

A Common Core State Standards-  
Aligned Discussion/Activity Guide for  
Grades PK-3

# Home Is a Window

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Written by Stephanie Parsley Ledyard  
Illustrated by Chris Sasaki  
Published by Neal Porter Books

*A family learns what home really means, as they leave one beloved residence and make a new home in another.*

*Home can be many things--a window, a doorway, a rug . . . or a hug.*

*At home, everything always feels the same: comfortable and safe.*

*But sometimes things change, and a home must be left behind.*

*Follow a family as they move out of their beloved, familiar house and learn that they can bring everything they love about their old home to the new one, because they still have each other.*

Guide created by  
Debbie Gonzales, MFA



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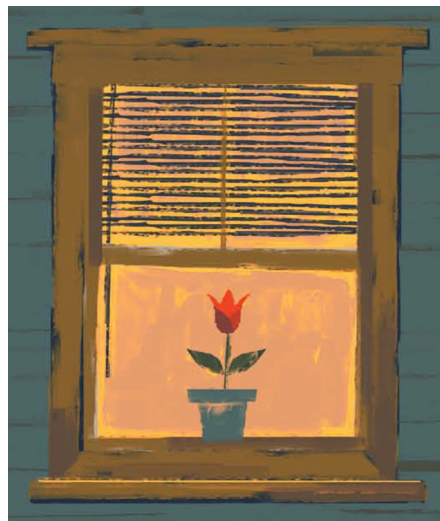
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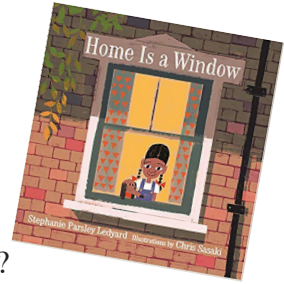
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## Pre-Reading Discussion

### Discuss the illustration on the front cover of the book:

- Observe the girl's expression in this illustration. Predict how she is feeling. Identify the clues in the illustration that reveal her mood.
- Describe her relationship with the dog near her. Are they friends? How so?
- The girl and the dog are looking out of a window. Where is the window? What room are they situated in? Explain your answer.
- The title of this book is *Home Is a Window*. Are the girl and the dog at home? How do you know?
- The building the girl and dog are looking out of is their home. It is made of red brick. What about your home? Where do you live? What is your home made of? Do you have windows in your home? If so, what sorts of things do you see when you look out of your windows?



### Meet the author - Stephanie Parsley Ledyard:

- On her website, author Stephanie Parsley Ledyard says that her childhood home was in Archer City, Texas. Imagine what a home in Archer City, Texas might be like.
- The home she lives in now is in Dallas, Texas. She shares her home with two daughters, a husband, a dog, and two cats. Consider how her current home in Dallas might be different than childhood home in Archer City, Texas. Explore ways that the two might be the same.
- Learn much more about author Stephanie Parsley Ledyard by accessing her website at [stephanieledyard.com](http://stephanieledyard.com). Drop her [a note](#). She would love to hear all about the place you call home.



### Meet the illustrator - Chris Sasaki:

- An illustrator tells uses pictures to tell stories. Consider the illustration featured on the front cover of *Home Is a Window*. What story is that illustration expressing? Who is the girl in the picture? What does she want?
- Illustrators also use colors, light, and textures to create an emotional tone in their artwork. This means that they use artistic techniques to add feelings to the stories their illustrations are telling. Describe the emotional tone in the cover art. Tell how the illustration makes you feel. Identify aspects of the illustration that cause you to respond in this way.
- Chris's website is filled with artwork he has created for books and for Pixar movies! Access [csasaki.com](http://csasaki.com) to explore more examples of his pictures that tell stories.



