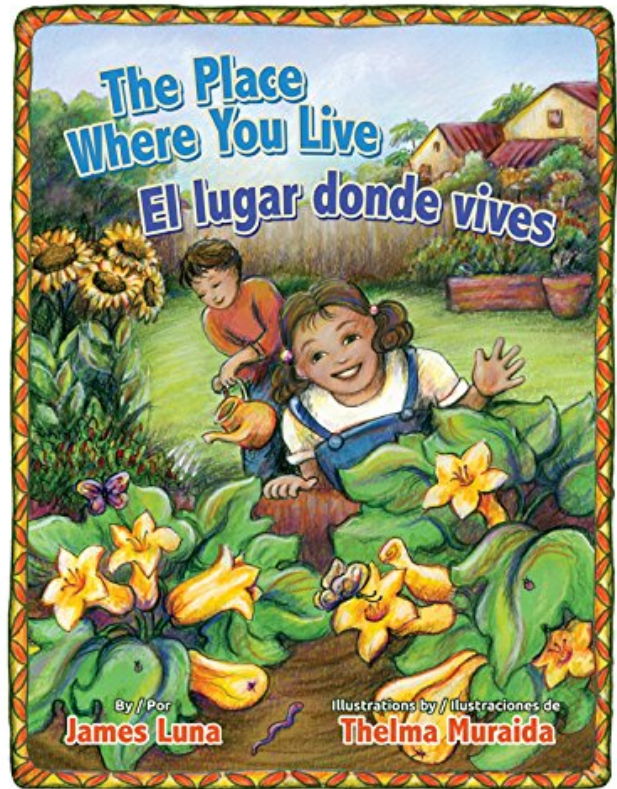


+ The Place Where You Live/ El lugar donde vives

About the Book

Discover scenes that make the place where you live so special! *The Place Where You Live/ El lugar donde vives* is a fun bilingual picture book that uses repetition and rhyme.



About the Author



JAMES LUNA is an elementary school teacher in Riverside, California. He has written two bilingual picture books for children, *The Place Where You Live / El lugar donde vives* (Piñata Books, 2015), and *The Runaway Piggy / El cochinito fugitivo* (Piñata Books, 2010), which was named to the 2011-2012 Tejas Star Reading List. *A Mummy in Her Backpack / Una momia en su mochila* (Piñata Books, 2012) is his first bilingual book for intermediate readers.

About the Illustrator

THELMA MURAIDA, an accomplished designer and artist, lives in San Antonio, Texas. She has illustrated *Clara and the Curandera / Clara y la curandera* by Monica Brown (Piñata Books, 2011), *My Big Sister / Mi hermana mayor* by Samuel Caraballo (Piñata Books, 2012), *Cecilia and Miguel Are Best Friends / Cecilia and Miguel son mejores amigos* (Piñata Books, 2014) by Diane Gonzales Bertrand, and *The Place Where You Live / El lugar donde vives* (Piñata Books, 2015) by James Luna.



Before Reading Discussion Questions

What do
authors do?

What do
illustrators
do?

What tools
does an
author need?

What tools
does an
illustrator
need?

