

Who Lives Here?



Level: A2 Word Count: 15

Curriculum Connection	Culture
Content Vocabulary	Ali, Eva, Femi, house, Kaylah, lives, Siva
Visual Literacy Element	world map
Critical Thinking	compare houses to own house
Comprehension Strategy	connecting self and text to world
High-Frequency Words	here

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss homes. Have each student talk about where they live. Have them describe what their house looks like. What are the outside walls made of? What is the roof made of? What do the houses in the street look like? How are they the same as, different from, the house that they live in?

- Give each student a copy of the book *Who Lives Here?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *Who*. It's the same word that started the title of the book, *Who Is This?* Tell the students that they are going to read the book to find out the answer to the question. As they read they will find out what different houses around the world look like.
- Discuss the cover photo. Ask questions such as – *What is this house made of? Is your house made of the same material as this house? Have you seen a house like this before? Where do you think this house may be?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the names of the children to the students. Discuss how the names are the same as, different from, their names.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find these children's names.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and invite the students to read them with you. Explain that the apostrophe tells them whose house it is. Use a practical classroom situation, for example, *Maria's shoes*. The apostrophe means the shoes belong to Maria.
- To extend understanding and vocabulary say things such as, *Eva's house is made of stone. It is on a cliff top. Ali's house is made of baked mud. It has little holes for windows. The roof of Femi's house is made of straw. Siva's house is made of wood like Kaylah's house.*
- Discuss the map on pages 14/15+. Show the students where they live. Tell them the name of the countries that the houses were photographed in. Discuss how far away some of them are to where they live.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What is Kaylah's house made of?
Where is Ali's house?
Whose house has a straw roof?
What is on the walls and door of Femi's house?
- Check inferential comprehension by asking these questions:
Which house would you most like to live in? Why?
Where do you think Eva plays?
Do you think it rains often where Femi lives? Why or why not?
Is it hot or cold where Siva lives? What in the photo tells you the answer?
- Have the students make connections between their houses and houses in different parts of the world. Ask questions such as, *How are these houses the same as, different from, your house? Do you think the children who live in these houses do the same things as you do in your house? If so, what?*
- Invite volunteers to choose one house and use the word, *how* to start a question, for example, *How does Siva get into his house?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to say what is the same about these houses and their house.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw their house. Dictate or write a sentence to go with their picture.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Name:



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Circle the name of the person
who lives here.

Kaylah

Eva

Ali

Femi

Siva



Complete the sentence.

_____ lives here.

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Who Lives Here?

Level: A2

Name:



Little Books of Answers

Read and Draw

Femi lives here.

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