

What kinds of homes do we live in? In this lesson, students will explore and describe different types of homes. By the end of this lesson, students will have created a visual of their own homes and write about them!

Learning Objectives

Students will be able to name, describe, and write about various types of homes in the community.

Materials and preparation

- Home words (cut apart to distribute)
- Homes for Humans PDF
- Tape
- My Home worksheet
- Sentence strips (1 per student)
- Class set of pencils
- Crayons or markers
- Anecdotal Notes Assessment Chart

Attachments

- Anecdotal Notes Assessment Chart (PDF)
- Homes for Humans (PDF)
- Home Word Cut-outs (PDF)
- My Home (PDF)

Introduction (5 minutes)

- Distribute "home words" to six students in the classroom. Tell the students that they will be guessing the names of several types of homes.
- Display Homes for Humans, beginning with the first home.
- Ask the students to guess the word that describes the home.
- Ask the students if anyone thinks that they have that word.
- Either write the corresponding words on the interactive whiteboard, or tape the word to the paper copy.
- Tell the students that they will be learning more about the homes that people live in.

Explicit Instruction/Teacher modeling (5 minutes)

- On a piece of chart paper, begin by listing *house* as the first home.
- Conduct a think-aloud, showing students how you can find the different characteristics of a house. Underline the word *house*.
- List key words that could be used to describe a house on the chart paper under the word *house*.

Guided Practice (10 minutes)

- Continue to lead the students in telling about the remainder of the homes and describing the homes.
- Add on to the piece of chart paper, including the type of home and words that could be used to describe

it underneath its name.

- Ask students to turn and talk to their partner to describe their home and their thoughts and feelings about their home.
- Lead a discussion with students. Have them compare and contrast different homes. Potential questions include: "How are they similar? How are they different?" Encourage students to make objective statements about the structure of the home. For example: "An RV rolls with wheels, but a house boat floats on the water."
- Explain and model how to draw a home. Tell students that drawings can help clarify what a house looks like and help share information about how someone feels about a home.

Independent working time (15 minutes)

- Distribute the My Home worksheet and one sentence strip to each student.
- Tell the students to draw pictures of their homes.
- After they have drawn their homes, tell them to use the word banks on the chart paper to write a sentence about their homes on a sentence strip.

Related books and/or media

- *The Little House* by Virginia Lee Burton
- *In a People House* by Dr. Seuss
- *Home* by Jeannie Baker
- *Homes Around the World* by Max Moore

Differentiation

Enrichment:

- Challenge students to create a virtual home with parts of the home that could benefit the homeowner. Ask students to create an invention for this home.

Support:

- Provide individual word banks for students who struggle with selecting words from the class word bank.
- Provide sentence starters or sentence frames for students who struggle with generating a sentence.
- For students who need support drawing, provide basic shape templates that the students can use to trace.

Technology Integration

- Instruct your students to create their home electronically instead of on paper.
- Scan students' work and compile to create a map of their community.

Assessment (10 minutes)

- Ask students to share their home drawing with partners. Have them discuss the details in the drawing and how the drawing clarifies their thoughts, feelings, or ideas about their home.
- Listen to partnership presentations about the pictures they drew and the sentences they wrote. Record observations and anecdotal notes on an assessment chart.

Review and closing (5 minutes)

- Have students read their sentence to their elbow partner. Then ask for volunteers to share whether their sentence lists all the details they have in their drawing.
- Discuss with students that sometimes drawings can help clarify or show more details than what they describe with words. Remind them that drawings can be a useful visual to help share thoughts and ideas.
- Ask the students to show the class the picture they have drawn and tell how their drawing describes their home. They should speak about how the drawing helps show their thoughts, feelings, and ideas about their home.

- If desired, have the students take a gallery walk and look at the artwork that their classmates completed.