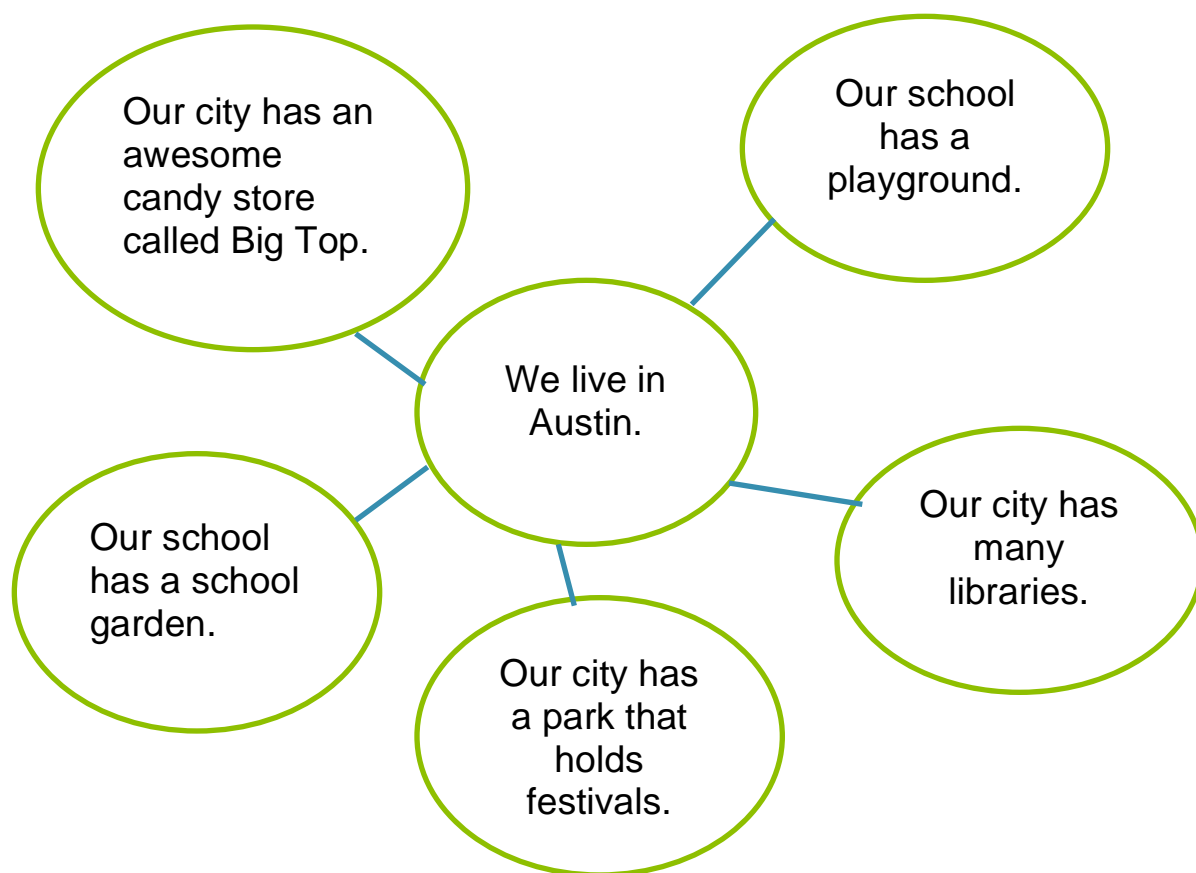
Look at the
cover of the
book. What do
you think this
book is about
and why?

What are some
unique things or
characteristics
about where you
live?

Before Reading Discussion Brainstorming

As a class, use the last discussion question, “What are some unique things or characteristics about where you live?” to create a brainstorming chart. Facilitate a conversation about what “the place where you live” can mean. Explain that “home” and the “place where you live” can have multiple meanings. It can mean city, state, school, apartment, neighborhood, etc.

Come up with some ideas about what makes where you live unique! Display the brainstorming chart in a prominent location in the classroom. This chart will be used later. After reading *The Place Where You Live*, compare the brainstorming chart to the characteristics in the book. See example below:



After Reading Activities: Practice With Rhyming Words

Kinder TEKS §110.11b(2)(D), §110.11b(1)(C)

1st TEKS §110.12b(1)(A), §110.12b(5)

Make copies of the worksheet on the next page so that each student receives a sheet. You may need to model a few before instructing students to circle the rhyming pairs. The passages are from *The Place Where You Live*.

Read the passages aloud. Have students circle the rhyming pair of words. Then, project the passages on a doc cam and go over the rhyming pairs as a class.

NAME: _____

Directions: Circle the rhyming pairs!

This is the kitchen, warm and sunny,
With tortillas, hot chocolate and everything yummy,
Here in the place where you live.

This is the school where all your friends go
To play at recess and learn and grow
Here in the place where you live.

These are the trees that grow green and tall
With blossoms and fruit and shade for us all,
Here in the place where you live.

This is the field where you play with your team,
And parents cheer and your friends scream,
Here in the place where you live.

Practice With Rhyming Words: Word Sort

Cut out the words on the next page. Glue the words in the correct column.

AW WORDS

PAW



ALL WORDS

BALL



all

draw

saw

tall

call

fall

jaw

raw

lawn

hall

law

small

Reading it Again: Choral Style!

