

Strand: Geography

Theme: Locations

Purpose for Reading: To develop a sense of place in the world.

Comprehension Strategies: Making connections to self and world.

Vocabulary

Dictionary Words: chimney, door, roof, shutter, wall, window

High-Frequency Words: here, this

Before Reading

- Talk about where people live. Ask questions, such as *What is this building made of? Do you live in a house, apartment, etc?*
- Read the title on the front cover and ask the students what is the same about this house and their home.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read the picture dictionary with the students. Discuss each photo. Which items do the students have on their house/apartment? Discuss the purpose for shutters. Would houses in some places be more likely to have shutters than others?

Take a Photo Walk

- Pages 4–5: Ask the students who lives here. Encourage them to say *This boy lives here* as their answer. Read the label. Discuss the height of the building. *How many windows are there on each floor?* Have the students relate this house to the buildings they live in. *How are they the same? How are they*

different? Read page 4 together.

- Pages 6–7: Ask the students to read the dictionary word. Invite volunteers to describe their front doors.
- Pages 8–9: Ask the students to read the dictionary word and describe the walls of the house in the photo. *Where in the world might this house be? Why might some people paint designs on their walls?*
- Pages 10–11: Discuss chimneys. *Why do houses need chimneys? What are some other ways people can heat their houses?*
- Pages 12–13: Discuss the shutters in this photo. *Would the family who lives here ever close their shutters?* Read the label together.
- Pages 14–15: Talk about the different materials roofs can be made of. Ask the students if this roof is made of the same material as the roof on the buildings where they live.

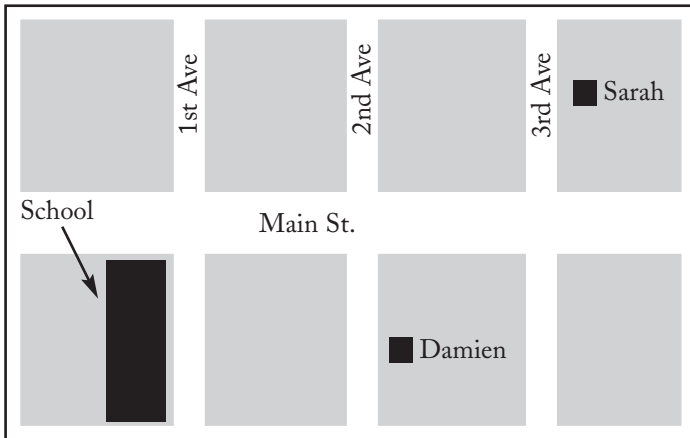
Read the Book

- Ask the students to return to the title. Read the title together, encouraging the students to point to the words as they read.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Have them point to the words as they read. Read the text together, pointing to the words.
- Ask the students to continue reading the book independently. Remind the students to check the photos, and point to the words. Provide support where necessary.

After Reading

Comprehension

- Discuss with the students how the houses in the book are the same as or different from their own homes.
- Have the students return to the book to find how many homes have shutters. *How many have chimneys? Do any of the houses have two chimneys?*
- Draw a map of the school neighborhood on the board or a large piece of paper. Invite the students to talk about where they live. Mark where they live on the map.



Vocabulary and Word Recognition

- Have the students find the high-frequency word *this* in the text. Ask them to find the dictionary words, and then put each word into a sentence beginning with *This*. Write the sentences on the board as the students say them, e.g. This is a chimney. Invite volunteers to circle the word *this* in the sentences written on the board. Add the word *this* to a high-frequency word chart or word wall.
- Revisit each photo. Discuss the material that the walls of the buildings are made of. Make a tally chart to show how many students live in buildings with wooden walls, concrete walls, brick walls.

Oral Language

- Have the students work with a partner and describe the outside of their house/apartment.

Writing

- Ask the students to choose one house from the book. Ask them to write a sentence about the house.

Creative Extension Activities

- Use blocks to build homes.
- Read the story *The Three Little Pigs* to the class. Discuss the houses. Make a captioned, labeled wall display about the story.
- Use magazines to cut out pictures of different houses. Make a mural. Add captions and labels.
- Write labels for the classroom, e.g. *This is the window. This is the door*. Invite students to put the labels in the correct place and then walk around the classroom and read the labels.

