

SECOND QUARTER

SOCIAL STUDIES: Families, Homes, and Communities

SCIENCE: Earth/space—weather and seasons

OVERVIEW: The focus of this quarter is to explore the characteristics and roles/responsibilities in different kinds of relationships: friends, family, and neighbors. This quarter also focuses on the impact/relationship of weather and seasons in our choices and decisions.

CONCEPT: RELATIONSHIPS

A relationship is a connection between things or people. Various kinds of relationships exist between living and non-living things and can be found where we live, work, and play.

TOPIC 1: Families Everywhere

TOPIC 2: Home Is Where the Heart Is

Possible Learning Experiences for Developing Conceptual Understanding

Throughout the unit, the teacher should help students understand the concept of **RELATIONSHIPS** using these experiences:

- Explore relationships by matching classroom items (blocks, paints, chair, and books) to the places in the room to which they relate. Discuss the common sense behind materials being in specific places in the classroom. (BK, L)
- Have students draw a picture of a group or club to which they belong such as cub scouts, church class, or reading group. Help students identify what they share in common with others in the group and dictate/write a sentence about it. (BK, S, L)
- Work as a class to pair up objects or pictures of objects that belong together: toothbrush/toothpaste, bird/nest, crayon/coloring book, etc. Explore and discuss the relationship that each object has to another. (L, BK)
- Sing Hap Palmers song "They Go Together" from *Witches Brew* collection. Listen for the items identified in the song that belong together and discuss the relationship (bees/hive). Create a "They Go Together" class book with each student thinking of living or non-living things that relate to one another. (M, L, S, BK)
- Encourage students to explore personal relationships by creating webs that show family relationships (grandparents, aunts, uncle, cousins) and friendships (neighbors, playmates, friends of the family). Ask parents to assist with this exploratory task by helping children identify the relationship to the child and others in the family. (L, BK, S)
- Explore cause and effect relationships by participating in simple science experiments that involve changing the state of matter (water/ice, soil/mud, Jello powder/Jello). Describe what caused the change and the effect it has on the substance. (BK, L)

TOPIC #1: Families Everywhere - Standards Addressed: (Various literacy skills and math skills are embedded in the learning experiences)

Social Studies: Civics Standard 3: The student will explain the importance of individual responsibility.

3.1 Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Social Studies: Geography Standard 2: The student will discuss how children in various communities and cultures are alike and different.

2.1 Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).

2.2 Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

Standard 3: The student will investigate and observe the basic concepts of the Earth.

3.1 Explores and describes the properties of common earth materials (e.g., soil, rocks, water).

3.2 Observes and describes daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).

3.3 Observes and describes characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).

3.4 Describes simple conservation measures used to protect the environment (e.g., recycling, careful use of water).

Earth/Space Science Process Standard 1: The student will investigate and experiment with objects to discover information.

PS1.1 Observes, describes, sorts, and classifies objects according to their common properties (e.g., animals, plants, shells, rocks, buttons). &

PS1.2 Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light). &

PS1.3 Asks questions, makes predictions, and communicates observations orally and/or in drawings.

Essential Understandings:

1. A family is a group of people who love and care for each other. Each of us is part of a family.
2. Each family is unique in size and number of family members. A family member is a mother, father, brother, sister, and sometimes grandparents. Families can change.
3. Families are everywhere in the world. Families around the world have different traditions, language, customs, food, and clothing.
4. Families work, play, and solve problems together.
5. Families around the world live in homes and share family activities but they have different traditions, language, customs, food, and clothing.(SS.G. 2.1, 2.2)

