



THIS IS NOT MY HOME

Eugenia Yoh • Vivienne Chang



TEACHING TIPS

Enhance and extend your students' reading experiences with conversation, literature response activities, and interdisciplinary explorations. *This Is Not My Home* offers readers of all ages opportunities to deepen their understanding of home, family, and culture.

CONVERSATION GUIDE: WHAT IS HOME?

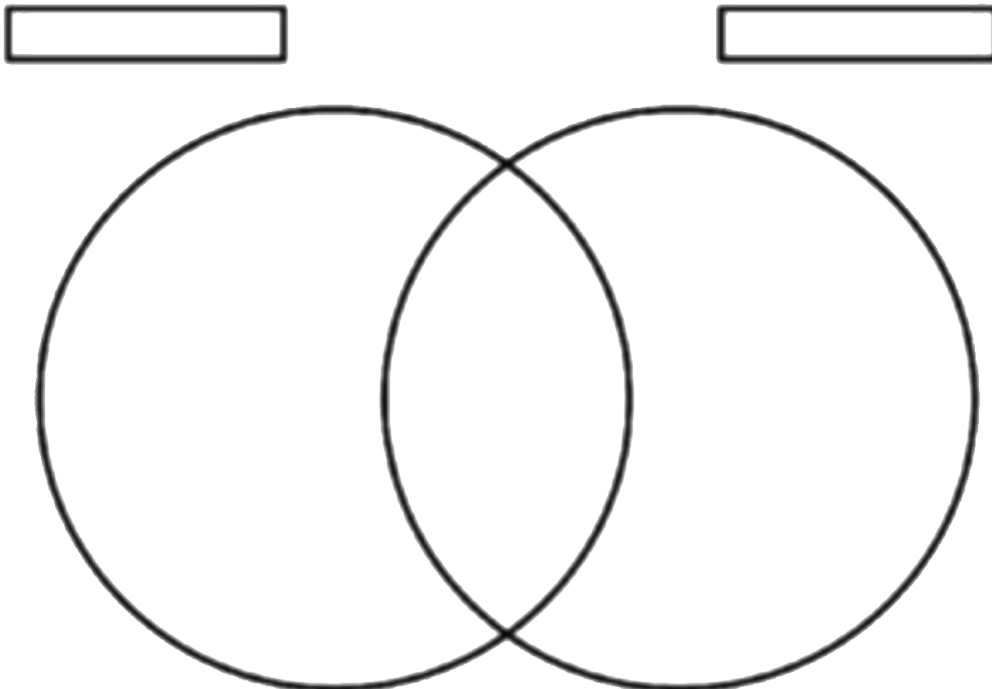
When her mother announces that they are moving to Taiwan, Lily is full of questions. What about their backyard barbecues, their car, their friends? Most importantly, what about their home? Expand on the story's focus on home through conversation to deepen comprehension skills and encourage higher-level thinking. As one group or in several small groups, ask the following questions:

- What does Lily mean when she wails, "What about our *home*?"
- Later when Lily arrives in Taiwan, she tells her mother, "This is not my home." What are some reasons why she says this?
- How is a house different from a home?
- How does Lily's feelings about her home change in the story?



READER RESPONSE: VENN DIAGRAM

Compare and contrast Lily's life in the United States to her life in Taiwan. How are things similar? Different? Have students use the text and the illustrations to record Lily's experiences through a visual organizer such as a Venn diagram.





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PACK YOUR SUITCASE

This Is Not My Home flips the script found in many American picture books by telling the story from the perspective of an American child who leaves the United States to settle abroad. Emigration and immigration are critical topics to explore in an increasingly globalized society. In a group, discuss questions raised from the story, including

- Why does Lily's mother decide to move to Taiwan?
- What are other reasons why people may move from one country to another?
- What challenges are there for Lily in her new home?
- What helps Lily get settled?

Have students extend this thematic exploration through a writing task. Ask children to brainstorm items they might pack to help get settled into their new homes if moving somewhere new. Ask them to write or draw at least 5 things they would pack in their suitcase and explain why these items are important.

ART SPOTLIGHT: A GRAPHIC SCHOOL SCHEDULE

The book includes a visual representation of what Lily's new school day routine looks like, from arrival to dismissal. Ask students to think about what they typically do during the times depicted in Lily's day. In 5 panels, have children draw themselves at different points during their school day. Challenge the students to tell a visual story by not just depicting what they are doing at different times but also expressing how they feel as they do them.

SOCIAL STUDIES CONNECTION: EXPLORING TAIWAN

Lily and her mother move to Taiwan. Use the text to enhance students' geographic concepts and skills. Begin by using a globe to show where the United States and Taiwan are located. Discuss what differences they notice about the two places and how their physical characteristics (e.g., size, access to water, terrain) may affect people's day-to-day lives. Ask students to give examples from the story that show how the physical environment shapes culture and society. As an extension activity, have students research Taiwan further to create travel brochures that provide information on unique experiences to enjoy.



These Teaching Tips were created by Joanne Yi.