Read the book aloud again. This time, have students participate in choral reading the last line “here in the place where you live” each time.

The Place Where You Live Mobile

Kinder TEKS §117.2(b)(2)(C), §113.11(b)(4)

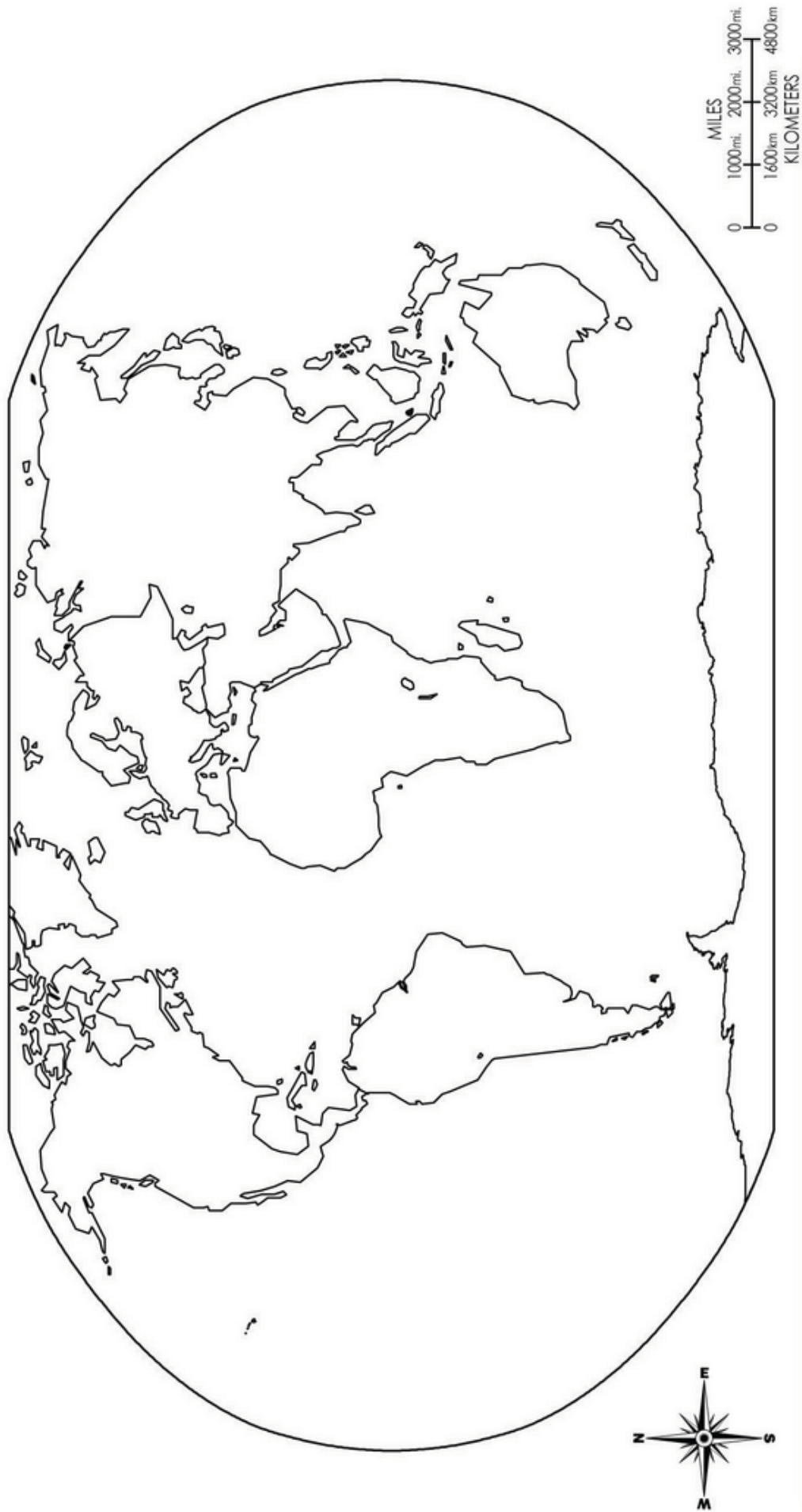
1st TEKS §117.5(b)(2)(B)

