I am finally out of bed. I am ready to begin my chores. I sweep the porch. Then, I feed my dog, Simba.

9:00 AM: My sister turns on the television. Our favorite show, Club Kiboko is on. We watch TV and drink **uji**. Uji is porridge. We have tea and bread.

10:00 AM: The show is over. Breakfast is finished. I go to the kitchen to wash the dishes. Next, I shower. I dress in my weekend play clothes.

11:00 AM: I have to finish my homework. Mum always ensures that I have done all my homework on Saturday. Sunday is for church and visiting family.



We complete our homework.



12:30 PM: Phew! My homework is done! My mum comes and checks it. She also checks my sister's and brother's homework. Now we are allowed to go outside and play! We take our bikes and meet our friends. We race with our bikes. We play **chobo ua**, which is police and robbers, as well as *kalongo*.



Crispy omena are delicious!

2:00 PM: Mum calls us in for lunch. Lunch is **omena** and **ugali.** I think *omena* is called sardines in English. My mum knows how to deep-fry them. They are crunchy and yummy. Ugali is a porridge.

3:00 PM: We go back outside and play more. My friends and I play **brikicho**. Brikicho is hide-and-seek. After we ride our bikes. We ride to a field that has rabbits and chickens. We all put our bikes down and chase the animals. Sometimes we hunt birds with a catapult we call **feya**.

6:00 PM: We head back home. First, we stop and buy some **chipo mwitu**. Chipo mąitu is French fries cooked over firewood. We enjoy our snack as we go home. Once home, I say goodbye to my friends and go into the house.

7:00 PM: Mum is cooking **chapati**, my favorite! I rush to the bathroom to clean up. I put on my pajamas. We watch the news and wait for dinner.



8:00 PM: Dinner is served. We have **chapati**, or Indian flat bread, and chicken. We eat and tell mum about the adventures of the day. She scolds us for eating *chipo mwitu.* She says it would spoil our appetite, but it didn't. We all finish our food. We watch *Machachari* on TV until mum says it is time for bed.

9:30 PM: I say a prayer. Then we all go to our rooms to sleep. Lights out. Sweet dreams!

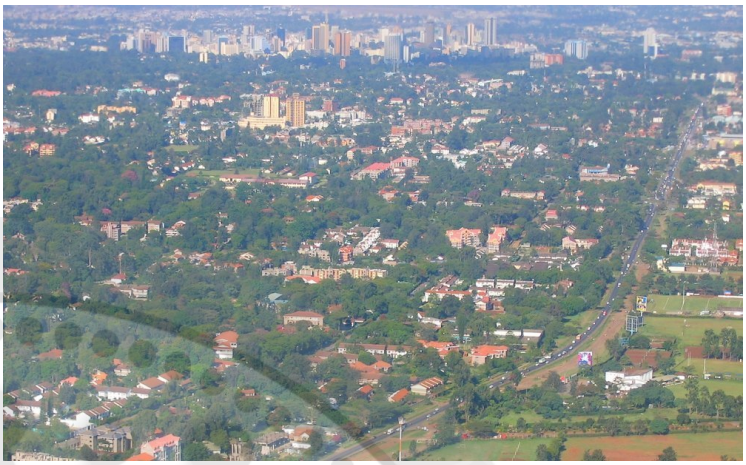
©Julie Bocheva

J/K
600-700

Name: _____ Date: _____

A Day in My Life: Nairobi, Kenya

Habari yenu! My name is Akinyi, and I am ten-years-old. I live in Nairobi, the capital city of Kenya. Kenya is one of the fifty-four countries in the continent of Africa. I live with my mum, my sister, and my brother. My dad does not live with us. He works in Juba, which is a city in South Sudan. We see him when he comes to visit every Christmas. My maternal grandma lives a few houses down from ours, and we see her often. Today is Saturday, so I don't have school. This is what my Saturday schedule is like:



Ariel view of Nairobi



We drink Uji for breakfast.

