

Other Words For Home
Discussion Guide
Grades 3-7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- What does *home* mean? What makes a place a home?
- Is change always good? When should things change? When should they stay the same?
- What does it mean to be lucky? Is it always a good thing?
- What does it mean to be brave? Is there one way to be brave? How are you brave?
- What does it mean to be heard? Have you ever felt like you were not being heard? Why?
- Frontload vocabulary for chapters 1-3 (see vocabulary guide)

During Reading: to engage students, check for understanding, and make connections. Prompt students to provide support for their answers from the text.

Part 1

- Where does Jude live? How does Jude describe her home? (Ch. 1, Ch. 2)
- Who is Fatima? What is Jude's relationship to her? (Ch. 3)
- What role do movies play in Jude's life? (Ch. 4, Ch. 5, Ch. 8) Why does Jude prefer comedies? (Ch. 19)
- Describe Issa. Why is Jude torn between Issa and Baba? (Ch. 6, Ch. 9)
- What comparison does Jude make between her family and the revolution? (Ch. 10)
- What happens at Issa's new apartment? (ch 15)
- What does "all children end up like their parents" mean? What does it mean to Jude? Do you believe this statement? Why or why not? (Ch. 16)
- Why do Mama and Jude have to go to America? (Ch. 18)

Part 2

- How does Jude have to be responsible and brave? (Ch. 3)
- How does Aunt Michelle make Jude feel comfortable? (Ch. 4, Ch. 5, Ch. 11)
- What are the differences between Clifton and Jude's town in Syria? (Ch. 6, Ch. 9) What are Jude's feelings about Clifton? (Ch. 7, Ch. 14) Describe using evidence from the text.
- What is the importance of being able to speak English for Jude? (Ch. 3, Ch. 8, Ch. 13)
- How are Mama and Uncle Mazin and Jude's definitions of home different? (Ch. 11, Ch. 12, Ch. 14)

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During Reading: to engage students, check for understanding, and make connections. Prompt students to provide support for their answers from the text.

Part 3

- How are Pre Jude and Now Jude different? (Ch. 2) How are they the same? (Ch. 3)
- Why does Sarah want to learn Arabic? (Ch. 6)
- What role does Mrs. Ravenwood’s class play in Jude’s time in school?
- What is Uncle Mazin trying to convince Jude and himself of? Why? (Ch. 9)
- What are the differences between Clifton and Jude’s town in Syria? (Ch. 9, Ch. 12, Ch. 13)
- What happens at Ali Bab? (Ch. 13)
- Who is Fatima? What is Jude’s relationship to her? (Ch. 18)
- How is Layla a good friend to Jude? Explain using evidence from the text. (Ch. 18)
- What happens to Issa? (Ch. 21)
- What does Jude mean “hoping is the bravest thing a person can do?” Do you agree? Why or why not? (Ch. 23)

Part 4

- How does Aunt Michelle make Jude feel comfortable? (Ch. 1)
- Why doesn’t Sarah like Layla? (Ch. 5)
- How is Jude brave on the sledding trip with Sarah and her friends? (Ch. 6)
- What role do movies play in Jude’s life? Do movies play a role in your life? How so? (Ch. 8)
- Why didn’t Mama send the letters? Do you think she should have sent the letters? Why or why not? (Ch. 10)

Part 5

- What is Jude’s experience in America after the bombing?
- How are Mama and Uncle Mazin and Jude’s definitions of home different? (Ch. 7, Ch. 10)
- How does Jude connect to the character of Plummette? (Ch. 16)
- What role does Mrs. Ravenwood’s class play in Jude’s time at school? (Ch. 17)
- How is Miles a good friend to Jude? (Ch. 18)
- Who is Fatima? What is Jude’s relationship to her? (Ch. 20)
- Why does Layla say Issa would be proud of Jude and Mama? (Ch. 21)

Part 6

- What happens to Issa? (Ch. 7)

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After Reading: to summarize, question, and reflect.

Compare Issa and Jude. How are they alike? How are they different?

Think about the places that feel like home to you. What makes them feel like home?

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.