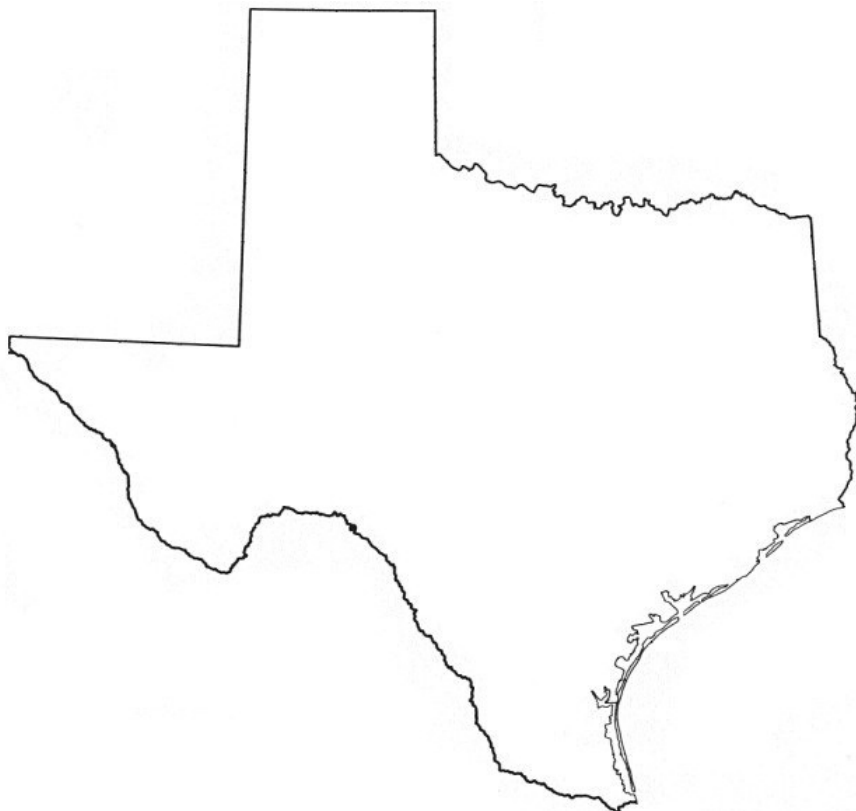
Materials: crayons, markers, pencils, pen, string or ribbon, scissors, tape or glue. The following templates are supplied: world, U.S.A., Texas, Houston, and housing options.