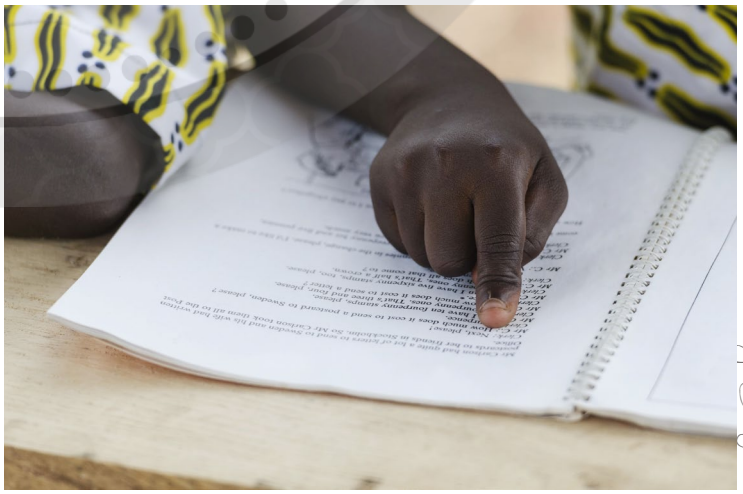
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8:15 AM: I am finally out of bed and ready to begin my responsibilities around the house. My responsibilities include sweeping the verandah outside and then feeding my dog, Simba.

9:00 AM: After I finish my chores, my sister switches the television on for our favorite kid's show, Club Kiboko. We watch the show as we drink **uji**, which is porridge, then sip tea and munch on bread.

10:00 AM: The show is over, and breakfast is finished, so I go to the kitchen to wash the breakfast dishes. After I finish, I shower, then dress in my weekend play clothes.

11:00 AM: Before I go out to play with my friends, Mum says I have to finish my homework. Mum always ensures that I have done all my homework on Saturday because Sunday is reserved for church and visiting family.



We complete our homework.

©Julie Bocharo



12:30 PM: Phew, I've finished all my homework! My mum comes to check that I have done everything correctly, then she also reviews my sister's and brother's homework. Now we are permitted to go outside and take our bikes to meet our friends nearby. We race with our bikes, play **chobo ua**, which is police and robbers, as well as kalongo.



Crispy omena are delicious!

2:00 PM: Mum calls us in for lunch, which is **omena** and **ugali**. I think **omena** is called sardines in English. My mum knows how to deep-fry them so that they are crunchy and delicious. **Ugali** is a cornmeal porridge.

3:00 PM: We go back outside and play some more. My friends and I play **brikicho**, which is hide-and-seek. After we get tired, we go on an adventure with our bikes. This is the best part of playtime for me because we go to a nearby field that has rabbits and chickens. We all put our bikes down and chase the animals. Sometimes we hunt birds with a catapult we call **feya**.

6:00 PM: We start heading back home. First, we stop and buy some **chipo mwitu**, which is French fries cooked over firewood. We enjoy our snack as we walk home while pushing our bikes. Once home, I say goodbye to my friends and go into the house.

7:00 PM: Mum is cooking **chapati**, my favorite! I rush to the bathroom to clean up and put on my pajamas. We then sit and watch the news as we wait for dinner.



8:00 PM: Dinner is finally served which is **chapati**, *or* Indian flat bread, and chicken. We scarf down our food as we tell mum about the adventures of the day. She scolds us for eating **chipo mwitu** because it would spoil our appetite, but it didn't. We all finish our food. We watch *Machachari*, our favorite show until mum says it is time for bed.

9:30 PM: I say a prayer, then we all go to our rooms to sleep. Lights out, sweet dreams!

