

## Discussing the Selection

- ◆ It is important for students to see you as a contributing member of the group. To emphasize that you are part of the group, actively participate in the handing-off process (see Routine 6). Students should be taking more responsibility for the discussion of the selections at this point in the year.
- ◆ Engage students in a discussion to determine whether they have grasped the following ideas:
  - A home is a place you live and feel safe.
  - Homes can be made of different materials.
  - People throughout the world live in different kinds of homes.
- ◆ Ask students how the story demonstrates the following key concepts:
  - All homes have some things in common.
  - Homes can be built in many different ways.
- ◆ Have students return to the KWL chart on **Transparency 103**. Ask students whether the information they learned while reading the selection helped answer their questions from the What I Want to Know column. Ask them to fill in the What I Learned column with other new ideas from the selection. Have students explain how they know the information from the selection is true using the information from the KWL Transparency as well as details from the selection.
- ◆ Also have students return to the Focus Question on page 15 of the selection. Have students read the question aloud and answer and discuss the question. Have them return to the text as necessary.
- ◆ Discuss with students the comprehension strategies used during the selection. Have them tell how these strategies helped them better understand what they read.

### Set Purposes

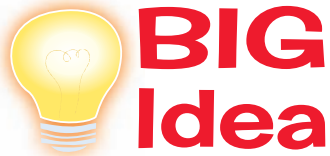
Have students return to the purposes set before the reading of the selection. Have them tell whether they met their purposes. Encourage students to return to the text to identify how their purposes were met.

### Genre Review

Review the elements of informational text with students. Then ask students how they know “Homes” is an informational text. **Possible Answer** *The selection tells about different kinds of real homes.*

K	W	L
But homes do not look the same everywhere.	shelter roof  How are twigs used to build a house?	

Transparency 103



## BIG Idea

### Why are homes important?

After reading the selection, read the Big Idea question, and discuss how the selection helps answer this question.



## Teacher Tips

**FLUENCY** By this time in Grade 1, good readers should be reading approximately eighty-two words per minute with fluency and expression. The only way to gain this fluency is through practice. Have students reread the selection to you and to each other during Workshop. As students read, you may notice that some need work in building fluency. During Workshop, have these students choose a section of the text (a minimum of 160 words) to read several times.

**WORD BANK** Have students tell you where to add the selection vocabulary to the Home, Sweet Home Word Bank.