Cross Curricular Connections	
ART	TECHNOLOGY (Reflects National Education Technology Standards – NETS)
<div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); opacity: 0.1; font-size: 100px; pointer-events: none;">SAMPLE</div>	
PHYSICAL EDUCATION / HEALTH & WELLNESS	
COMMUNITY GUIDELINES & LIFESKILLS	
<p>Mutual Respect Caring Cooperation Responsibility Pride</p>	<p>Each topic offers many opportunities to directly teach and/or use “teacher talk” to enhance student understanding and use of Community Guidelines and Lifeskills.</p>
<p>For learning experiences refer to TRIBES book, <i>Tools for Citizenship & Life</i>, and/or Teacher Resources page of TPS website.</p>	
ESSENTIAL UNDERSTANDINGS	
<ol style="list-style-type: none"> 1. A family is a group of people who love and care for each other. Each of us is part of a family. 2. Each family is unique in size and number of family members. A family member is a mother, father, brother, sister, and sometimes grandparents. Families can change. 3. Families are everywhere in the world. Families around the world have different traditions, language, customs, food, and clothing. 4. Families work, play, and solve problems together. 5. Families around the world live in homes and share family activities but they have different traditions, language, customs, food, and clothing.(SS.G. 2.1, 2.2) 	

Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Plan a “Family Day” or “Family Party”. Make invitations that invite family members to participate in the party, games, and activities planned. Help different families get acquainted with each other through storytelling, cooking, or other events. (BK, L, S)
- Create a “Families” bulletin board by bringing a family photo to display and label the display with the names of your family members. (S, L)
- Create a poster about your family using photos, magazine pictures, and various family artifacts. Each poster should highlight family members, family activities, family pets, family favorites (foods, TV show, sports, etc.). Share family posters at a Family Fair—display the poster and artifacts from the family and share with classmates or school. (S, L, BK)

Students will:

- Read and discuss the families in children's literature. Identify the activities from the book that are the same as activities that your family experiences: shopping, vacationing, eating a meal, etc. Identify something in the story that is different than anything your family has done. (L)
- Brainstorm responses to the question, “What is a family?” to determine student understanding about families and family relationships. Display responses on a web graphic organizer. (L, S)
- Participate in a Sharing Circle by telling about how you and your family show each other that you care/love each other. Name ways that you help others in the family or take care of someone else's needs (play with a baby brother, help with the dishes, hugging family members). (L)
- Identify and discuss how the family photos of classmates (bulletin board of family photos of children in the class) reflect similarities and differences in the number of family members, brothers and sisters, etc. (L)
- Draw a picture of all the members of your family. Identify the names of family members on the drawing. (S, L)
- Create a Family circle diagram with your name/picture in the center circle and then the names/photos of each family member on the “rays” that emanate out. Identify the relationship of that person to you (grandmother, sister, etc.) (S, L)
- Chart family sizes by collecting data about the number of family members living in the home. Graph the results to determine whose family has the most members and what the most common size of family is. (L, BK, S, M)
- Explore pictures of families from other countries. Compare and contrast another family photo with the photo of your family. Use a T-chart to record your observations about each family. Look for the similarities and differences in family members and share your observation with one other classmate. (L, M)
- In a small group or partnership, compare your family with another student's family. With the teacher's help, organize your thinking on a T-chart and be prepared to share your information with others in the class. (S, L)
- Explore various pictures of families doing various family activities: reading together, playing outdoors, cooking, going on vacation, etc. Dictate a story about the family and what activities they enjoy together. Create your own picture of you and your family doing something together. (L, S, BK)
- Sort and classify pictures of family activities that families do alone or together (play ball/together; read a book/together or alone). Discuss your sort with the teacher and tell about one activity that you do alone at home and one activity that your family does together. (L, BK, M)
- Perform/dramatize things family members do to help at home such as washing dishes, walking the dog, or raking leaves. Have classmates guess the home activity. (L, BK)
- Make a set of “Helping Hands” handprints on a sheet of construction paper. Below each handprint, dictate a sentence about a job that you can do at home (I will pick up my toys/I will help set the dinner table). (BK, S, L)
- Create and sing a “helping song” by brainstorming ways that children can help at home every day. List the brainstormed ideas on chart paper and then sing to the tune of “The Mulberry Bush” (This is the way we make our bed....)
- Invite your parent(s) to share their career/work with your class. Encourage your parent to share the work that they do, the materials/tools they need to do their job, and describe how it helps the community and families. (L)
- Explore different cultures and traditions using items in “Culture Box”. Find one item that interest you and examine what it is and how it relates to families. Share your thinking with others in the class. (L, BK)

Resources/Materials

BOOKS/VIDEOS/WEBSITES

Bailey, Debbie. *My family*. Toronto, Canada: Annick Press, Distributed in North America by Firefly Books, Ltd., c1998.

