

No Place Like  
**HOME**



Dee  
Romito

**TEACHER GUIDE**



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## Summary

Kenzie Rhines doesn't have a home—she has too many. Her dad's job keeps them flying around the country, which means “home” is whatever fancy hotel they're currently staying in and “school” takes place 30,000 feet in the air. And since it's just the two of them, she has no choice but to be his travel partner. Kenzie loves the constant adventures, but she wouldn't mind planting her feet in one place for longer than two seconds, having her own bed, and maybe even finding a best friend she can talk to.

When Kenzie's dad surprises her with the news that they'll be in Las Vegas for an extended business trip, she's thrilled he wants to enroll her in a local middle school while they're there. And even though it's the longest she's been in one place in years, Kenzie

knows it's only a matter of time before she's on the move yet again. So, for the first time in her life, she decides to take some risks: Why not let the cutest boy in school know she's got a bit of a crush on him, give it a shot and audition for the school musical—THE WIZARD OF OZ (her all-time *favorite* movie) and run for VP of her class?

Thanks to her plan, Kenzie discovers a courage she didn't know she had—and finally feels like she belongs somewhere. But when things start to get complicated, Kenzie discovers that she'll have to face the consequences of everything she's done since her arrival—and that maybe home isn't necessarily a place on a map, but where your heart is.

Illustration © Annabelle Metayer

## About the Author

Dee Romito is a former elementary school teacher and the author of *The BFF Bucket List*, *No Place Like Home*, and co-authored *Best.Night.Ever*. Always a traveler at heart, she saved her pennies to see Big Ben in London, hit the road to attend the Atlanta Olympics, and now plans trips to magical kingdoms and faraway places with her family. But while she loves to find new adventures, she fully agrees with Dorothy that there's no place like home. You can visit her website at [DeeRomito.com](http://DeeRomito.com).



Watch for future releases, *Postcards from Venice* and *Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott*, coming in 2018.

# BEFORE READING

Planning sheet



	OBJECTIVES	ACTIVITIES
before reading		
chapters 1-6		
chapters 7-12		
chapters 13-18		
chapters 19-24		
chapters 25-30		
after reading		

# BEFORE READING

## Prereading Activities



The following are suggested activities you can do with your students before you read *No Place Like Home* by Dee Romito.

### Study the Title and Cover

What do they tell you about the book? What do you think the story is about? What is the girl doing on the cover and why?

### Learn More about the Author

Read the “About the Author” section as a group or a class.

### Watch the Book Trailer

Watch the book trailer at [deeromito.com/no-place-like-home](http://deeromito.com/no-place-like-home). Discuss what the book is about and what challenges the main character might face.

### Discuss Prior Knowledge

Inside the frames of the graphic organizer, draw activities and clubs you’ve participated in at school or outside of school. Write captions for each activity. Share with a partner or group. \*See appendix for graphic organizer

### Explore Themes

Have a discussion about friendship and what “home” means to you.

Think about a time when you made a new friend. How did you get to know each other? Have you ever been the “new kid” in school or at an activity? How did you feel? Or how do you think it would feel?

What makes a place a home?

What does it mean when someone says that a place “feels like home”?

### Create a “New Student” Guide

What would you put in a guide for a new student at your school? What information would he/she need to know? What else could you include to make the new student feel welcome?

# EXPLORING THE BOOK

## Discussion Questions and Journal Prompts



The following questions can be used for group discussion or as journal prompts to help your students better understand the book.

- ★ Chapter 1 - Why is Kenzie so excited to go to middle school? How do you think it will be different from the lifestyle she's used to?
- ★ Chapter 2 - Kenzie meets Ashia, who makes her feel more comfortable at the new school. What are some ways you could help a new student feel welcome?
- ★ Chapter 3 - Do you think Kenzie should have told Ashia the truth right from the start? Why do you think she didn't?
- ★ Chapter 4 - Why was it important to Kenzie to get feedback from someone other than her dad?
- ★ Chapter 5 - Kenzie looks through her old yearbook and decides to touch base with friends from her old school. Why do you think she's missing them now when she's in a school full of kids?

Kenzie decides to try some activities at her new middle school. Based on what you know about her character, why are book club and a poetry contest a good fit for her?

