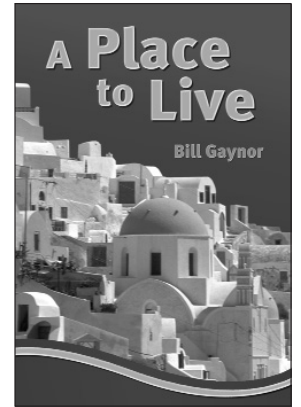


A Place to Live

by Bill Gaynor



Book Summary

People live in all kinds of homes. This book explores the different materials and structures used to build homes and shows how houses reflect people's needs and the environment. It also explores how houses have changed over time.

Features of the Book

- Explanation
- Cut-away diagrams
- Comparisons between eras and cultures
- Specialized vocabulary – *apartment, insulation, air conditioning, nomad, shelter*
- Historical information

Purpose

A Place to Live can be used to introduce and reinforce the following skills and understandings:

- S** recognizing cause-and-effect relationships;
- S** making comparisons within a text;
- S** writing text that has a main idea and supporting detail;
- S** identifying common suffixes;
- S** investigating the materials that are used to build houses.

Investigation Tools

- What's the Background? – Homes on the Move, page 7
- Looking Closer – Catch That Breeze, page 14
- Making Connections – Mud Bricks, page 18
- Step-by-step – The Magic Mix, page 24
- Weighing Both Sides – City Living, page 27
- Digging Deeper – The ECO House, page 29

The Guided Reading Lesson

S Recognizing cause-and-effect relationships

S Making comparisons within a text

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

Introducing the text

Look at the cover of the book together and discuss the title and photograph.

- *How are these houses similar to your house?*
- *How are they different?*

Turn to the contents page and discuss the chapter headings. Explain to the students that they will be reading about different types of houses. As they read, ask them to think about why houses are built in different ways and with different materials.

Reading and discussing the text

Ask the students to read the introduction and chapter 1 silently.

When the students have finished reading, draw a cause-and-effect T-chart on the board. Use the information in chapter 1 to begin the chart with the students.

Cause	Effect
People needed to move from place to place to find food.	They made houses that were easy to move.
People learned to grow food.	They made houses from more permanent materials.

As the students read chapter 2, encourage them to look for more cause-and-effect relationships. Add their ideas to the chart.

The students can now read the rest of the book independently, thinking about the ways in which houses are the same or different. You could use some of the following questions to focus the students' reading:

- *Why are different materials used in different countries?*
- *What materials are used now that weren't used for early homes?*
- *How have elevators changed houses?*

Review the information on page 29 together.

- *How is the ECO house different from other houses? How is it similar?*
- *What do you think houses will be like in the future? Why?*
- *If you could design a new house, what would it be like? What would you use to build it? Why?*

Encourage the students to share their ideas with a partner.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Writing text that has a main idea and supporting detail


Look at the cause-and-effect chart made earlier. Add any new cause-and-effect relationships to the chart. They may be about the materials that people use to build houses or what houses might be like in the future. Ask the students to choose one idea from the chart to write about. Explain that they need to include supporting detail. Help the students to brainstorm supporting details and to write a paragraph around their main idea. They could illustrate their paragraphs and combine them to make a class book about houses.

S Identifying common suffixes

Ask the students to find “protection” and “insulation” on page 9. Write them on the board. Identify the suffix “tion” and the root words. Find their definitions in a dictionary. Explain that adding “tion” has changed each word from a verb to a noun. Brainstorm other words that end with “tion.”

S Investigating the materials that are used to build houses

In pairs, give the students materials to build a model house, for example, paper, card, drinking straws, tape, and scissors. Ask them to describe the family and the environment their house is designed for. When they have built the model, the students can write labels to explain the features of their house.

 The students can use the blackline master on page 80 to compare different types of houses.