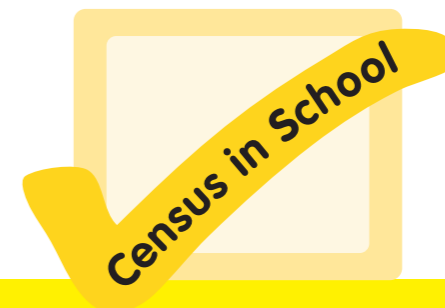
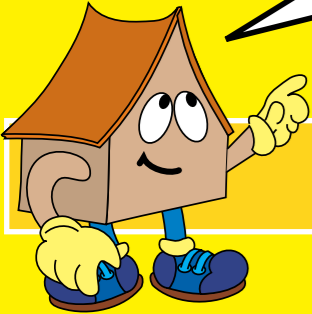




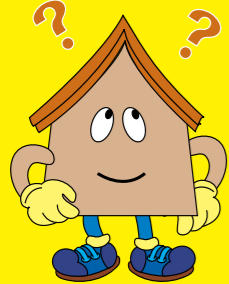
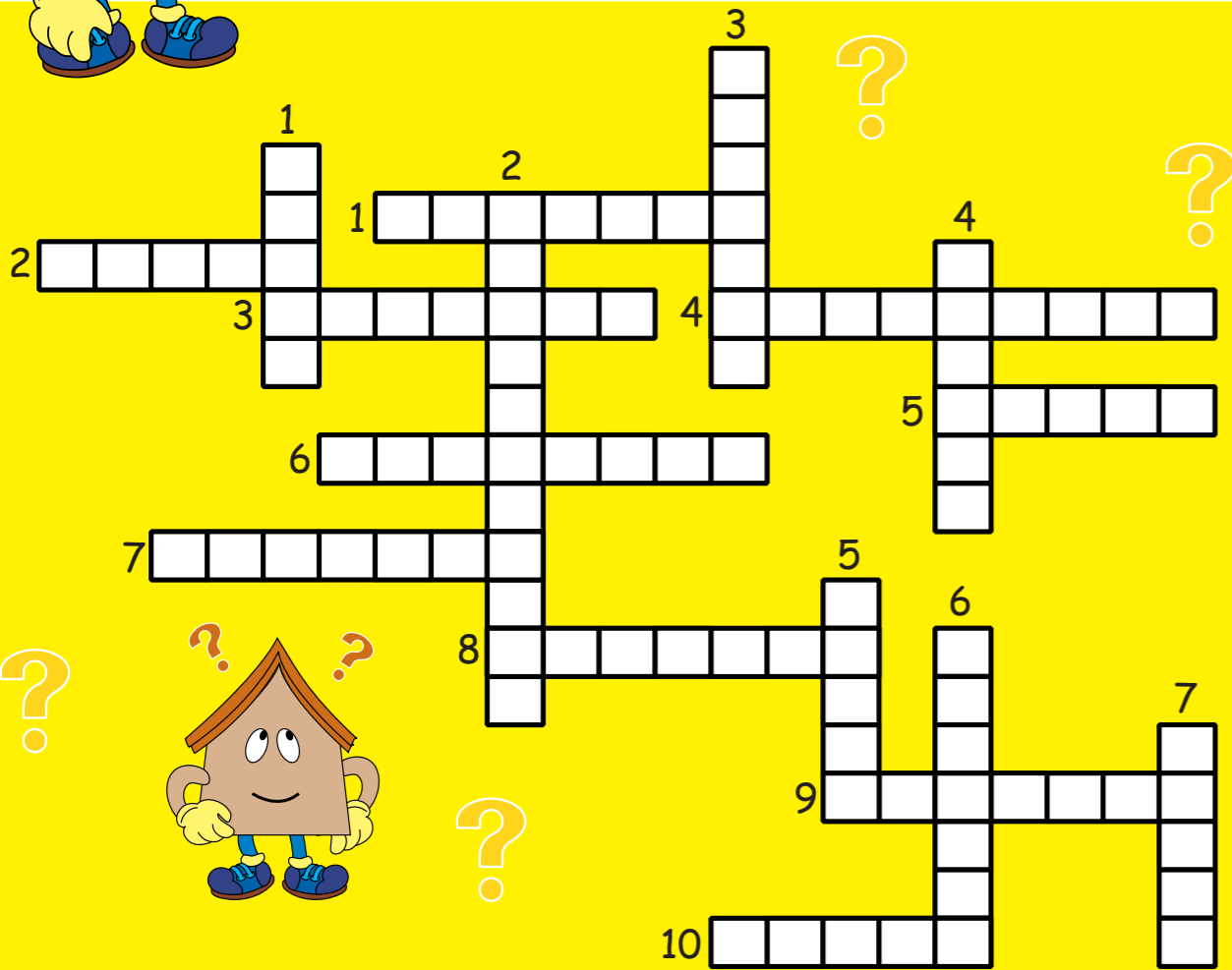
Puzzle It Out!



Can you use a thesaurus?



Look up the words below in your thesaurus to find synonyms as the answer to our crossword.

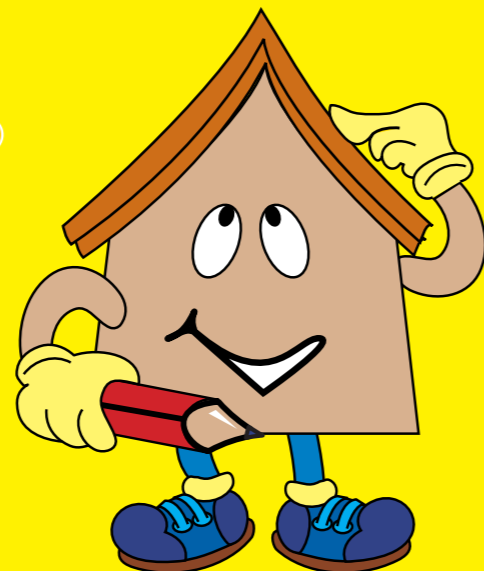


Across

- 1, roamed
- 2, true
- 3, miserable
- 4, reckon
- 5, lead
- 6, upset
- 7, desert
- 8, success
- 9, train
- 10, trade

Down

- 1, appreciate
- 2, chance
- 3, cause
- 4, steal
- 5, task
- 6, beg
- 7, earn



No home for me Literacy Activity sheet

No home for me Literacy Teachers' notes

Theme The problem of homelessness

This unit highlights the problem of homelessness, especially as it affects children.

Curriculum context Devised with the National Literacy Strategy in mind, the unit provides the basis for a week's literacy work for lower KS2 children. The text is non-fiction and the poem relates to the themes of observation and the senses. The classroom ideas are suitable for work in Year 3, term 1, and Year 4, term 3.

Classroom ideas

- Discuss the distinction between fact and fiction.
- Underline key words and phrases from the non-fictional text.
- Identify the main points of the text and list using bullet points.
- Identify social and moral issues within the text.
- Discuss emotive vocabulary e.g. miserable, upset, unhappy, deserted.
- Discuss features of the poem - the use of commas and the absence of capital letters at the beginning of each line.
- Explain that the original poem has two verses. Share ideas as to what the other verse might say. What might the first/last lines be?
- Use both texts and compare the emotive language in each.



Word and sentence - level work

- Words ending in - ing (Regular, as in stealing, knowing. Dropping the 'e', as in crumbling, raising. Doubling the final consonant, as in begging.)
- Prefix - un as in unhappy. Look at other words which could have a prefix e.g. success, important. Can you think of more?
- Common and proper nouns found in the non-fiction text.
- Adjectives found in the text. Share ideas for synonyms for them and then look them up in a thesaurus.
- Past and present tense of verbs - regular and irregular (e.g. taught, slept).
- Punctuation (using commas for lists; using poems as a starting point; possessive apostrophes as in Barnardo's; contractions as in you're, it's, I'm).

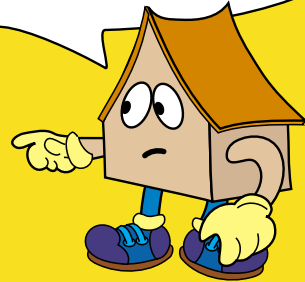
Independent activities

- Write a poem from a homeless person's viewpoint, based on the Jack Prelutsky poem.
- Make a diary about the life of a homeless person for a day/week.
- Talk about the problems of getting the homeless to complete census forms and of their needs not being recorded.
- Write a newspaper report highlighting the plight of the homeless.
- Use reference books to find out more information about the homeless. Make a bibliography to say where you found the information.

