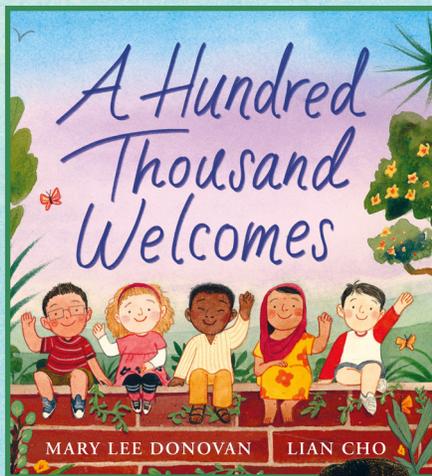
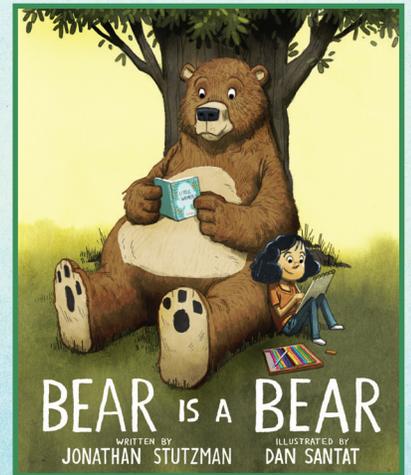
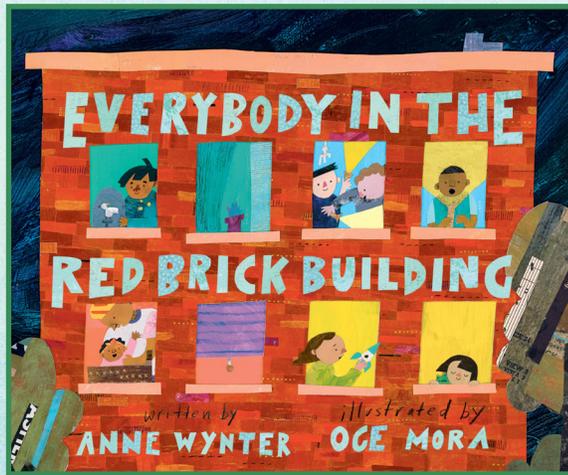


Picture This: Home and Community

Classroom Kit



Includes
downloadable
posters for your
classroom or library,
discussion questions
and activities, and
curriculum tips



Art © 2021 by Lian Cho

Home and Community in the Classroom

From the moment children are born, their home, family, and community become their world. Children's earliest feelings, impressions, experiences, and dreams come from their home and community, and set the stage for how they will engage with the broader world around them. Aren't we lucky that there are glorious picture books that celebrate home and community? As educators, it is our joy and responsibility to connect children with books that help them both understand and celebrate their place in the world.

The picture books featured in this unit reflect the simple joys of being part of a family and a community and provide an excellent springboard for discussion:

A House by Kevin Henkes

Everybody in the Red Brick Building by Anne Wynter; illustrated by Oge Mora

Bear Is a Bear by Jonathan Stutzman; illustrated by Dan Santat

A Hundred Thousand Welcomes by Mary Lee Donovan; illustrated by Lian Cho

Tips for Planning & Organizing Your Unit

A picture book unit that focuses on home and community will involve not only children, but also their families and community members. While we share these stories in a classroom or library, the books encourage the children to reflect and talk about their homes, family members, neighbors, and friends.

The books in this unit will be read aloud to young children, while older students can read the books independently, in pairs, or in small groups. Reading these books as a unit is powerful because students are given the opportunity to make connections between the stories, the characters, and their own lives.

Introduce the unit by having the children share something about their home or family. You can ask the children to bring in a family photo, a keepsake, or a drawing of their home. Discuss similarities and differences, celebrating both the diversity and universality of homes and families.

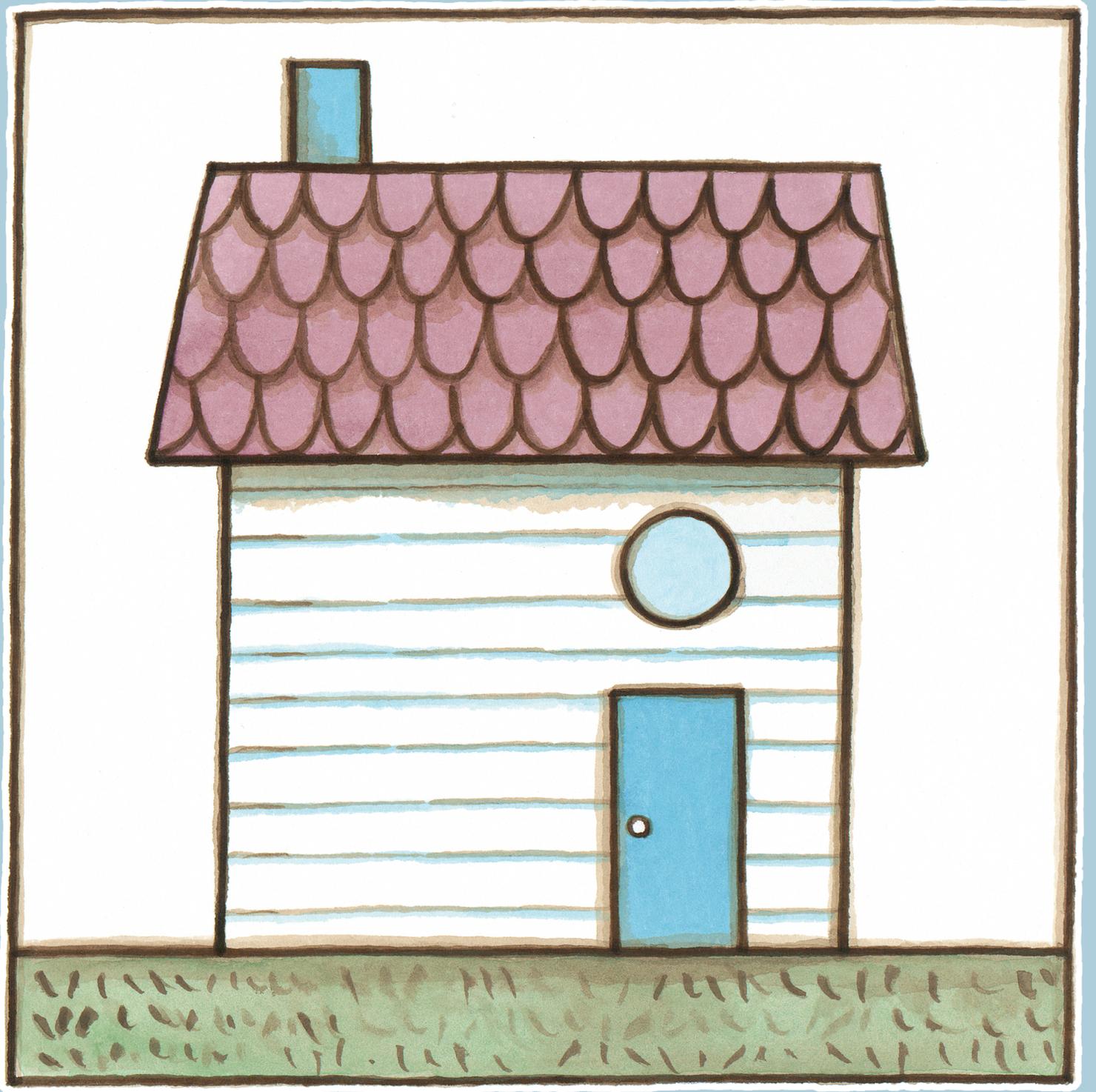
As you read and discuss each story, encourage the children to ask questions, to share their observations, and to articulate the connections they make between the book's characters, setting, or events and their own experiences. Then give the children opportunities to respond to the stories in a variety of ways, perhaps using some of the activities featured in this guide. After reading all the books, draw comparisons between them. How are they similar? How are they different? Which was your favorite? Why?

You can read these stories aloud numerous times because children's understanding develops gradually, and with each reading, they will have new discoveries, wonderings, and reflections (this is why children often ask us to reread their favorite stories!). Rereading the books will also be helpful when the children respond to questions about them, because they will be better equipped to cite specific details from the texts to support their answers.

These books easily lend themselves to a multi-disciplinary unit of study. You can integrate reading, social studies, foreign language, and science activities into a unit centered around the books. Integrating multiple curricular areas will enrich the unit of study by providing children with a deeper learning experience.

Your picture book unit should end with a culminating activity that brings the children's home and community together. For example, you might invite family members to come to school, or arrange a field trip to a nearby location, so that the children can have a shared celebration of their community.

Teaching Materials in this kit were prepared by Sue Ornstein, a first-grade teacher in the Byram Hills School District in Armonk, New York.





A House

By Kevin Henkes



About the Book

Henkes uses clean lines and a pastel palette to explore the features of a home and how the world outside changes it from day to day. He invites young children to look closely and engage with the illustrations, asking questions and encouraging them to reflect on when a house becomes a home.

Discussion Questions

- ★ Read each page aloud and pause so the children can study each illustration.
- ★ On each page, ask the question that the author poses in the story, and have the children consider their own home as well when answering. For example, what color is the door of the house in this story? What color is the door of your home?
- ★ Do you see birds and other animals near your home?
- ★ How does the time change in this story?
- ★ How does the weather change during this story?
- ★ What happens when the people and the pets arrive?
- ★ Why does the author begin this story with “A house,” but end the story with “A home”? What does he mean?

Extension Activities

Get in the Act. Have the children draw a picture of a house on a large piece of paper to create a setting or background for a puppet show. Children can draw the outside of their house (or an imaginary house) like Henkes did or choose to make a cutaway drawing which reveals the inside of their home. Then have the children create puppets of their family members. Simple puppets can be created by having the children draw each family member on paper or posterboard, cut the drawings out, and then glue a craft stick to the back of each one. When the puppets are completed, have the children tape their background to a wall or desk, and then use their puppets to act out stories about their family and their home. Children can portray true events or make up stories about their families. Have the children practice their family puppet shows and then perform them for one another.

Build It. Discuss the house in this story, and how many different types of homes exist. Have the children build a model of either their own house, or of their “dream house.” They can use blocks, craft sticks, Legos, or other building material. As an alternate or accompanying activity, have the children draw a “blueprint” of the house, including many details and labeling them to show exactly what the house looks like and what it features.

For Every Season. Discuss the seasons with the children and how their home changes as the seasons change. For example, in autumn, colorful leaves might fall near their home, and in the winter, their home might be covered with snow. In the spring, flowers may bloom, and in summer, grass might grow tall in their yard. Give the children a piece of paper and have them fold it twice and then unfold it to create four panels. Then have the children create a four-paneled picture or painting showing what their home looks like in each season.

Pet Project. Ask the children to describe the pets in this story. Ask if they have pets of their own at their home, and then ask them to imagine what pet they would choose if they were able to have any pet. Have the children make a colorful drawing of their favorite pet and cut it out. Collect the drawings and affix them to a poster or mural paper to create a “pet store.” The children can then take turns visiting the class pet store and “shopping” for the pet of their dreams. For older children, add sticky note price tags and have the children “pay” for their pet using pretend money.



EVERYBODY IN THE



RED BRICK BUILDING

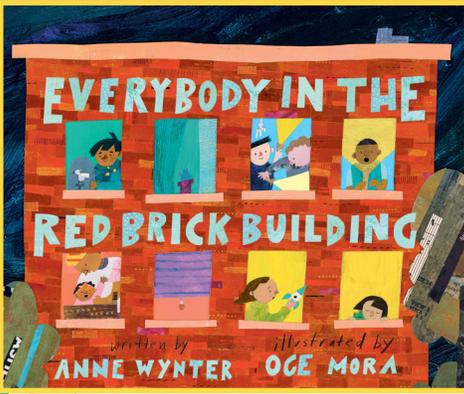


written by

ANNE WYNTER

illustrated by

OGÉ MORA



Everybody in the Red Brick Building

By Anne Wynter · Illustrated by Oge Mora

About the Book

The joys and tribulations of apartment living are celebrated in this beautifully illustrated picture book. When Baby Izzie wakes up crying in the middle of the night, she sets off a chain of events that awaken the other residents of the red brick apartment building. Noisy, lively activity ensues! But fortunately, all the residents, including Baby Izzie, eventually go back to sleep, and once again the night is filled with slumber and peace.

Discussion Questions

- Where does this story take place? How do you know?
- What happens first after Baby Izzie wakes up crying? What happens next?
- What does Rayhan's parrot do?
- What do you think Benny, Cairo, and Miles were doing? Why do you think that?
- What happens when Pepper the Cat leaps onto a car?
- Did you notice a pattern with the words on each page?
- Does everyone go back to sleep?



Extension Activities

Did You Hear That? Reread the book and emphasize each sound effect. Ask the children what they think the source of each noise is. Then give the children an opportunity to play with sound words. First, make a sound in the classroom by dropping a book or balling up a piece of paper, and then challenge the children to come up with words that represent these sounds. Then you can have the children work together to write a class poem about an activity (e.g., riding a rollercoaster or diving into a swimming pool) and have them suggest sound words to incorporate in the text. Older children can compose the poem on their own. Finally, have the children read their poems aloud for a noisy, fun, and entertaining finish!

Where Do You Live? Ask the children if they live in an apartment building (or have lived in one previously), and if not, if they have visited someone who lives in an apartment building. Use a graphic organizer to compare living in an apartment to living in a house. You can use a Venn diagram or a two-column t-chart to list the similarities and differences between the two. Discuss the advantages of each (more friends and neighbors in an apartment building, a private yard in a house) and which the children would prefer. Older students can write an opinion piece which includes their preference and several reasons for their choice.

Sleep on It. Plan a school or library slumber party for the children. They should bring along sleeping bags, flashlights, and their favorite stories. Older children can read their books to each other. An adult can read aloud the stories to younger children. Plan a special activity (for example, a scavenger hunt) or a creative craft project (making a collage or decorating t-shirts) for the children to celebrate being together and to build a sense of friendship and community.

Add It On. Discuss how the author repeats the previous sounds while also adding a new one on each page. You might choose to share some examples of other cumulative stories, such as Eric Carle's *Rooster's Off to See the World*. Then tell the children they will be writing a cumulative story as a group. Decide upon a topic or setting, and then compose the story together, allowing each child to contribute. (For example, the class might choose to write a story about some children walking through the forest, and on each page a new animal follows them through the woods.) After the story is written, give each child or pairs of children a page to illustrate. Then collate the pages and read aloud the new class book.

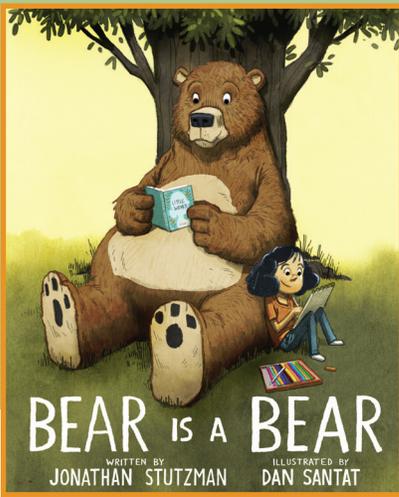




BEAR IS A BEAR

WRITTEN BY
JONATHAN STUTZMAN

ILLUSTRATED BY
DAN SANTAT



Bear Is A Bear

By Jonathan Stutzman · Illustrated by Dan Santat

About the Book

Do you remember your favorite stuffed animal from childhood? In this story, a little girl shares all her childhood experiences, both the good and the bad, with her best friend, Bear. But what happens to Bear when the little girl grows up? This poignant story pays tribute to imagination, emotion, friendship, and love. And, of course, to teddy bears everywhere!

Discussion Questions

- When the mother gives the baby girl her new bear, how does the girl feel? How do you know?
- Did the mother give the baby a real, live bear? If not, why do the pictures show a real bear?
- How does the baby interact with Bear?
- When she becomes a little older, does she interact with Bear in the same way? If not, how does it differ?
- When is Bear a protector? An artist? An explorer?
- What happens as the girl grows up?
- Where is Bear when the author writes that “Bear is a memory”?
- How much time do you think has passed when “Bear is remembered”?
- What happens to Bear when the little girl is an adult?

Extension Activities

Life Is a Picnic. Invite the children to bring their favorite teddy bear, doll, or stuffed animal to school for a picnic. First, have the children introduce their fluffy friend to their classmates. The children can design a name plate or a placemat for their stuffed animal, and then everyone can enjoy a treat together. At the picnic, read aloud books about teddy bears, including this one!

Build a Bear. Have the children make their own stuffed bear. First, give them a large piece of paper (at least 12”x18”) and have them fold it in half. They should outline the shape of their bear and then color and draw in details such as the ears, snout, mouth, fur, and paws. Then have them cut out the animal. Since the paper is folded, the children will be cutting two pieces of paper. Then they should take the bottom piece of paper and turn it over. Have the children draw the details that are on the back of a bear (e.g., fur, tail, back of the ears), and then flip it back over so it lines up with the front side. Help the children begin stapling the two pieces together around the edge. When they are more than half of the way around, they should tear small pieces of newspaper, tissue paper, cotton, or other material and stuff it between the two pieces. Once their bear is filled and puffy, they should finish stapling around the edge. The children can now enjoy their new stuffed friend!

Good Times. This story spans many years and includes milestones in the little girl’s life, such as getting her favorite stuffed animal as a baby, developing a love of art, science, and reading, going to school, and becoming a mother herself. Explain what a timeline is and how it shows milestones or important events in a person’s life. Tell the children that they will be creating a timeline of their own by including milestones such as when they were born, when they learned to walk and talk, when they started school, when they got their first pet, or when their siblings were born. (The children might need to prepare for this project by asking their parents about when their milestones occurred.) There are many ways to create a timeline, but one suggestion is to give the children several index cards and have them illustrate a milestone on each card and label it. Then string, clip, or staple the cards together to create the timeline.

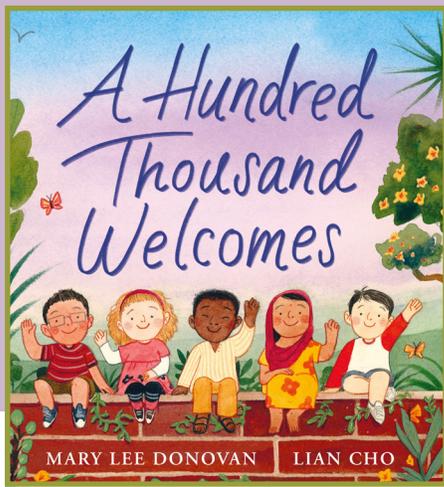
A Beary Good Story. Ask the children to think about an anecdote that includes one of their favorite teddy bears, dolls, or stuffed animals. Discuss the structure of a personal narrative story (opening sentence, details, temporal words to indicate the order of events, closing sentence) and model writing a narrative with the children. Then have the children write their own personal narratives about their stuffed animal. Young children can dictate their story to an adult and then illustrate it; older children can write and illustrate the story independently. Have the children share their stories with each other.



A Hundred Thousand Welcomes

MARY LEE DONOVAN

LIAN CHO



A Hundred Thousand Welcomes

By Mary Lee Donovan • Illustrated by Lian Cho

About the Book

Friends, neighbors, and families all around the world welcome one another in this joyful story, sharing their homes, food, and traditions. The colorful illustrations and diverse languages convey the myriad ways that people connect with one another, and the universal truth that, simply put, welcoming others into our lives makes the world a better place.

Discussion Questions

- What does the word “welcome” mean? When do we say it?
- Do people around the world speak the same language? How many languages do you think there are? Can you name some?
- Do you know any words in another language?
- As you read aloud each page, ask the children to repeat “Welcome” in each language. (You can refer to the pronunciation guide at the end of the story.)
- What do you notice about the cover of this story?
- Read the first few pages, beginning with “Welcome, friend” and ending with “We’ll shelter in peace, break bread where it’s warm.” What details do you notice? What is the weather like?
- Read the next two pages (“*Selamat datang*”). How do these friends greet each other?
- Look at the settings on the next two pages (“*Ahlan wa sahlan*” and “*Bienvenida*”). Where are the characters? How do you know?
- Look at the meal on the next page (“*Huānying*”). Can you tell what foods are being served?
- Look carefully at the next two-page spread (“*Yōkoso*”). Do you see any letters? What do you notice?
- Where do you think the next two pages take place (“*Shāgata*”)? How do you know?
- Look at the details on the next two-page spread. What do you notice about the homes, foods, and clothing?
- What is the setting on the next two pages (“*Willkommen*”)? How is it different from the previous pages?
- As you read the rest of the story, what details do you notice in the illustrations? (Allow the children extra time to study the four-panel foldout pages.)

Extension Activities



Greetings! Reread the story and then have pairs of children practice saying “Welcome” in one of the languages portrayed in this book. When they have mastered their assigned “welcome,” make a video that includes all the children’s greetings. Then present the welcome video to other groups of children to share knowledge while celebrating diversity, friendship, and languages from around the world.

The More We Get Together. Discuss the gatefold illustration that shows a communal feast. Give the children a large piece of paper and have them draw a gathering of their family, friends, and neighbors. Have them include details, including special foods that might be served. Children can add speech or thought bubbles to their illustration to show what the characters are thinking, feeling, or saying. Allow the children to present their work and then display these pictures in the classroom.

Let’s Eat! Discuss the diverse food served in this story and how many families have special foods they enjoy while honoring their culture and heritage. Then ask the children

(with parental assistance) to choose a food that is special to their family to bring into school for an International Food Day event, a celebration of food and community! The children should make a sign identifying and describing their food, as well as listing the ingredients in case any children have food allergies. Happy snacking!

In Any Language. Review the languages introduced in this story, and then plan a Language Fair with the class. Ask the children to choose a language other than English (it might be one they already speak) and prepare several words, phrases, or sentences in that language, including, of course, the word “welcome.” You can show the front pages of this book and encourage someone to choose sign language. Have all the children make a sign that identifies the language and phrases they will be saying. They can display this on their desk or “booth” for the fair. After the children have practiced, have them rotate through the classroom until they visit one another’s booths and have experienced all the different languages. Afterward, discuss what the children notice or wonder about world languages.