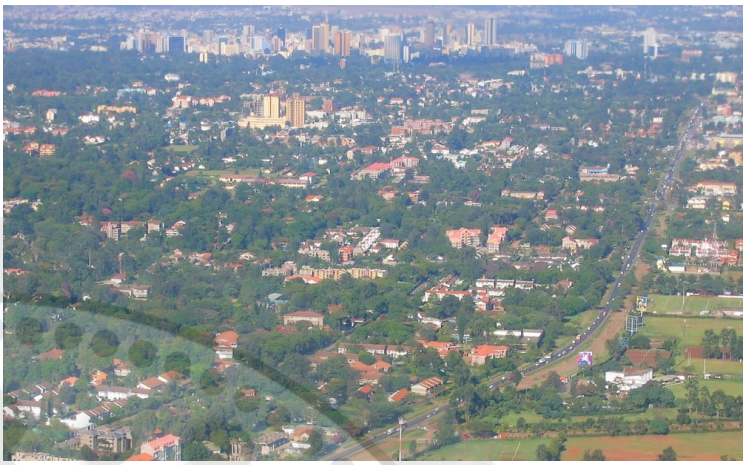
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Name: _____ Date: _____

A Day in My Life: Nairobi, Kenya

Habari yenu! My name is Akinyi, and I am a ten-year-old living in Nairobi. Nairobi is the capital city of Kenya, which is one of the 54 countries in the continent of Africa. I live with my mum, my sister, and my brother. My dad does not live with us because he lives and works in Juba, a city in South Sudan. We see him when he comes to visit every Christmas. My maternal grandma lives a few houses down from ours, and we see her often. Today is Saturday, so I don't have school. This is what my Saturday schedule is like:



Ariel view of Nairobi



We drink Uji for breakfast.

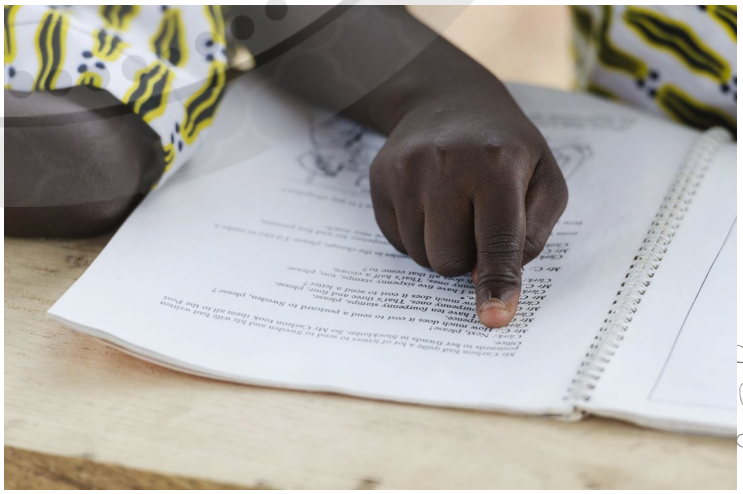
8:00 AM: My mum wakes me up to get started on my chores. I get to sleep in on the weekends since I don't have school.

8:15 AM: I am finally out of bed and ready to begin my responsibilities around the house. I usually sweep the verandah outside and then feeding my dog, Simba.

9:00 AM: After I finish my chores, my sister switches the television on for our favorite kid's show, Club Kiboko. We watch the show as we drink **uji**, which is porridge, then sip tea and munch on bread.

10:00 AM: The show is over, and breakfast is finished, so I go to the kitchen to wash the breakfast dishes. After I finish, I shower, then dress in my weekend play clothes.

11:00 AM: Before I go out to play with my friends, Mum says I have to finish my homework. Mum always ensures that I have done all my homework on Saturday because Sunday is reserved for church and visiting family.



We complete our homework.



12:30 PM: Phew, I've finished all my homework! My mum comes to check that I have done everything correctly, then she also reviews my sister and brother's homework. Now we are permitted to go outside and take our bikes to meet our friends nearby. We race with our bikes, play **chobo ua,** which is police and robbers, as well as *kalongo.*

2:00 PM: Mum beckons us to come in for lunch. We have **omena**, which I think is called sardines in English. My mum knows how to deep-fry them so that they are crunchy and delicious. We also eat a cornmeal porridge called **ugali**.



Crispy omena are delicious!

3:00 PM: We go back outside to continue frolicking for a while. My friends and I play **brikicho**, which is hide-and-seek. After we get weary, we go on an adventure with our bikes. This is the best part of playtime for me because we go to a nearby field that has rabbits and chickens. We all put our bikes down and chase the animals through the field. Sometimes we hunt birds with a slingshot we call **feya**.

