



WEEK 3 Day 3

Read Aloud
The World is Not a Rectangle
 Read 1 of 3

Big Ideas	<p>The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	Where do people find inspiration for building, creating, and composing?
Content Objectives	<p>I can use key details from the text to describe the job of an architect. (R.5.K.a, R.5.K.b, Global Connections)</p> <p>I can use key details from the text to describe what makes Zaha Hadid important. (R.5.K.a, R.5.K.b)</p>
Language Objective	I can build on the ideas of my peers in a group discussion. (SL.1.K.b)
Vocabulary	<p>architect: a person who designs buildings</p> <p>ancient: something that is extremely old or doesn’t exist any more</p> <p>ruins: what is left of a structure after it was damaged or not taken care of</p> <p>design: to make or draw plans for structures</p> <p>plan: to think about and make a design for what to do (verb); a proposal or design for something (noun)</p> <p>arrange: to put in some order or pattern</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The World Is Not a Rectangle</i>, Jeanette Winter Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “In Iraq, rivers...” ● <i>The World is Not a Rectangle</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● chart paper and marker <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Why is Zaha Hadid important?</p> </div> <p>On the whiteboard, write: What is an architect? What does an architect do?</p>
<p>Opening 3 minutes</p>	<p>Introduce the text and set a purpose. <i>Today we will read a book written and illustrated by Jeanette Winter called, The World is Not a Rectangle: A Portrait of Architect Zaha Hadid.</i></p> <p><i>This book is a biography, just like Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist by Jess Keating. It teaches us about an important person. The World is Not a Rectangle teaches us about the architect, Zaha Hadid.</i></p> <p><i>Today we will gather key details as we read to understand what an architect is and what architects do. Then we'll discuss what makes Zaha Hadid and her work important.</i></p> <p>Refer to questions on the whiteboard.</p> <p>Show the front cover and invite children to make predictions. <i>What do you see on the cover?</i> <i>What do you think this illustration shows?</i></p> <p>Harvest a few responses. Encourage children to be specific. For example: <i>You notice that the person here, Zaha Hadid, is holding rolled up paper; you predict that she makes drawings. You also notice this green structure with little people around it; we predict that she has something to do with really large buildings.</i></p>

	<p><i>We'll read to discover what this cover illustration teaches us about what architects do and about Zaha Hadid.</i></p>
<p>Text and Discussion 10 minutes page 4</p>	<p><i>Iraq is a country. We will find it on a map tomorrow.</i></p> <p><i>There are ancient, or very old, cities in the deserts of Iraq. The ruins are structures made of mud bricks that are still here, thousands of years later.</i></p>
<p>page 6</p>	<p><i>What does it mean that there are "no corners in the dunes or rivers or marshes?"</i></p> <p>Harvest a few ideas. As the text continues, invite children to pay attention to the shapes in nature that Zaha notices.</p>
<p>page 10</p>	<p><i>London is a city in the country of England, far away from Iraq where Zaha's family is.</i></p> <p><i>As we keep reading, let's gather details in the text that help us understand what it means to study to be an architect.</i></p>
<p>page 13</p>	<p><i>Now Zaha is an architect, she has graduated! Let's keep reading to see what it means to work as an architect.</i></p>
<p>page 16</p>	<p><i>Based on the work Zaha is doing, what do you think it means to be an architect?</i></p> <p>Harvest a few ideas. Reread pages 14 and 15 as needed to support children's thinking.</p>
<p>page 17</p>	<p><i>This is the illustration from the cover. Now we have found out what Zaha is holding; what are they?</i></p>
<p>page 19</p>	<p><i>What do you think about what these men are saying?</i></p> <p>Invite children's reactions.</p> <p><i>Yes, these men that work for the city have a lot of biases. What are some biases they have?</i></p> <p>Harvest a few ideas and provide the language of racism and sexism to support their thinking. Assure children that the class will revisit this part of the book on another read to understand this part further.</p> <p><i>Let's keep reading to see how Zaha responds when the city committee refuses her building designs.</i></p> <p>Read pages 21-40 fluidly, with minimal stopping, as these pages will be the focus on Read 2.</p>

<p>page 42</p>	<p><i>We saw Zaha when she was just starting out, after she graduated from architecture school... now look at the team she has built!</i></p> <p><i>What does it mean to “make models of Zaha’s visions?”</i></p> <p>Harvest several ideas, then clarify with an explanation, as needed.</p> <p>Read to the end of the text.</p>		
<p>Key Discussion and Activity 6 minutes</p>	<p>Think, Pair, Share</p> <p><i>Based on what we learned in the text, what is an architect? What does an architect do?</i></p> <p><i>What else do you learn about architects from this text?</i></p> <p>Begin to fill in the chart. Refer to the Sentence Frames for Discussion chart to support children’s building on each other’s ideas.</p> <p><i>Why do you think Zaha Hadid is important?</i></p> <p>Harvest several responses.</p> <p><i>We will think more about this question after we have read the book a couple more times and we have more knowledge about architects and their work.</i></p>		
<p>Closing 1 minute</p>	<p><i>Tomorrow we will revisit this book in order to understand and learn more about Zaha Hadid.</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>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>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>		
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children build on each other’s ideas during discussion?</p> <p>Do children reference key details when responding to questions?</p> <p>What understandings do children demonstrate about architects?</p> <p>What ideas do children communicate about Zaha Hadid?</p>		
<p>Center Activities</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Art Table</td> <td>Children create clay sculptures.</td> </tr> </table>	Art Table	Children create clay sculptures.
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	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



Read Aloud U3 W3 D3