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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Define a home as a shelter where a family lives and cares for each other.
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Five Little Monkeys” (RF.P.2a , RL.P.5)

***Skills***

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Use musical instruments to imitate a sequence of three to five sounds made by two different musical instruments (CK Prerequisite)
- ✓ Memorize and recite with others the nursery rhyme “Five Little Monkeys” (RF.P.2a , RL.P.5)
- ✓ Using the nursery rhyme “Five Little Monkeys,” finish a recitation that has begun with the correct rhyming word (RL.P.10)
- ✓ Using the nursery rhyme “Five Little Monkeys,” finish a recitation that has begun with the correct rhyming word (RF.P.2a)
- ✓ Adapt the volume of one’s voice to different purposes (L.P.3)
- ✓ Using the nursery rhyme “Five Little Monkeys,” indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)

- ✓ Given a word, provide a rhyming word (RF.P.2b)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, identify the book *Families* by the title and cover (RI.P.10)
- ✓ Point to the front cover, title, and back cover of a book (RI.P.5, RF.P.1a)
- ✓ With prompting and support, given a specific book, describe and show what the author and photographer contributed to the creation of that particular book (RI.P.6)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, listen to different read-alouds on the same domain and identify ways that they are the same or different (RI.P.9)
- ✓ Find the photograph in *Houses and Homes* that is being described (RI.P.7)
- ✓ Describe a photograph in *Houses and Homes* and how it relates to the text (RI.P.7)
- ✓ With prompting and support, answer *what will happen if . . .* questions based on information provided in *Houses and Homes* (RI.P.3)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *Houses and Homes* (RI.P.4, SL.P. 2, RI.P.1)
- ✓ With prompting and support, ask and answer questions about unknown words in *Houses and Homes* (RI.P.4)
- ✓ With prompting and support, retell important facts and information from *Families* and *Houses and Homes* (RI.P.2)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading *Houses and Homes* (L.P.6)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family

members and supplying some information about each member (W.P.2, W.P.8)

- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

### Core Vocabulary

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**bright**, *adj.* Colorful and easy to see

*Example:* Zach painted a bright picture using many colors.

*Variation(s):* brighter, brightest

**handy**, *adj.* Nearby and easy to use

*Example:* Kiana used the blocks that were handy to build a tall building.

*Variation(s):* none

**stilts**, *n.* Sticks that hold something up

*Example:* Sula's house by the ocean was built on stilts so the water can't reach it.

*Variation(s):* stilt

**straw**, *n.* Dried grass that can be used to build things

*Example:* The Native Americans sometimes used straw to build or make roofs for their houses.

*Variation(s):* none

**weave**, *v.* To crisscross pieces of string or cloth

*Example:* Nana used strips of cloth to weave a basket.

*Variation(s):* weaves, weaved, weaving

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Five Little Monkeys	Nursery Rhyme Poster 14	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Two different musical instruments per student (one set each)	10
		Musical Instrument Circle		
<i>Small Group 2</i>	S	Warm-Ups	Nursery Rhyme Poster 14	10
		Words That End in /ed/		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Have We Already Learned?	<i>Houses and Homes</i> by Anne Morris	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>Houses and Homes</i> by Ann Morris	<i>Houses and Homes</i> by Anne Morris	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	<i>Houses and Homes</i> by Anne Morris	10
<i>Extension Activity</i>	L	My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### Listening & Learning

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> Five Little Monkeys	Nursery Rhyme Poster 14	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Attendance: One Pile
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Five Little Monkeys

Teach students the song “Five Little Monkeys” using the echo technique. For an example of the echo technique, see **Day 1: Rain, Rain Go Away**. Have students hold up five fingers and count down from five on their fingers as you sing the song.

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	Warm-Ups	Two different musical instruments per student (one set each)	10
		Musical Instrument Circle		
<b>Small Group 2</b>	S	Warm-Ups	Nursery Rhyme Poster 14	10
		Words That End in /ed/		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10** minutes

#### Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!*, etc.). Increase the number of sounds you make as students are ready.

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the **Good Listening Poster** you made during the All About Me domain and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## Musical Instrument Circle: Two Instruments

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Students will use two musical instruments to repeat up to five instrumental noises.

**Note:** *If students are not ready to advance after Rounds 1 and 2, repeat these rounds. Or, you may repeat **Day 2, Small Group 1: Using One Instrument.***

### Round 1

- Tell students that you are going to play two instruments and you want them to play the instruments just like you did.
- Make a sequence of three to five noises using the two instruments.
- Pass the instruments to the student next to you and have them make that same number of noises.
- Ask all the students to show ‘thumbs up’ if the musician played the instruments just like you did (i.e., played the same number of sounds) and ‘thumbs down’ if they did not.
- Continue passing the instruments around the circle, giving each student a chance to repeat the noises.
- When the instruments come back to you, play another series of three to five noises and pass the instruments again.

### Round 2

- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 1).

### Round 3

- Give each student two instruments.
- Tell students to use their instruments to copy the noises you make.
- Make a sequence of three to five noises using the two instruments.
- Have students copy your noises as a group.
- Continue making a sequence of three to five noises using the two instruments.

### Round 4

- Students keep their own instruments.

- Allow each student to be the ‘leader’ and make noises for the other students to copy (as in Round 3).

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

#### *Say the Rhyme*

Students will recite the poem “Five Little Monkeys.”

- Lead students in singing the song “Five Little Monkeys.”

### Words That End in /ed/

Students will jump up in the air every time they hear a word that ends in /ed/ (as in *bed*). Students should stand in a circle to begin.

- Tell students that there are lots of words in this poem that end in /ed/.
- Recite the poem to the students, saying the words that end in /ed/ louder than the rest of the poem.
- Say the words *bed*, *head*, *said*, elongating the /e/ sound (as in *pen*) and having students repeat after you.

**Note:** *If students are not ready to advance after Rounds 1 and 2, repeat these rounds.*

#### *Round 1*

- Tell students that you want them to jump in the air every time they hear a word that ends in the /ed/ sound. You will point to them so they know when to jump.
- Recite the poem, pointing to students for the words *bed*, *head*, and *said*.

#### *Round 2*

- Do the same as in Round 1, but do not point to students when it is their turn to jump.

#### *Round 3*

- Have students whisper the rhyme **except** for the words that end in /ed/.
- Students jump and say the /ed/ words aloud.



#### **Round 4**

- Tell students you want them to help you think of other words that have the /ed/ sound at the end. These words all rhyme because they sound the same at the end.
- Give a few examples of rhyming words: *head, bed, Fred, instead, bread*, etc.
- Accept any words or ‘silly words’ (i.e., nonwords) that students suggest, as long as they end in /ed/.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Have We Already Learned?	<i>Houses and Homes</i> by Anne Morris	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>Houses and Homes</i> by Ann Morris	<i>Houses and Homes</i> by Anne Morris	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	<i>Houses and Homes</i> by Anne Morris	10
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools; paper; writing utensils; stapler	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Have We Already Learned?

- Ask students if they remember talking about basic needs, or things all people need to stay alive.
- Remind students that they learned that shelter is a basic need.
- Ask students if they remember what the word *shelter* means. (a place that protects you from temperature and weather)
- Ask students to give some examples of a shelter.

#### Families Review

- Remind students that you learned that families are the people that love and care for you and that there are many different family members.

*"Remember, yesterday we read this book called Families. It was all about different families and how they take care of each other. Let's look at some of the pictures again so we can remember what we learned about families."*

- Show students page 17 from *Families* by Anne Morris and talk about how the family is eating in the dining room in their home.

*"Look at this family; they are eating dinner together in their home. Families care for each other and spend time at home together. Today we are going to read another book about how families live in many different kinds of shelters. Families call their shelters 'home.' A home is a special place where a family lives and cares for each other."*

### **Purpose for listening**

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- Tell students to listen to find out about all different kinds of shelters, houses, and homes that families live in.

## *Houses and Homes by Ann Morris*

➔ PAGE 3 (TITLE PAGE) . . . photographs by Ken Heyman

- Ask students what the page you are showing is called. (title page)
- Read the title and author's name.
- Ask students who writes the words in the book. (author)
- Tell students that there are photographs of real people in this book—not drawings or illustrations—so this book has a photographer. A photographer is someone who takes pictures or photographs with a camera.

➔ PAGE 4 . . . full of houses . . .

- Tell students that all of these pictures are of houses, but each of the houses is very different.
- Describe each of the houses, holding the book out so each student can get a good look at the photographs.

(Houses on page 4) "These houses are all built really close together—their walls are touching each other. They are built right near the water, so they have big balconies where people can sit and watch the fishermen work in their boats."

(Houses on page 5) "This house in the top picture is all white. There is a mailbox out front so that the people who live here can send and receive letters. In the bottom picture, you can see a house that has a grass roof. The families who live in these houses bundle up grass and use it as a building material. They tie the grass so tightly together that no water can get through when it rains, so it makes a good roof. The whole family works hard together to build their home; it is their shelter."

➡ PAGE 6 . . . big houses . . .

- Tell students that this house is a great, big palace. It is called Buckingham Palace and it is where the queen of England lives with her family.

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➡ PAGE 9 . . . white houses

- (House in top photo) Tell students that this house is in our country, the United States. It is called the White House and it is where the president of the United States lives.
- (House in bottom photo) Tell students that these boys live with their families in houses that are close together. They can just run across the street to their neighbor's house to say hello.

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➡ PAGE 11 . . . houses that stay

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➡ **PAGE 13 . . . or all alone.**

- *Compare and contrast the city and country homes on both pages. Ask students if they live in the city or the country.*
- *Help students compare their homes to the ones in the pictures*  
*"Do you have animals that live outside? Do you have lots of grass and trees around? Do you live very close to your neighbor and close to the street?"*

➡ **PAGE 16 . . . wood**

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➡ **PAGE 18 . . . stone.**

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➡ PAGE 25 . . . on stilts.

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➡ PAGE 29 . . . make it a home.

- *Tell students that it doesn't matter how big a house is, or what it is made out of; as long as a family lives there, it is a home.*
- *Describe how both families in these pictures are taking care of each other and how you can tell that they love each other.*

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## What's the Big Idea?

### My Home

- Remind students that people live in many different homes and have many different things in their homes.
- Use the pictures from *Houses and Homes* by Ann Morris to demonstrate some of the attributes of homes.
- As you list common rooms and attributes, remind students that even though all of our homes look very different, many homes have a lot of the same things.
- Have students raise their hands when they hear something that they have in their home.
  - (show page 9) a street outside of your home where you can walk different places
  - (show page 11) a place where you play outside
  - (show page 27) a window where you can look outside
  - (show page 29) a porch or balcony where you can be outside
  - a roof that keeps you dry
  - a door where you enter your house
  - a kitchen where you make food
  - a bathroom where you take a bath or a shower and brush your teeth
  - a room where you play with your toys
  - an elevator that takes you to your floor
  - a closet where you keep your clothes
  - a bedroom where you sleep

### My Favorite Thing about My Home

- Ask each student to share one thing about his/her home. Have the students name a particular place and describe what they do there.
- Model the activity by telling students about a special place in your home and describing what you do in that special place (e.g., “*I have a yard outside of my house where I play in the sandbox with my son.*”)
- Use **Name Cards** to call on students to share something about their homes. Use the list of home attributes above as prompts to help students describe a place in their home and something they do in that place.



- Recast students' answers to model complete sentences: "In Noelle's home, she has a porch where she helps her grandfather grow plants." Make sure to elicit an answer that describes an area in the family home and ask students to associate a specific task with that area. Be sensitive to and accepting of the variety of answers.
- Ask other students in the class whether they have a similar place in their home. Have them raise their hands if they do.
- Continue asking each student to describe something special about his/her home until all students have had a chance to share.

### ***What Would It Be Like If...***

- Show students the picture on page 27 and ask them to imagine what it would be like to live with their family in the house in the picture. Give students enough background information about living in the snow that they can use their imagination in a meaningful way (e.g., tell them that it is cold, that you have to wear tall boots, you might need a special kind of car with really big tires, etc.).
- Ask students what they think the inside of the house looks like. Ask them what kind of activities they could do inside/outside of this house, how they could get to school, and what the weather would be like outside.
- Remind students that homes are very important to families because they are a place where families take care of each other.

## ***Extension Activity***

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Learning  
Center

### **My Family Book**

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Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.