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Diverse Families Bookshelf Lesson Plans and  
Activities

Diverse Families

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## Coming Home

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**Diverse Families Children’s Literature Lesson Plan**

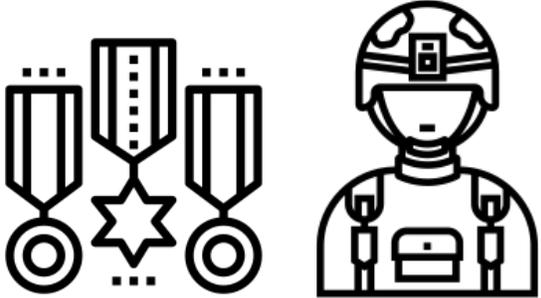
**Written by: Jessica Harrod**

**STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/574/>**

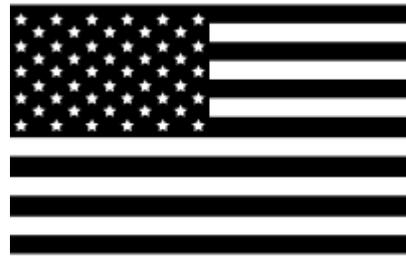
Lesson Title:	<b>Lesson title: Learning Patriotism through ELA integration</b> <b>Book title: <i>Coming Home</i></b> <b>Author and illustrator: Greg Ruth</b>
Content Area(s) and Grade Level:	1st Grade ELA with SS integration
Lesson Objectives:	<ol style="list-style-type: none"> <li>1. The students will understand that everyone is different, and it is important to embrace and support everyone’s differences through discussions about patriotism and different kinds of families.</li> <li>2. The students will use the illustrations and details in the story to describe the setting, characters, and events.</li> <li>3. The students will be able to write letters, following the standard English grammar appropriate to grade level, to members of military families.</li> <li>4. The students will implement the digital letter writing resource that will help teach parts of a friendly letter.</li> </ol>
Florida Standards:	<p><b>ELA.1.C.2.1:</b> Present information orally using complete sentences and appropriate volume.</p> <p><b>SS. 1. CG. 2.3:</b> Recognize ways citizens can demonstrate patriotism.</p> <p><b>ELA.1.R.1.1:</b> Identify and describe the main story elements in a story.</p> <p><b>ELA.1.C.3.1:</b> Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>ELA.1.C.5.2:</b> Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p>
Assessment:	<b>Summative assessment:</b> Letter to military family member or soldier
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<p><b>Students should have prior knowledge of U.S. symbols based on previous year standards (SS.K.A.2.5). The students should also know how to have partner and class discussions using listening and talking skills based on text and evidence. The day before lesson, teacher will prompt students to go home and ask guardian(s) about soldiers. (Examples include: Do we know anyone in the military? If so, who are they? Are they active or retired? Do they have children?)</b></p> <ul style="list-style-type: none"> <li>• Teacher will use (<a href="http://timvandevall.com">KWL-Chart (timvandevall.com)</a>) and project on the board, modeling one example for the “know” and “want to learn” sections.</li> <li>• Discussion: Class-wide about patriotism and different types of families</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will fill out their own “know” and “want to learn” section of KWL chart <ul style="list-style-type: none"> <li>○ <i>“Do you know any soldiers?”</i></li> <li>○ <i>“Who are soldiers?”</i></li> <li>○ <i>“What do soldiers do?”</i></li> <li>○ <i>“Do soldiers have families? What are their families like?”</i></li> </ul> </li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>• Teacher will read aloud “Coming Home” by Greg Ruth after posing questions to listen for (to be answered after reading): <ul style="list-style-type: none"> <li>• <i>“Who is the main character?”</i></li> <li>• <i>“Where is he?”</i></li> <li>• <i>“What is the character doing in the story?”</i></li> <li>• <i>“Who is the soldier?”</i></li> </ul> </li> <li>• ELL Chart (See page 4 of lesson plan)</li> <li>• During reading questions: <ul style="list-style-type: none"> <li>• <i>“What do you think the boy is watching for?”</i> (Pg. 2)</li> <li>• <i>“Where is he? What is he doing?”</i> (pg. 5)</li> <li>• <i>“Is he looking for someone? Who?”</i> (pg. 9)</li> <li>• <i>“Who is that?”</i> (pg. 12)</li> </ul> </li> <li>• Teacher will remind students of U.S. symbols: Point to American flag displayed in classroom, play the “Star Spangled Banner” for students (<a href="#">7 Year-Old Crushes National Anthem, Zlatan Approves - YouTube</a>)</li> <li>• Teacher will have sentence frames available for students (See Sentence Frames on page 6 of lesson plan)</li> <li>• <i>“Is it important to respect the Pledge of Allegiance and national anthem? Why?”</i> (Possible answers and redirection for students: <i>Our military leaves their families to help us</i>)</li> <li>• <i>“There are many different types of families. Some students have one parent, two parents, stepparents, raised by grandparents, foster parents, etc. and those guardian(s) have many different types of jobs. Some can mean leaving their families, like being a soldier.”</i></li> <li>• <i>“What are ways that we can support our military and their family members?”</i></li> <li>• <i>“When we support and cheer for our country that is called patriotism.”</i></li> <li>• The teacher will walk around the classroom with a microphone (or talking stick) allowing each student an opportunity to discuss their ideas.</li> <li>• Students will now fill out the “learned” section on their KWL chart.</li> <li>• The teacher will explain the importance of spelling, grammar, punctuation, and capitalization. The teacher will also write words on the board: soldier, sacrifice, patriot, patriotic, patriotism)</li> <li>• Teacher will give choice to students to either write a letter to a soldier or to write a letter to a soldier’s family member (parent, sibling, child, etc.)</li> </ul>

	<ul style="list-style-type: none"><li>• Teacher will continue to display previous sentence frames and ask students to write to encourage and thank soldiers and/or their family members.</li><li>• The student will access The Letter Generator (<a href="#">Letter Generator   Read Write Think</a>) to learn about parts of a friendly letter and to input letter contents.</li><li>• When the letter is completed, students will print their letter.</li><li>• The teacher will ask students to partner up to share what they wrote.</li><li>• The teacher will review the L section of the KWL chart and encourage students to remember soldiers and their families.</li></ul>
Materials:	<ul style="list-style-type: none"><li>• “Coming Home” by Greg Ruth</li><li>• Know-want-learn chart (<a href="#">KWL-Chart (timvandevall.com)</a>)</li><li>• American Flag</li><li>• Star Spangled Banner recording (<a href="#">7 Year-Old Crushes National Anthem, Zlatan Approves - YouTube</a>)</li><li>• microphone or talking stick</li><li>• Sentence frames displayed on board or poster board(See Sentence Frames)</li><li>• The Letter Generator (<a href="#">Letter Generator   Read Write Think</a>)</li><li>• Pictorial Vocabulary Chart (ELL Chart, see next page)</li></ul>

Families	
Soldier	
Military	
National Anthem "Star Spangled Banner"	

American Flag



Patriotic/ Patriotism



## Sentence Frames

### Discussion

- “We can support our military and their family members by \_\_\_\_\_.”
- “I can be patriotic by \_\_\_\_\_”

### Letter

- “Thank you for \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.”