- ★ Chapter 6 - At the end of Chapter 6, Kenzie does something totally out of character. Why does she feel like she can be so bold and brave?

Kenzie decides to run for student council, even though she knows she can't really do the job. Why is doing this for Ashia so important to her?

- ★ Chapter 7 - Kenzie tries to tell Ashia she can't be on student council, but does she try hard enough? Why or why not?
- ★ Chapter 8 - Kenzie wants to tell her dad about everything she's doing, but feels she can't. Why do you think she chooses not to tell him? What would happen if she did?
- ★ Chapter 9 - Kenzie says she feels like she's living two different lives. What do you think she means by that? How are they different?
- ★ Chapter 10 - One way that Kenzie calms herself down before her solo is by listening to music. What are some other ways to calm yourself down when you're nervous?

What do you think Kenzie was feeling when she was up on stage? What will she do now?

★ Chapter 11 - In Chapter 11, Kenzie says, “But then I’ll always be the girl who ran offstage and couldn’t do it.” Why is it important to her not to be that girl? What does staying in the musical and pushing forward help her prove to herself?

In Chapter 11, Kenzie says she’s “experiencing what it’s like to just be a girl in middle school.” What has she learned about middle school life so far?

★ Chapter 12 - Kenzie is still fighting her stage fright when she finds out she has to fill in for Ashia. Why do you think she keeps pushing herself out of her comfort zone?



★ Chapter 13 - When it’s time to vote, why is Kenzie struggling with what she should do? Why does she decide to vote for Tate?

★ Chapter 14 - Kenzie has been able to continue participating in activities without telling anyone she’s leaving. But when she’s asked a direct question, she must make a decision. Is she thinking ahead or only thinking of the present?

★ Chapter 15 - The only person Kenzie has been able to confide in is Mayleen. Why is Mayleen a “safe” choice for Kenzie’s secret?

★ Chapter 16 - When Kenzie finally tells Ashia that she’s leaving, she says, “Nobody will even care.” Do you think Ashia’s response makes her see things from a different

viewpoint?

★ Chapter 17 - Did it surprise you that Bren didn’t care what Kenzie’s secret was? Why or why not?

In Chapter 17, Kenzie has a heart-to-heart with her dad. What are some clues from throughout the story that they’re very close?

★ Chapter 18 - In Chapter 18, Kenzie tries writing an apology letter and finally admits to herself that what she did was wrong. What did you think of her letter? How might you have felt if you received it?

★ Chapter 19 - Why do you think Mayleen isn’t upset with Kenzie? How does her being in a different city make her an easier person to confide in?

★ Chapter 20 - The teachers that Kenzie interacts with aren’t mad, but they’re also not all that supportive. How do you think a teacher should react in this situation?

★ Chapter 21 - Principal Kumar suggests that Kenzie shouldn’t attend book club anymore. Why do you think that one stings the most?

★ Chapter 22 - Kenzie has a great time with her friends on her birthday weekend and decides she’s ready to leave and let it all go. How does having friends to talk it out with help her make this decision?

★ Chapter 23 - Tate's response to Kenzie not telling them she was leaving is very different from the way Bren responds. Do their reactions fit their characters? Why or why not?

Kenzie has a run-in with Shelby and decides she's not going to let Shelby treat her like that. Why does it take courage to stand up to someone who treats you badly?

★ Chapter 24 - When Dad tells Kenzie the news, the first thing she wants to do is go see Ashia. Why do you think she feels that way?

Things aren't instantly fixed with Ashia, but the girls seem to be headed in a better direction. How do you think Ashia is feeling right now?

★ Chapter 25 - Kenzie decides to join the yearbook team. Why is it important to her to find new activities?

★ Chapter 26 - In Chapter 26, Kenzie makes a pros and cons list and says, "It's not about the *number* of things on each side; it's about the things on each side that can't be measured by numbers." What does she mean by this?

Kenzie has a big choice to make. Why do you think she's struggling with what to do?

★ Chapter 27 - One of the things that makes Kenzie stop and think about her decision is when Ashia and her friends invite Kenzie to a movie. We know Kenzie goes to see movies when she's on the road, but why is this invitation so different?

★ Chapter 28 - Kenzie struggles with making the right choice. What is it that finally helps her decide?