Beamer, Winona Desha. *Talking story with Nona Beamer: stories of a Hawaiian family*. Honolulu, Hawaii: Bess Press, c1984.

A bear for all seasons: the Kissenbear family scrapbook. New York: Scholastic, c2004.

Blackstone, Stella. *Bear's busy family*. Barefoot Books, 1999.

Bridwell, Norman. *Clifford's family*. New York: Scholastic, c1984.

Brunhoff, Laurent de. *Meet Babar and his family*. H. Abrams, 2002.

Bullard, Lisa. *My family: love and care, give and share*. Picture Window Books, c2003.

Carlson, Nancy L. *My family is forever*. Viking, 2004.

Carlson, Nancy. *Louanne Pig in the perfect family*. Carolrhoda Books, c2004.

Carlstrom, Nancy White. *Climb the family tree, Jesse Bear!* New York: Simon & Schuster Books for Young Readers, c2004.

Cooper, Melrose. *I got a family*. New York: Henry Holt, 1997.

Coppendale, Jean. *Family festivals*. North Mankato, Minnesota: Chrysalis Education, Distributed in the U.S. by Smart Apple Media, c2003.

Cox, Judy. *My family plays music*. New York: Holiday House, c2003.

Dotlich, Rebecca Kai. *A family like yours*. Wordsong/Boyd's Mills Press, c2002

Family stories you can relate to. New York: SeaStar Books, c2001.

Fraggalosch, Audrey. *Grizzly bear family*. Soundprints, 2003.

Garden, Nancy. - *Molly's family*. New York: Farrar, Straus, and Giroux, c2004.

Green, Jen. *A family from South Africa*. Orlando, Florida: Raintree Steck-Vaughn, c1998.

Hammersmith, Craig. *What is a family?* Minneapolis, Minnesota: Compass Point Books, c2003.

Hanson, Anders. *I like my family!* Minneapolis; Minnesota: ABDO Pub., c2006.

Hopkins, Beverly H. *Changes: my family and me*. Washington, DC: Child & Family Press, c1999.

Inteli, Nancy. *The Tutter family*. New York: Simon Spotlight, c2001.

Khalsa, Dayal Kaur. *My family vacation*. Tundra Books, Tundra Books of Northern New York, 2002, c1988.

Kuklin, Susan. *How my family lives in America*. New York: Aladdin Paperbacks, c1992.

Leedy, Loreen. *Who's who in my family?* New York: Holiday House, c1995.

Maurer, Tracy. *A to Z of friends and family*. Vero Beach, Florida: Rourke, c2002.

McCully, Emily Arnold. *My real family*. Ontario, Canada: Harcourt Brace, c1994.

McKissack, Pat. *Messy Bessey's family reunion*. Children's Press, c2000.

Monk, Isabell. *Family*. First Avenue Editions, c2001.

Morris, Ann. *Grandma Hekmatt remembers: an Arab-American family story*. Brookfield, Connecticut: Millbrook Press, c2003.

Morris, Ann. *Grandma Lai Goon remembers: a Chinese-American family story*. Brookfield, Connecticut: Millbrook Press, c2002.

Morris, Ann. *Grandma Lois remembers: an African-American family story*. Brookfield, Connecticut: Millbrook Press, c2002.

Morris, Ann. *Grandma Maxine remembers: a Native American family story*. Brookfield, Connecticut: Millbrook Press, c2002.

Morris, Ann. *Grandma Susan remembers: a British-American family story*. Brookfield, Connecticut: Millbrook Press, c2002.

Moskal, Greg. *Family fun: learning the f sound*. New York: PowerKids Press, 2002.

Palatini, Margie. *Moosekitos: a moose family reunion*. New York: Hyperion Books for Children, c2004.

Parr, Todd. *The family book*. Little, Brown, c2003.

Peters, Sonja. *A family from Germany*. Orlando, Florida: Raintree Steck-Vaughn, c1998.