## Post-Reading Discussion

### *Home is what feels the same each day...*

- The word *familiar* means comfortable, everyday, and relaxed. Discuss how the placement of everyday things – a rug and a shoe basket – can cause someone to feel comfortable and relaxed.
  - The word *secure* means to feel safe and protected, oftentimes in a familiar place. Consider how being home creates secure feelings of being safe and protected.
  - Review the pages in the beginning of the book. Identify all of the things the family members do for one another that create a familiar feelings of security. Notice how various objects and furniture also help the family members feels comfortable, safe, and protected.
  - How about your home? List the people and everyday things that cause you to feel secure.
  - Describe what your home looks like when you open the front door to walk inside. Who waits for you there?
  - How does it feel to come home?
- 

### *...and sometimes what is new.*

- Explain why there is a collection of boxes arranged by the staircase. Tell why a rug is rolled up and stacked by the wall.
  - Why is a basketball placed inside a box? Why is the lamp unplugged?
  - Predict what is going to happen to the family.
  - How do the boxes effect the familiar, secure nature of home? Explain your answer.
- 

### *Home is all that you miss and not knowing for sure how things will be.*

- The word *miss* means that something is gone, lost, or left behind. Identify what is being left behind for the family.
- This family is moving. They will be living in another house in a different place. List the people, objects, and feelings that will be missed. What and who will be left behind?
- Have you ever experienced moving from one place to another? Is so, describe the feelings you felt then.
- What do you think is going to happen to this family? Explain your answer.



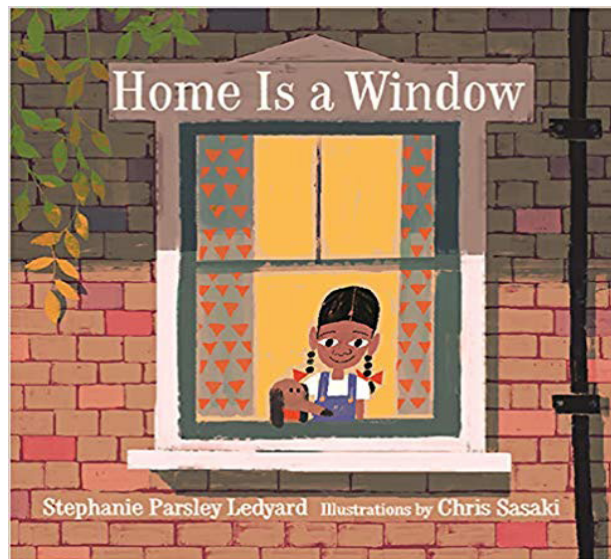
*A patched-up quilt,  
something good  
and the people gathered near...*

- Turn back to the illustration featuring the family seated around a table eating. Compare that illustration with the one featuring the family together while seated on the quilt. Identify similarities between both. List everything you can discover that is the same in both scenes.
- Determine the differences depicted in the illustrations. What is missing? Who is missing? Why?
- Describe how the people featured in both illustrations are feeling. Identify the clues that suggest how they feel about being with one another.

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**HOME.**

- Explain the difference between a house and home.
- What makes a home feel familiar and secure?
- Does the shape of a house effect the comfort of a home? How so?
- What about your house? Tell about the people and things there that cause your house feel like home.





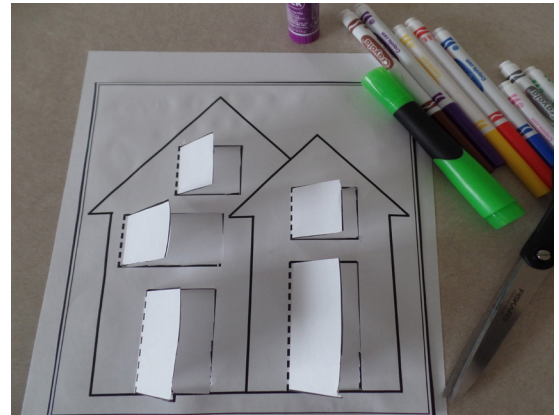
## Window Watching

*Home is a window,  
a doorway,  
a rug,  
a basket for your shoes.*

**Objective:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Materials:

- *Home Is a Window*, the book
- Brownstone Home template (Guide, pg. 7)
- Pitched Roof Home template (Guide, pg. 8)
- Two pieces of cardstock
- Scissors
- Gluestick
- Markers
- Pencil & Paper



