



WEEK 3 Day 1

Read Aloud
Homes Around the World
 Read 1 of 3, Pages 4-17

Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people 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 answer questions about key details in an informational text in order to learn about materials people use for building homes. (RI.K.1)</p> <p>I can identify the main topic of a section of informational text. (RI.K.2)</p>
Language Objective	I can retell key details of an informational text. (SL.K.2)
Vocabulary	<p>concrete: a heavy, rough building material made from a mixture of broken stone or gravel, sand, cement, and water</p> <p>clay: a sticky, mud-like material found in the ground, often used to make pottery or bricks.</p> <p>reed: a tall grass that grows in water or on marshy ground</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Homes Around the World</i>, Max Moore ● <i>Homes Around the World</i> vocabulary cards ● sticky notes <p>Note: This text includes photographs of homes around the world, both past and present, without providing information on geographic or historical context. Children may express curiosity about specific images. Avoid making guesses about geographic or historical contexts, as these could stem from stereotypes. Instead, use the unknown to inspire research. A</p>

	<p>possible extension of this lesson is to research the actual location and time period of a particular home in order to understand more about how the context influenced the choice of building material. This type of research could unfold in the Library and Listening Center.</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we will read the first part of Homes Around the World by Max Moore. We will continue learning about different kinds of homes people build and the various materials people around the world use.</i></p> <p><i>We will read the first 4 sections of the text. Max Moore provided a table of contents, but he did not put headings at the beginning of each section. As we read, we'll determine the main topic of each section, and at the end of reading today we'll see if the topics match the Table of Contents.</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 5</p>	<p><i>The author says that people's homes are usually made of brick or concrete. What is usual, or common, for the author may not be usual for everyone.</i></p> <p><i>The author says some homes around the world are "unusual," but it is biased to say that! Homes built by wood, or straw, or other buildings may be just different than what Max Moore is used to. But for someone who lives in a community with lots of wood homes, that is what's common.</i></p> <p><i>Let's keep reading to learn about all kinds of special and unique homes.</i></p>
<p>page 7</p>	<p>Model determining the main topic.</p> <p><i>Even though there is no heading here, I can tell that this section is about tree houses, because these two pages are all about tree houses.</i></p> <p>Write "tree houses" on a sticky note and add to the page.</p>
<p>pages 8</p>	<p><i>What is clay? How do you know?</i></p> <p>Harvest a few ideas and prompt children by referencing the work they have been doing in Centers with clay. Prompt children to make connections to the text "Straw, Wood and Bricks!"</p>
<p>page 11</p>	<p><i>The text says these houses are called "beehive houses." Why do you think they have that name?</i></p> <p><i>These houses are in the country Syria where it can be very hot in the summer.</i></p>

	<p>Invite children to Turn and Talk to determine the main topic of a section. <i>Let’s look back at pages 8-11. What was the main topic of these 4 pages?</i></p> <p><i>Yes, I heard you say the section was mostly about houses made from mud.</i></p> <p>Write “mud houses” on a sticky note and add to the page.</p>
page 13	Reeds are like long pieces of grass.
page 17	<p><i>What is the difference between boardwalks and ramps? What detail in the text or photographs makes you say that?</i></p> <p>Harvest several children’s responses and draw their attention to the informational text features for support.</p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share. <i>What was the main topic of the last section we read? How do you know that was the main topic?</i></p> <p>After the share, display the text’s Table of Contents. <i>Now, let’s look at the Table of Contents to see if our ideas match!</i></p> <p>Turn back to the Table of Contents and read the first four sections: Treehouses, Mud-Brick Homes, Floating Homes and Homes on Stilts.</p>
Closing 1 minute	<i>Today, we learned about 4 kinds of homes: tree houses, mud homes, floating homes, and homes on stilts. Tomorrow we’ll continue to read Homes Around the World.</i>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Ongoing assessment	<p>Listen to student responses during the partner and whole group share.</p> <p>Do students demonstrate understandings of key details? What do children determine each section is about? Do they determine a relevant main idea? Do students share information learned and cite evidence from the text?</p>

Center Activities	Art Table	Children create clay sculptures.
	Art Easel	Children create self-portraits.
	Blocks	Children build inspired by Zaha Hadid.
	Dramatization	Children make a dance or music studio.
	Library & Listening	Children research architects, choreographers or musicians.
	Discovery Table	Children work with sand and Beautiful Stuff.
	Writing & Drawing	Children create choreographies or musical compositions.

Notes