



WEEK 5 Day 2

Read Aloud
How a House Is Built
 Read 2 of 5, Pages 15-29 (skip 30)

Big Ideas	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What process helps you construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can determine the main topic and retell key details of a section of informational text. (R.5.K.a, R.5.K.b)</p> <p>I can explain how illustrations clarify the meaning of key details. (R.11.K.a, R.11.K.c)</p>
Language Objective	I can use the text and illustrations to determine the meaning of unfamiliar vocabulary. (L.4.K)
Vocabulary	<p>architect: a person who designs buildings</p> <p>concrete: a material used for building that begins in liquid form and dries into a heavy solid</p> <p>foundation: the bottom part of a building or structure</p> <p>frame: a solid structure that surrounds something</p> <p>install: to put in</p> <p>interior: the inside of a structure or building</p> <p>support: to hold up</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>How a House Is Built</i>, Gail Gibbons ● <i>How a House Is Built</i> vocabulary cards <p>Note: Do not read the last page of the text, “Simple Shelters of the Past,” due to bias and stereotypes present in words and illustrations. Or, read the page, and use it to build children’s ability to identify and name the bias present.</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today, we will read the second section of How a House Is Built by Gail Gibbons.</i></p> <p><i>Like we did yesterday, we will find out the gist, what this section of the book is mostly about. We’ll use the words and the illustrations to learn new information and vocabulary.</i></p>
<p>Text and Discussion 12 minutes page 17</p>	<p><i>Who are the carpenters? What do they do?</i></p> <p>Harvest a few ideas and prompt children to reference details in illustrations and words.</p>
<p>pages 18-19</p>	<p><i>How do the illustrations on these pages help us imagine how the walls of a house are constructed?</i></p> <p>Harvest a few ideas and prompt as needed by referring to specific details in the illustrations.</p>
<p>page 21</p>	<p><i>Based on the illustrations and text, what does it mean to enclose a house? Why is this step important?</i></p> <p>Support children with using details from the illustrations and text to understand new vocabulary and make inferences.</p>
<p>page 23</p>	<p><i>What is the gist of what we’ve read about so far today?</i> [framing the house and constructing the exterior]</p>
<p>pages 24-25</p>	<p><i>Here, the book shifts focus from the outside of the house to the inside of the house. What are a few things that happen when building the interior of a house?</i></p> <p>Finish reading to the end of page 29. Do not read the last page, 30.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>Based on what we’ve seen in the illustrations and read in the words, what were two things that this section was mostly about?</i></p> <p>Harvest a few ideas and prompt as needed by reviewing the illustrations.</p>

	<p><i>Yes, we have learned a lot about two stages of building a house. Framing it and setting up necessary parts of the interior, the inside of the house.</i></p> <p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>Why is the frame important for building a house?</i> As children discuss, probe them further by asking: <i>What are some connections to your work during Centers?</i></p> <p>Prompt 2: <i>What are a few things that are essential about setting up the interior of a house? How did the illustrations and the text help you learn that information?</i></p> <p>Support children in referencing specific illustrations or vocabulary.</p>						
<p>Closing 1 minute</p>	<p><i>We learned the whole process for how to build a house! Tomorrow we'll continue working with this text.</i></p>						
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Global Connections (K) Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>						
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children identify the main topic of the text?</p> <p>How do children use the illustrations to support comprehension?</p> <p>Do children respond to key questions accurately, with references to key details from the text.</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1591 678 1665">Art Table</td> <td data-bbox="678 1591 1406 1665">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1665 678 1738">Art Easel</td> <td data-bbox="678 1665 1406 1738">Children paint inspired by <i>Dreaming Up</i>.</td> </tr> <tr> <td data-bbox="451 1738 678 1801">Blocks</td> <td data-bbox="678 1738 1406 1801">Children continue to work on the construction site.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children paint inspired by <i>Dreaming Up</i> .	Blocks	Children continue to work on the construction site.
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	Dramatization	Children perform their choreographies or their musical compositions.
	Library & Listening	Children research for the <i>Our Town</i> project.
	Discovery Table	Children continue to work on the worksite.
	Writing & Drawing	Children draw inspired by <i>How a House is Built</i> .

Notes