### Procedure:

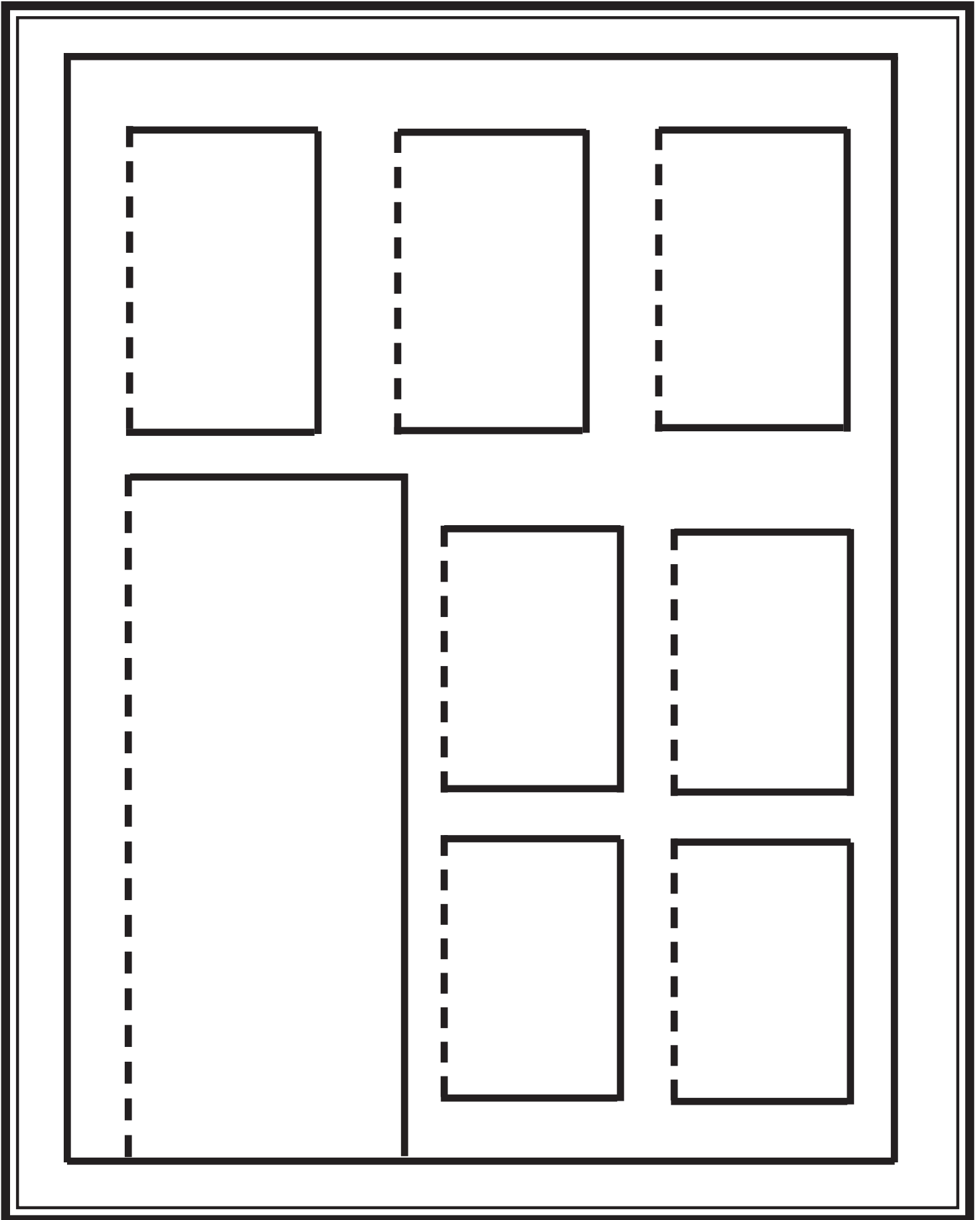
- Print the Brownstone Home template and Pitched Roof template.
- Use scissors to cut around the border framing the homes.
- Use scissors to cut on the *bold lines* outlining the windows and doors of each template.
- Fold the windows and doors back, using the dashed lines as guides.
- Using the gluestick, affix each each template over the cardstock.
- Using markers and the illustrations featured in *Home Is a Window*, illustrate the front of the Brownstone Home template and the Pitched Roof Home template.
- Using markers, open the windows and doors of the templates to illustrate the activities that the family engages in during the course of the story. Notice the similarities and differences of the family life taking place in both homes. How are they the same? Different?
- Consider where the following items would be located in each house. Draw them there.
 

