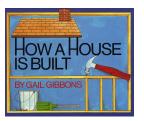
WEEK 5 Day 3



Read Aloud How a House Is Built

Read 3 of 5 Pages 15-16

Big Ideas	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.					
	People use tools and materials for specific purposes.					
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	I can use details from the text to explain how a floor is built and why it's an important structure in a house. (R.4.K, W.1.K.b)					
	I can explain how illustrations clarify key information and vocabulary about the flooring of a house. (R.7.K, R.11.K.a, R.11.K.c)					
Language Objective	I can use vocabulary from informational text about construction in a written explanation of construction. (L.6.K)					
Vocabulary	architect: a person who designs buildings					
	concrete: a material used for building that begins in liquid form and dries into a heavy solid					
	foundation: the bottom part of a building or structure					
	frame: a solid structure that surrounds something					
	install: to put in					
	interior: the inside of a structure or building					
	support: to hold up					

Materials and Preparation	 How a House Is Built, Gail Gibbons How a House Is Built vocabulary cards paper and writing tools On the whiteboard, write: How is the floor of a wood frame house built? Why is this step in the construction process important? 			
Opening 1 minute	Review the text and set a purpose. Today, we will look closely at two pages of How a House Is Built. We want to determine key details from the illustrations and the words that help us answer these questions: How is the floor of a wood frame house built? Why is this step in the construction process important? Refer to the questions on the whiteboard.			
Text and Discussion 8 minutes page 15	Reread the text on page 15 of How a House Is Built, without pointing attention to the illustration. Invite children to Think, Pair, Share. What information are we learning about building a house on this page? Turn and talk to a partner. [The carpenter crew adds boards on top of the foundation. Some of the boards are called the sill, and heavier boards are called joists.] Highlight ideas from the partner share that refer to key details in the text. Gather children back as a whole group. Point out the illustrations and read the labels on page 15. What information about building a house is being provided in the illustration and labels? How does the illustration help us learn new vocabulary like joists? Harvest several ideas and highlight children's identification and use of key details from the illustration and labels.			
page 16	Reread the text on page 16 of <i>How a House Is Built</i> , without pointing attention to the illustration. Invite children to Think, Pair, Share. What information are we learning about building a house here? Turn and talk to a partner. [Something called plywood makes the floor of the house.] Highlight ideas from the partner share that refer to key details in the text. Gather children in a whole group. Point out the illustrations and read the labels on page 16.			

Key Discussion and Activity 10 minutes	What information about building a house is being provided in the illustration and labels? How does the illustration help us learn new vocabulary like "sheets of plywood"? Harvest several ideas and highlight children's identification and use of key details from the illustration and labels. Invite children to Think, Pair, Share. Refer to questions on the whiteboard. Prompt 1: How is the floor of a wood frame house built? Prompt 2: Why is this step in the construction process important? As children discuss in partnerships, prompt them further. What are some connections to your work during Centers? Gather children back as a group to explain the final task. At your seats, draw and label what you know so far about the foundation and flooring for a house. Use new vocabulary when you can! You will continue working on this in Centers. As children work, circulate and ask them to explain what they know about the construction of a foundation and floor. Listen for children's use of	
	vocabulary learned from the text. Collect the drawings and have 2-3 children display and explain their work. Children may continue working during Stations or Centers.	
Closing 1 minute	Today we talked a lot about how the foundation, floor, and external elements of a house are constructed. Tomorrow we'll zoom in on a few pages about the interior of a house.	
Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.7.K With prompting and support, ask and answer questions about unknown words in a text. R.11.K.a With prompting and support, describe the relationship between illustrations and the text. R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts. L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts. W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.	
Ongoing assessment	Listen to children's responses during the partner and whole group share. Are children able to retell key details from the text? How do children use the illustrations to support comprehension?	

	Observe children's writing and take notes. Does children's drawing and writing demonstrate understanding of the focal concept of the lesson? Are children able to use their drawings when explaining the process of construction?				
Center Activities	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.			
	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 How a House is Built.			

Notes		