

Some Houses Are Made of Straw, Wood, or Brick, but *This* House is Made of Mud

Students learn how shelter is important to all of us.

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Grade Level	K-1
Duration	5 class periods

National Geography Standards

ELEMENT TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

ELEMENT FIVE: ENVIRONMENT AND SOCIETY

14. How human actions modify the physical environment.

Arizona Geography Strand

Concept 2: Places and Regions Grade K

PO 1. Recognize through images how people live differently in other places and times.

Grade 1

PO 1. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.

Concept 3: Physical Systems STRAND 6 Earth and Space Science

Concept 1: Properties of Earth Materials

GRADE K

PO 1 Identify rocks, soil, and water as basic earth materials

GRADE 1

Identify basic properties and common uses of earth materials

Concept 4: Human Systems Grade K

PO 1. Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups in the local community.

Grade 1

PO 1. Discuss elements of culture (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).

Concept 5: Environment and Society

Grade K

PO 1. Identify the origin of natural

Other Arizona Standards

ELA Common Core Standards Writing

Text Types and Purposes

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Language

Conventions of Standard English

K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words

resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).

Grade 1

PO 1. Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.

with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Mathematics Common Core Standards Measurement and Data

K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10).

1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Overview

Through the use of fiction and nonfiction books, students can gain an understanding of the world around them. 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.

Purpose

In this lesson students will learn about shelters around the world.

Materials

- *This House is Made of Mud* -multiple copies (if possible)
- Big books or illustrated books showing houses around the world
- *3 Little Pigs* (any version)
- Drawing paper
- KWL chart
- Markers, pencils, crayons
- Examples of different materials used to construct dwellings (bamboo, stone, wood, straw, clay bricks, animal skins, mud, grass, leaves, reeds)

Objectives

The student will be able to:

- identify similarities and differences among resources and kinds of houses used for shelter in countries around the world.
- illustrate and write a sentence caption, describing a kind of housing and resource used for building this shelter.
- count objects and place them in the right category.

Procedures

SESSION ONE

1. Introduce the words and meanings of shelter and house.
2. Read "The Three Little Pigs".
3. Discuss the different uses of materials in the story, and why each pig chose a different resource. (i.e., Which resources were necessary for the pig to make bricks? Where might the pig live who used sticks to build with? Where do you get straw?)
4. Use a KWL chart to list information about a shelter. Topics should include resources necessary for this shelter, skills it might take to make the shelter, and what is an advantage and disadvantage to this shelter.

SESSION TWO

1. Discuss different kinds of houses (houses, condos, trailers, apartments, etc.) in which students may live. Then tell the students that they will be determining the number and kinds of houses that they live in.

- Graph the data on a wall using sticky notes with a different color of sticky note representing the different types of housing (blue=house, green=apartment, etc.).
- Have students identify which columns had the most and the least by counting the number of sticky notes in each column.
- Have the students draw a picture of the dwelling in which they live and then write a sentence or two to describe it.
- Share pictures and writing by displaying on a bulletin board.
- Add more ideas to KWL chart.

SESSION THREE

1. Read aloud a book about houses around the world. Discuss different shaped houses, different names for shelter, and materials used to construct these houses around the world.

Topics to Consider:

- Why do people use the resources they use? (People can only use the raw materials available to them.)
 - How important is climate in building a house? (Little rain--adobe, flat roofs; Lots of rain—pitched roof, waterproof materials; Warm climates—thick walls, windows to catch breeze, windows not in the sun; Cold climate—thick walls, windows to get lots of sunlight, doorways are protected to take off coats and not let in cold breezes; etc.)
 - Why do some people build permanent shelters and others build temporary ones? (Eskimos build igloos while hunting; Plains Indians needed to move their tipis; etc.)
2. Add more ideas to the KWL chart.

SESSION FOUR

- Review the KWL chart.
- Ask children about houses in the desert. What would they use for building a shelter?
- Introduce “This House is Made of Mud”. What do they think the mud house might look like? Discuss how adobe is made (soil, water, and straw are mixed until the mud can be formed into bricks and dried in the sun).
- Then take a book walk (looking and talking about images in the book before reading.) Read the story, and discuss. Why? What? How? Who? Where? Also discuss unknown vocabulary, animals, plants and “house building” resources available.
- Have children illustrate types of building resources (bricks, straw, wood, metal, animal skins, etc.). Have students write a sentence to describe their picture.
- End the session by discussing this statement: People build houses for shelter and safety.

SESSION FIVE

- Read a different book (or the same book again) about houses around the world.
- Explain the Assessment. Students will fold a piece of paper in half (hamburger style). On the left side of the paper, the students will draw their house and describe the materials used to make their house. On the right side, students will draw a house from somewhere else in the world that is different from their house. Again, they should describe what resources were used to build this house.
- After drawing both images and writing about the houses, the students should be able to explain orally one way that the houses are the same and one way that they are different.

Assessment

Geography: Students can identify one resource used to build a house. Students can identify 1 house that is different from their house. Mastery is considered 100%.

Writing: Students can write a sentence using a capital letter at the beginning, spell grade appropriate words, and put punctuation at the end of the sentence. Mastery is considered 100%.

Mathematics: Students can place their color-coded sticky note in the right place and answer questions about which column had the most or the least sticky notes. Students can also count the number of sticky notes in each column. Mastery is considered 100%.

Extensions

Students can actually construct models of houses around the world.

Drawings of houses around the world can be hung near a world map. Use strings to link houses to their world locations.

Sources

Buchanan, Ken. *This House is Made of Mud/Esta Casa Esta Hecha De Lodo*, Libby Tracy (Illustrator), Patricia Hinton Davis (Translator), 1994, Rising Moon, Bilingual Edition (ISBN 087358501).

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