



Some Houses Are Made of Straw, Wood, or Brick

But... *This* House is Made of Mud...

Students learn why houses are made of certain materials.

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Grade Level	1
Duration	9 45 minute class periods

National Geography Standards

ELEMENT TWO;
PLACES AND
REGIONS
4. The physical and
human characteristics of
places

Arizona Geography Standards

FOUNDATIONS 3SS-F2
Identify natural and human
characteristics of places and
how people interact with and
modify their environment, with
emphasis on:

PO 4 how people depend on
the physical environment and
its natural resources to satisfy
their basic needs.

Arizona Standards

READING STANDARDS:
GRADE 1
STRAND 1 READING PROCESS
CONCEPT 3 PHONICS
PO7 Use knowledge of word order (syntax) and context
to confirm decoding
CONCEPT 5 FLUENCY
PO1 Consistently read grade-level text with at least 90
percent accuracy

WRITING STANDARDS:
GRADE 1
W-F2 Use correct spelling, punctuation, capitalization,
grammar and word usage, and good penmanship to
complete effectively a variety of tasks.
PO 1 Spell high frequency words correctly.
PO 2 Punctuate endings of sentences. Capitalize
sentence beginnings and proper nouns. Use standard,
age-appropriate grammar and word usage.

MATH STANDARDS:
GRADE 1
STRAND 2 DATA ANALYSIS, PROBABILITY
AND DISCRETE MATH
CONCEPT 1 DATA ANALYSIS
PO2 Make a simple pictograph or tally chart with
appropriate labels from organized data

Overview

Teachers can use fiction and nonfiction literature
to bring geographical concepts to the students'

levels of understanding. After reading and
discussing several stories, children will be able

to share information about different types of
shelter around the world.

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Purpose

As children learn more about why people build different types of shelter around the world, they will begin to understand that lifestyles and shelter depend very much on where people live and how they use the resources available to them.

Materials

- *A House Made of Mud* (multiple copies if possible) ISBN 0873585801
- Children's atlases
- Laminated maps of the world
- Big books with house/home/shelter theme
- Mini people
- Picture books of houses around the world
- Book with the story "3 Little Pigs"
- Posters of families and homes around the world
- Writing paper, drawing paper, journals
- KWL chart
- Markers, pencils, crayons
- Overheads of typed story--*A House Made of Mud*
- Examples of different materials used to construct dwellings (bamboo, stone, wood, straw, clay bricks, animal skins, mud, grass, leaves, reeds)

Objectives

Students will be able to:

- create a tally chart on housing
- utilize this information to enable them to determine *how* these resources are used for shelter.
- illustrate and write a sentence caption, describing an available resource used for shelter.
- demonstrate understanding of a shelter resource, by developing a model depicting the resource(s) being used.

Procedures

SESSION ONE

Introduce the word and meaning of shelter/house/home. Read *The Three Little Pigs*.

Discuss different uses of materials, and why each pig chose a different resource. (For example: What resources were necessary for the pig to make bricks? Where might the pig who used sticks to build his home live?)

Use KWL chart to list information about shelter.

SESSION TWO

Discuss students' different housing. Have the students make a tally chart of the results--Who rents, owns, or lives with relative? A second tally chart could be made on kinds of homes--apartments, houses, and mobile homes.

Have the students draw a picture of the dwelling in which they live, or would like to live. Have them write a sentence or two to describe it.

Share pictures with writing on bulletin board.

Add to KWL chart.

SESSION THREE

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Introduce big book entitled *This is My House* written by Arthur Dorros. Scholastic Publishing, 1992. Read. Discuss different shaped houses, different names for shelter and materials used to construct them. Why do people use the resources they use? (People can only use the raw materials available to them. Weather, season, region...all contribute to the variety of dwellings as well). Why do some Eskimos build igloos while hunting? Why not travel in an RV or take a tent? With what did Plains Indians make their tipis? Why didn't they build a more permanent dwelling? Why don't people in Ireland, England or Scotland live in houses made of adobe? Why do some dwellings *not* have glass windows?

Have children illustrate types of building resources. Write a sentence to describe picture.

Add new information to KWL chart.

SESSION FOUR

Review KWL chart.

Ask children about homes in the desert. If they lived there, what would they use for building a shelter?

Introduce *This House is Made of Mud*. What do they think the house might look like? Discuss.

Take a book walk (looking and talking about pictures before reading.) This will help to engage reluctant readers. Read the story, and discuss.

Ask questions...Why? What? How? Who? Where? Discuss unknown vocabulary, animals, plants and "house building" resources available.

Have children illustrate types of building resources. Write a sentence to describe the picture. Reread the story.

ESPECIALLY IMPORTANT

- People build houses to keep warm, dry and safe.
- Families make homes by caring, sharing and loving

SESSION FIVE

Re-read together *This House is Made of Mud* It would be good to copy the text using large type or Xerox the story on overhead transparencies.

Address English/Spanish text.

Discuss unknown vocabulary-try to determine meaning by using picture and context clues.

HOMEWORK: Locate different building materials OR make adobe bricks, using earth, straw and water. Take to school.

SESSION SIX

Share homework-building materials. DISCUSS.

Use a set of 12 posters (WHAT IS A CHILD'S PLACE IN THE WORLD?) depicting families and their homes. Using large laminated world maps, place examples of building materials on various countries. It may take more than one day to look at all the posters. Displaying them for the week is helpful. Mini people (math counters) can also be placed on maps as you discuss countries and building materials. If the posters are not available, use illustrations in books to show the students.

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SESSION SEVEN

Continue to have picture books, atlases and maps available for children to explore on their own.

Begin individual assessment. Listen to children read (their choice)--a child-authored story, *This House is Made of Mud*, big book etc. AND have children point out similarities and differences between houses (homes?) and resources available

SESSION EIGHT

Have books available for reading, re-reading...

Have each child determine the type of dwelling to construct, where it will be located, and resources to be used.

After construction, each child will write a sentence, paragraph or short story (depending on student's ability/desire) to explain the model.

SESSION NINE

Continue working on the tasks from SESSION EIGHT.

Assessment

Using observation, discussion, and participation in the activities; choose one or more of the following to use as an assessment.

Children will read *This House is Made of Mud* with 90% accuracy in decoding, and 100% accuracy in comprehension.

Each child will complete a model of a dwelling, using resources available to that region.

SCORING: Outstanding will be given to all resources being identified and correct for that region. Satisfactory will be given to most of the resources were named and identified from that region. Needs Improvement would be building only the model and not being able to explain its construction materials.

Children will write a sentence, paragraph or story about the dwelling they chose to represent. Use the six traits writing rubric to assess their conventions.

The tally charts created by the students can be assessed for accuracy with 80% or higher being seen as mastery of math concepts.

Extensions

Use the theme of housing throughout the year. Each time a new book is introduced, analyze the housing for the characters.

Sources

This House is Made of Mud written by Ken Buchanan ISBN 0873585801

What is a Child's Place in the World?--set of 12 posters of families around the world, and their dwellings. Poster Education, # 12, Asheville, North Carolina.

This is My House a big book written and illustrated by Arthur Dorros, Scholastic Publishing, 1992