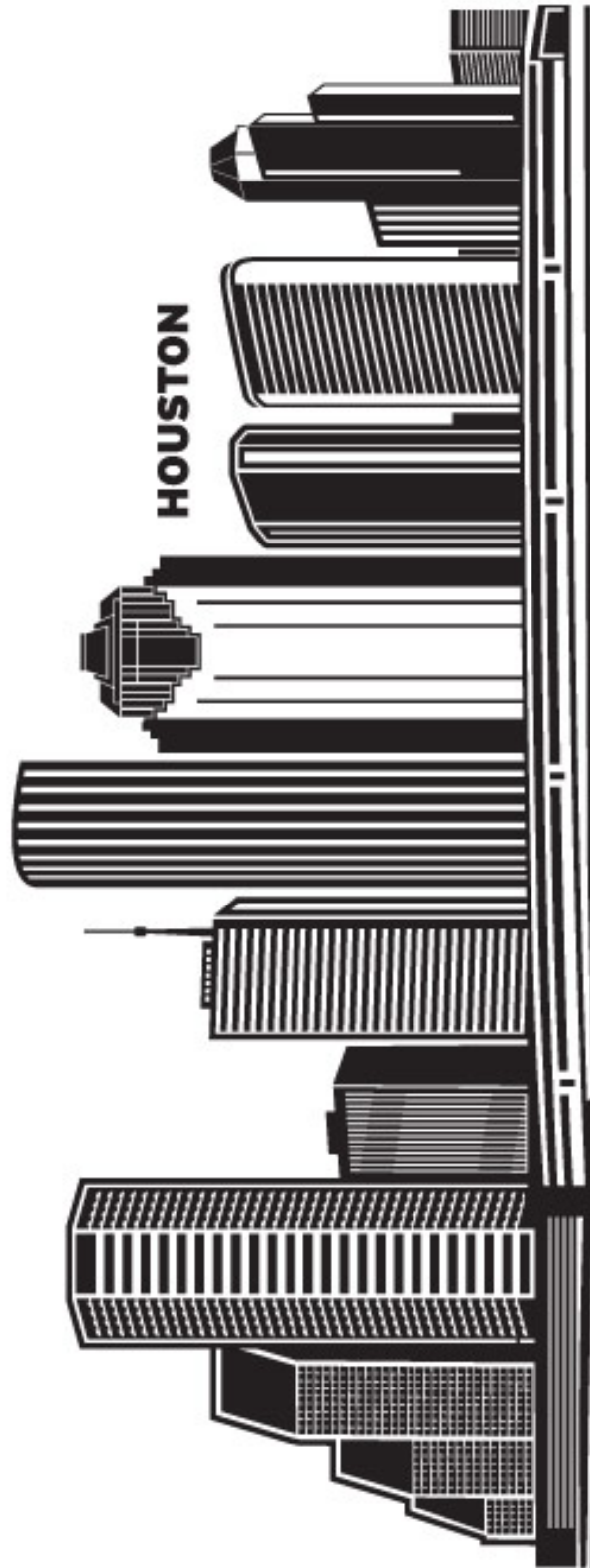
Recall the discussion you had earlier about how “home” can have many meanings. Have students create a mobile about the place where they live, as in the picture below. Students can cut out the templates and decorate them, or make their own drawings. Instruct students to order their mobile from biggest to smallest concept. Students may need to use glue or tape to adhere decorated templates to the ribbon or string.

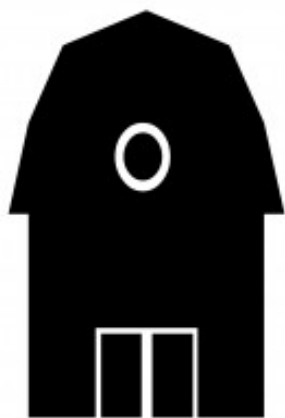
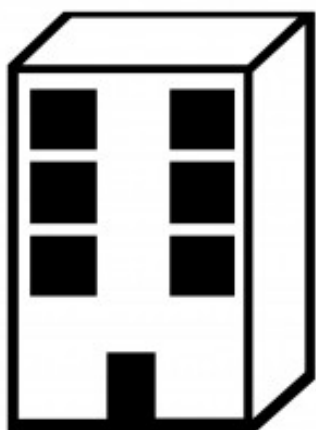
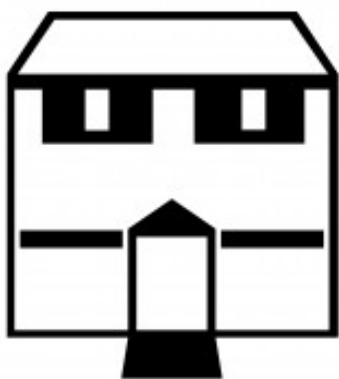
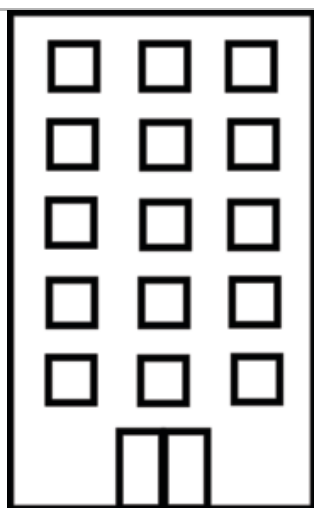
Have students write in their own words “The place where I live” on a piece of construction paper. Instruct students to add this to the bottom of the string or ribbon.











Exploring Illustration

Kinder TEKS §117.2(b)(2)

1st TEKS §117.5(b)(2)(B)

Materials: construction paper, markers, crayons, colored pencils

Instruct students to refer to the brainstorming chart the class came up with earlier. Ask students to pick their favorite thing about where they live and illustrate it. Instruct them to write one sentence describing their picture. Example below.

My favorite thing about where I live is my yard.

