



Discussion Guide for

SOMEPLACE ELSE

Author:

Carol P. Saul

Illustrator:

Barry Root

Publisher:

Simon & Schuster

THEME:

In all activities involving families and homelife, it is important to be sensitive to the living situations of all students. Some of the activities suggested here may need to be adapted.

There may be "no place like home," but for many people, home is where their heart leads them.

PROGRAM SUMMARY:

For many people, no place is as special as home, while others long to explore life someplace else. *Someplace Else* is the fun-loving tale of Mrs. Tillby who, after years of living in the same place, sets off to explore life in other places, from the hustle of the big city to the quiet of a lakeside cabin. Other segments highlight LeVar's own love of traveling as he takes viewers from one end of the country to the other; exploring places we all call home.

TOPICS FOR DISCUSSION:

Have students relate their experiences with living in different places and in different types of homes.

Discuss the advantages and disadvantages of the locations and the housing they mention.

Discuss the students' experiences with visiting the places that Mrs. Tillby visited - the city, the seashore, the mountains, the desert, a lakeside cabin. Ask them to comment on what they enjoyed most about their visits and if they wished to stay or, like Mrs. Tillby, move on.

After viewing the program and reading the book, discuss why specific types of homes and the materials with which they are built are suitable for certain locations. Pose the question to students: "What would you miss if you moved from where you now live?" Encourage them to go beyond brief responses such as "my friends," and think about what makes their home or town special and unique.

Have students define "home." Discuss who or what makes up a home. Compare and contrast their definitions of "home" and "house."

CURRICULUM EXTENSION ACTIVITIES:

Brainstorm a list of different types of dwellings, such as apartment, condo, mobile home, cabin, castle, hogan, tepee, duplex, mansion, hut, house, cave nest, hive, barn, etc.. Display the list in the classroom so that students can add other words as they find them.

Have students compare different types of dwellings using a semantic feature analysis. To do this activity, construct a grid with the names of the different types of dwellings the students have brainstormed down the left side. Across the top of the grid, list attributes or characteristics of homes (e.g., roof, windows, doors, rooms, floor, etc.), also identified by the students. Complete the grid by indicating a "+" for "yes" or a "-" for "no" in the intersecting squares. As they get into completing the grid, they may decide that they also need a symbol for "sometimes." This activity allows for considerable interaction, as students need to justify their "+" or "-" decisions.

Have students design a house for themselves. They will need to decide how many rooms they will have as well as what kind of house it will be. Have them draw a floor plan of their special house.

Bring in a variety of maps, including city, state, US, and world maps, plus a globe and atlases, for students to explore with partners or in small groups. Discuss the usual types of information that one finds on a map, including the symbols on different kinds of maps. Draw their attention to the map key and discuss its function. Have them locate unusual place names, famous sites, or physical features, such as rivers, lakes, mountains, etc. Have them locate all the places mentioned in this Reading Rainbow program on a map of the United States.

As a class project, make a map of the school building and grounds. In addition to including classrooms and other important rooms, such as the cafeteria, library, office, custodian's room, etc., have students consider points of interest in the school that they would like to feature on the map. Display a mural-size version of the map in a central corridor. If possible, reduce the map to a size that can be duplicated and given to new students at the school.

Have students make travel posters advertising the city, the seaside, the mountains, the desert, etc., promoting them as desirable places to live. In addition to pictures, have them write captions that would persuade people to move to those places.



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Working in small co-operative groups have students plan to take a trip. Each group needs to choose a place to go, locate information about their destination, decide what they will pack take along, and prepare checklist of things to do at home before they leave. Provide the opportunity for each group to share its plans.

Have boxes, blocks, blankets, etc., available in the classroom for students to use, along with tables and chairs, to build playhouses. Have plenty of pillows, stuffed animals and books for the playhouses so that students can use them for quiet reading places.

RELATED READING RAINBOW PROGRAMS:

- Fly Away Home
- Gila Monsters Meet You at the Airport

RELATED THEMES:

- traveling
- moving to a new place
- map study
- visiting relatives

About The Author:

Carol P. Saul has enjoyed writing stories since she was a child herself. She lives with her husband and children in New York City.

About The Illustrator:

In addition to his children's book illustrations, Barry Roots work has appeared in many popular magazines. He is married to Kimberly Bulcken Root, who is also a children's book illustrator. They live in Pennsylvania with their daughter.

BOOKS REVIEWED BY CHILDREN:

TOWN MOUSE, COUNTRY MOUSE by Carol Jones (Houghton Mifflin)

SOMEWHERE IN THE WORLD RIGHT NOW by Stacey Schuett (Knopf)

ME ON THE MAP by Joan Sweeney, illus. By Annette Cable (Crown)

SUPPLEMENTARY BOOKLIST:

THIS IS A HOUSE by Colleen Stanley Bare (Cobblehill)

THIS IS MY HOUSE by Arthur Dorros (Scholastic)

MY HOUSE/ MI CASA by Rebecca Emberley (Little, Brown)

MY MAP BOOK by Sara Fanelli (HarperCollins)

HOW A HOUSE IS BUILT by Gail Gibbons (Holiday House)

AS THE CROW FLIES: A FIRST BOOK OF MAPS by Gail Hartman, illus. by Harvey Stevenson (Bradbury)

AS THE ROADRUNNER RUNS: A FIRST BOOK OF MAPS by Gail Hartman, illus. by Cathy Bobak: (Bradbury)

A HOUSE IS A HOUSE FOR ME by Mary Ann Hoberman, illus. by Betty Fraser (Viking)

ALL THE PLACES TO LOVE by Patricia MacLachlan, illus. by Mike Wimmer (HarperCollins)

HOUSE AND HOMES by Ann Morris, photos by Ken Heyman (Lathrop, Lee Shepard)

CHARLIE'S HOUSE by Reviva Schermbrucker, illus. by Niki Daly (Viking)

THE HOUSE I LIVE IN: AT HOME IN AMERICA by Isadore Seltzer (Macmillan)

Programs Details

Length:

30 minutes

Subject Areas:

Arts/ Crafts

Audience Levels:

Ages 6 - 11

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Canadian Learning Company

95 Vansittart Avenue
Woodstock, ON N4S 6E3

Info@canlearn.com

Tel:(800) 267 2977

Fax:(519) 537 1035



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