SUMMARY Joanie is not happy when she learns that her family is moving from San Francisco to Boston. She doesn’t want to leave her friends and all her things. When the movers arrive with all the belongings from their house in San Francisco, however, the new house in Boston starts to feel more like a home.

LESSON VOCABULARY
- airport
- cellar
- curious
- delicious
- described
- farewell
- homesick
- memories
- raindrops

INTRODUCE THE BOOK
INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and the author of Joanie’s House Becomes a Home. Ask them what they think the book will be about based on the title and the cover illustration. Ask students to talk about what makes a place feel like home.

BUILD BACKGROUND Invite students to share whether they have ever moved with their families. Ask: Where did you move from? Where did you move to? How did you feel when you found out your family was moving? Did you want to leave? Did you miss your old friends? How long did it take before your new home felt like a home?

PREVIEW Have students preview the book by looking at the illustrations and the section titles. In particular, have them notice the map on page 7 and the floorplan diagrams on pages 12, 14–15, and 16–17. Ask students to think about how these text features give an idea of what the book will be about.

READ THE BOOK
SET PURPOSE Have students set a purpose for reading Joanie’s House Becomes a Home. Students’ interest in families that move and in making new friends should guide this purpose.

STRATEGY SUPPORT: MONITOR AND FIX UP Have students use a graphic organizer to track what happens in the story. They may wish to use a time line or a sequence-of-events graphic organizer. Have students note points at which they have questions about what happens and have them go back to the text to add to their understanding.

COMPREHENSION QUESTIONS
PAGE 6 How will the Chens get to Boston? How will their things get to Boston? (take a plane; get driven in a truck by moving men)

PAGE 8 How do the raindrops on the window of the plane make Joanie feel? (sad)

PAGE 11 What is the first thing Mrs. Chen does to make Joanie feel at home? (gives her a plant)

PAGE 12 What did Mrs. Chen use to describe the new house to Joanie? (a floor plan)

PAGE 18 What did Joanie’s friends from San Francisco send her? (a team picture with all their names signed)

PAGE 19 What does Joanie’s new friend, Kelly, like about Boston? (the ice cream)
REVISIT THE BOOK

READER RESPONSE
1. 1) They packed all their things into boxes. 2) Moving men loaded the boxes and furniture into a truck. 3) The Chens took a plane to Boston.
2. Possible response: She’s unhappy about moving.
3. Possible response: indifferent, uninterested, unconcerned
4. Possible response: Mr. and Mrs. Chen’s room, Joanie’s room, Jimmy’s room, living room, dining room

EXTEND UNDERSTANDING Have students comment on the illustrations in the selection. Invite them to explain how they show changes in Joanie’s feelings. Invite them to explain the changes in the floor plan from page 12 to pages 14–15 to pages 16–17.

RESPONSE OPTIONS
WRITING Invite students to write a paragraph about what it would be like to move to a new place with their families, or write about a time they moved. Have them tell how they felt before they moved and include when they felt like the new place was home.

SOCIAL STUDIES CONNECTION
Students can learn more about how people feel when they move to a new home by going to the library or using the Internet. Have them look for stories about students who came to this country with their families as immigrants from other countries. Encourage them to think about how people gain things and lose things when they move to a new home.

Skill Work

TEACH/REVIEW VOCABULARY
Challenge students to write a short story that includes each of the vocabulary words. Have them read their stories to the class.

TARGET SKILL AND STRATEGY

SEQUENCE Remind students that sequence means “order.” Explain that clue words such as first, then, and finally are often used to signal sequence. Invite them to look for these clue words as they read.

ELL Invite students to make a list of sequence clue words. Suggest they compare them with similar words in their home language. Have them use the words in English to retell the story. Encourage them to retell the events of the story in order.

MONITOR AND FIX UP Remind students that a good reader takes note when a text is making sense and when it has stopped making sense. A good reader also has strategies for restoring understanding. Challenge students to stop and ask themselves whether they understand the story every two pages. Have them keep track of what happens first, next, and last.

ADDITIONAL SKILL INSTRUCTION

DRAW CONCLUSIONS Remind students that a conclusion is a decision you reach that makes sense after you think about the details and the characters and what happens in a story. Ask them to consider whether the conclusions they draw make sense. If not, invite them to rethink their conclusions and draw new conclusions. Have them share their conclusions with the class and support them with details from the story.
Sequence

- **Sequence** is the order of events in a story.
- Authors sometimes use clue words such as *first*, *next*, *then*, and *last* to tell the order of events.

**Directions**  Read the following paragraph based on *Joanie’s House Becomes a Home*. Then put the following events in the correct sequence. Write the letters on the lines below.

The Chens said farewell to their old house in San Francisco, California. First, the Chens packed all their things into boxes. Second, moving men loaded the boxes and the furniture into a truck. Next, the Chens went to the airport and flew to Boston. Then they arrived at their new house. Finally, the moving men arrived with all their things.

a. The moving men arrived with all their things.
b. The Chens went to the airport and flew to Boston.
c. The moving men loaded the boxes and furniture into the truck.
d. The Chens packed all their things into boxes.
e. The Chens arrived at their new house.

1. ________
2. ________
3. ________
4. ________
5. ________
Vocabulary

Directions Draw a line from each word to its definition.

Check the Words You Know

<table>
<thead>
<tr>
<th>airport</th>
<th>curious</th>
<th>delicious</th>
<th>described</th>
</tr>
</thead>
<tbody>
<tr>
<td>farewell</td>
<td>homesick</td>
<td>memories</td>
<td>raindrops</td>
</tr>
<tr>
<td>cellar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. airport missing friends and family
2. cellar thoughts of things that happened in the past
3. curious told about, explained
4. delicious place where airplanes take off and land
5. described very tasty
6. farewell drops of water falling from clouds
7. homesick eager to find out about something
8. memories an expression of good wishes when saying good-by
9. raindrops a room below ground in a house

Directions Write two sentences about a time when you had to say good-by to someone. Use at least two of the vocabulary words.

10. ___________________________________________________________

11. ___________________________________________________________