Quattlebaum, Mary. *Family reunion*. Eerdmans Books for Young Readers, 2004.

Reber, Deborah. *Meet my family*. New York: Simon Spotlight/Nick Jr., c2001.

Rondeau, Amanda. *Do something in your family*. Minneapolis; Minnesota: ABDO, c2004.

Rylant, Cynthia. *Henry and Mudge in the family trees: the fifteenth book of their adventures*. New York: Simon & Schuster Books for Young Readers, c1997.

Scoones, Simon. *A family from Japan*. Orlando, Florida: Raintree Steck-Vaughn, c1998.

Simmons, Lesley Anne, 1950- - *Meet Kofi, Maria & Sunita: family life in Ghana, Peru & India*. Cobblestone Pub., c1996.

Skutch, Robert. *Who's in a family?* Tricycle Press, c1995.

Sweeney, Joan. *Me and my family tree*. Dragonfly Books/Crown, 2000, c199.

Thomas, Pat. *My new family: a first look at adoption*. Barron's, 2003.

Walton, Rick. *Bunny Christmas: a family celebration*. New York: HarperCollins, c2004.

Waterlow, Julia. *A family from China*. Orlando, Florida: Raintree Steck-Vaughn, c1998.

Waterlow, Julia. *A family from Ethiopia*. Orlando, Florida: Raintree Steck-Vaughn, c1998.

Waterlow, Julia. *A family from Guatemala*. Orlando, Florida: Raintree Steck-Vaughn, c1998.

Wheeler, Lisa. *Wool gathering: a sheep family reunion*. New York: Atheneum Books for Young Readers, c2001.

Zolotow, Charlotte. *Hold my hand: five stories of love and family*. New York: Hyperion Books For Children, c2003.

Video: *All About Families* by Warren Colman. Raleigh, NC, Rainbow Educational Media, c1999.

TEACHER RESOURCES

Jenness, Aylette. *Families: A Celebration of Diversity, Commitment, and Love*. Boston, MA: Houghton Mifflin Co., 1990.

Seltzer, Isadore. *The House I Live In*. New York: Macmillan Publishing Co., 1992.

Here I Am: *Adventures in Time and Place (Social Studies)*. McGraw Hill; 2001.

WEBSITES

For additional lesson ideas visit:

Families http://teacher.scholastic.com/lessonplans/unit_familyPreK.htm
 Family Celebrations http://teacher.scholastic.com/lessonplans/unit_everybodycelebrates.htm
 Neighborhood http://teacher.scholastic.com/lessonplans/unit_neighborhood.htm

MATERIALS/SUPPLEMENTS

Students' family photos
 Photos of multicultural families
 Magazine pictures of family activities (biking, cooking, working, eating)
 Misc. props for pretend center—pretending family activities/experiences

Culture Boxes (boxes of artifacts from other countries—check availability of specific culture boxes through resource room at Eisenhower International School – 746-9100)

Assessment Opportunities

Teacher Observations:

- As students compare and contrast photographs of families, note how students identify the similarities/differences in dress, homes, food, and activities of their family and the families from other countries.

Checklists/rubrics:

- Check the accuracy of family member drawings to determine if student is able to identify family members and their relationship to the family (mother, grandfather, baby sister, etc.).
- After learning about families from other countries, student can illustrate something they have learned related to a families' home, food, clothing, etc. that is different than their own family.

Group Discussion/Processing:

- Listen for the truthfulness about family experiences/relationships and then note when students are embellishing their sharing and when they are sharing the truth about their family (reality/fantasy).
- Listen for student understanding of relationships.

