

TEACHERS ACTIVITIES



Theme:

There may be “no place like home,” but for many people, home is where their heart leads them.

Topics For Discussion:

Have students relate their experiences with living in different places and in different types of homes. Discuss the advantages and disadvantages of the locations and the housing they mention.



After viewing the program and reading the book, discuss why specific types of homes and the materials with which they are built are suitable for certain locations.



Pose the question to students: “What would you miss if you moved from where you now live?” Encourage them to go beyond brief responses such as “my friends,” and think about what makes their home or town special and unique.



Have students define “home.” Discuss who or what makes up a home. Compare and contrast their definitions of “home” and “house.”

Curriculum Extension Activities:

Have students design a house for themselves. They will need to decide how many rooms they will have as well as what kind of house it will be. Have them draw a floor plan of their special house.



Brainstorm a list of different types of dwellings, such as apartment, condo, mobile home, cabin, castle, hogan, tepee, duplex, mansion, hut, house, cave, nest, hive, barn, etc. Display the list in the classroom so that students can add other words as they find them.

Have students compare different types of dwellings using a semantic feature analysis. To do this activity, construct a grid with the names of the different types of dwellings the students have brainstormed down the left side. Across the top of the grid, list attributes or characteristics of homes (e.g., roof, windows, doors, rooms, floor, etc.), also identified by the students. Complete the grid by indicating a "+" for "yes" or a "-" for "no" in the intersecting squares. As they get into completing the grid, they may decide that they also need a symbol for "sometimes." This activity allows for considerable interaction, as students need to justify their "+" or "-" decisions.



Bring in a variety of maps, including city, state, U.S., and world maps, plus a globe and atlases, for students to explore with partners. Discuss the usual types of information that one finds on a map, including the symbols on different kinds of maps. Draw their attention to the map key and discuss its function. Have them locate unusual place names, famous sites, or physical features, such as rivers, mountains, etc. Have them locate all the places mentioned in this **Reading Rainbow** program on a U.S. map.



As a class project, make a map of the school building and grounds. In addition to including classrooms and other important rooms, such as the cafeteria, library, office, custodian's room, etc., have students consider points of interest in the school that they would like to feature on the map. Display a mural-size version of the map in a central corridor. If possible, reduce the map to a size that can be duplicated and given to new students at the school.



Have students make travel posters advertising the city, the seaside, the mountains, the desert, etc., promoting them as desirable places to live. In addition to pictures, have them write captions that would persuade people to move to those places.



Working in small cooperative groups, have students plan to take a trip. Each group needs to choose a place to go, locate information about their destination, decide what they will pack to take along, and prepare a checklist of things to do at home before they leave. Provide the opportunity for each group to share its plans.

Have boxes, blocks, blankets, etc., available in the classroom for students to use, along with tables and chairs, to build playhouses. Have plenty of pillows, stuffed animals, and books for the playhouses so that students can use them for quiet reading places.

Supplemental Books:

THIS IS A HOUSE
by Colleen Stanley Bare (Cobblehill)

THIS IS MY HOUSE
by Arthur Dorros (Scholastic)

MY HOUSE/MI CASA
by Rebecca Emberley (Little, Brown)

MY MAP BOOK
by Sara Fanelli (HarperCollins)

HOW A HOUSE IS BUILT
by Gail Gibbons (Holiday House)

AS THE CROW FLIES: A FIRST BOOK OF MAPS
by Gail Hartman, illus. by Harvey Stevenson (Bradbury)

A HOUSE IS A HOUSE FOR ME
by Mary Ann Hoberman, illus. by Betty Fraser (Viking)

MY HOUSE HAS STARS
by Megan McDonald, illus. by Peter Catalanotto (Orchard)

ALL THE PLACES TO LOVE
by Patricia MacLachlan, illus. by Mike Wimmer (HarperCollins)

HOUSE AND HOMES
by Ann Morris, photos by Ken Heyman (Lothrop, Lee & Shepard)

CHARLIE'S HOUSE

by Reviva Schermbrucker, illus. by Niki Daly (Viking)

THE HOUSE I LIVE IN: AT HOME IN AMERICA

by Isadore Seltzer (Macmillan)

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Description:

Mrs. Tilby has decided that her life in a small town is not all she wants, so she sets off on a trip. After visiting many places—including the city, the seashore and the mountains—she buys a camper so she can be “at home” wherever she is. LeVar’s “travel” room is filled with momentos of his many trips. He shares his memories of places he’s visited, things he’s done and people he’s met—a New York City rooftop garden and a man who raises homing pigeons; the seashore and a schooner sailing trip; and a Hawaiian volcano and a potter who creates raku pottery.



Social Studies Concepts:

- ◆ **geography**
- ◆ **family**
- ◆ **community**
- ◆ **change**



Classroom Activities:

Geography

In this book Mrs. Tilby decides to buy a camper so she can be at home wherever she’s visiting. Ask students who have been in a camper to describe what it was like inside. After imagining what it would be like to travel in a camper for long periods of time like Mrs. Tilby, have students create a list of things they’d like to take along to help make the camper feel like home. Discuss what they would like about living a camper and what the drawbacks would be. Have each student fold a piece of drawing paper in half, and on one side draw and write a caption to show what they would like best about traveling in a camper and on the other side what they would like least.

Geography

Have students become familiar with a variety of maps including road maps, globes, a city map, and atlases. In pairs have them make a list of the types of information found on these resources including the symbols, map key, different use of color for roadways, mileage charts, and so on. Then have students locate places with unusual names, famous sites, airports, or physical features such as rivers and mountains. Invite them to share their findings.

Geography

Use a map of the United States to locate the places mentioned in this Reading Rainbow video. Then provide students with a state map with various cities, towns and points of interest marked on it (base the number and type of locations on the appropriateness for the age group). Have students work together to find locations as you name them. Ask them to share anything they know about these locations.

Family/Community

After viewing the video and reading the book aloud, talk about the types of materials that are used for making homes. Discuss that what works in your climate or community might not work as well in others. Have students find out what their homes are made of, chart the information and discuss the results.

Family/Community/Change

Have the class describe what a house is and then what a home is, and discuss the differences. Ask students what would make them want to move from their present home. Then have them make a diorama of a favorite room in their current home.

Change

Have students spend some time dreaming about how a playhouse or tree house they design would look. Just for fun have them draw a plan, similar to a blueprint, for this house. Encourage them to put in all the conveniences they think would make it comfortable. Invite students to share their blueprints, and as a group list the most unusual features students incorporated into their designs.

Change

Ask how many students have ever moved. Discuss how it felt adjusting to a new home, attending a new school, learning their way around a new community, and meeting new friends and new neighbors. In small groups have them come up with three suggestions for helping a new student feel more comfortable in their classroom. Have groups share these ideas.

Do-At-Home Activity:

Home Materials

Encourage parents to help their child discover what materials were used to build their homes. Ask them to return the results so the class can discuss the variety of materials used.