~ rug	~ shoe basket	~ bath tub	~ couch
~ green plant	~ dinner table	~ bed	~ lamp
~ white chair	~ kitchen sink	~ grandfather clock	~ quilt

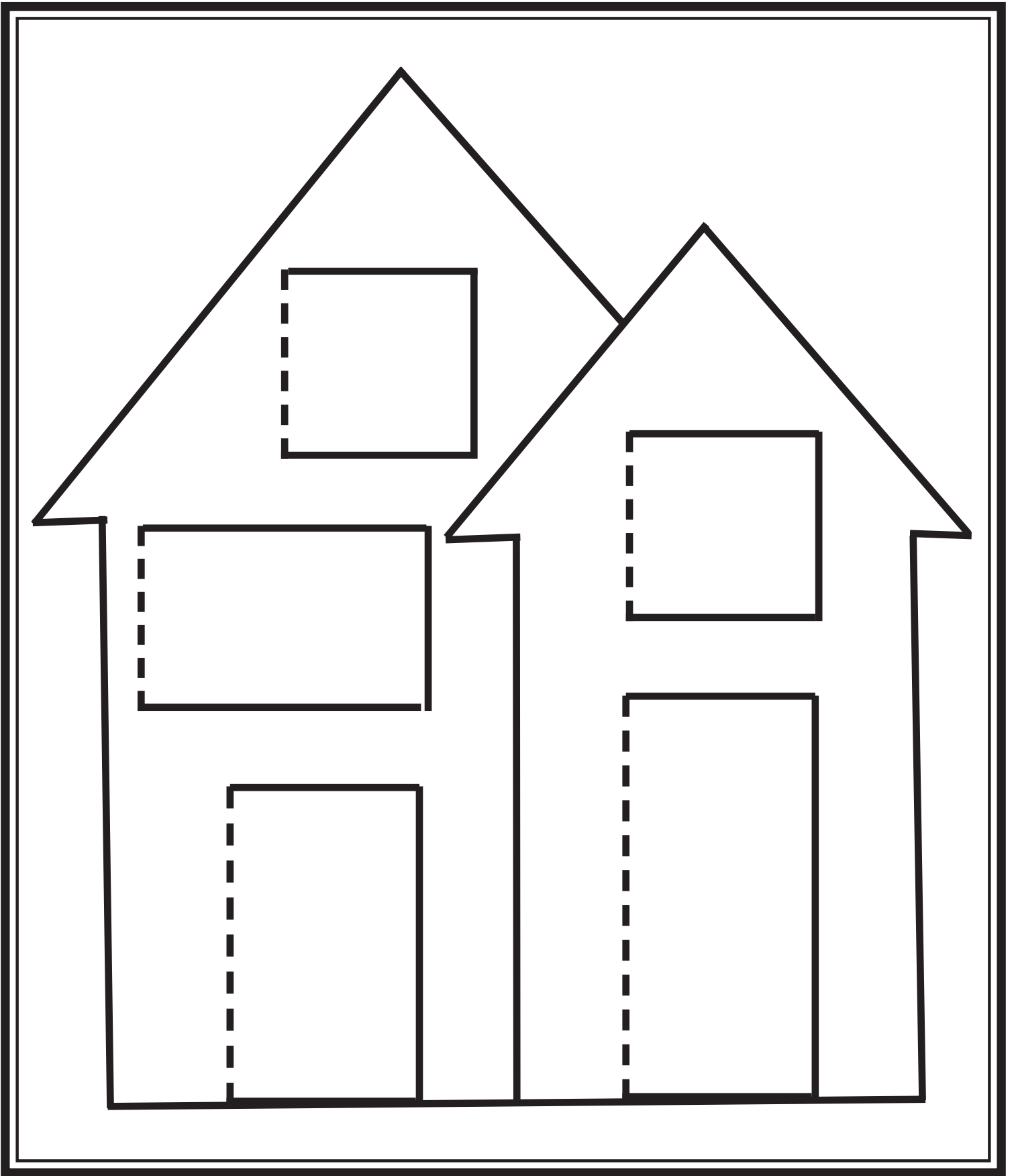
### Writing Exercise:

Compare and contrast each house the family lived in – the brownstone and pitch roof. Describe ways that the homes were similar and different. Explore the aspects that made each house a home.





Pitched Roof Home





## Quilt Square Sequencing

*A patched up quilt,  
something good  
and the people gathered near...*

**Objective:** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

### Materials:

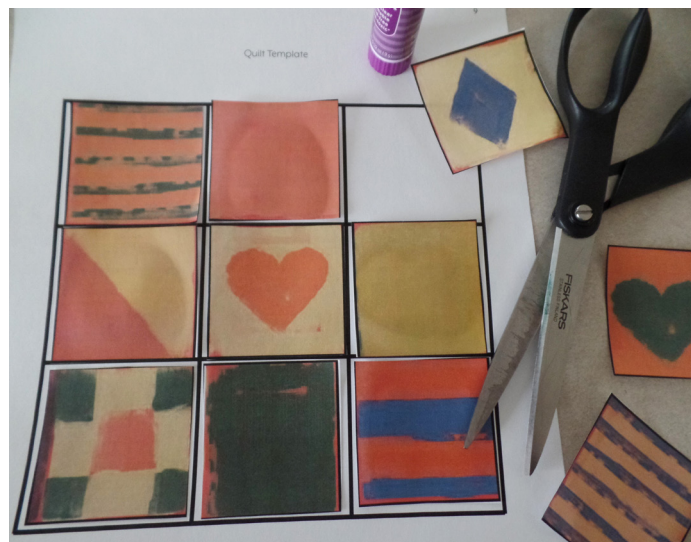
- Quilt Squares template (Guide, pg. 10)
- Quilt Square Cut Outs (Guide. pg. 11)
- Cardstock
- Scissors
- Glue Stick