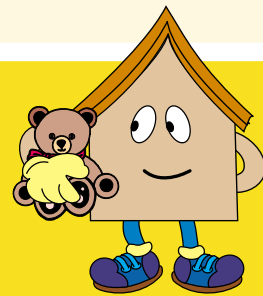




Having no home affects children badly:

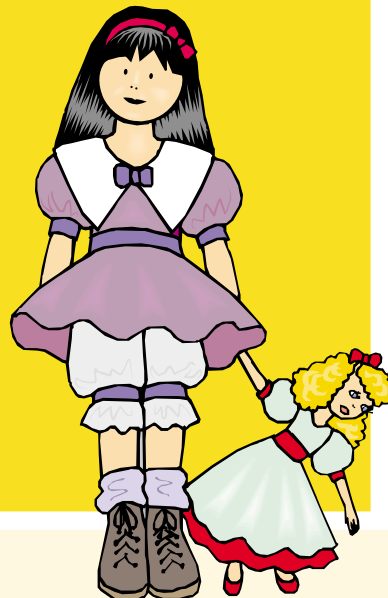
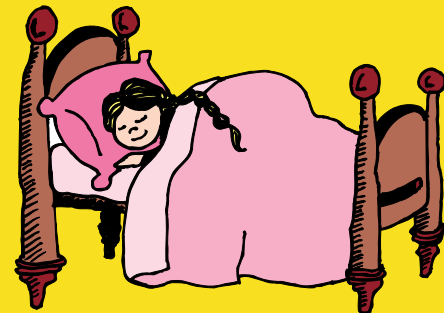
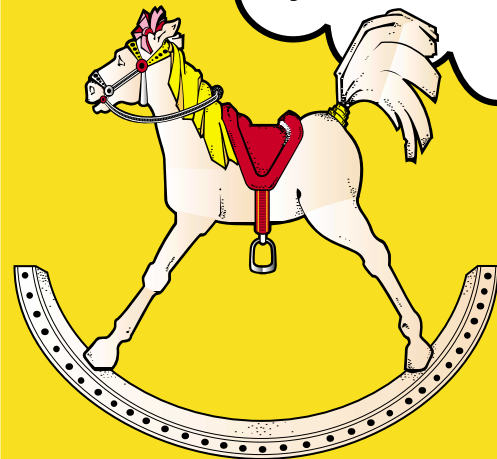


- There is no safe place to play
- Going to school is difficult
- It is hard to keep clean and stay healthy
- Life is uncertain and can be miserable



**Home! You're Where It's Warm Inside
where my tears are gently dried,
where I'm comforted and fed,
where I'm forced to go to bed,
where there's always love to spare;
Home! I'm glad that you are there.**

Jack Prelutsky



From "Poems about Homes", A Earl & D Sensier © Hodder and Stoughton, 1994

Dr. Barnardo

In 1866, a young Irishman by the name of Thomas Barnardo arrived in London to study medicine. He was a good Christian fellow and what he found there upset him a great deal. Many people were leading miserable lives in appalling housing conditions. Some were homeless, jobless, and living on the streets in despair. But what upset Thomas most of all were the thousands of unhappy children who roamed the streets, begging or stealing by day to earn a living, and sleeping in the gutters by night. These were poor homeless orphans, or children who had been deserted by their parents.

Thomas was so touched by their cause that he gave up any aspirations of becoming a doctor and opened a home for boys who had lost their parents. This was not an easy task. But he persevered and managed to raise the money needed to pay the people who would run it and provide food and clothing for the boys. It was a huge success!

The boys really appreciated the reading and writing lessons they received, and as they grew older they were given the opportunity to learn a trade. Being the true Christian man that he was, Thomas also insisted on teaching the boys right from wrong, good from evil, so that they could lead a better life. For the first time in their sad lives they felt as though they counted.

In time, many Barnardo's Homes opened (for girls too) all around the country. By the time Thomas died it was reckoned that he had rescued and trained many thousands of children.

There are still homeless people today. In the light of the 2001 Census, how can they be made to feel as though they countand be counted?

