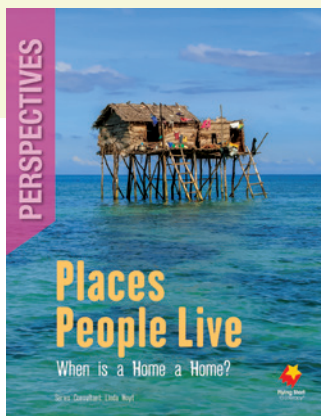


Lesson Plan

Fluent Plus
reading stage

Level 29

PERSPECTIVES

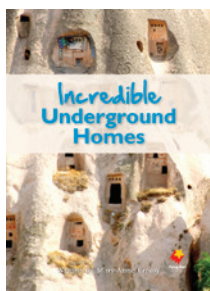


What makes a home?

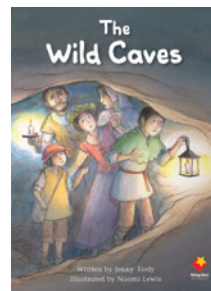
Contents

- Which home?
- Speak out!
- Living at sea
- City or country?

Paired connected texts



Throughout history, people have chosen to live in underground homes. *Incredible Underground Homes* reports on how and why people live underground.



In *The Wild Caves* Hassan and Ferah's little brother goes missing in the wild caves behind their cave home. Hassan and Ferah go looking for him. Little do they know that this experience will enable them to save the villagers after a disastrous cave-in.

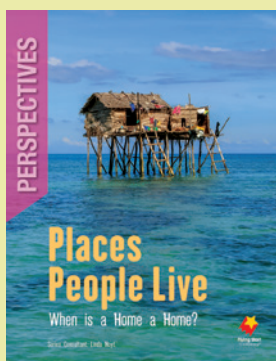
Content vocabulary

apartment backyard boat cabin city countries cultures dock ground floor home house kitchen languages lift outskirts port protect secure shelter town treehouses

Key concepts

- A home is a shelter that protects people from the elements.
- People live in many different places, in different types of homes.

PERSPECTIVES Places People Live: When is a Home a Home?



Initiate ideas

Introduce the book

Ask: *Where do you live? What does your home look like?* Have students talk with a partner about this.

Show the students the front cover of *PERSPECTIVES: Places People Live: When is a Home a Home?*

Say: *This book is about different places that people live. It has several texts that discuss different points of view about the differences and similarities between places that people live.*

Read the title and ask: *What do you think a home is?* Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Places People Live: When is a Home a Home?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about these questions?*

Have students share their ideas with the group.

Have students turn to "Which home?" on pages 6 and 7. Say: *Look closely at the images. Talk with your partner about what you notice.*

Ask: *What similarities do these homes have? How are they different?*

Have students talk with a partner and then share ideas as a group. Use students' ideas to record information on a T-chart with the headings "Similarities" and "Differences".

Respond to the text

Introduce the Graphic Organiser: Know and Wonder.

Ask: *What do you now know about what makes a home? What do you still wonder?* Have students talk with a partner.

Say: *Work with your partner to write one or two points on your Know and Wonder charts.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students turn to the "Speak out!" section on pages 8 and 9 and read the introduction.

Invite a student to read aloud one of the "speak outs" to the group. Ask: *What is your view on this opinion?*

Continue reading and discussing each "speak out" opinion in a similar manner.

Ask: *Does a home have to be in the one place?* Discuss.

Have students turn to "Living at sea" on pages 10–13. Say: *Read the text independently and then talk to your partner about what you learnt from it.*

Ask: *Can you imagine living on a boat like Eden and his family do? What do you think you would enjoy? What would be challenging? If you could ask Eden a question, what would it be? What would you like to know about his home?* Discuss as a group.

Ask: *How is Eden's home similar to yours? How is it different?*

Discuss as a group. Record students' ideas using a Venn diagram to compare homes that are stationary and Eden's home.

Respond to the text

Ask: *What new ideas do you have about homes?* Discuss as a group.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to add to your Know and Wonder charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to “City or country?” on pages 14 and 15, and read the title to them. Ask: *Where would you rather live – in the city or in the country? Why?* Provide time for students to share their ideas and any personal stories they may have. Have students read the text independently. Ask: *What did you learn about city and country life? What are the similarities of these two lifestyles? What are the differences?* Use students’ ideas to add information to a Venn diagram that compares and contrasts city and country living.

Respond to the text

Ask: *What do you now think about the question: “What makes a home a home?”* Discuss as a group. Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have. Think about the things you still wonder. Work with your partner to add points to your Know and Wonder charts.*

Bring it all together

Have students meet with their completed graphic organisers. Invite pairs of students to share their Know and Wonder charts at a group discussion. Use the students’ ideas to record points on a chart. Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. Say: *Think about what you have learnt about the different places that people live, and how you feel about this information.* Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Places People Live: When is a Home a Home?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion now about the places people live and what makes a home a home?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Real estate advertisement

Have small groups of students browse through real estate advertisements (in magazines, in newspapers, or online). The groups then create their own real estate ad for an imaginary house. Have the groups draw a picture of the house they are “selling” and write about its features, to entice people to buy it.

Think tank

If students are passionate about the issue, they may like to think about it further and take action. They could do this by sharing their understandings with the school community. Have them work in small groups and reflect on what they have learnt about homes. Have each group write a

generalisation about the topic using the sentence starter, “A home is ...” Groups can write their statements on a large chart and display it in a central area of the school.

Graphic Organiser: Know and Wonder

What do you know about what makes a home? What do you still wonder?

Know	Wonder

Flying Start to Literacy Lesson Plan *PERSPECTIVES Places People Live: When is a Home a Home?* © 2020 EC Licensing Pty Ltd.

© 2020 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2020 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan

Consultant: Linda Hoyt

Designed by Derek Schneider

Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:

www.ecpublishing.com.au/contact-us

More information:

www.flying-start-to-literacy.com.au

www.ecpublishing.com.au

ISBN: 978-1-76086-940-3



9 781760 869403