### Procedure:

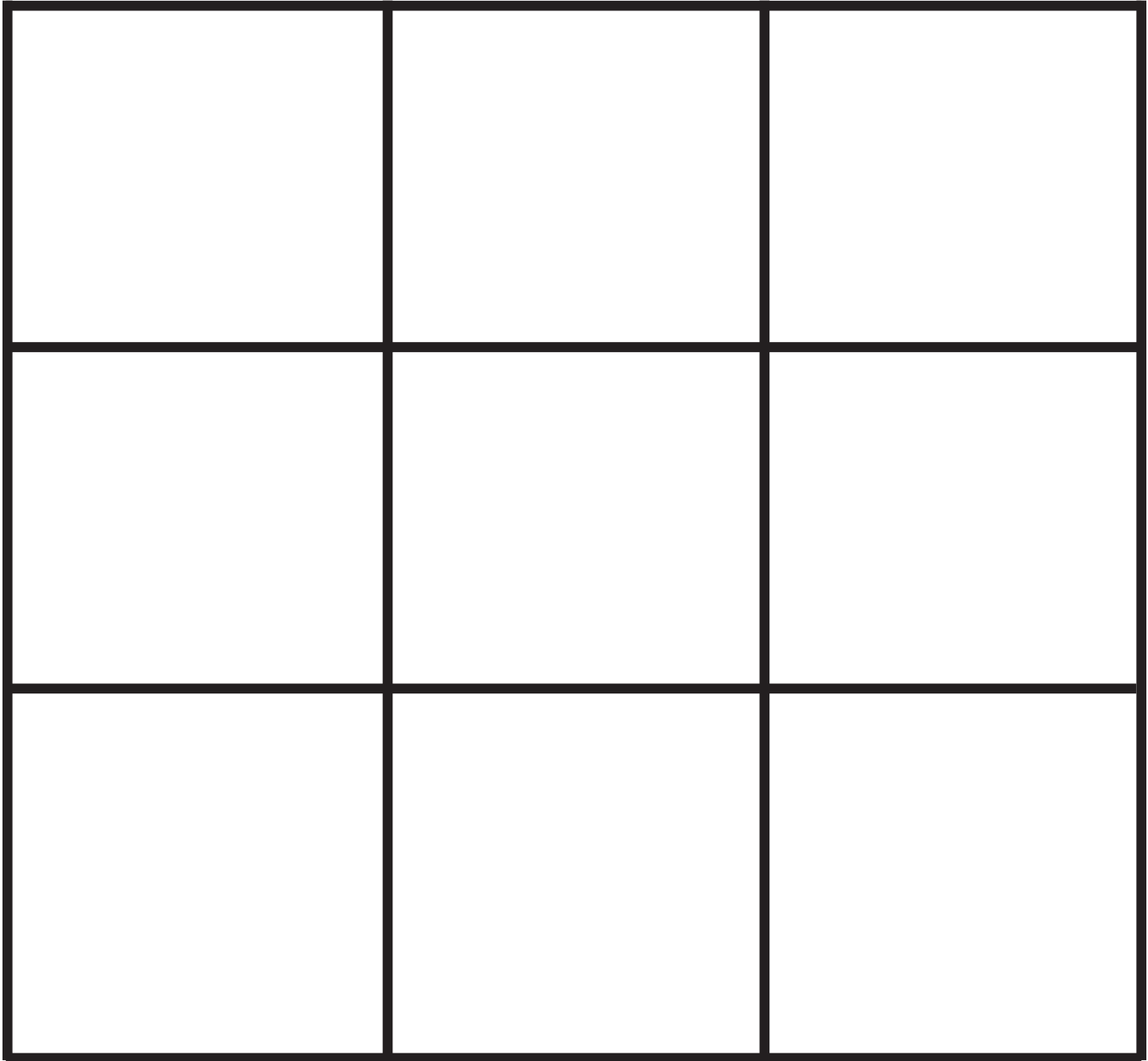
- Print the Quilt Squares template on cardstock.
- Print Quilt Square Cut Outs (Use color printer, if available.).
- Use scissors to cut around the borders of the Quilt Squares Cut Outs.
- Using the Quilt Squares template as a guide, create a quilt pattern by arranging Quilt Square Cut Outs in a desired pattern.
- Using glue sticks, affix the cut outs to the Quilt Squares template.