★ Chapter 29 - Kenzie says that Bren's opinion is the last piece of the puzzle. Why is it so important to her that Bren is happy she's staying?

★ Chapter 30 - At the end of the story, Kenzie has come to realize what "home" really means to her. What is it that makes a place a home?



# EXPLORING THE BOOK

## Suggested Activities



### Have a Discussion or Literature Circle

Periodically revisit the themes of friendship and the meaning of “home.” Talk about some of the following topics:

- What are the most important pieces of a strong friendship?
- Why is communication important between friends?
- What might make you feel at home when you are somewhere new?
- What might be fun about being somewhere new or different?

### Compare and Contrast

Kenzie’s life on the road is very different from her life in Las Vegas. Use a Venn diagram to compare and contrast the two. \*See appendix for graphic organizer

### Rewrite It

Choose a scene and rewrite it from a different character’s point of view, only writing about what that character sees, hears, thinks, or feels. How did the scene change?

### Journal It

The author tells the story by showing the reader glimpses of the life Kenzie is used to, along with the new experience of being in one place and attending middle school. Think about how Kenzie feels jumping back and forth between the two, then write a journal entry as if you are Kenzie.

### Identify Character Traits

Choose a character who interests you. Identify a trait or quality the character has and note evidence from the book that demonstrates that trait. Look for things the character does, says, or thinks. \*See appendix for graphic organizer

# AFTER READING

## Extension Activities



### Plan a Trip

Kenzie and her dad travel all over the United States. Choose somewhere you'd like to go and research how you'll get there, where you'll stay, and what you might like to do while you're there.

### Connect with a Friend

Kenzie wants to reconnect with her friends in California and chooses to send an email. Write an email or a letter to a friend, telling him/her what's happening in your life. Be sure to ask some questions so your friend will write back!

### Theme Discussion

Refer back to previous discussions on friendship and the meaning of "home." Write a journal entry discussing one or both of these.

### Visit Dee Romito's Website

Learn more about the author and her upcoming books at [deeromito.com](http://deeromito.com). Students can also e-mail Dee and share their thoughts about the book.

### Add Your Pin to the Map

Kenzie travels all over the country, but eventually chooses where she wants to call home. Add the place that you call home to the map at [deeromito.com/no-place-like-home](http://deeromito.com/no-place-like-home).

# APPENDIX

## Standards Alignment and Graphic Organizers



Depending on which activities you complete, the following **Language Arts Common Core anchor standards** can be met. For standards in other subjects, see state guidelines.

### READING

#### *Key Ideas and Details*

[CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

[CCRA.R.3](#) Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### *Craft and Structure*

[CCRA.R.5](#) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

[CCRA.R.6](#) Assess how point of view or purpose shapes the content and style of a text.

#### *Range of Reading and Level of Text Complexity*

[CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

### WRITING

#### *Text Types and Purposes*

[CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

[CCRA.W.2](#) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### *Production and Distribution of Writing*

[CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## *Range of Writing*

[CCRA.W.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

### *Comprehension and Collaboration*

[CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCRA.SL.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### *Presentation of Knowledge and Ideas*

[CCRA.SL.6](#) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE**

### *Conventions of Standard English*

[CCRA.L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCRA.L.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCRA.L.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

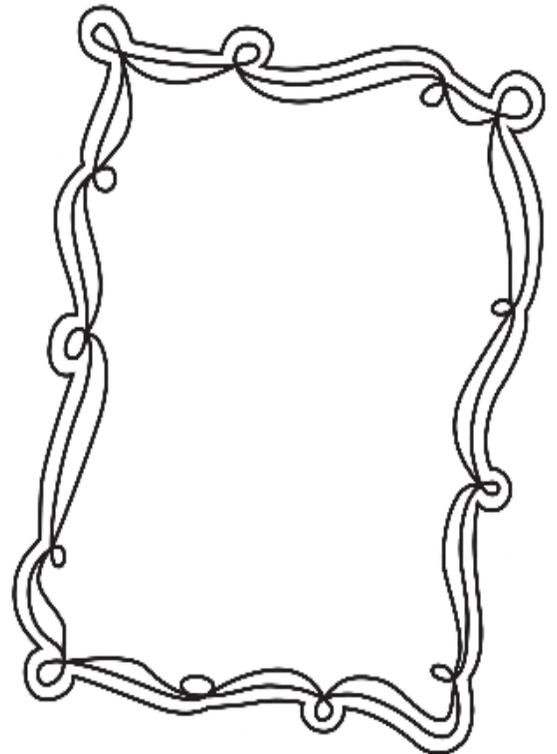
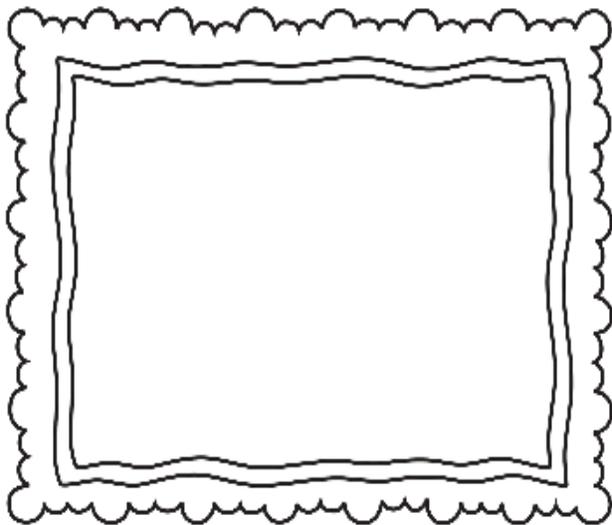
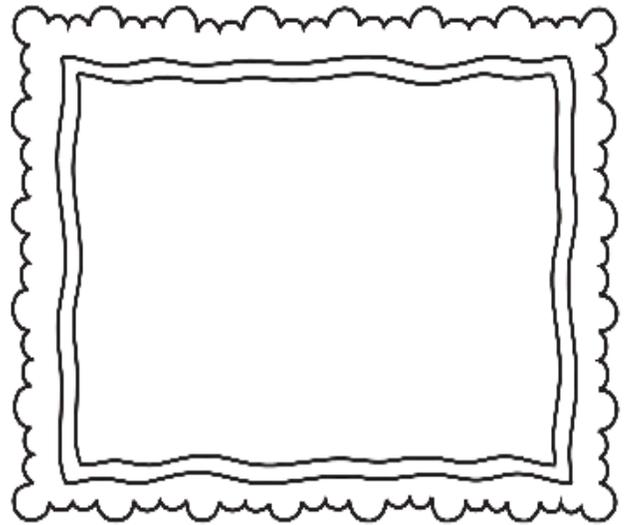
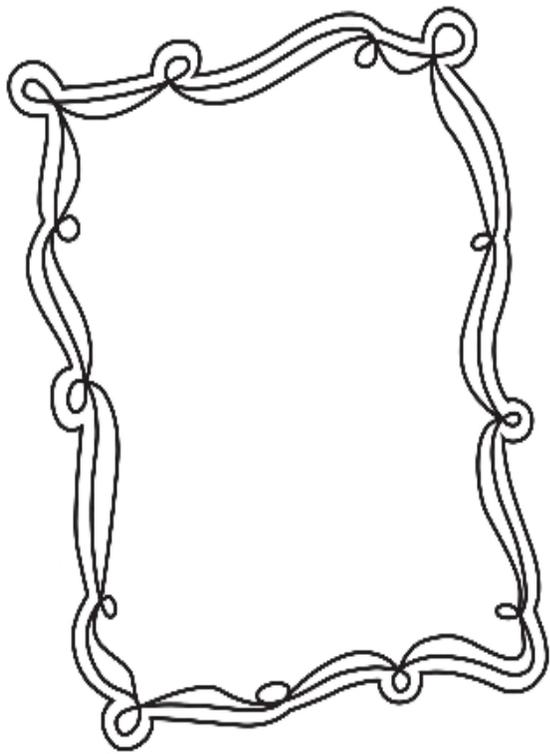
### *Vocabulary Acquisition and Use*

