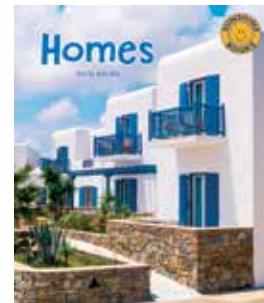


Homes

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference? (Nonfiction is true and may have photographs). Predict the type of homes that might be in the text.



There are so many different homes for people to live in.

Vocabulary

High-frequency Words: a, all, are, does, go, here, how, in, is, it, like, live, made, of, on, out, the, they, three, to, what, your

Content Words: cloth, home, mud, road, same, stone, tree, water, wood

Phonemic Awareness

Recognise and produce words that begin with the same sound: /tr/

Phonics

Letters and Sounds: tr

Words to Blend and Segment: tree, tram, treat, trim, trap

Fluency

Choral reading with students pointing to the words as they are read – sharing information

Before Reading

- Read the title to students and then read it together. Discuss the meaning of *Homes*. Ask: What type of home is on the cover? What is it made of? What type of home do students live in?
- Discuss if this will be a fiction or nonfiction text. How do you know? (photos) What is the difference? (Nonfiction is true and informs). Read the name of the author. Discuss what the author's purpose for writing this text might be.
- Read the title page together. Talk about the picture. Ask: What is the difference with this house? Is it like your house?
- Talk/walk through the pictures. Discuss what students see on each page.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together.
- On page 2 discuss the picture. Where is this home? (In a tree) Find the word that starts with t, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page, discussing the homes and answering the question. Look for the initial letter of the key words before reading each page together. Talk about the meaning of *same* and *made out of*.

After Reading

Invite students to discuss the information. Prompt if needed.

- Students discuss if any of the homes in the book look like theirs or any they have seen.
Ask: Has anyone been in a house on wheels (caravan); a house on water (boat); a house made of cloth (tent)? On pages 7–10 what other things can be made of stone or wood?
- Discuss the ending about how houses are made to live in. Why? (shelter, safety)
- Notice the repetitive pattern of the story with questions on every page. Find a question mark and have students take turns at reading questions following your model.
- Reread the text together, talking about the one thing that links the three homes.

Phonemic Awareness

- Recognise and produce words that begin with the same blend: /tr/ Students listen for the /tr/ sound as words are spoken, then they repeat. e.g. tree, tram, treat, trim, trap. They think of more words beginning with the blend /tr/, e.g. trek, truck, train.

Phonics

- Recognise words that begin with the blend /tr/. Write the words tree, tram, treat, trim, trap on the board to practise blending and segmenting the sounds together as a group, e.g. /tr/ /a/ /p/. Students use alphabet letter cards to illustrate the sounds. They touch the letters as the sound is made for each.

Word Study

- Talk about the words *all, how, live, of, three, out, made, it*. Give students plastic letters to make the words, focusing on left to right as they form the words. Read the words together. Ask students to locate and read these words in the book.
- Focus on the meaning of new words in the context of the text and with picture support, e.g. *cloth, stone, wood*. Discuss other new vocabulary and the meaning.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text, e.g. page 13, *Here are three homes. What is the same?*

Fluency

- Choral reading with students pointing to the words as they are read. They share the information about reading the new words they have learnt.

Writing

- Students make a word web to show the different kinds of homes. They write *homes* in the middle of the web and have different types branching out from the middle. They can illustrate the homes and retell the text using their web.
- Have students write a new text using the pattern of the book, e.g. They are all made out of brick. Is your home made out of brick? They write the text and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.