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## Fly Away Home

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Diverse Families Children’s Literature Lesson Plan

Written by: Andrew Gansler

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Lesson Title:	<b>Lesson Title: Living Without a Home</b> <b>Book Title: <i>Fly Away Home</i> Lesson</b> <b>Author: Eve Bunting</b> <b>Illustrator: Ronald Himler</b>
Content Area and Grade Level:	1st Grade English Language Arts 1st Grade Social Studies
Lesson Objectives:	<ul style="list-style-type: none"> <li>• The student will be able to identify what benefits they get from having a home</li> <li>• The students will learn the meaning of the word homelessness</li> <li>• The student will understand that homeless people don’t have homes because they have very little money, and that there are other things that they must choose to spend their money on like food and water before they can buy a home.</li> <li>• During and after reading <i>Fly Away Home</i>, the student will make inferences about the story by answering questions about the story.</li> <li>• The students will be able to identify how the boy and his father were able to live at the airport.</li> <li>• The student will be able to identify the boy’s savings goals.</li> <li>• The students will compare and contrast the experiences of the boy from <i>Fly Away Home</i> with the experiences of the bird from <i>Fly Away Home</i></li> <li>• The students will learn about the lives of the homeless</li> <li>• The students use observations and apply prior knowledge to interpret and reflect on the sculpture “Sticks and Stones, Juxtaposed”</li> <li>• The students will learn about how the homeless feel</li> <li>• The students will identify words and pictures that they associate with home</li> <li>• The students will identify words and pictures that they associate with being without a home</li> </ul>
Florida Standards:	SS.4.FL.3.4: Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.

	<p>SS.4.FL.2.2: Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.</p> <p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p> <p>VA.4.C.1.2: Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.</p>
<p>Assessment:</p>	<ul style="list-style-type: none"> <li>• The teacher will ask questions during and after the book <i>Fly Away Home</i> to see if they understand the key points of the book: <ul style="list-style-type: none"> <li>○ <i>Why do the boy and his father live in the airport?</i></li> <li>○ <i>Why can't the dad buy an apartment?</i></li> <li>○ <i>what is the boy's goal for saving money</i></li> </ul> </li> <li>• The teacher will have students complete a Venn diagram to show that they can make inferences about how the boy and the bird were both similar and different. Students will have correctly completed this activity if they include inferences about how the bird and the boy were similar in the middle of the diagram, and inferences about how they are different in the other areas.</li> <li>• The teacher will have students observe and interpret the sculpture "Sticks and Stones, Juxtaposed" to see if they can use their knowledge about homelessness in their interpretation.</li> <li>• The teacher will use the art activity at the end to assess student understanding of ideas and feelings that are associated with not having a home. Students who understand the concepts will use pictures and words that relate to homelessness and will likely use words that imply negative emotions like scared or tired. If students seemingly pick words and pictures at random, frequently use positive emotions to describe not having a home, and don't include any words that imply negative emotions, then they do not fully understand the concepts.</li> </ul>
<p>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</p>	<ul style="list-style-type: none"> <li>• Teacher will draw a simple house on the board. The teacher will ask students to come up with good things about having a house or apartment, and will write them in the house.</li> </ul>

Procedures:

- After assessing prior knowledge in the house activity, the teacher will move to a whole group discussion about homelessness where students discuss *what they think it means to be homeless*.
- After the discussion, the teacher will write the following definition of homeless on the board: “when someone doesn’t have a stable or appropriate place to live.”
- The teacher will add this word and definition to the class word wall for future reference.
- The teacher will explain that people that are homeless don’t have homes of their own, and that they move frequently through living situations or live in spaces that aren’t meant for people to live in, like the streets or parks.
- The teacher will explain that homeless people usually don’t choose to be homeless, and that they usually become homeless because they can’t afford a home.
- Teacher will explain that because the homeless don’t have homes, their lives are very different and difficult.
- Teacher will explain that the students will be learning about life without a home, and what it is like.
- Teacher will tell students that they will read them a story about a homeless boy who lives with his father in an airport, and that they will learn about what his life is like.
- Teacher will start reading *Fly Away Home*.
- To accommodate ELL students, the teacher will read slowly and in a clear voice. The teacher will also use gestures to demonstrate certain words during the reading.
- The teacher will pause after reading page 5 and will ask students *why the boy and his father live in the airport*.
- If the students only mention that the boy and his father don’t have a home but don’t bring up that they are homeless, the teacher will prompt them to use the word homeless by saying “*and because the boy and his father don’t have a home, this makes them \_\_\_\_\_*”.
- After reading page 10, the teacher will ask students *why the boy and his dad don’t want to be noticed (they don’t want to be caught)*.
- After the students answer, the teacher will ask them *what happened to the people who got caught living in the airport, like My. Slocum and the lady with the cart (they were kicked out of the airport)*.
- After reading page 22, the teacher will ask the students *what the boy and his father do for money (the father*

	<p><i>works as a janitor and the boy collects rented luggage carts).</i></p> <ul style="list-style-type: none"><li>• The teacher will then ask <i>if it looks easy or hard (hard).</i></li><li>• After reading page 26, the teacher will ask the students <i>why the boy keeps money in his shoe.</i></li><li>• When students say that the boy is saving money, the teacher will ask <i>“what is the boy’s goal for saving money”</i></li><li>• After students answer with <i>to buy an apartment,</i> the teacher will ask <i>why the dad can’t buy an apartment (he doesn’t have enough money).</i></li><li>• The teacher will then ask the students <i>what the dad does spend his money on (food).</i></li><li>• The teacher will explain that the dad has to spend his money on food to survive and doesn’t have enough money left to buy an apartment. The teacher will explain that this is why many homeless people can’t buy homes, even if they try to save money for them.</li><li>• After reading the book, the teacher will ask students <i>what they thought about the book, and how it made them feel.</i> The teacher should prompt students to elaborate on their answers if needed.</li><li>• The teacher will ask students <i>how the boy and his dad lived in the airport.</i></li><li>• <i>How did they wash up?</i></li><li>• <i>How did they sleep?</i></li><li>• <i>What did they do for fun?</i></li><li>• <i>How did they make money?</i></li><li>• <i>How did they get food?</i></li><li>• The teacher will ask students <i>why the father didn’t buy an apartment.</i> If the students don’t mention what the father had to spend his money on instead of an apartment and only say that the father didn’t have enough money, the teacher will ask students <i>what the father chose to spend his money on instead, and why.</i></li><li>• The teacher will ask students <i>why they think the boy was mad at the people going home from the airport.</i> If the students have difficulty remembering, the teacher can read page 30 again.</li><li>• <i>The teacher will ask students why the main character was so interested in the bird.</i></li><li>• The teacher will pass out sheets of paper and instruct students to draw two intersecting circles to make a Venn diagram. One circle will be for the boy and the other circle will be for the bird. The area in between will be for both</li></ul>
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	<p>the boy and the bird. The teacher will model the diagram on the board or on the projector. The teacher could give students printed Venn diagrams instead of having them draw them.</p> <ul style="list-style-type: none"><li>• After modeling the Venn diagram activity on the board or on the projector, the teacher will ask students to fill in the middle of the diagram with inferences on how the boy and the bird are similar, and to fill in the boy and bird spaces with inference on how they aren't alike.</li><li>• After students have finished their diagrams, the teacher will have students share what they put on their diagrams with a partner</li><li>• After students have shared their inferences with a partner, the teacher will call on students to share what they put on their diagrams, and will use their answers to fill out the model diagram that's on the board or on the projector.</li><li>• After the diagram is filled out, the teacher will collect the diagrams that the students made individually.</li><li>• The teacher will ask the students <i>why they think the book is called Fly Away Home</i>. The teacher will prompt students if they have difficulty thinking of an answer.</li><li>• The teacher will tell students that there are many homeless people with stories like the boy's. Like the boy, many homeless only own one pair of clothes and have to wear the same clothes many times. The homeless also don't have bathrooms of their own like we do at home, and have to use public restrooms to bathe. Also like the boy, many homeless like to stay hidden so that they don't get kicked out of the place they are living, whether it is an airport, a park, an alley, or somewhere else where people aren't allowed to live. Also like the boy, homeless people have very little or no money, so they can't buy a house or an apartment. They have to spend what little money they have on food to live. Unlike the boy's father, many homeless can't get jobs because they don't have their own house, so they have to find money in different ways, like the boy does.</li><li>• The teacher will explain that it is important for more people to know how the homeless feel so that more people can help them. Books like <i>Fly Away Home</i> are one good way of sharing these feelings, but another way that these feelings can be shared is through art.</li></ul>
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- The teacher will show the picture of the sculpture “Sticks and Stones, Juxtaposed” by Kate Marshall.
- The teacher will explain that the artist, Kate Marshall, is a homeless outreach worker, and is someone who works with the homeless to make their lives less difficult and happier. She made this piece of art to show the “love and judgement” that the homeless get from society. For the sculpture, she had many different kinds of people, including homeless people, cut out words from magazines and newspapers that they thought described homelessness, and then put these words on the sculptures. The sculptures are black like a shadow to represent that the homeless and those who live in poverty live in the shadow of society.
- The teacher will ask students *what they think of the art*.
- The teacher will ask students *why they think the sculpture is named “Sticks and Stones, Juxtaposed”*.
- The Teacher will zoom in on the word “slaker” on the man’s left arm. The teacher will ask students *why they think this word is there*. The teacher will ask students *that given what they learned about the homeless from the book and from the rest of the lesson, do they think this word applies to the homeless? Why or why not?*
- Closure
- The teacher will tell the class that they will make their own art about the homeless like “Sticks and Stones, Juxtaposed”.
- The teacher will give students a piece of paper and will instruct them to draw a house in the center of it, just like the exercise on the board from the beginning of the lesson. The teacher will model this activity by showing an example drawing that the teacher already prepared.
- The teacher will pass around magazines and newspapers and will explain that just like in the sculpture, they will be cutting out words to use in their art.
- The teacher will explain that inside of the house they will put words and pictures from the newspapers that they associate with home. Students should make sure to include some words and pictures that are related to feelings. The teacher can model this by placing one or two clippings in the home on their example sheet that the teacher themselves associates with home. The example should also include some words related to feelings.

	<ul style="list-style-type: none"> <li>• The teacher will explain that outside of the house they will put words and pictures from the newspapers that they associate with being without a home. Students should make sure to include some words and pictures that are related to feelings. The teacher will tell students that when choosing the clippings they should think back to what they learned about how the homeless live and feel. They can also think about how Andrew, the boy from the book, lived and felt. The teacher can model this by placing one or two clippings outside of the home on their example sheet that the teacher themselves associates with being without a home. The example should also include some words related to feelings.</li> <li>• The teacher will pass out scissors and glue sticks, and will give students fifteen minutes to complete their art.</li> <li>• While students are completing their art, the teacher will go around the room and comment on the students' art. The teacher will also give extra support to ELLs or other students that need it.</li> <li>• The teacher will put the art somewhere safe to dry, and will hang them around the classroom later.</li> <li>• The teacher will have students take a gallery walk around the classroom to view each other's work.</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>• <i>Fly Away Home</i> written by Eve Bunting and illustrated by Ronald Himler</li> <li>• Two pieces of paper for each student, or one piece of paper and one paper with a printed Venn diagram</li> <li>• Pencils</li> <li>• A picture of "Sticks and Stones, Juxtaposed" by Kate Marshall</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Scissors</li> <li>• Glue sticks</li> </ul>