### Writing Exercise:

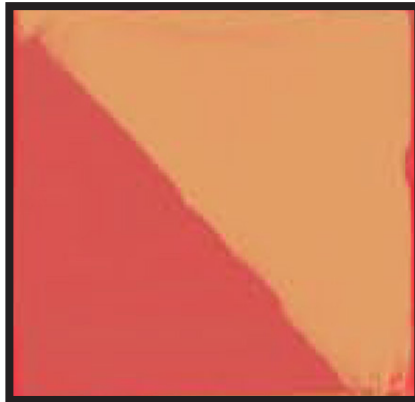
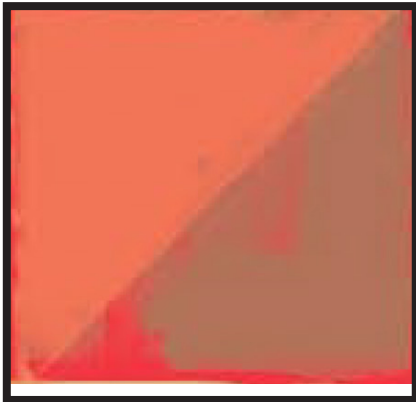
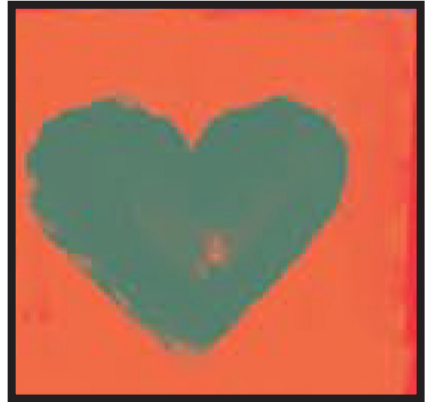
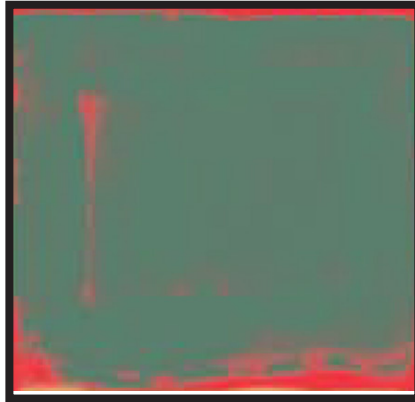
Look through *Home Is a Window* to discover all of the illustrations featuring the quilt. Consider the importance the quilt has to the story. Write a short piece exploring how the the quilt serves to bring the family together in a special way. If the patched quilt could tell a story, what would it be?



# Quilt Template



Quilt Squares Cut Outs



## Home is a Window: A Pyramid Poem

*Home is washing, rinsing,  
and drying,*

**Objective:** Write narratives in which they recount two or more appropriately sequenced events, including some sensory details.

### Materials:

- *Home is a Window*, the book
- The Pyramid Poem template (Guide, pg. 13)
- Wipe-off board & markers
- Pencil
- Markers

### Procedure:

- Re-read *Home is a Window*. Pay close attention to the actions taking place in the story.
- Encourage students to respond to the reading by brainstorming a list of descriptive words relating to the story or their experiences of home. Write the list of words on the wipe-off board.
- Instruct students to choose four of their favorite words from the list to use in their pyramid poem.
- Using The Pyramid Poem template as a guide, follow the form poem sequence below.
  - ~ Row 2: Write Descriptive Word Number 1 in the space provided.
  - ~ Row 3: Write Descriptive Word Number 2 in the space provided. Repeat Descriptive Word Number one in the space provided.
  - ~ Rows 4 & 5: Repeat pattern, adding new words for spaces 4 and 5.
- Illustrate your work.
- Share poem with the class.

### *Sample Poem*

*Dogs  
Barking dogs  
Running, barking dogs  
Licking, running, barking dogs  
Rolling, licking, running, barking dogs  
Funny, rolling, licking, running, barking dogs  
Dogs*



Home

Home

\_\_\_\_\_ home  
1

\_\_\_\_\_ home  
2 1

\_\_\_\_\_ home  
3 2 1

\_\_\_\_\_ home  
4 3 2 1

Home



## Common Core State Standards Alignment

		Discussion	Window Watching	Quilt Square Sequencing	Pyramid Poem
<b>English Language Arts Standards » Reading: Literature</b>					
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•		
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	•		•	
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•		
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•	•	•	
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•	•		
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	•		•	
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•	•	
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	•			•
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•	•	•	
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	•	•		
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•			
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•		
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•		•	
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	•	•	•	
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	•	•	•	
<b>English Language Arts Standards » Writing</b>					
CCSS.ELA-Literacy.W.K.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.		•		
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			•	•
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		•		
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			•	•





		Discussion	Window Watching	Quit Square Sequencing	Pyramid Poem
<b>English Language Arts Standards » Writing</b>					
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•		
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			•	•
<b>English Language Arts Standards » Speaking &amp; Listening</b>					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•	•	•
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		•	•	•
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	•	•	•	•
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•	•	•	•
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•





		Discussion	Window Watching	Quilt Square Sequencing	Pyramid Poem
<b>Mathematics: Geometry</b>					
CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .			•	
CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.			•	
CCSS.Math.Content.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			•	
CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape			•	

