



home

charles hope



an imprint of *Wild Dog Books*

TEACHERS' NOTES

home

Synopsis

Animals are like humans – we both need a place to call home. While most people live in homes made of bricks and metal, timber and glass, the basic principle is much the same as the nests, hives and burrows made by animals. They can be simple or complex, tiny or vast, and their design and construction can be ingenious. Take an in-depth look at how animal species make a place where they can be safe, comfortable and sheltered in *Home*.

Writing style

Home has been designed with the needs of both early and more advanced readers in mind. Simple-to-intermediate language is used throughout the book, with only a few sentences on each page. The large and small format images relate directly to the text, so younger readers have multiple entry points to engage with the information. There is also an extensive glossary and index in the back of the book, which will aid readers in developing the tools of research and analysis.

Photographic style

Home uses dynamic images and a range of layouts to repeatedly capture the imagination of the reader. Colourful single-page and double-page photographs are contrasted with smaller images isolated on white backdrops, which further help to captivate the reader. The images bring the viewer close to the subject that is being discussed, and also have the advantage of being static, giving the reader the opportunity to explore the image and look at the subject matter and its features in detail. The images are also strongly composed and clearly printed with bright strong colours to increase the appeal to visual readers. Readers can explore how images are used to convey messages.

Specifications

Author	Charles Hope
ISBN	9781742034249
Format	300mm x 240mm
Extent	64pp + cover
Binding	Flexicover
Reading level	7+
Interest level	7+
Category	Junior Non-Fiction

Example spreads taken from the book



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Study notes: Themes

- Descriptive words
- Home
- Human homes vs animal homes
- Habitats
- Builders
- Webs
- Nests
- Hives
- Burrows
- Squatters i.e. non-builders
- Caves
- Hollows
- Shells
- Wild versus domesticated
- Different homes during a life cycle
- Migration

Curriculum link: Literacy

Before reading Home:

- Brainstorm what students know about the concept of home. What do they think the word means?
- What is their first response when they look at the cover of the book?
- Can they identify examples of home/s that are relevant to their lives?

While reading Home:

- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

After reading Home:

- Ask the students to reflect on the words they would use to describe home and the words that were used in the book. Ask them to draw up a list of words that can be used to describe home.

Curriculum Theme: Critical and Creative Thinking

After reading Home, ask the students the following questions:

- What is a home?
- How do animals use them?
- Do they use them for the same reasons as humans?
- How do animals make homes?
- Are all animals capable of building homes? How do those that can't build find a home?
- What are the main types of animal home?
- Do animals use a home for their entire life cycle or just part of it?
- What are the differences between wild and domesticated animals in regards to making a home?
- Do animals make a home in just one place or do they make them in different places?



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Curriculum link: ICT Capability

After reading Home:

ACTIVITY:

- Organise the class into seven groups. Assign each group a different type of animal home from the book i.e. web, burrow, cave etc. Ask the groups to research their animal home and answer the following questions: what type of home is it? What animals make or use this type of home? How and why are these animals suited to their home? Do different animals use this type of home in different ways? Do animals who live in this type of home use it their entire life or just part of it? What are the benefits of this type of home? What materials are used to make them?
- Ask the children to look for and print images relating to their animal home and the questions above.
- Ask each group to create a poster collage. Ask them to attach the images they found and to write a short sentence detailing what that image means in relation to their animal home. All members of the group then take turns presenting their findings to the rest of the class.

Curriculum Theme: Personal and Social Capability

After reading Home:

ACTIVITY:

- Organise the class into two groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word about animal homes using words they have learned from the book (e.g. chrysalis, larva, squatter etc.). Once completed, print copies for the other group to complete.

ACTIVITY:

- In the second group, students work as a team to create a trivia bingo game. Ask students to suggest a fact they found surprising or interesting. Combine these facts into a game for the whole class.

ACTIVITY:

- Ask the students to investigate and research animal homes in and around their own home. This can include both pets and wild animals. (Please emphasise that all animals – and their homes – need to be treated with respect, while certain animals need to be approached with greater levels of care, if approached at all e.g. spiders and snakes.) Students should focus on information such as what type of home it is, what animal made it, what building materials (if any) were used, where it was found, how big it was etc.. Back in class, compile the results of their findings.



home

ACTIVITY:

- Ask the students to build their own 'home' at home from the materials around them. This may be in their bedroom or other rooms of the house. (Please emphasise they be careful when doing this, and where appropriate to get an adult's permission/supervision before/while building.)
- Once completed, take pictures and bring them to school to share with the class.
- If possible, have each student present their 'home' to the rest of the class. They should focus on what materials they used, why these materials were chosen, what type of structure they built, what features their structure has and how their 'home' would help to protect them.

Find out more

- https://www.youtube.com/watch?v=_OmRYrOoO30 (*How to build an insect hotel*)
- <https://explore.org/livcams/honey-bees/honey-bee-hive-cam> (*live cam inside a beehive*)
- <https://www.youtube.com/watch?v=zNtSAQHNONo> (*timelapse video of spider making a web*)
- <https://www.birdlife.org.au/visit-us/discovery-centre/eagle-cam> (*live cam of sea eagle nest*)
- <https://www.ecoeggs.com.au/chookcam/watch-our-hens-live-on-camera> (*live cam in a chook farm*)
- <https://www.youtube.com/watch?v=CmD5ahkOPAQ> (*excavated ant colony*)
- <https://www.youtube.com/watch?v=f1dnocPQXDQ> (*hermit crabs changing shells*)
- <https://australianmuseum.net.au/learn/teachers/learning/habitats/> (*different animal habitats*)

Marketing and promotion

Home is a one-off title, though it shares elements with other one-off titles such as *Say What?! The History of Communication, Culture, Community* and *The Big Book of Antarctica*. Future one-off titles are planned, such as *Migration, From Space to Core* and *The Colossal Book of Colours*.

