



About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 161

Book Summary

All Kinds of Homes combines attractive photographs with interesting information to explore the various structures that people call home. Ranging from the common one-family house to some very different and special homes, the book teaches students about the different places people live. This engaging book also offers a great opportunity to teach students how to classify information and use complete sentences.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Classify information
- Discriminate long vowel /o/ sound
- Identify VCe pattern
- Identify and use complete sentences
- Define and use compound words

Materials

Green text indicates resources are available on the website.

- Book—*All Kinds of Homes* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Classify information, VCe pattern, complete sentences 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: *has*, *it*, *of*
- Content words:
 Story critical: **apartments** (n.), **floors** (n.), **homes** (n.), **houseboat** (n.), **neighbors** (n.),
strange (adj.)

Before Reading

Build Background

- Have students draw a picture of where they live. Ask them to describe to a partner the type of home they live in and what it looks like. Invite volunteers to share their descriptions or pictures with the class.
- Draw a T-chart on the board, and label the left side *similarities* and the right side *differences*. Lead a discussion comparing and contrasting the different kinds of homes that students have. Record observations from the discussion on the T-chart on the board.

- Point out to students that people live in a wide variety of homes. Explain that the book will describe different types of homes available to people today.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Summarize**

- Remind or explain to students that engaged readers stop now and then during reading to summarize, or review in their mind, the most important details of what they have read to that point. Explain that summaries include the main idea of the book and the most important details. Remind students that readers use summarizing to better understand and remember what they are reading.
- Point out that summaries do not include all of the details from the book. Explain to students that they must determine what information in the book is the most important and include that in their summary.
- Have students turn to page 4 and follow along as you read aloud. Model how to summarize the information from that page.
Think-aloud: As I read this book, I stop at the end of each section to remind myself of what I have learned so far about different homes. The first chapter is just one page. It introduces the main idea of the book: People live in homes, which can come in a variety of forms. Notice that I don't use all the information from the page in my summary, only the most important information, which, in this case, is the main idea. My summary will include this main idea, and I will continue to add to the summary as I read new chapters.
- Have students turn to the table of contents on page 3. Read the chapter headings as a class. Explain to students that when a book has chapters, it is convenient to summarize at the end of each section. Encourage students to take a break and summarize what they have read every time they come to the end of a chapter.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that readers often think about the objects in a book and what they have in common. Explain that *classifying information* is analyzing objects and sorting them in groups.
- Draw four pictures of houses on the board. Give each house different features. For instance, make the first house have two doors and two windows, the second house have one door and two windows, the third house have two doors and three windows, and the fourth house have one door and one window.
- Model classifying information.
Think-aloud: As I thought about how to group these houses, I began by thinking about what some of the houses have in common. I noticed that some of the houses have two doors. However, not all of the houses have two doors! Two of the houses only have one door. I decided to make a group called Two Doors and a group called One Door. Any houses that have two doors belong in the first group, and houses with only one door belong in the second group. By making these categories and sorting the houses, I classified the information.
- While you are speaking, write the group headings *Two Doors* and *One Door* on the board. Draw a picture of the matching houses beneath each group heading.

Lesson Plan *(continued)*

All Kinds of Homes

- Erase the categorizations from the board, but leave the original drawings of the four houses. Have students work in groups to classify the houses, this time by focusing on the windows or some other feature. Have groups share the categories they created and how they sorted the houses into those groups.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 6, you might say: *That apartment is very tall. How many floors do you think it has? How did you figure that out? Remember, a floor is a level in a building.*
- Have students divide a separate piece of paper into four rectangles. Ask them to write the word *apartment* in the first rectangle. Have students share with a partner what they think the word *apartment* means. Then, have partners look up the word in a dictionary and compare it to their own definition, revising their meaning as necessary. Have students write the definition for *apartment*, using their own words, in the second rectangle.
- In the third rectangle, have students draw a picture representing the word *apartment*. Have students use the word in a sentence and record that sentence in the fourth rectangle on the paper. Invite volunteers to share with the class their finished vocabulary word breakdown.
- Repeat this process with the remaining vocabulary words.

