

No Place Like Home

Homes Are One of Our Basic Needs

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Grade Level	1st – Preschool Grade	**Time Frame**	25 min
Subject	English/Language Arts, Social Studies	**Duration**	3 sessions

Essential Question

How are homes the same and how are they different? How does your home fit your and your family's needs?

Summary

This lesson introduces a variety of homes to students. People live in many different kinds of homes: houses, trailers, farmhouses, apartments, and more. It also emphasizes that no matter the kind of house, the people living inside make it welcoming and interesting. The activities are designed to encourage students to gather information and explore the homes they live in. A parent guide for doing the lesson at home accompanies this lesson.

Snapshot

Engage

Students listen to the poem *Come to My House . . . But Wait!* and have a class discussion about what things in the poem remind them of their homes. After the discussion, students draw and color what they think the house in the poem looks like.

Explore

Students participate in an open card sort using picture cards of different types of homes. Students then play a seek-and-find game based on the characteristics of the houses pictured on the cards. Sentence stems are provided to help students compare their homes to the houses pictured in the card sort. An optional home activity called "Going On a House Hunt" is attached.

Explain

The story, *Football Players Live in Homes TOO!,* is read aloud to students. Students then view photos or pictures of a variety of homes in books or online. Using the story, *Football Players Live in Homes TOO!* responds to questions related to the kinds of homes found in the story.

Extend

Students compare and contrast how people live around the world and share an understanding that not everyone lives the same way. The book *If You Lived Here: Houses of the World* by Giles Laroche or *A Place Called Home: Look Inside Houses Around the World* by Kate Baker is read with the students to help them visualize homes around the world.

Evaluate

Students draw, color, or paint a picture of their home showing more details in their pictures they think about what they have learned about homes. Students then write a story, poem, or just a few words about what makes their home special to them.

Standards

Oklahoma Academic Standards (Kindergarten)

K.2.6: Describe family and community customs and traditions as basic elements of culture.
K.4.1: Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.

Oklahoma Academic Standards (Kindergarten)

PK.4.1: Identify basic needs all people share.
PK.4.3: Explain how resources are used by people to meet their needs.

Oklahoma Academic Standards for English Language Arts (Grade 1)

1.3.R.4: Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.
1.3.R.5: Students will begin to locate facts that are clearly stated in a text.

Attachments

- Drawing-the-House-in-the-Poem.pdf
- Football-Players-Live-In-Homes-Story-and-Questions.pdf
- House-Card-Sort.pdf
- House-Hunt-Activity.pdf
- Parent-Guide-and-Lesson-NoPlaceLikeHome.pdf

Materials

- **Drawing the House in the Poem handout** (attached)
- **House Hunt Activity** (attached) optional
- **House Card Sort** (attached)
- **Football Players Live in Homes Story and Questions** (attached)
- **Parent Guide and Home Lesson** (attached)
- Paper, crayons, scissors

30 minutes

Engage

Read aloud to your class the poem *Come to My House ... But Wait!*

Come to My House ... But Wait!

I want you to come, but you'll have to wait!

When you come to my house, you'll see, it's great!

There's a table in the kitchen and a chair in the hall.

There are eight tiny windows, but that's not all!

My house is square like a box and has too many socks.

The outside is purple, the inside is pink.

The roof is red, and the dog is overfed.

There's a door that goes clink and the garbage stinks.

But in spite of all this, you'll still have to wait

To come to my house, so you can see that it's great!

Ask students what things in the poem remind them of their homes. *They might mention that their house has windows, a table in the kitchen, a dog, and so on.*

The poem is meant to capture students' interest in the details of their homes. After this discussion, have students draw and color what they think the house in the poem looks like. You will need to reread the poem to them while they draw and color. You can use the attached template or a plain sheet of paper for this activity.

Use the poem to introduce discussion about why we ask people if we can come over before we go to someone's house. Ask students what they think the poem means when it says in the first line, "I want you to come, but you'll have to wait!" and also the closing line, "'But in spite of all this, you'll still have to wait, to come to my house".