6:00 PM: It is almost dinner time, so we must head back home. First, we stop at a street food stand and purchase some **chipo mwitu**, which is French fries cooked over firewood. We relish our snack as we walk home, pushing our bikes. Once home, I say goodbye to my friends and go into the house.

7:00 PM: The aroma of Mum cooking **chapati**, my favorite meal, fills my nostrils! In excitement, I rush to the bathroom to clean up and put on my pajamas. We then sit and watch the news as we wait for dinner.

8:00 PM: Dinner is finally served which is **chapati**, *or Indian flat bread,* and chicken. We scarf down our food as we tell mum about the adventures of the day. She scolds us for eating **chipo mwitu** because it would spoil our appetite, but it didn't. We all finish our food and sit down to watch *Machachari*, our favorite show, until mum says it is time for bed.

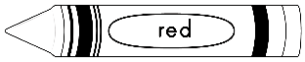


9:30 PM: I say a prayer, then we all go to our rooms to sleep. Lights out, sweet dreams!

Compare & Contrast A Day in My Life: Kenya

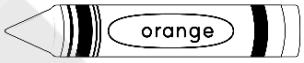
Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Which of the following is a similarity in both Jabari's and Akinyi's routine?



a. Both children have to do chores.
b. Both children have to go to school.
c. Both children have to wake up early.
d. Both children have to help with cooking.

2. Jabari's and Akinyi's stories take place on different days. Explain why this detail is relevant in the information the texts present.

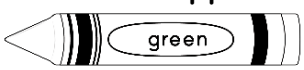


3. Which of the following details shows a similarity between Jabari's and Akinyi's lives? (Choose all that apply.)



a. Both Jabari and Akinyi relax by watching TV.
b. Both Jabari and Akinyi eat Uji for breakfast.
c. Both Jabari and Akinyi have to help their fathers.
d. Both Jabari and Akinyi have time to play before dinner.

4. How are Jabari's and Akinyi's lives different? Use two details from the text to support your answer.



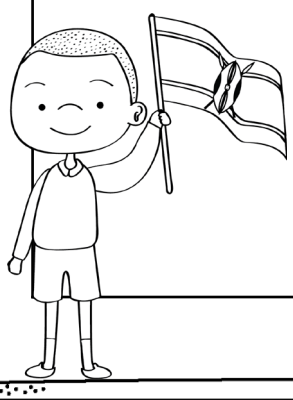
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Name: _____ Date: _____

Compare & Contrast

How are Jabari's and Akinyi's lives similar? How are they different? Complete the graphic organizer to compare and contrast their routines and customs.