Set the Purpose

- Have students read to find out about many exciting types of homes. Remind them to summarize what they read and classify the information they learn about these houses.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 7. Encourage those who finish early to go back and reread.
- **Model summarizing.**
Think-aloud: Pages 5 and 6 had two more chapters. I stopped at the end of each one to summarize what I read. In the "Houses" chapter, I learned that a house is a kind of home that stands on its own with a roof and a door. In the next chapter, "Apartments," I learned that apartments have one roof over many floors where different families live. When I combined this with the information from earlier in the book, I was able to make a summary of the book so far. My summary is: People live in homes that come in a variety of forms. A house is a kind of home that stands on its own, with a roof and door. An apartment has one roof over many floors, where different families live.
- Have students work with a partner to summarize information from the "Cabins" chapter. Invite volunteers to share their summary of that page with the class.
- Ask students to think about the houses they have seen. Have students call out the names of the three types mentioned so far. Record the words *house*, *apartment*, and *cabin* on the board.
- Have students work with a partner to describe each of the three types of homes. Invite volunteers to share, and record key words underneath the appropriate word on the board.
- Remind students that to classify information, they need to think about the similarities or differences that objects have with each other. Have students work in groups to classify the houses from the board. Have groups share their categories with the class.
- Guide the class to choose one system of classifying. For example, *houses where many families live* and *houses where one family lives*. Write these group headings on the board. Point to the words *house*, *apartment*, and *cabin*, and have students indicate which group best describes that house.
- **Check for understanding:** Have students read to the end of page 9. Ask students to summarize in their minds what they read on pages 8 and 9 and write that summary in a few sentences on a separate piece of paper. Have students read their summary to a partner.

Lesson Plan *(continued)*

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- Review the classification on the board that students agreed upon (for example, *houses where many families live* and *houses where one family lives*). Ask students to share with a partner how they would sort a motor home and a houseboat using those groups.
- Say the word *motor home*, and have students point to the group heading that best describes that house. Repeat with the word *houseboat*.
- Have students read the remainder of the book. Remind them to continue summarizing at the end of each chapter and to think about how the houses are similar or different by classifying them in categories.



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

- **Think-aloud:** *The last chapter of the book is the conclusion, which is a section of writing where the author wraps up the book by returning to the main idea. This conclusion repeats that homes are different but are also the same in some ways. How are homes the same? They are all places for people to live. I can summarize this last chapter by saying that homes are different in many ways, but they all are places for people to live. This is also a good conclusion to my summary of the entire book.*
- Have students work with a partner to summarize the entire book, including the last two chapters. After both students have orally summarized the book, have one student write their summary on a separate piece of paper. Invite volunteers to share their summary with the class.
- Ask students to share how summarizing helped them to understand and remember information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the various houses described in the book. Have students work with a partner to classify all the houses. Encourage them to classify houses from the illustrations that may not be mentioned in the text. Have them write their groups on a separate sheet of paper and categorize each house in the appropriate group using drawings or key words. Invite volunteers to share their results with the class. Discuss with students how their classifications compared to each other and point out that there are multiple ways to classify the same information.
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you learned about different types of homes available to people. Now that you know this information, which home do you think would best suit your family? Why?

Build Skills

Phonological Awareness: Long vowel /o/ sound

- Say the word *home* aloud to students, emphasizing the long vowel /o/ sound. Have students say the word aloud and then say the long /o/ sound.
- Ask students to watch the shape of your mouth as you make an exaggerated long /o/ sound. Point out that to make the long vowel /o/ sound, the mouth forms a circle. Have students practice making the long vowel /o/ sound with a partner, making circles with their mouths.
- Have students work in groups to brainstorm to generate words that contain the long /o/ sound. Ask each group to share at least one word with the rest of the class.

Lesson Plan *(continued)*

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- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the long vowel /o/ sound: *hope, pot, boat, lone, not, soap, cob,* and *phone*.

Phonics: VCe pattern

- Write the word *home* on the board and say it aloud with students.
- Have students say the long vowel /o/ 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 /o/ sound in the word *home*.
- Cover the letter e with your hand. Have students read the nonsense word *hom* aloud. Remind students that the letter o can have two sounds: the short /o/ sound and the long /o/ sound. Uncover the letter e and have students read the word *home* aloud with you. Explain to students that one way to make the letter o have a long vowel /o/ sound is by adding a silent -e to the end of the word.
- Explain to students that a silent -e at the end of the word makes a vowel say its name. Write the words *place, cone,* and *strange* on the board. Point to each word and have students read it aloud. Remind them that the vowels should say their name. Invite volunteers to come to the board and circle the silent -e and underline the medial vowel.
- **Check for understanding:** Write the following words on the board: *bit, cut, rot, met, can, mop, slat,* and *man*. Say each word, one at a time, and have students repeat. Invite volunteers to come to the board and add the silent -e to the end of each word. Have students read the new words to a partner. Call on random students to properly read the words aloud.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Complete sentences

- Write the following phrase on the board: *builds a cabin*. Read the phrase aloud, and ask students if it makes sense. Explain to students that the phrase does not make sense because it is not a complete thought. Point out that although the reader knows that a cabin is built, the reader does not know who is building.
- Complete the phrase so that it is a complete sentence: *A woman builds a cabin*. Have students read the sentence aloud with you and give a thumbs-up signal if it now makes sense.
- Explain to students that a sentence always has to express a complete thought. Point out that the sentence on the board is now a complete sentence, whereas before it was a phrase. Explain to students that a *complete sentence* must contain a *subject* and a *verb*, and it expresses a *complete thought*.
- Ask students to identify the subject in the sentence on the board (*a woman*). Have them share with a partner the verb in the sentence (*builds*). If students need assistance, remind them that the verb is the word that describes what the woman is doing.
- Write several phrases on the board, leaving out either the subject or the predicate. Have students work in groups to transform these phrases into complete sentences. Call on groups to share one of their completed sentences, and have the rest of the class give a thumbs-up signal if they agree that the new sentence is complete.
- **Check for understanding:** Have students read through the book with a partner and place a check beside all the sentences that are complete. Remind students that the verb can also be a linking verb, such as the words *is, are, can be,* and *may be*. Have partners choose five complete sentences from the book and underline the subject and circle the verb.
- **Independent practice:** Introduce, explain, and have students complete the [complete sentences worksheet](#). If time allows, discuss their answers.

Word Work: Compound words

- Write the word *houseboat* on the board. Ask students what two words they see in *houseboat* (*house* and *boat*). Explain that this word is a *compound word*. Review or explain that a compound word contains *two smaller words that combine* to make a new meaning. Remind students that the definition of the separate words can help students figure out the meaning of the new word.
- Have students discuss with a partner the meaning of the word *houseboat* (a boat people use as a house). Invite volunteers to share. Guide students to the correct definition, emphasizing that the two separate words practically create the definition.
- Write a list of compound words on the board, such as *upstream*, *skateboard*, *bookcase*, *weekend*, and *seashore*. Have students break the compound words into two component words. Then have them work with a partner to decide on a definition for each word.
- **Check for understanding:** Make two columns on the board. In the first column, write the following words: *school*, *book*, *back*, *tooth*, and *horse*. In the second column, write the following words: *store*, *pick*, *back*, *pack*, and *house*. Have students match up two words to create a compound word and continue until they have used all the words from both lists (*horseback*, *schoolhouse*, *toothpick*, *backpack*, and *bookstore*). Then, have students define each compound word and work with a partner to use every compound word in a sentence.

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 classify information from the book with someone at home.

Extend the Reading
Informational Writing and Art Connection

Have students write a paragraph describing their home. Ask students to include the following information: the shape of their home, the type of house, where the house is located, and how many people live in their home. Invite them to add any other important information about their home. Have students write at least five sentences. Encourage students to draw a picture of their house to accompany the paragraph.

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

Social Studies Connection

Lead the class in research on the types of homes common to different areas. For instance, do people in the desert live in homes that are different from homes that people in the upper mountains live in? Where are houseboats common? Where are tree houses found? Discuss why different regions produce different types of homes, and also discuss what types of homes are common everywhere. Break students into groups, and assign them a particular area of the world. Have them research all the homes typically used in that region. Ask them to record their information on a poster, with drawings of the homes and basic facts about the region, the houses, and why the houses work well in that area.

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 summarizing to understand text during discussion
- correctly classify information during discussion and on a worksheet
- consistently discriminate long vowel /o/ sound during discussion
- accurately identify and use the VCe pattern during discussion and on a worksheet
- correctly use complete sentences during discussion and on a worksheet
- accurately define and use compound words during discussion

Comprehension Checks

- Book Quiz
- Retelling Rubric