

### Strand: History/Culture

### Theme: History

**Purpose for Reading:** To develop understandings of different homes from the past.

**Comprehension Strategies:** Making inferences, evaluating, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* castle, igloo, teepees, Tudor house

*Vocabulary Words:* house, kings, light, place, queens, today

*High-Frequency Words:* big, but, do, from, got, had, have, made, no, not, now, of, one, over, people, put, some, that, their, them, then, there, they, too, very, was, were, what, who, with

#### Before Reading

- Invite students to talk about homes. Have them discuss what they are made of, what sorts of rooms they have inside, what type of power each one uses for cooking, lighting, heating, and cooling.
- Read the title and invite students to talk about the cover photo. Have them infer what the home is made from, its age and size, and what they think it would look like inside. *What might your home have that this one may not? What does this home have that your home does not?* Discuss the title of this book and ask students to suggest what it will be about. *What sorts of homes might you read about in this book?*
- Read the title page and invite students to discuss the house in the photo. Have them compare this house to the one on the cover and also their own.

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary.

Read and discuss the photos and labels. Ask students to describe the homes in each photo. Have them talk about the similarities and differences between the homes.

#### Take a Photo walk

- Pages 4–5: Invite students to look at the photo and find any interesting features of this home. *How is this home different to yours?* Read the caption and discuss what an oil lamp is.
- Pages 6–7: Have students look at the diagram and read the headings and labels. Discuss each type of home and prompt students to think about where it might be found and what it may be made from.
- Pages 8–9: Invite students to look at this photo and read the caption. Have students describe this home and predict who might live here now.
- Pages 10–11: Ask students to look at this home and read the caption. *Would you like to live in a home like this?*
- Pages 12–13: Invite students to identify this house. *What is it made of? What do you notice about the snow on the igloo? Where might you live to have an igloo as your home?*
- Pages 14–15: Have students read the caption and describe this home. *Who lived in this home? What do some people use today that looks a bit like this?*

#### 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 point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## **After Reading**

### **Comprehension**

- Invite students to return to the book and compare and contrast the homes in the book. Make a chart to record the similarities and differences. Ask questions such as, *How is a teepee similar to an igloo? How is a Tudor house different from a castle? What does your home have that igloos and teepees do not?*
- Have students apply their knowledge of the text to their own lives. Make lists of things modern homes have that make life easier and more comfortable. Support students to draw inferences from the text and evaluate what they have learned. Ask questions such as, *Who washes the clothes in your home? How does a washing machine make this job easier? How do you think people washed their clothes before washing machines were invented?*

### **Vocabulary and Word Recognition**

- Have students find the word *different* on page 3. Ask students to clap the syllables in the word and listen for its parts. Have students clap the first syllable and have them identify the sounds they can hear. Repeat for the second and third syllables. Tell students that when there is a double letter, it is split between two syllables. Have students say the word with stress to show that the *f* is heard on both the first and second syllables. Ask students to write the word *different*, checking it for accuracy. Have them

write it five times, saying it as they write it.

### **Oral Language**

- Have students work in pairs. Have them take turns telling each other one fact about each home in the picture dictionary.

### **Writing**

- Have students choose one home from the book and write a description of it.

### **Creative Extension Activities**

- Provide a variety of materials and have students make models of the homes in the book.
- Have students draw a floor plan of their home and label each room.

### **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 one home from the book.

Write a list of good, bad, and interesting things about living in this home.

Home: \_\_\_\_\_

Good things:	Bad things:
Interesting things:	

Name: \_\_\_\_\_

Choose the home you would most like to live in. Write five reasons why you would like to live in this home.

Home: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Choose the home you would least like to live in. Write five reasons why you would not like to live in this home.

Home: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_