



WEEK 3 Day 2

Read Aloud
Homes Around the World
 Read 2 of 2, Pages 18-31

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 Objective	I can use information from both words and photographs to ask and answer questions about the text. (RI.K.1, RI.K.7)
Language Objective	I can retell key details of an informational text. (SL.K.2)
Vocabulary	<p>carving: an object or design cut from a material</p> <p>material: what something is made of</p> <p>energy: the power needed to make something work</p> <p>unusual: not common or ordinary</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 <p>Note: See note on Day 1 regarding photographs.</p>
Opening 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>Today we will finish reading Homes Around the World by Max Moore. As we read, we will study the information from both the words and the photographs to answer questions about types of houses and the materials used to make houses.</i></p>

	<p><i>It's important to know that some of the houses in this book are houses that people live in today and some are houses that people used to live in long ago.</i></p> <p>Review the meaning of key vocabulary. <i>Before we begin, let's review the meaning of the word materials. A material is what something is made of. This chair I'm sitting in, for example, is made of wood; that's its material. What materials do you see in our classroom?</i></p> <p>Harvest several ideas and provide more examples, as needed.</p>
<p>Text and Discussion 10 minutes page 19</p>	<p><i>The Toraja are a community of people who live in a part of the country Indonesia, called Sulawesi.</i></p> <p><i>What materials are these boat-shaped houses made of? How do you know?</i></p> <p>Harvest a few ideas and prompt by referring to details in the photograph.</p> <p><i>What is a carving? Use the photograph for support.</i></p> <p>Harvest a few ideas and prompt by referring to details in the photograph.</p>
<p>pages 23</p>	<p><i>Look closely at the straw in this house. It is woven together into mats, then used for building.</i></p> <p><i>Why might straw be a good material for building houses that move?</i></p> <p>Harvest several ideas and prompt children as needed by rereading the text on page 22.</p> <p><i>There are many reasons why communities around the world build homes that can move quickly. One reason may be the climate. This photograph is in a community that has a hot and dry climate, but we would have to research more to know where exactly the photo was taken.</i></p>
<p>page 25</p>	<p><i>The Inuit are a diverse and large group of indigenous people who, today, live all over the world. The ancestors of the Inuit lived in cold, northern parts of the world and had many different types of homes. One type of structure that some Inuit communities built was the igloo, but they also built homes out of other interesting materials like wood, animal hides, and whale bones.</i></p> <p><i>What questions do you have about this home?</i></p> <p>Invite children's curiosity and encourage more research during Centers or other times. Counter stereotypes about igloos by learning about the historical and geographical context.</p>

pages 29	<p>Invite children to Turn and Talk about the materials they see in the photographs. <i>What materials do you see in these photographs?</i> Clarify any misconceptions about the materials.</p> <p><i>According to the text, how do certain houses help the planet?</i> Harvest several ideas and provide a definition of the word energy as needed.</p>				
Key Discussion and Activity 8 minutes	<p>Invite children to Think, Pair, Share. <i>Think about the different types of houses we learned about today. Which was the most interesting to you? Why?</i> Support discussion by displaying images from the text as needed.</p> <p><i>Was there a home you want to learn more about? What are you wondering?</i> Invite children to lead turning back in the text to a specific home and harvest several questions related to the home’s building materials, geography, climate, or other questions related to its design.</p>				
Closing 1 minute	<p><i>We learned so much about materials today and also collected many ideas for research! Tomorrow we will continue this topic by learning about a famous architect.</i></p>				
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. 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. 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. Do children demonstrate understandings of key details in both the words and illustrations? Do students share information learned and cite evidence from the text? What questions do children have?</p>				
Center Activities	<table border="1"> <tr> <td data-bbox="451 1724 678 1793">Art Table</td> <td data-bbox="678 1724 1406 1793">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 1793 678 1862">Art Easel</td> <td data-bbox="678 1793 1406 1862">Children create self-portraits.</td> </tr> </table>	Art Table	Children create clay sculptures.	Art Easel	Children create self-portraits.
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