Teacher Notes:

SECOND QUARTER

SOCIAL STUDIES: Families, Homes, and Communities		SCIENCE: Earth/space—weather and seasons	
OVERVIEW: The focus of this quarter is to explore the characteristics and roles/responsibilities in different kinds of relationships: friends, family, and neighbors. This quarter also focuses on the impact/relationship of weather and seasons in our choices and decisions.			
CONCEPT: RELATIONSHIPS A relationship is a connection between things or people. Various kinds of relationships exist between living and non-living things and can be found where we live, work, and play.			
TOPIC 1: Families Everywhere		TOPIC 2: Home Is Where the Heart Is	
Possible Learning Experiences for Developing Conceptual Understanding Throughout the unit, help students understand the concept of RELATIONSHIPS using these experiences: <ul style="list-style-type: none"> Explore relationships of classroom items (blocks, paints, chair, and books) to their locations in the room. Discuss the common sense behind materials being in specific places in the classroom. (BK, L) Have students draw a picture of a group or club to which they belong such as cub scouts, church class, or reading group. Help students identify what they share in common with others in the group and dictate/write a sentence about it. (BK, S, L) Work as a class to pair up objects or pictures of objects that belong together: toothbrush/toothpaste, bird/nest, crayon/coloring book, etc. Explore / discuss the relationship that each object has to another. (L, BK) Sing Hap Palmers song "They Go Together" from <i>Witches Brew</i> collection. Listen for the items identified in the song that belong together and discuss the relationship (bees/hive). Create a "They Go Together" class book with each student thinking of living or non-living things that relate to one another. (M, L, S, BK) Encourage students to explore personal relationships by creating webs that show family relationships (grandparents, aunts, uncle, cousins) and friendships (neighbors, playmates, friends of the family). Ask parents to assist with this exploratory task by helping children identify the relationship to the child and others in the family. (L, BK, S) Explore cause and effect relationships by participating in simple science experiments that involve changing the state of matter (water/ice, soil/mud, Jello powder/Jello). Describe what caused the change and the effect it has on the substance. (BK, L) 			
TOPIC #2: Home Is Where the Heart Is			
Social Studies: Geography Standard 2: The student will discuss how children in various communities and cultures are alike and different. 2.1 Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter). 2.2 Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.			
Standard 3: The student will investigate and observe the basic concepts of the Earth. 3.1 Explores and describes the properties of common earth materials (e.g., soil, rocks, water). 3.2 Observes and describes daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold). 3.3 Observes and describes characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves). 3.4 Describes simple conservation measures used to protect the environment (e.g., recycling, careful use of water).			
Standard 2: The student will explore various careers and the concept of employment (e.g. school, personnel, community helpers).			
Earth/Space Standard 3: The student will investigate and observe the basic concepts of the Earth. 3.1 Explores and describes the properties of common earth materials (e.g., soil, rocks, water). 3.2 Observes and describes daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold). 3.3 Observes and describes characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves). 3.4 Describes simple conservation measures used to protect the environment (e.g., recycling, careful use of water).			
Process Standard 1: The student will investigate and experiment with objects to discover information. PS1.1 Observes, describes, sorts, and classifies objects according to their common properties (e.g., animals, plants, shells, rocks, buttons). & PS1.2 Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light). PS1.3 Asks questions, makes predictions, and communicates observations orally and/or in drawings.			
Civics Standard 3: The student will explain the importance of individual responsibility. 3.1 Describes the importance of individual responsibility (e.g. as student, family member, citizen)			
Geography Standard 1: The child will demonstrate knowledge of basic geographic concepts. 1.2 Begins to develop an understanding of city/town, state, and country. 1.3 Identifies a map as a drawing of a particular location.			
Essential Understandings: 1. A family is a group of people who love and care for each other. Each of us is part of a family. 2. Each family is unique in size and number of family members. A family member is a mother, father, brother, sister, and sometimes grandparents. Families can change.		3. Families are everywhere in the world. Families around the world have different traditions, language, customs, food, and clothing. 4. Families work, play, and solve problems together. 5. Families around the world live in homes and share family activities but they have different traditions, language, customs, food, and clothing.(SS.G. 2.1, 2.2)	

