



NO PLACE LIKE  
**HOME**



Orthodontics Exclusively



The Sharons, DDS, MS, PC  
Mark Bevels, DDS, PC

## Contents

Come to My House ... But Wait!	2
Investigate	3
House Hunt Sheet	4
Discover	5
Parent Guide	8
Parent Guide: Investigate	9
Parent Guide: Discover	10
Extend	13
Resources	14
Social Media	15

*No Place Like Home* was adapted from a lesson developed by the K20 Center for the Oklahoma State Department of Education's (OSDE) Oklahoma Young Scholars Project (S206A170007), a U.S. Department of Education (USDE) Jacob K. **Javits** Gifted and Talented Students Education Grant.

## Come to My House ... But Wait!

I want you to come, but you'll have to wait!  
When you come to my house, you'll see, it's great!  
There's a table in the kitchen and a chair in the hall.  
There are eight tiny windows, but that's not all!

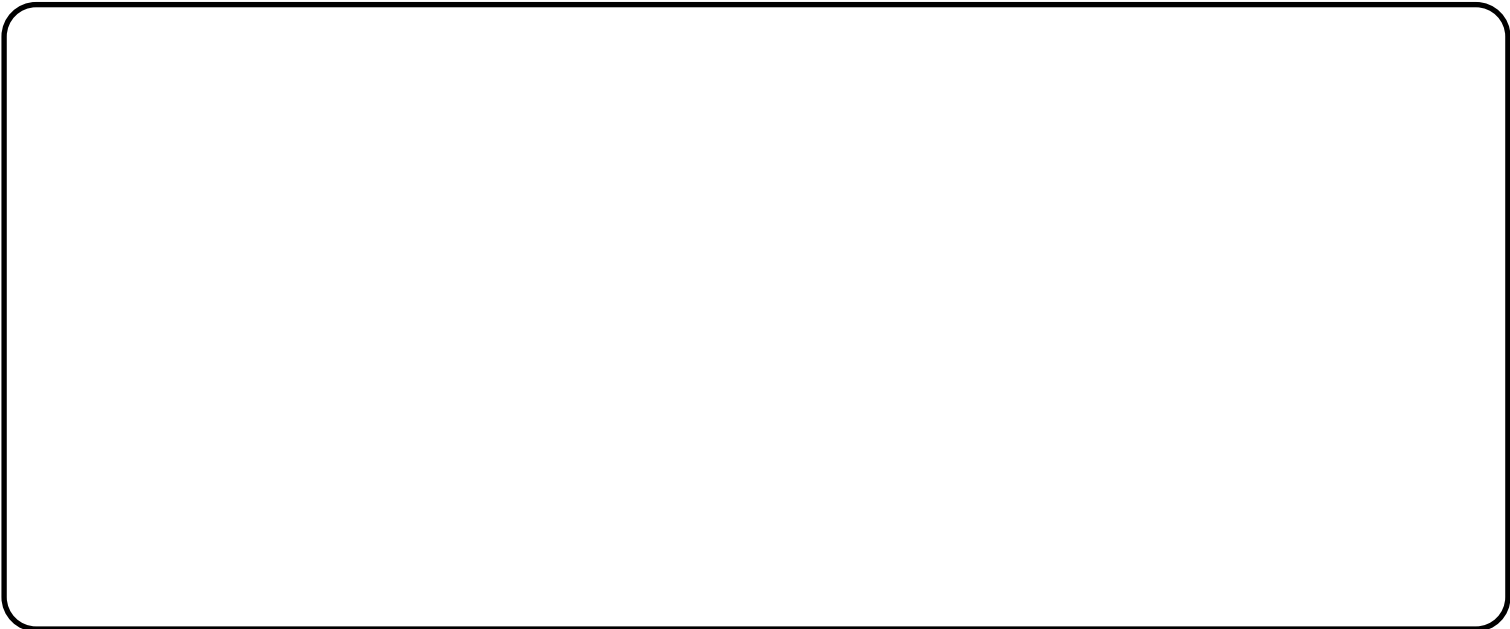
My house is square like a box and has too many socks.  
The outside is purple, the inside is pink.  
The roof is red, and the dog is overfed.  
There's a door that goes clink and the garbage stinks.

But in spite of all this, you'll still have to wait  
To come to my house, so you can see that it's great!

### ***What you will need:***

Crayons, markers, or colored pencils  
Activity Sheets  
Paper  
A partner

Draw and color what you think the house in the poem might look like.  
Does your home look like the house in the poem?



## Investigate

**What does your home look like? Let's go on a hunt!**

**What you will need:**

House Hunt sheet (Pg. 4)

Crayon or pencil

**What you will do:**

Take your House Hunt sheet and your crayons with you while you go on your hunt. Look for the things that are on the House Hunt sheet. When you find them, color the picture the same color as the item in your house.

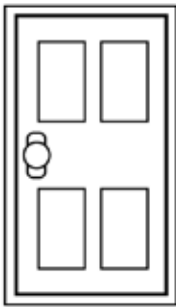
When you are done with your hunting sheet, show it to an adult in your house. They will get you going on the next part.



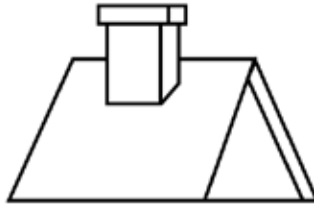
All new student-athletes at Oklahoma live in Headington Hall. It's located right across the street from the football stadium.

# House Hunt Sheet

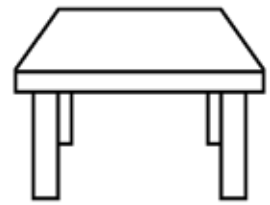
*Example: If your bed is yellow, you will color the bed yellow.*



Door



Roof



Table



Chair



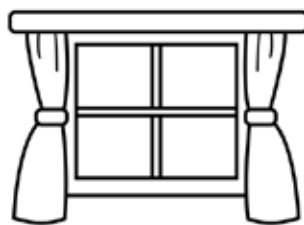
Socks



Outside of your house



Inside walls



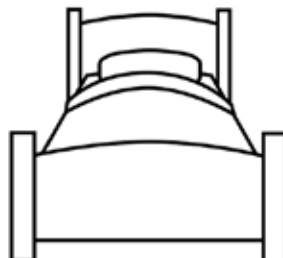
Windows



Garbage can



Pet



Your bed

Your favorite thing

## Discover

**Read this story about Logan and the football players. Think about the different kinds of homes the football players live in.**

### **Football Players Live in Homes TOO!**

One day at school, Logan's class had special visitors from the town's football team. They talked about how they liked to exercise and play football as a team. Logan asked them where they lived when they were not playing football. They said, "We live in many kinds of homes!"

Some players lived in houses with yards in front and back. Some of them lived in houses that were connected to each other, called duplexes. Many of the players lived in apartment buildings and dorms.

Apartment buildings and dorms have homes for many people. You have to walk up the stairs or take an elevator to get to each home!

Two of the players lived in a home just like Logan's grandpa. His home is called a trailer home and has wheels so he can move it to a new place.

### **Complete the following activities and questions:**

1. Circle the different kinds of homes mentioned in the story.

2. Which kind of home do you live in?

---

3. Write a sentence with the word "home" in it.














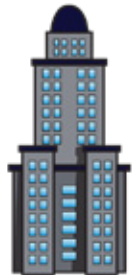
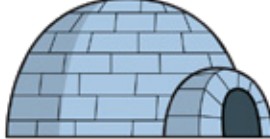

---

4. Find three words in the story that mean more than one thing.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Discover

5. Cut out the picture cards of the different kinds of homes. Sort the cards any way you want. Be sure to be able to tell your adult why you sorted your cards this way.

 <b>Apartment</b>	 <b>Dorm</b>	 <b>Duplex</b>	 <b>Farmhouse</b>
 <b>House</b>	 <b>Trailer home</b>	 <b>Tent</b>	 <b>Camper</b>
 <b>Two-story house</b>	 <b>Tree House</b>	 <b>Tiny House</b>	 <b>Cabin</b>
 <b>Castle</b>	 <b>Skyscraper</b>	 <b>Igloo</b>	 <b>Condo</b>

## Discover

6. Sort your cards again. Put them into two piles:

Homes Like Mine

Homes That Are Not Like Mine

7. Finish the sentences:

My house is like \_\_\_\_\_ because

\_\_\_\_\_.

My house is different than \_\_\_\_\_ because

\_\_\_\_\_.

## Extend

Draw and color a picture of YOUR house.

Your House Hunt sheet will help you remember details. You can use your new information to help you draw your house. (Do this on a separate sheet of paper.)

Then, write a story or poem about your house here.

---

---

---

---

---

---

---

---



## Parent Guide

This lesson introduces different types of homes to your child, such as houses, trailers, farmhouses, apartments, and more. It also emphasizes that no matter the kind of house, it is the people living inside that make it wonderful and interesting. The activities are designed to allow your child to gather information and explore the home they live in. The poem at the beginning of the lesson serves as a tool to engage their interest about things that are familiar to them in a home and also what might be surprising to find in someone else's home.

The hands-on house hunt comes next, followed by discovery through a story, a card sort activity, and/or practice that can be tied to their initial observations of their house. This guide will give you some tips to help facilitate your child's learning throughout these activities. It can be downloaded and printed so students can utilize the House Hunt sheet, cut out the card sort, answer the questions, and use the drawing activity sheets.

Your child may need help with all of the activities or they may be able to do them independently after you get them started. There are recommendations at the end of the Parent Guide for children's books about homes that you may own or can view on a website. It is recommended that parents read the information section with or directly to younger students. The reading level is intended for grades K-3 but may also be appropriate for children with learning challenges.

The poem *Come to My House ... But Wait!* is designed to capture the child's interest in details about their own home through the use of literature. It also can be used as a gateway to a discussion about why we have to wait to go to someone's home. We may have to wait for an invitation. Or, if someone is sick, we may wait because we don't want to get germs or pass them on.



## Investigate

### *Location:*

The investigation is done in and around your own home.

### *Materials:*

Your child will need the House Hunt sheet, crayons or markers, and a clipboard or something hard to put their paper on. *(You can make a homemade clipboard by using a piece of stiff cardboard and two clothespins or one binder clip.)*

### *Procedure:*

As your child explores your home, have them find the objects on the House Hunt sheet. When they find an item, have them color it the same color as it is in your home. If they don't have the perfectly matched crayon, have them choose one that is similar to that color. Encourage your child to explore and have fun with this house hunting adventure. There is not a perfect match for each item. Have your child keep their House Hunt sheet for a later activity.

### **Thinking Questions to ask your child:**

*What do you like about our home?*

*What did you discover that was new to you?*

*If you were going to change something in our home, what would you change?*

*What do you like about your favorite thing in our home?*

## Discover

There are two parts to this section of the lesson. The first part is a story to read and the second is a card sort activity.

The story, *Football Players Live in Homes TOO!* introduces different kinds of homes to the children. Prior to reading the story, ask your child what kind of homes they can think of. You can use the pictures on the card sort to show your child what some of these homes look like. You can also go online to look for pictures of homes and/or talk about people you know that live in different types of homes. Students can also look up other resources on their own if they choose.

Some possible vocabulary words to introduce during your discussion include: home, house, duplex, apartment, dorm, trailer home (*Don't be afraid to practice sounding these words out with your child.*)

1. Circle the different kinds of homes mentioned in the story.

Words circled should be: houses, duplex, apartment buildings, dorms, trailer home

2. Which kind of home do you live in?

Whatever word describes your home

3. Write a sentence with the word "home" in it.

Answers will vary.

Examples include: My home is made of wood. A home is where somebody lives.