	Jabari	Akinyi	Both
School & Responsibilities			
Family			
Food			
Fun			

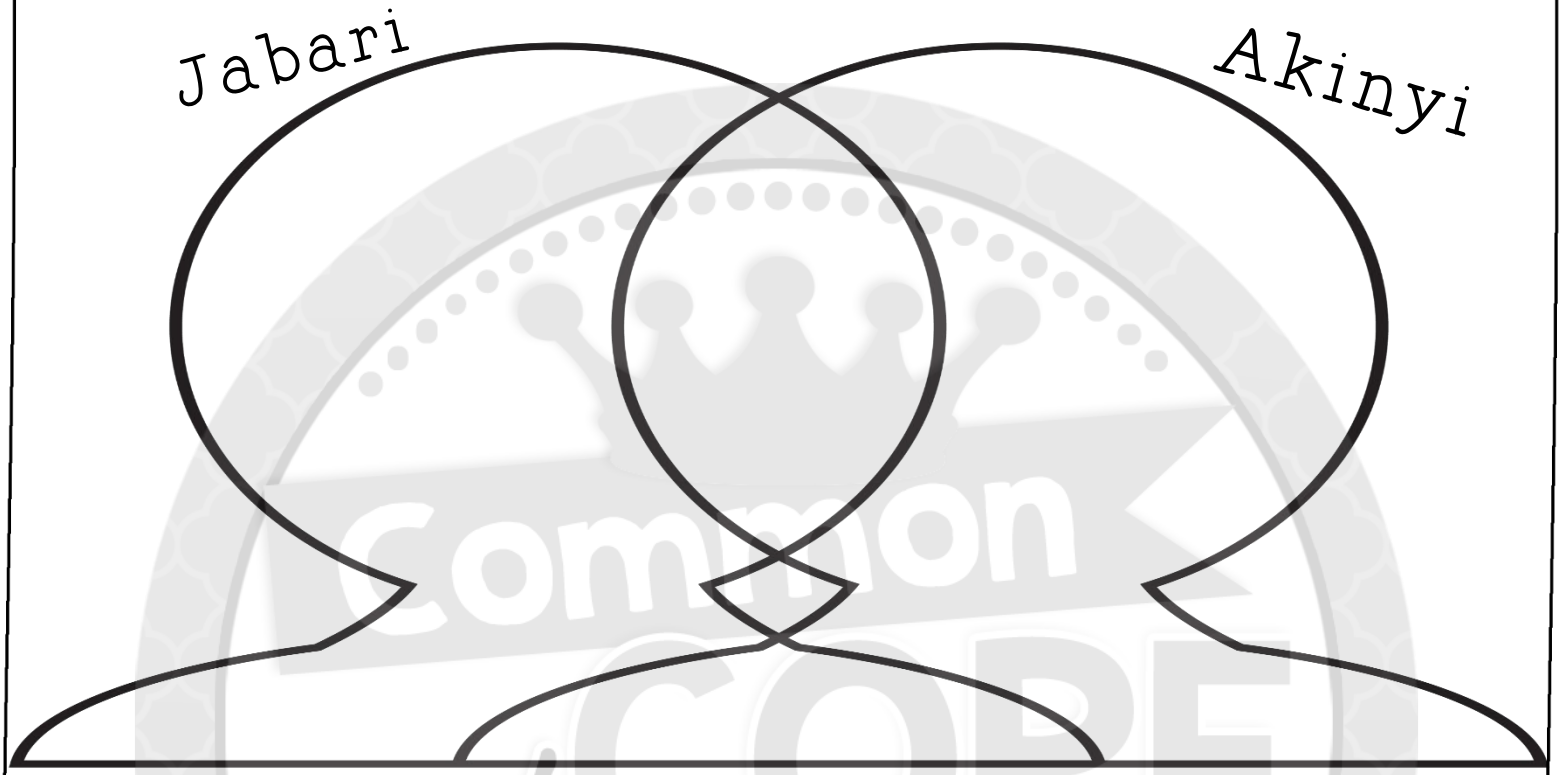


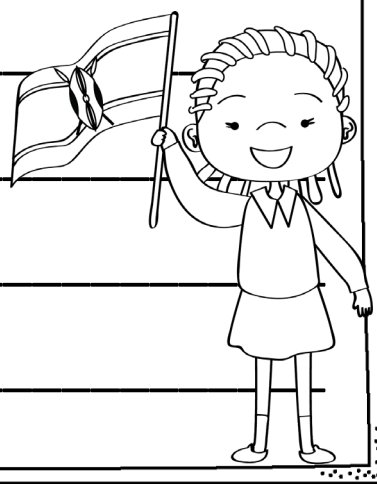
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Name: _____ Date: _____

Compare & Contrast

Complete the graphic organizer to show how Jabari and Akinyi's lives are similar and different. Then, write a paragraph comparing and contrasting their routines and customs.

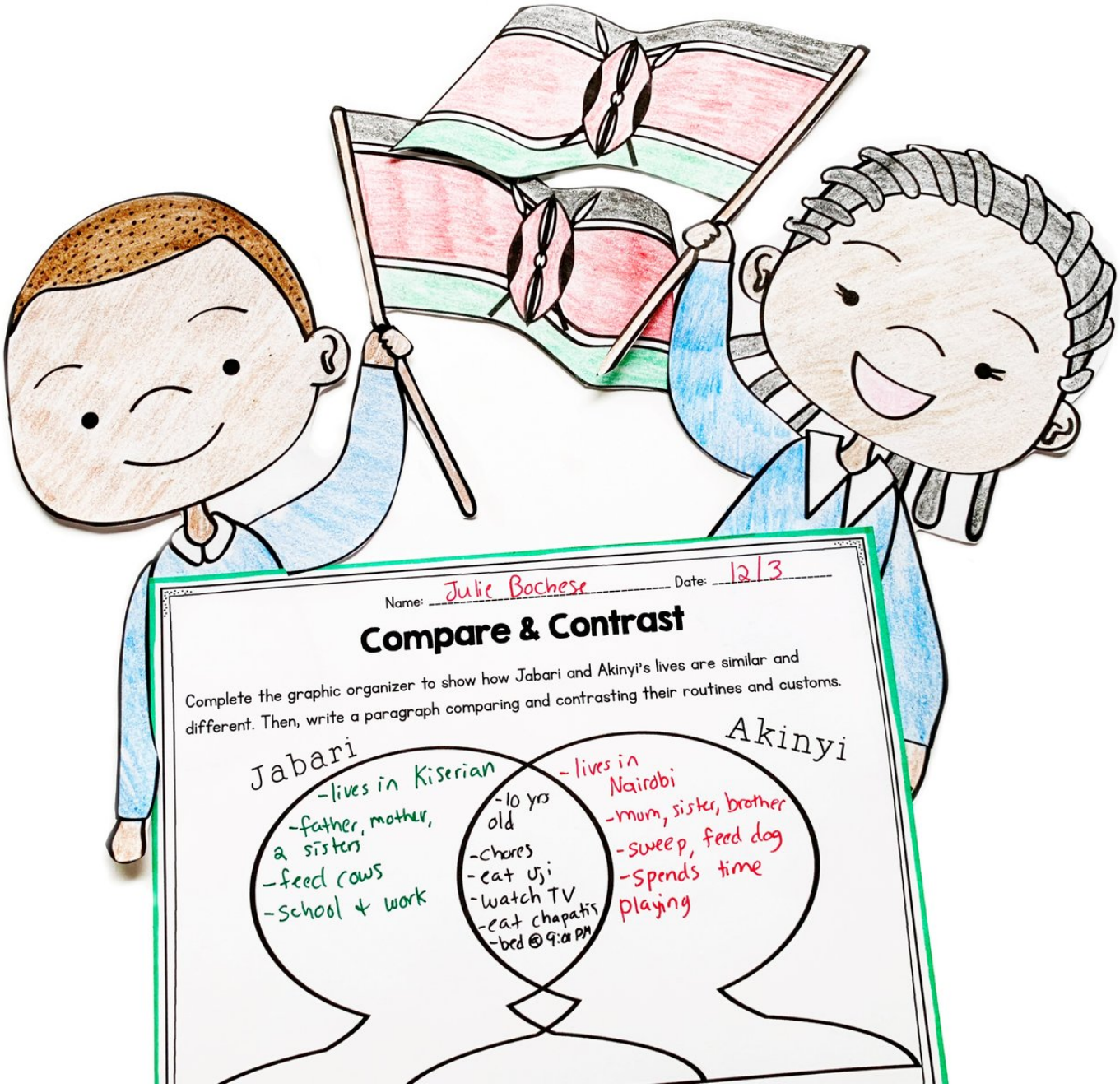


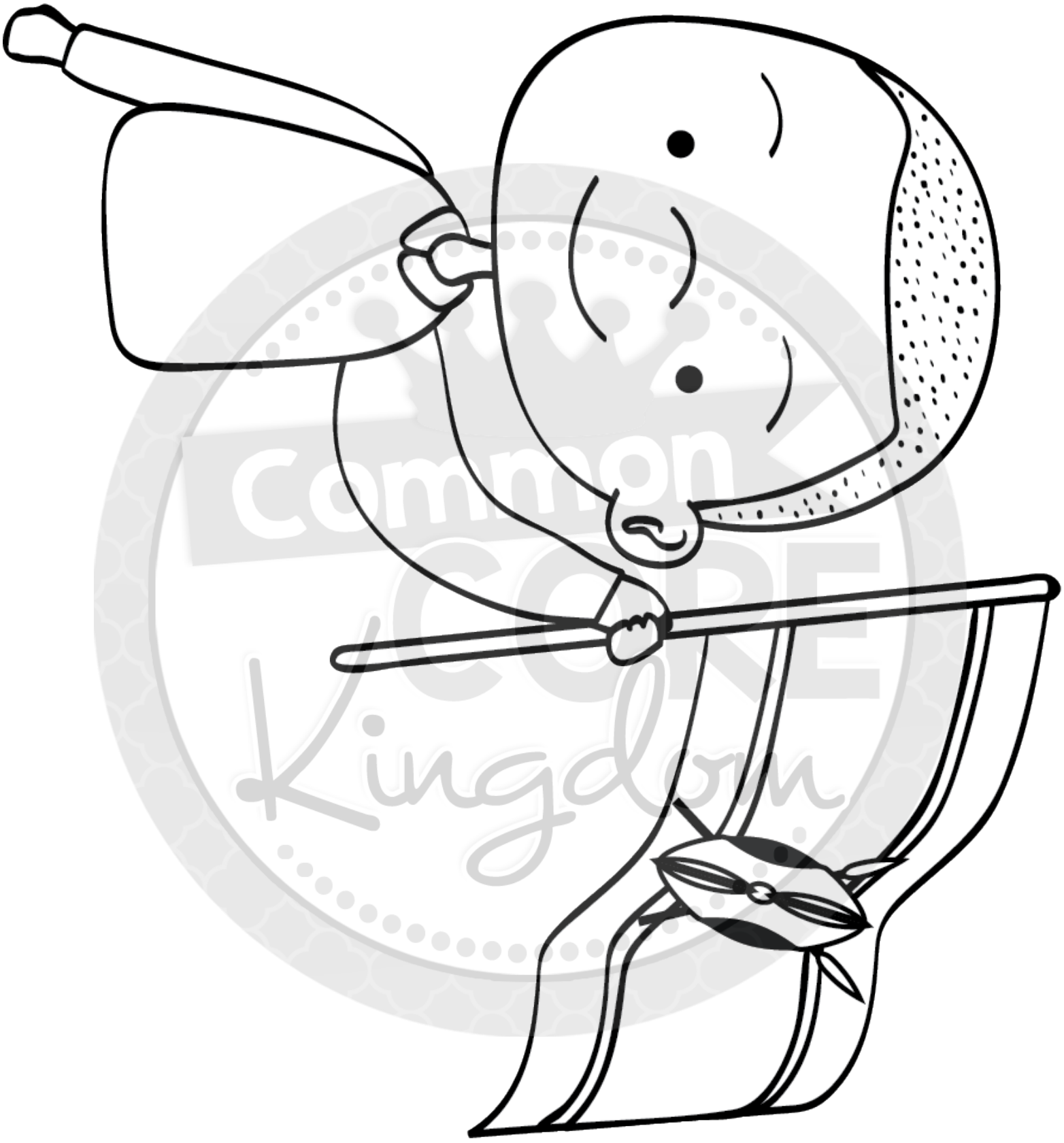


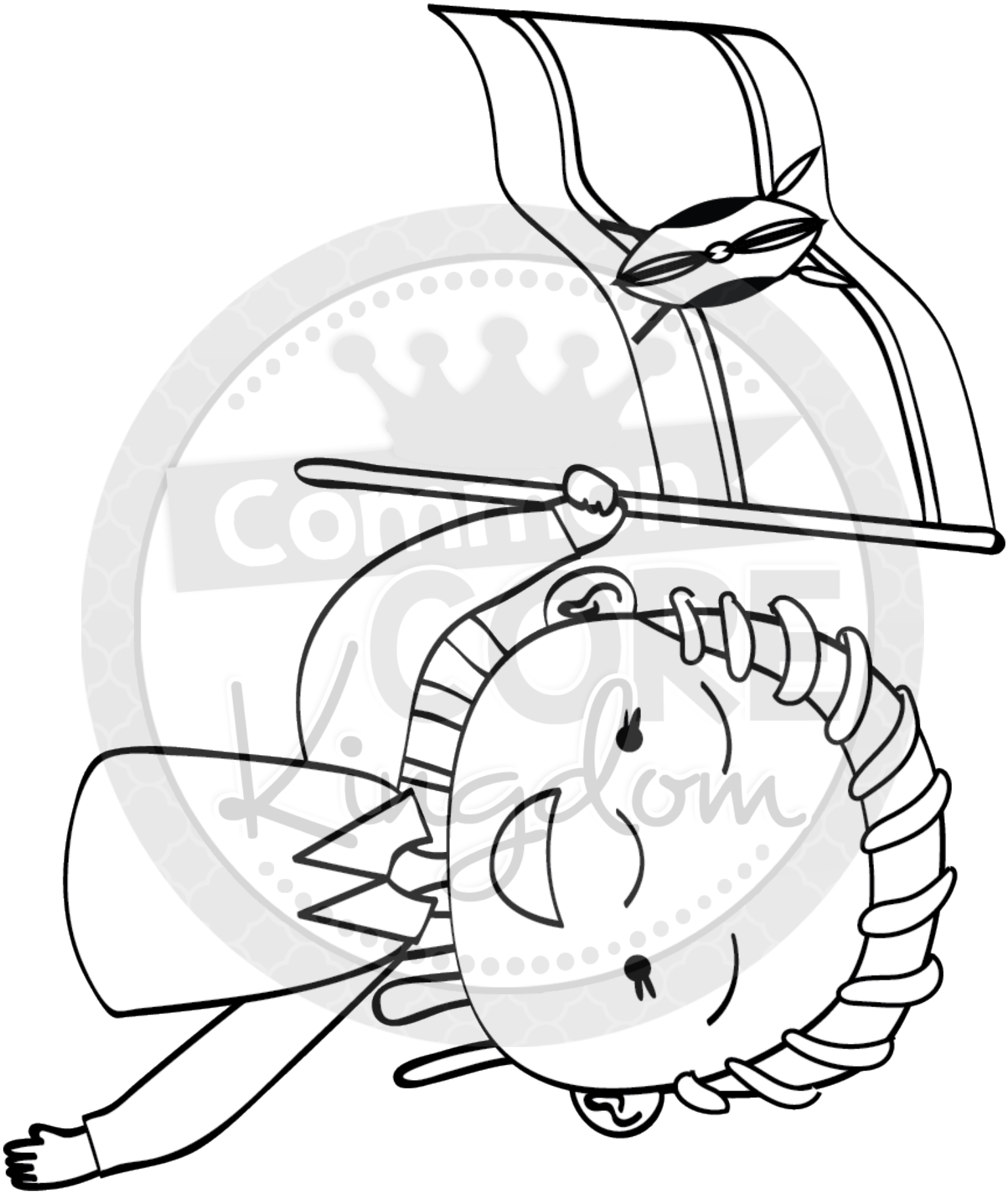
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Craftivity Instructions

1. Have students complete Compare & Contrast or Summarize sheet.
2. Print out the topper of Jabari and Akinyi.
3. Have students color.
4. Tape or glue the topper to the prompt sheet.







Name: _____ Date: _____

Exit Ticket

Why is it important to compare and contrast points and details presented in two texts on the same topic?

Name: _____ Date: _____

Exit Ticket

Why is it important to compare and contrast points and details presented in two texts on the same topic?

Name: _____ Date: _____

Exit Ticket

Why is it important to compare and contrast points and details presented in two texts on the same topic?

Name: _____ Date: _____

Exit Ticket

Why is it important to compare and contrast points and details presented in two texts on the same topic?

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Not O.K.

- Give to others to use personally.
- Give to others to use in another classroom.
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