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COMMUNITY GUIDELINES & LIFESKILLS	
Organization Resourcefulness Responsibility Flexibility Pride	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Each topic offers many opportunities to directly teach and/or use “teacher talk” to enhance student understanding and use of Community Guidelines and Lifeskills. </div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 20px;"> For learning experiences refer to TRIBES book, <i>Tools for Citizenship & Life</i>, and/or Teacher Resources page of TPS website. </div>
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Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Participate in a walk and talk movement activity. Walk around the room while the music plays, then stop with a partner or triad and talk about your home. Be prepared to respond to these discussion topics: 1) Describe the building materials on the outside of your house, 2) Share about your favorite room in your home, 3) If you could change something about your home, what would it be? (BK, L)
- Create a creative shelter using boxes, fabrics, cardboard, and other discards. Bring a small stuffed animal to school and design and build a "home" for the animal. Consider size, shape, and function for the animal when designing and building. Display and present the home in a "Parade of Homes" event for the class or school. (BK, S, L, LM)
- Visit a construction site or newly developing neighborhood to observe the size, shape, and structure of homes. Plan to visit a second time to identify materials that are used to finish the home (siding, brick, roofing materials, etc.) (BK, L, LM)
- Invite a guest speaker from Habitat for Humanity to share information about home building projects and show slides of homes being built for families. (L)
- Build a class neighborhood by using empty milk cartons and boxes to create houses and apartments. Dictate sentences & stories about the neighborhood for a class book. (BK, S)
- Collect data from the class to explore information about housing. Count and compare the results of the data collection to discover if more people live in houses, apartments, or trailer homes. (L, M)
- Build a house with blocks using a "blueprint" (teacher created designs using geometric shapes of blocks). Have a friend also build a house using a different "blueprint". Share and compare what is the same or different about your completed houses. (BK,LM,L)
- Draw a picture of your own home. Compare the similarities and differences in homes by comparing drawings. (shape of roof, colors of houses, number of windows). (S, L, BK)
- Explore the neighborhood houses and look at features such as number of windows, front porches and steps, chimney or no chimney, etc. Count, compare, and analyze why homes in the area are similar and different. (L, M, S, BK)
- Contribute to a class book called A Book of Homes. Draw a picture of a house and then describe the house by completing this sentence on the page, "This house is _____." Include descriptions related to size, color, and features. (L, BK, M)
- Gather data related to your house by taking a house survey. Count and record the number that relates to how many doors, rooms, chimneys, and windows you house has. Share and compare your data with at least two classmates to determine the similarities and differences. (LM, L)
- Read Ann Morris' book, Houses and Homes. Sing the song, "Houses, Houses, Everywhere". (tune of "Twinkle, Twinkle Little Star") Explore and discuss various photos of homes from various cultures around the world and of various animals. Describe how the homes are the same and different. (L)
- Observe the variety of building materials (brick, wood, shingle, stone) with a magnifying glass. Represent what you notice about the different materials by making drawings in your notebook. Share your observations with a classmate. (S, BK, L)
- Choose a picture of a home from another part of the world. Make a list of words that describe unique characteristics of the house/home. Use your word list to help you create a poem or story about the home. (S, L)
- With your learning club, create (3-D or 2-D/ construct, draw, cut/paste, or paint) a map of one street in the neighborhood surrounding the school. Include at least 6 houses on the street, the house numbers and addresses of those 6 houses, and the name/number of the street. (BK, LM, S)
- Create the pocket home to look like your house. Make your personal address card to place in your house "pocket" for you and other classmates to use as a tool when writing/practicing your addresses. Write a message to a classmate and place it in their pocket home. (S, LM)
- Explore the career of a mail carrier using the props in the pretend center. Practice collecting, sorting, and organizing the mail by matching the numbers and street names in the addresses. (BK, LM)