4. Find three words in the story that mean more than one thing.

Your child might find more than three, so any of the following are fine: some, many, two, team

You may also include plural forms of words: visitors, players, buildings, dorms, homes, houses, yards, duplexes, people

## Discover

5. Have your child cut out the picture cards on the dotted lines.

*(Cutting is a skill that increases children's fine motor skill development. Children should use scissors that are appropriate for their age and development. You may find that your at-home scissors are too big, or you may need to find a pair of left-handed scissors. Most local grocery stores, as well as your local pharmacy, carry children's scissors. Of course, you can also find them online).*

After the cards are cut out, have your child sort them into groups (there can be more than two groups). This is called an “open sort” because there is no right or wrong way to sort the cards.

Ask your child, “Why did you sort your cards the way you did?” Accept all answers. Possible ways of sorting could include: by color, places I would like to live, homes I have seen, homes I have not seen, big, little, tall, short, many people live here, only one family can live here, lots of windows, no windows, wheels, and so on ...

6. Now, have your child sort the cards into just two groups.

Homes Like Mine

Homes That Are Not Like Mine



## Discover

### Thinking Questions to ask your child:

What kind of home do we live in?

What about grandparents, friends, aunts, etc.?

What is different about our home than the homes in the pictures?

Answers will vary.

What do all of the homes have in common?

They all have roofs, doors, windows, floors, and so on ...

Why do you think homes are not all the same?

People like different things, some people have more money, it is cold/warm where they live, they want to move around, and so on ...

What is your favorite part of our house? What do you like to do here?

Answers will vary.

Who do you think might live in an igloo, a castle, a tent, an apartment?

Answers will vary.

Where would we find homes like tents (campgrounds or yards), igloos (cold places), castles (where kings and queens live, Europe), skyscrapers (cities), condos (cities or towns), cabins (in the woods or a vacation place), etc.?

## Extend

### *Materials:*

Your child will need the House Hunt sheet from the 2nd activity, along with crayons, markers or paints, and a piece of paper.

This is the part of the lesson where your child puts it all together. They will be using the information on their House Hunt sheet to help them draw, color, or paint a picture of their house. Since they now know more about homes, encourage your child to show more details in their picture. Just like the picture they drew based on the poem, have them color the door the correct color (or as close as they can), have them include your garbage can in the drawing, your windows, etc. They can even make an inside and an outside picture of their home. This is a fun, creative time for your child, so keep the activity happy and simple.

Next, have your child write a story, poem, or just a few words about their home. If your child is not a writer yet, ask them to tell you their story while you write the words for them. You could also have them record their thoughts on an iPad, phone, or a cassette recorder—if you still have one around! (Check out the attic!)



## Resources

### ***Favorite books about houses:***

*The Little House* by Virginia Lee Burton

*The House That's Your Home* by Sally Lloyd-Jones, illustrated by Jane Dyer

*Home* written and illustrated by Carson Ellis

*A House is a House for Me* by Mary Ann Hoberman, illustrated by Betty Farser

*My House/Mi Casa* by Rebecca Emberley

*Two Homes* by Claire Masurel, illustrated by Kady MacDonald Denton

This website is free and has children's books about homes available:

<https://www.getepic.com/>

## Sources

Creations Inc. (n.d.). *Instantly access 40,000 high-quality books for kids*. Retrieved from <https://www.getepic.com/>

## Social Media

*If you liked this activity, please recommend [LEARN](#)—the K20 Center’s online library of lessons and educational resources—to your local school, your student’s teachers, and other educators you know. You’ll find a searchable database with more resources like this one, along with educational games, instructional strategies, and activities for professional educators.*

*Want to stay informed about our latest releases? Get updates on our growing list of resources by following us on social media at:*



*Please share your K20 LEARN success stories by tagging us at #K20LearnAtHome.*

## What is the K20 Center?

*The K20 Center for Educational and Community Renewal is a statewide education research and development center which promotes innovative learning through school-university-community collaboration. The K20 Center is located on the South Research Campus at the University of Oklahoma.*

*Learn more: [www.K20Center.ou.edu](http://www.K20Center.ou.edu)*





This activity was provided as part of a joint partnership between the K20 Center and OU Athletics. For more programs and activities, visit

**[SOONERSPORTS.COM/K20](http://SOONERSPORTS.COM/K20)**

One  
WITH   
You