[CCRA.L.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

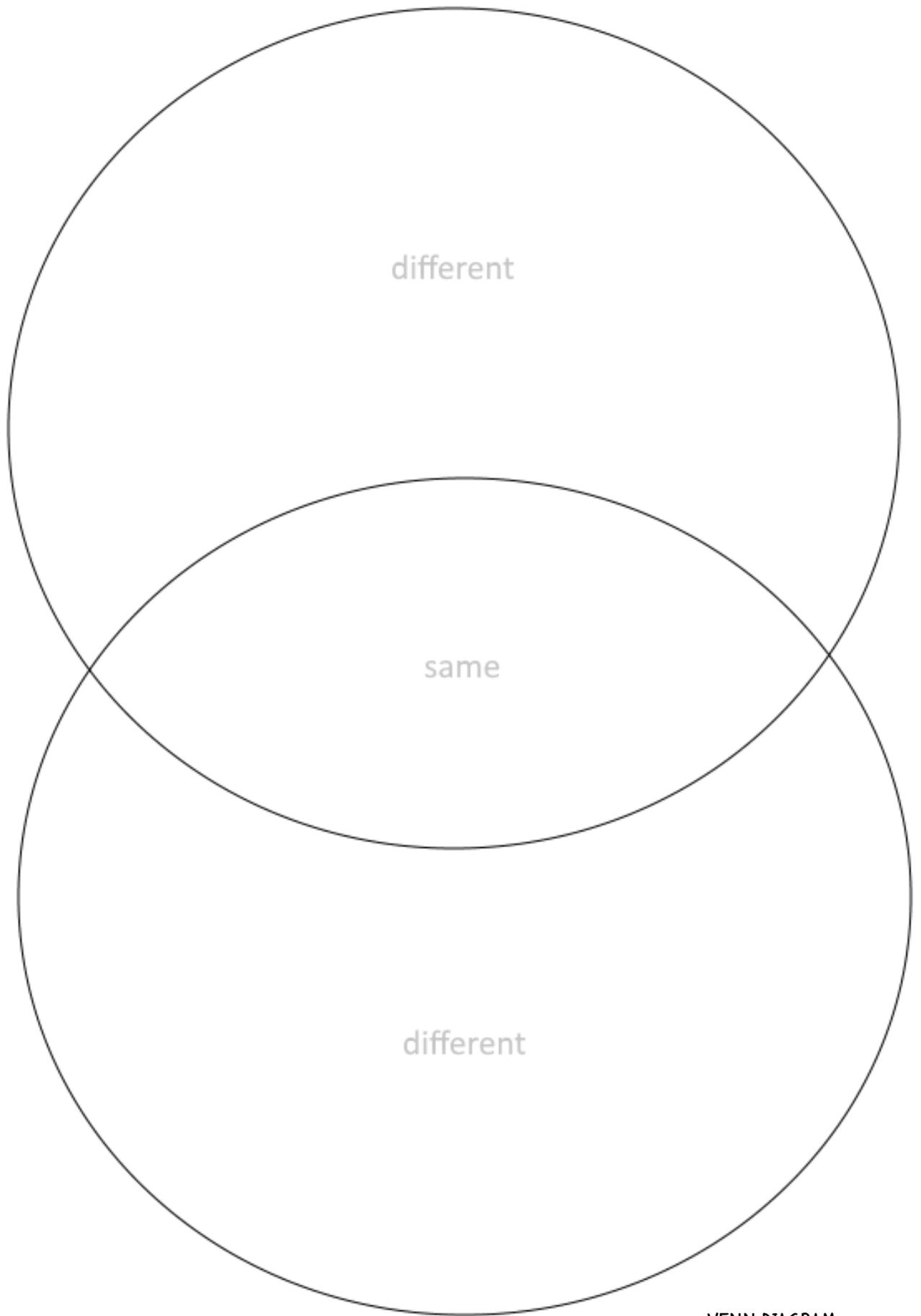
[CCRA.L.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



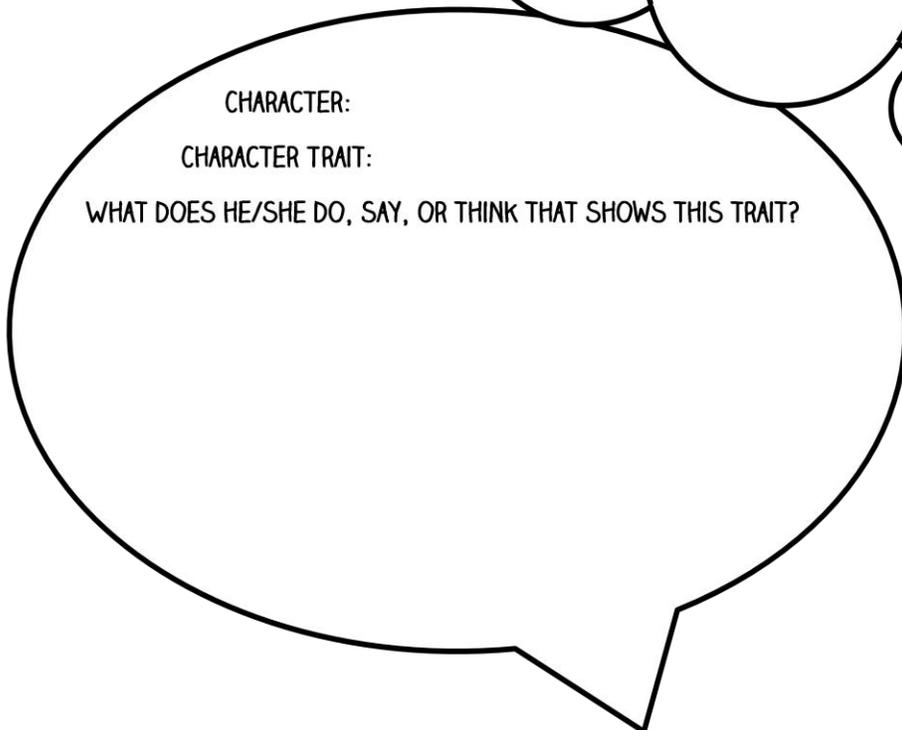
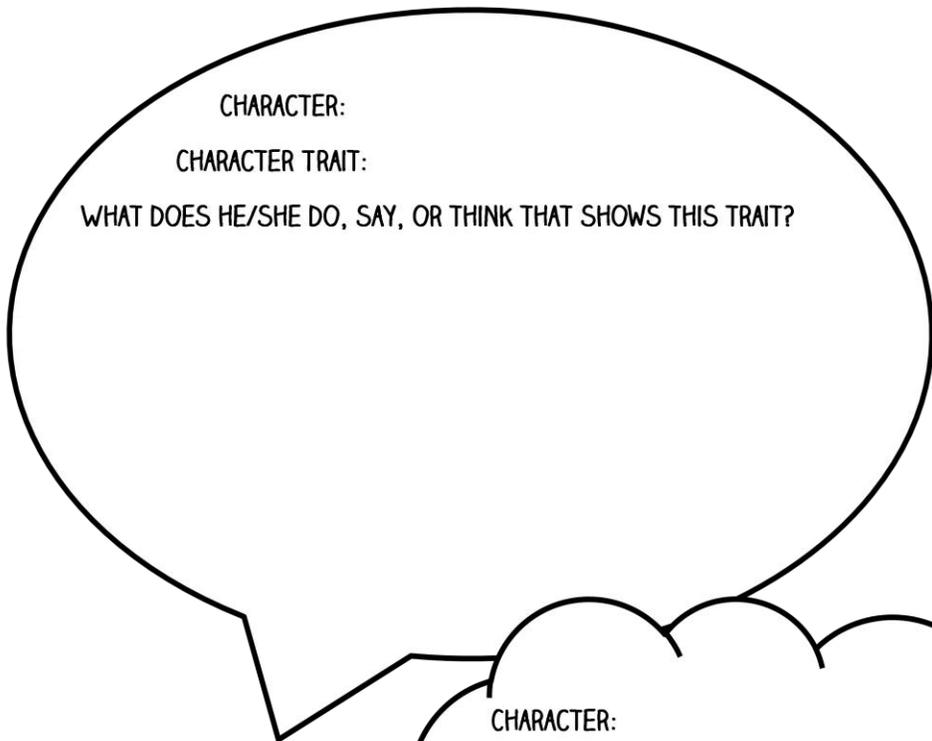
\*\* This guide was designed using a template that was created with [authorsandeducators.com](http://authorsandeducators.com).



PRIOR KNOWLEDGE



VENN DIAGRAM



CHARACTER TRAITS