Resources/Materials

BOOKS/VIDEOS/WEBSITES

Kindergarten, 2nd Quarter, Topic 2
 Bailey, Debbie. *My Family*. Annick Press, c1998.
 Baker, Jeannie. *Home*. New York: Greenwillow Books, c2004.
 Bridwell, Norman. *Clifford's Neighborhood: Lots to Learn All Around the Town*. Cartwheel Books, c2002.
 Butler, Daphne. *Finding Shelter*. Austin, Texas: Raintree Steck-Vaughn, c1996.
 Catalano, Angela. *Community Resources: The Land And The People In Communities*. New York: PowerKids Press, 2005.
 Catalano, Angela. *Community Space: How Land And Weather Shape Communities*. New York: PowerKids Press, 2005.
 Cipriano, Jeri. *All Kinds Of Clothes*. Mankato, Minnesota: Yellow Umbrella Books, c2003.
 Dorros, Arthur. *This is My House*. New York: Scholastic, c1992.
 Doudna, Kelly. *Boys and girls around the world*. Minneapolis; Minnesota: ABDO Pub., c2004.
 Doudna, Kelly. *Clothing around the world*. Minneapolis; Minnesota: ABDO Pub. Co., c2004.
 Doudna, Kelly. *Cultures Around The World*. Minneapolis; Minnesota: ABDO Pub. Co., c2004.
 Doudna, Kelly. *People Around The World*. Minneapolis; Minnesota: ABDO Pub. Co., c2004.
 Gregoire, Maryellen. *Morning Meals Around the World*. Minneapolis: Picture Window Books, 2004.
 Hall, Margaret. *Clothing*. Port Melbourne, Australia: Heinemann Library, c2001.
 Hall, Margaret. *Homes*. Port Melbourne, Australia: Heinemann Library, c2001.
 Hall, Margaret. *Sports*. Port Melbourne, Australia: Heinemann Library, c2002.
 Hall, Margaret. *Transportation*. Port Melbourne, Australia: Heinemann Library, c2001.
 Hewitt, Sally. *The Homes We Live In*. Austin, TX: Raintree-Steck-Vaughn, c1997.
 Hollyer, Beatrice. *Wake Up, World!: A Day In The Life Of Children Around The World*. New York: Henry Holt, 1999.
 Jackson, Abby. *Homes*. Mankato, Minnesota: Yellow Umbrella Books, c2004.
 London, Jonathan. *Froggy Gets Dressed*. New York: Puffin Books, 1994, c1992.
 Kalman, Bobbie. *Homes Around The World*. New York: Crabtree Pub. Co., c1994.
 McCormick, Rosie. - *Homes*. North Mankato, Minnesota: Smart Apple Media, c2004.
 Montanari, Donata. - *Children Around The World*. Toronto, Ontario: Kids Can Press, c2001.
My First Look at Home. New York: Random House, c1990.
 Neitzel, Shirley. *The Jacket I Wear In The Snow*. New York: Greenwillow Books, c1989.
 Nunn, Tamara. *Mi Direccion Global [My Global Address]* Creating Teaching Press, c1998.
 Parks, Carmen. - *Farmers Market*. New York: Green Light Readers/Harcourt, c2000.
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MATERIALS/SUPPLEMENTS

"Houses, Houses, Everywhere"

Houses can be made of bricks.
 Houses can be made of sticks.
 Houses can be big or small.
 Houses can be short or tall.
 Houses here and houses there;
 Houses, houses, everywhere!
 Houses can be very new.
 Houses can be older, too.
 Houses can be low or high.
 Houses! Houses! My, oh my!
 Houses here and houses there;
 Houses, houses everywhere!

Student addresses

Plastic, pretend healthy foods (fruits, vegetables, meats, etc.)

Samples of building materials (brick, shingle, rock, siding, wood, painted wood, etc.)

Misc. boxes and "junk" materials for creating houses

Photos of people from around the world

Photos of homes around the world

Assessment Opportunities

Teacher Observations:

- Student is able to describe the characteristics of their home and compare it to other homes/houses.
- Student demonstrates an understanding of the basic need for shelter through discussions, learning experiences, and projects.

Checklists/Rubrics:

- Student is able to collect and analyze simple data related to their home and/or houses in the neighborhood.
- Student is able to recite/identify complete address (house/apartment number, street, and city) when asked.
- Student can identify 2 similarities and 2 differences in 2 photos of houses from around the world (building materials, rooms, fireplace).

Group Discussion/Processing:

- Student participates in discussions about their home/house and stories about families and homes and can contrast and compare the similarities and differences and/or relationship.
- Student communicates their understanding of the relationship and similarities and differences in characteristics of homes of different cultures during project sharing and shared literature.

Teacher Notes: