

NYSTROM

ENC@MPASS

Grade K

# Beginnings

SAMPLE







NYSTROM

TEACHER'S GUIDE

ENC@MPASS

# Beginnings

A HANDS-ON ELEMENTARY  
MAPPING PROGRAM

FIRST EDITION

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## ACTIVITY 3

# Homes



Atlas pages 12–13

### Objectives

- Define *home*.
- Identify three different types of homes.
- Identify homes, food, and clothing as needs.

### Materials

- Maplewood Desk Maps
- map markers

### Getting Started

Introduce this activity with a riddle. Ask students to raise their hands as soon as they know the answer. Say:

- I'm thinking of something. It keeps you dry when it rains and warm when it's cold.
- It has doors and windows.
- It rhymes with *comb*.
- What is it? (a home)

Let students know that today they will learn about different types of homes.

### Teaching

#### 1 Define *home*.

- Write **home** on the board. Help students say it and spell it. Then say:
  - A home is a place to live. Everyone needs a home. But not all homes look the same.
- Have students turn to pages 12–13 in the atlas. Have students find photo A. Ask students to describe what they see. Then ask:
  - Have you ever seen a home that looks like this?
  - Have you ever seen a home that does not look like this?
  - Anywhere that people live is a home. It does not matter what it looks like.

#### 2 Identify three different types of homes.

- Read the title of pages 12–13 aloud. Say:
  - A house is usually a home for one family.

Hold up your hand and point to one finger. Then say:

- Let's say \_\_\_\_\_'s family lives in one house. Point to another finger. \_\_\_\_\_'s lives in another house. Point to a third finger. \_\_\_\_\_'s family lives in a third house.



- These houses might be next to one another. But there is usually grass, a driveway, or a sidewalk between houses. Point to the space between each finger.

Have students hold up their hands like houses, with their fingers spread wide apart.

- b.** Use the same type of questioning to discuss the photo of townhouses. Say:

- A townhouse is like a house. Each family lives in a different house.
- There is no grass or sidewalk between the townhouses. They are right next to one another. Hold up your hand with your fingers close together.

Have students hold their hands like townhouses, with their fingers close together.

- c.** Use the same type of questioning to discuss the photo of apartments. Say:

- An apartment building is a home to many families.
- Some apartment buildings are home to two or three families. Others are home to hundreds of families.
- All of your families could live in the same apartment building.
- \_\_\_\_\_'s family might live in an apartment down the hall from \_\_\_\_\_'s family. Hold up your right hand and wiggle your thumb and middle finger. \_\_\_\_\_'s family might live upstairs. Hold your left hand above your right hand.

Have students hold their hands like an apartment building, with one hand above the other.

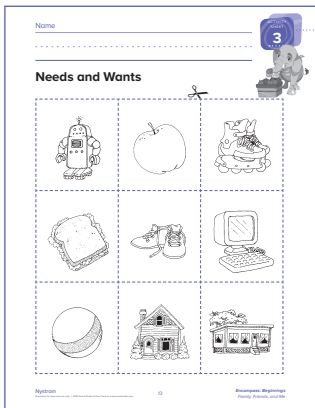
### **3 Identify homes, food, and clothing as needs.**

- a.** Distribute the Maplewood Desk Maps and map markers to students. Have them look at Side 1A. Say:
- Find an apartment building and put your finger on it. Now circle it with your map marker.
  - Find some townhomes and put your finger on them. Now circle them with your map marker.
  - Homes are needs. Needs are things we have to have in order to live. Food and clothing are also needs. We need them to live.

- People in Maplewood can buy food at the Food grocery store or the restaurant. Draw an X on the grocery store and restaurant on the map.
- There are some things that we don't need but we want. A want is something that makes life more fun, like a new toy.
- What are things that you want but don't need?

## Summarizing and Assessing

1. Ask the following questions and have students give you a thumbs up if the answer is yes or a thumbs down if the answer is no.
  - Does everybody need a home? (yes)
  - Are there different kinds of homes? (yes)
  - Can more than one family live in an apartment building? (yes)
  - Do townhouses have grass or sidewalks between them? (no)
  - Are homes needs? (yes)
  - Are food and clothing needs? (yes)
2. Distribute Activity Sheet 3, *Needs and Wants*. Help students cut and sort the pictures into two piles: things that they need and things that they want. After they have two piles, have them glue the pictures to a plain piece of paper, with the needs on one side and the wants on the other. After they have glued the pictures to their paper, have them draw a picture of something they need and something they want in each category.



Activity Sheet 3

## Digital Practice

You can invite your students to further explore homes and maps by assigning them the digital activity “Encompass Beginnings: Unit 1: Family, Friends, and Me: Homes.” Remind students of the difference between needs and wants, and that not all homes look the same. This activity can be found at [NystromWorld.com](http://NystromWorld.com).

## Extending

**ART** Have students turn empty milk cartons into homes with doors and windows. Use the homes to create a 3D map.



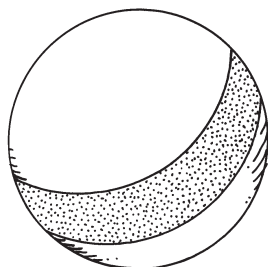
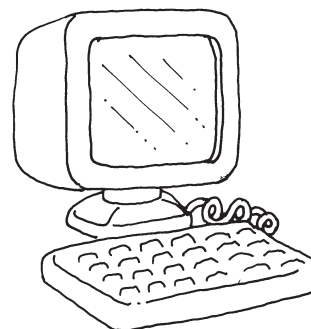
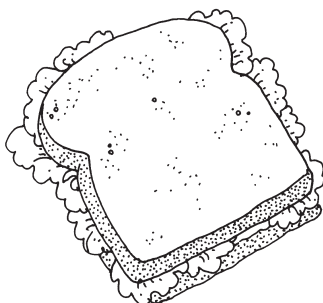
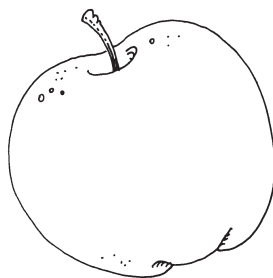
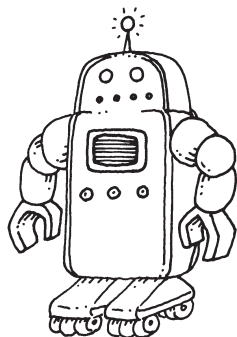
Name \_\_\_\_\_

ACTIVITY  
SHEET

3



## Needs and Wants



NYSTROM  
ATLAS

# The World Around Me





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Third edition of *The Nystrom Jumbo Atlas*

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These pages tell you what  
you will find in this book!







Which home  
is most like  
yours?



# homes do you see?

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**A** house



**B** townhouses

Everyone needs  
a home. What else  
do we need?



**C** apartments