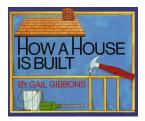
WEEK 5 Day 5



Read Aloud How a House Is Built

Read 5 of 5

The design and construction process includes imagining and being inspire 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.				
What process helps you construct structures, ideas, and works of art?				
How do people use different tools and materials for different purposes?				
I can explain the sequence of how a house is built. (R.6.K.a, R.6.K.b) I can use key details from an informational text on construction to draw and write a sequenced plan for original construction. (W.3.K.b)				
I can use vocabulary from informational text about construction in a written explanation of construction. (L.6.K)				
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 sequencing sheets Cut apart the sheets apart and put them in random order chart paper tape blank paper, one for each child writing tools Construction House Plans, from Writing and Drawing, Week 5 Unit Question chart 			
Opening 1 minute	Review the text and set a purpose. Today we will order the events in building a wood frame house, based on what we've read in How a House is Built. Then we will think about logical sequences for our own constructions.			
Text and Discussion 7 minutes	Show the How a House Is Built sequencing sheets. Here, I have pictures and words that show important steps in building a house, according to How a House Is Built. Let's work together to put them in sequence, or in order, on our chart. With children seated in a circle on the perimeter of the rug. Show each picture, read the words, and lay out the sheets in the middle of the circle. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart. Discuss with the children why they think this order makes the most sense.			
Writing and Drawing 8 minutes	Children will make a plan for something they want to build in Centers, taking into consideration the important steps they learned from <i>How a House is Built</i> , such as creating a floor, or adding a roof. Distribute paper and writing tools for children's planning. As children work on their plans, circulate to support them, prompting them to articulate the steps they need in sequence. Encourage children to consider the steps for building that were presented in <i>How a House Is Built</i> . This task connects with Centers. Make connections as appropriate with each child. If children do not complete their plans, this work can continue into Centers and stations.			
Closing 1 minute	You can use your own plans, as well as classmates' plans, when you build during Centers!			

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Unit Question Chart 3 minutes	Refer to the Unit Question Chart. What processes help people construct structures, ideas, and works of art? Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: it is helpful to build the foundation of structure before it's walls, interior and roof; many different community workers are involved in the construction process; there are specific sequences, or steps, in the construction process that are effective.				
Standards	R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. W.3.K.b Use a combination of drawing and writing to communicate a topic. L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Ongoing assessment	Consider how children are participating as the group sequences the building of a frame house. Do children determine the sequence of construction, as well as why the sequence matters? Collect children's plans for their own constructions. What sequence do children include in their plans? Do children use information learned from text to inform their plans for original construction?				
Center Activities	Ava Tabla	Children continue to work on the Control Town and cot			
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 &	Children draw inspired by <i>How a House is Built.</i>			

	Drawing		
Notes			