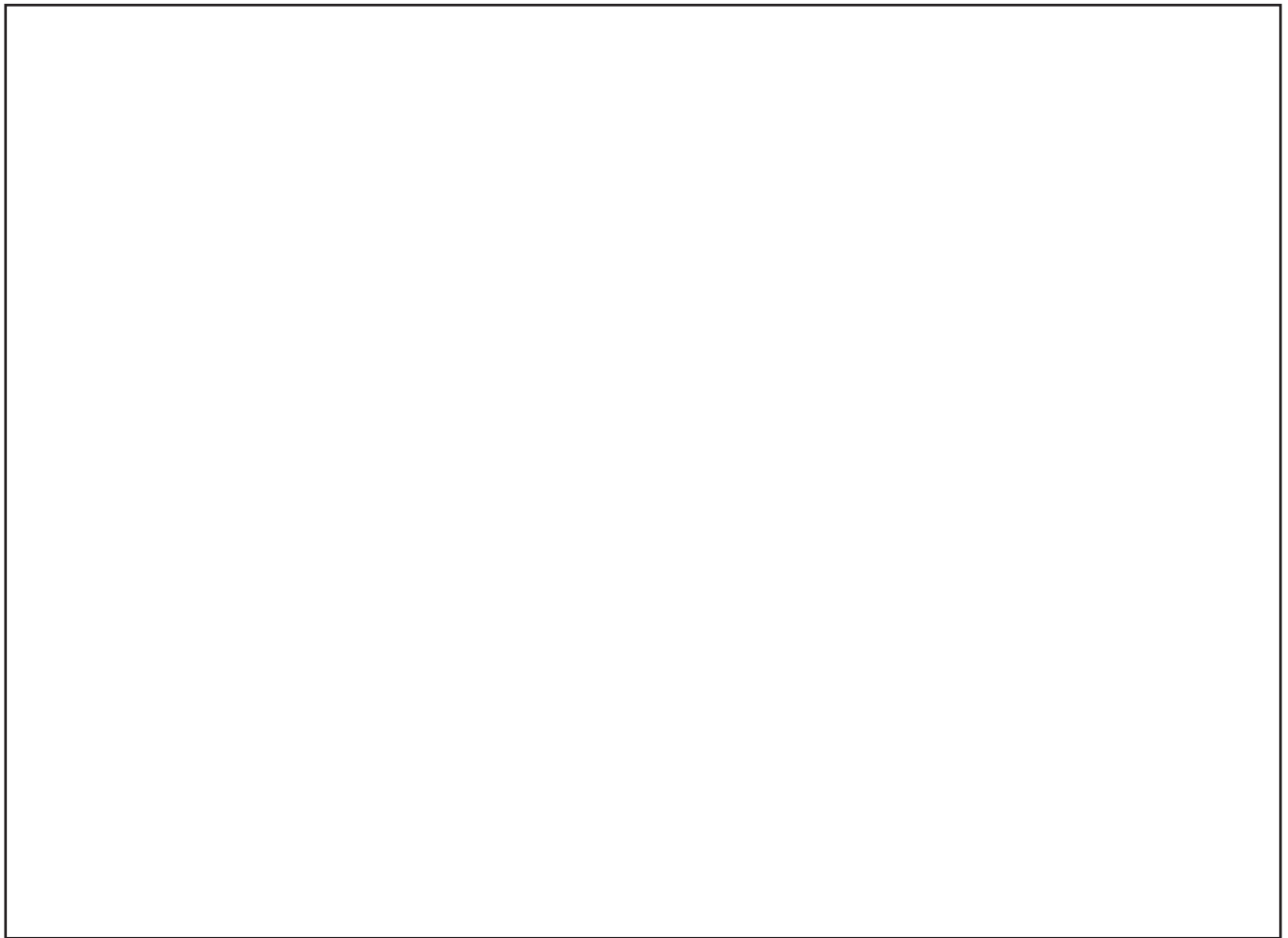
Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw the house with pretty walls.

Write the sentence to go with the picture.



T _____ b _____ l _____ h _____.

Name: _____

Draw a picture of your house.

Label as many parts of the house as you can. Use the book to help you.