Students may reply with: "*We need an invitation, or if someone is sick, we may want to wait because we don't want to get germs or Covid.*"

Explore

Have students look at the pictures they have drawn after hearing the poem. Ask them if their home looks like the house in the poem.

Say to students, " We know people live in many kinds of homes, so today we are going to look at some pictures of different kinds of homes. As you look at the pictures, think about who might live in these houses and how they are the same or different from their homes."

Using the Card Sort

1. Have students cut out the picture cards on the dotted lines. (Remember, it is fine if they are not perfect).
2. After the cards have been cut out, have students sort them any way they want. This is an "open sort" because there is no right or wrong way to sort the cards.
3. Have students explain why they sorted the cards the way they did? Accept all answers.

When students have explained their card sort strategy, play a seek-and-find game with the students. Explain that when a "clue" is called out, they should hold up the card that reflects that clue.

You can make up your own clues or use the clues listed below:

- Kings and queens might live here.
- This is a home you have seen in real life.
- This is a home you have never seen.
- This house is (a) big, (b) little, (c) tall, (d) short.
- Many people could live in this home.
- Only one family can live in this house.
- This house has lots of windows.
- This house has no windows.
- This house has wheels.
- This house has a pointy roof.
- This is a house that you would like to live in.
- This is a home that packs up easily.
- Farm animals might live in a part of this home.

While playing the seek-and-find game, introduce and discuss the following vocabulary:

- Home
- House
- Duplex
- Apartment
- Dorm
- Trailer home
- Farmhouse
- Tent
- Camper
- Two-story
- Cabin
- Castle
- Skyscraper
- Condo

Igloo (Explain to students that the original spelling for a house made of snow is iglu. The Inuit people, who have traditionally been referred to as "eskimos," actually build their houses from whalebone and hides and insulate them with snow. If time permits, explain to students that the Inuits prefer not to be referred to as "eskimos.")

Place the words on a word wall or chart as they are discussed.

After the seek-and-find game, have students sort the cards into the following two groups:

- Homes **Like** Theirs
- Homes **Not Like** Theirs.

When students have completed the discussion, have them finish the two sentences on the handout using the words from the card sort to help.

My house is like_____ because _____. My house is different than_____ because _____.

Possible responses:

- *My house is like a **duplex** because **a family lives next to us**.*
- My house is different from a **castle** because it is **little and new**.

Optional Home Activity "Going On a House Hunt"

Have students take home the House Hunt sheet. The task asks them to explore their homes, looking for the objects on the House Hunt sheet. When they find an item, ask them to color it the color it is in their home. If they don't have the perfectly matched crayon, encourage them to choose a color that is a similar.

Students then complete the following questions at home with help from their parents, or with you in the classroom when they bring their House Hunt sheet back.

Thinking Questions:

- What do you like about your home?
- What did you discover that was new to you?
- What is your favorite thing in your home? Why do you like it?
- If you were going to change something in your home, what would you change?

Explain

Before reading the story, *Football Players Live in Homes TOO!,* review the word wall and card sort pictures. If students need more visuals go online to view more homes with students. This can also be done using a variety of children's picture books.

Read the story, *Football Players Live in Homes TOO!* aloud to the students.

For the second reading of the story, you may want to print a copy of the story for each student or show the story on a big screen.

Help students interact with the story by asking questions about the story and by having a conversation together as a class. Students can share with a partner before sharing out with the whole class.

Thinking before speaking

Discussing with a partner encourages participation and gives students time to think and verbalize their ideas before sharing out in a whole group.

Question Ideas

- Some football players say they lived in a dorm. Does anyone know what a dorm is?
- Logan's grandpa lives in a home that has wheels on it? What is a home with wheels called? *Possible responses: trailer home, camper. Some students might live in a car or bus.*
- Have students help you circle the different kinds of homes mentioned in the story. *Circled responses should be houses, duplex, apartment buildings, dorms, trailer homes.*
- Which kind of home do you live in? *Put a square around the type of home they live in as they share with the class. (They may live in more than one type of home).*
- Write or say a sentence with the word *home* in it. Possible responses: *My home is made of wood. A home is where somebody lives.*
- Find three words that mean more than one thing. Possible responses: *some, many, two, team, players, wheels, homes, buildings, yards, duplexes, people*

Extend

Teacher's Note

This part of the lesson encourages students to compare and contrast how people live around the world. Encourage discussion about the different kinds of houses that exist around the world. Explain that not everyone lives the same way. The book **If You Lived Here: Houses of the World** by Giles Laroche shares information about some of the different homes found around the world in places such as Switzerland, Spain, and South Africa. **A Place Called Home: Look Inside Houses Around the World** by Kate Baker is another book that shows homes from all around the world and focuses a little more on the difference between a house and a home. You may choose one or both of these books or another book of your choice.

Additional book suggestions:

- *The Little House* by Virginia Lee Burton
- *The House That's Your Home* by Sally Lloyd-Jones, illustrated by Jane Dyer
- *A House is a House for Me* by Mary Ann Hoberman, illustrated by Betty Farser
- *My House/Mi Casa* by Rebecca Emberley
- *Two Homes* by Claire Masurel, illustrated by Kady MacDonald Denton
- *Grandma's Tiny House: A Counting Story!* by JaNay Brown-Wood , illustrated by Priscilla Burris

Before reading the book, examine the cover, title, and back cover blurb with students.

- Ask students to predict what they think the book is about and why?
- Read the book to the class focusing on how each home meets the needs of the people or animals that live in them.
- Choose several of the illustrations from the book and talk about the needs of the character(s) or animals that live in that home.

Revisit the essential questions: **How are homes the same and how are they different? How does your home fit your and your family's needs? What is the difference between a house and a home?**

Scaffolded questions to help students reach an understanding of the essential questions.

What do all of the homes in the book have in common?

What is something that all homes must have?

Why do you think homes are not all the same?

What is the difference between a house and a home?

This discussion leads into the creation of a class poster or Anchor Chart showing the class definition of a house and a home.

Example of a possible definition: (A **home** is a place where you live with your family. You have things around you that are special and you feel comfortable and happy. A **house** is a building that gives you shelter. A family **makes a house a home** by living in it and making it special.)

30 minutes

Evaluate

Have students draw, color, or paint a picture of their home. Encourage students to show more details in their pictures as they think about what they have learned about what makes their house a home. Encourage students to create inside and outside pictures of their homes. If they did the house hunting sheet they can refer to it for the colors to use for their table, door, garbage can, etc. . . .

Have students write a story, poem, or just a few words about what makes their home special to them. If students are not writers yet, have them dictate their story to you or have them record their thoughts on an iPad or computer.

Enrichment for Advanced Learners

Here are some alternative or extension activities that can offer a cognitive challenge for advanced learners:

- Animals live in different types of homes. Have students research what kind of homes the following animals or fictional characters might live in: whale, cat, bear, Santa Claus, dragon, or animal of choice.
- Record a book talk about one of the home books. Invite them to explain what they liked about the book and who might enjoy the book.
- Choose an illustration from a book about homes and write a story about the people who might live in that home.
- Go to the library and take pictures of books that have the word Home in the title. Pick one and tell what made that book stand out to them.

Resources

- Creations, Inc. (n.d.). *Instantly access 40,000 high-quality books for kids.* [Website]. https://www.getepic.com/
- K20 Center. (n.d.). Anchor Charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). No place like home. Parents' Guide. https://learn.k20center.ou.edu/lesson/1579/Parent-Guide-and-Lesson-NoPlaceLikeHome.pdf?rev=10991
- Social Center of Plouzane. Houses. [Digital Image]. https://lacourteechelle.centres-sociaux.fr/spectacle-lhabitat-selon-impro-infini/