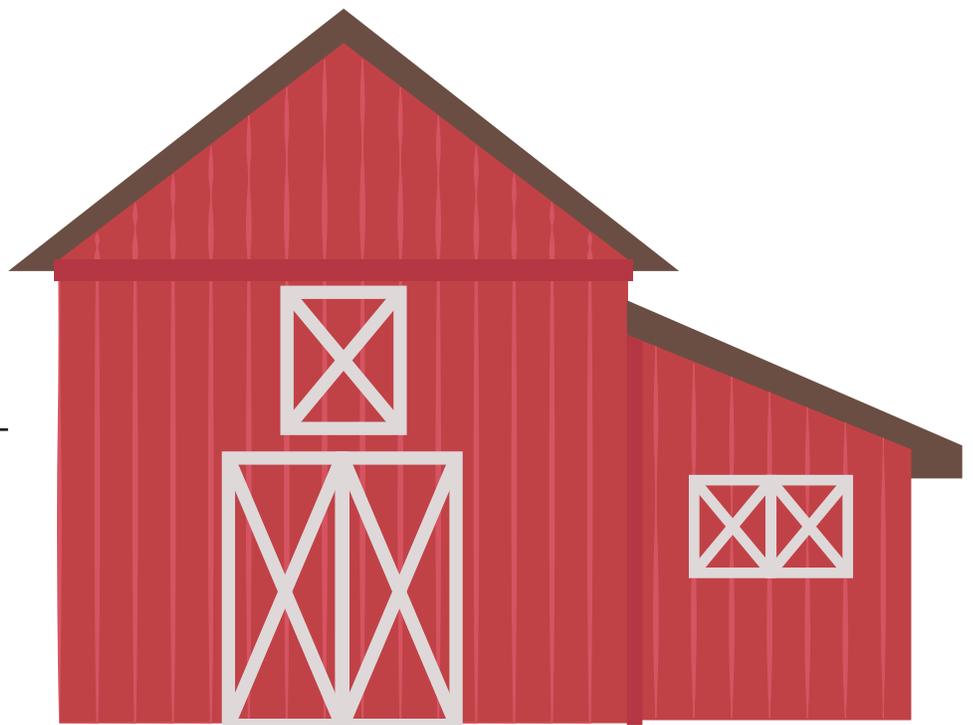
Homes for Humans

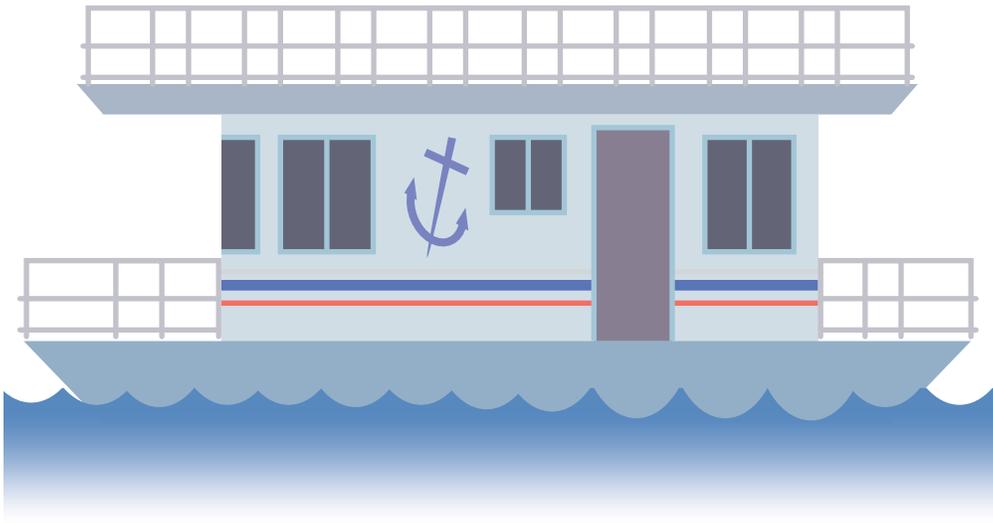
How many different types of homes are there? Unscramble the word next to the picture to find out!



