

About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 48

Book Summary

Help students begin to understand how a room in a house is part of the larger world with *A Place Called Home*. Illustrations, simple sentences, and high-frequency words support early emergent readers. Students will have the opportunity to identify main idea and details as well as to connect to prior knowledge as they read this interesting story.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant /w/ sound
- Identify initial consonant Ww
- Recognize and use periods
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*A Place Called Home* (copy for each student)
- Chalkboard or dry-erase board
- [Main idea and details, initial consonant Ww, periods worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *a*, *is*, *the*
- Content words:
 Story critical: *city* (n.), *country* (n.), *home* (n.), *state* (n.), *street* (n.), *world* (n.)

Before Reading

Build Background

- Write the word *home* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to think about the place they call home. Discuss the homes students live in and where these homes are located (street, city, state, country, world). Make a list on the board.

Book Walk
Introduce the Book

- Show students the front and back covers and read the title with them. Ask what they think they might read about in a story called *A Place Called Home*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of story, author's name, and illustrator's name).

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the story will help them understand what they read.
- Model connecting to prior knowledge as you preview the story.
Think-aloud: I see a house on the cover of A Place Called Home. I know that a house is a place that many people call home. On the back cover, I see a street with many houses. I wonder if this story will be about different kinds of homes. I will have to keep reading to find out.
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Main idea and details

- Explain to students that most stories have a big, or main, idea, which is what the story is mostly about. Read the title to students. Explain that the title often provides clues about the story's main idea. Invite students to share predictions about the main idea of this story.
- Discuss student predictions and guide them to the consensus that the main idea of the story is *The world is our home*. Write the following sentence on the board: *The world is our home*. Point to each word as you read it aloud with students.
- Model how to identify details.
Think-aloud: The main idea of this story is The world is our home. I know the story will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the story. On the title page I see a house. I know a house is a place where people live. I know a house is also one place in the whole world. Since this helps explain the main idea of the story, I know a house might be a detail in the story.
- Review the items that students listed in the Build Background section. Discuss whether or not any of these items might be details in the story.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *It looks as though the house is on a street*.
- Remind students they can help themselves when they come to a tricky word by looking at the first letter in the word and then checking the picture on the page to see what might start with the same sound and what might make sense in the story. For example, on page 9, point to the letter *Ww* in *world*. Say: *I am going to help myself by looking at the picture and thinking about what I see in the picture that starts with /w/ (make the /w/ sound)*.
- Invite students to identify the word (*world*). Use the word in the sentence and ask students if the word *world* makes sense.

Set the Purpose

- Have students use what they already know about places they call home to ask questions as they read. Remind them to think about the details that support the main idea as they read.


During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*This*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.

Think-aloud: *As I read, I learned the room is in the house, and the house is on the street. I know my street has many houses like the street in the story. My street is part of a neighborhood, and my neighborhood is part of my city. On the basis of what I have read so far, I believe the other pages in the story will tell about the city the house is a part of. I will continue reading to see if this is true.*

- Invite students to share questions they asked while reading.
- Review the main idea of the story: *We call many places home*. Ask students to explain whether a house is a detail that supports the main idea of the book and why (yes, a house is a place we call home).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *house* on the board. Have students write the word and draw a picture that represents this word in one of the spaces on the worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked as they read. (Accept all answers that show students understand how to ask and answer questions.)
- Ask students to think about other details they read that support the main idea: *We call many places home*. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using words from the story. Have students share with the class details they drew and wrote about.
- Have students read the remainder of the book. Remind them to think about what they know about homes to help them understand new information as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a story helps them understand and remember what they read, and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the last page of the story, I thought about all the places we call home. Our house is a home, our city is our home, and even our country can be called our home. I know that most people take care of their homes. They keep them clean and in good condition. It is important for us to take care of our streets, cities, states, countries, and world so they will be here for others in the future.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Reading Skill

- **Discussion:** Read the main idea on the board with students (*We call many places home*). Review the details students drew on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned that the world is our home. What is the author trying to teach readers about the world and the people who live there?

Build Skills

Phonological Awareness: Initial consonant /w/ sound

- Say the word *world* aloud to students, emphasizing the initial /w/ sound. Have students say the word aloud and then say the /w/ sound.
- Read page 10 aloud to students. Have students raise their hand when they hear a word that begins with the /w/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /w/ sound: *window, room, house, wall, home, wagon*.

Phonics: Initial consonant Ww

- Write the word *world* on the board and say it aloud with students.
- Have students say the /w/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /w/ sound in the word *world*.
- Have students practice writing the letter *Ww* on a separate piece of paper while saying the /w/ sound.
- **Check for understanding:** Write the following words that begin with the /w/ sound on the board, leaving off the initial consonant: *with, wet, web*. Say each word, one at a time, and have volunteers come to the board and add the initial *Ww* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ww worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Periods

- Write the following sentence on the board: *This is a room*. Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Review or explain that the signal is called a *period*. Have students say the word aloud. Point out that the period is like a stop sign because it tells readers to stop reading.
- Ask volunteers to tell about their homes. Write a sentence on the board about each of the homes, leaving off the period at the end. Read the sentences aloud to students without stopping. Then, have volunteers come to the board and add a period to each sentence. Reread the sentences, stopping at the period at the end of each sentence.



- **Check for understanding:** Have students locate and highlight all periods in the story.
- **Independent practice:** Introduce, explain, and have students complete the [periods worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Explain to students that words are sometimes placed in a list in alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.

- Write the words *home* and *city* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *h* or *c*. Explain that the word *city* would come first in an alphabetical list because the letter *c* comes before the letter *h* in the alphabet.
- Write the words *state* and *country* on the board. Have students identify the initial letter in each word (*s* and *c*). Ask students to identify which letter comes first in the alphabet (*c*). Explain that the word *country* would come first in an alphabetical list.
- **Check for understanding:** Write these words in the following order on the board: *room, house, street, world, place, call*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the main idea and details from the story with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of their house, street, city, state, country, or world. Under the picture, have students write one sentence telling about their picture. Remind students to use capital letters and periods.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Collect paper or Internet maps of the city, state, country, and world. Have students locate their home on each map. Make a small map of the local community together with students. Place this map inside an outline of the state students live in. Draw a larger map of the country students live in and place the state map on the country map. Make a large circle to represent the world and place the country on this map.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate initial consonant /w/ sound during discussion
- identify and write the letter symbol that represents the /w/ sound in text, during discussion, and on a worksheet
- correctly understand and use periods during discussion and on a worksheet
- correctly place words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)