QUEHS

AMRF





SHOEU TBAO

VR



PTMARTAEN



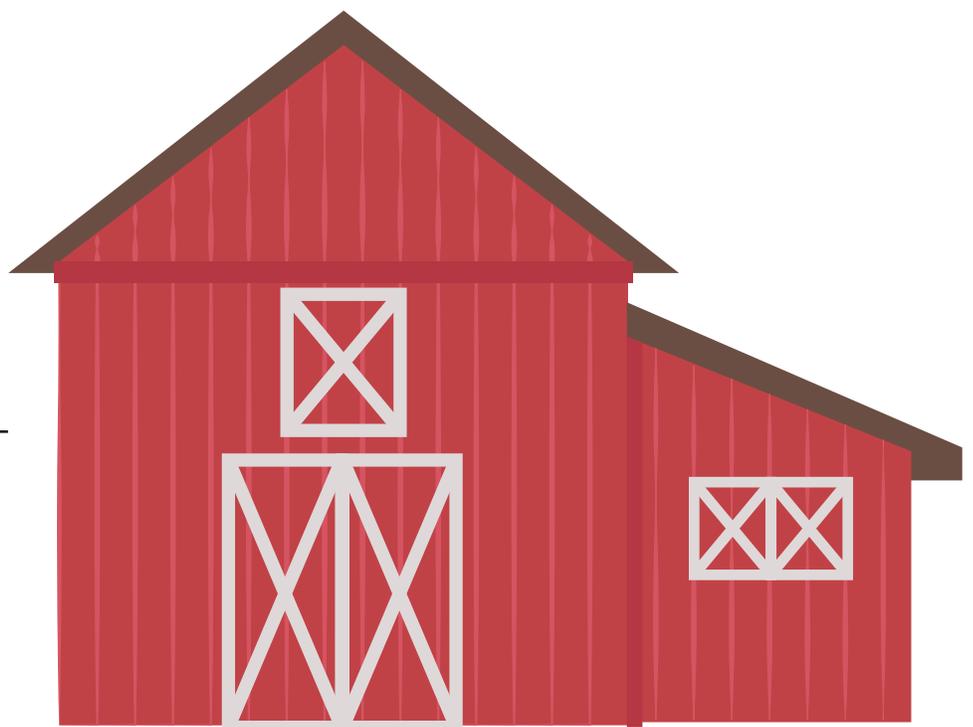
Homes for Humans

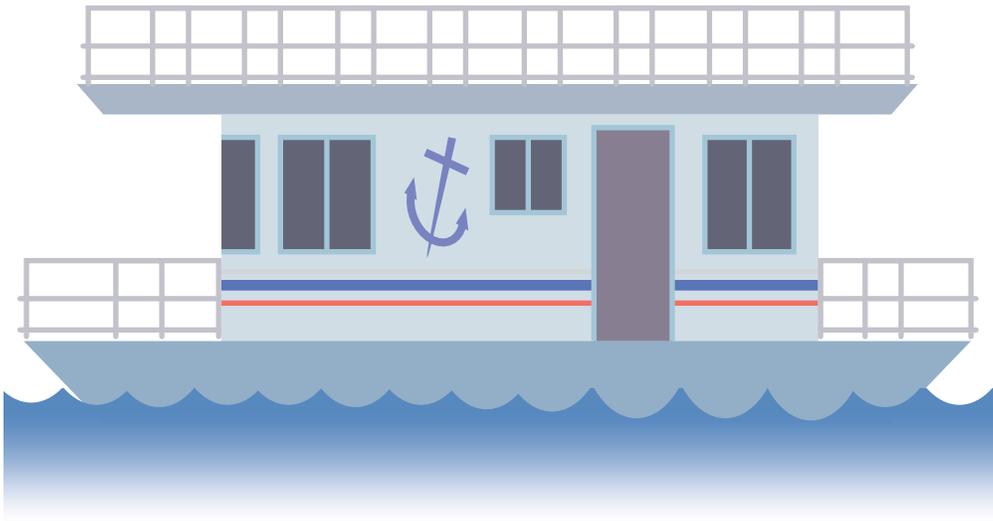
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OU EHS
HOUSE

AMRF
FARM





SHOEU TBAO
HOUSE BOAT

VR
RV



PTMARTAEN
APARTMENT

Home Word Cut-outs

house

farm

house boat

RV

apartment

trailer



Draw a picture of your home!

A large rectangular area defined by a dotted blue line, intended for drawing a picture of a home.

What are a few words that describe your home?

Write a sentence about your favorite part of your house:
