



Read Aloud
The World is Not a Rectangle
 Read 2 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 Question	Where do people find inspiration for building, creating, and composing?
Content Objectives	<p>I can use key details from words and illustrations to describe what inspired Zaha Hadid’s building designs. (R.11.K.a, R.11.K.c)</p> <p>I can use words and illustrations to determine the meaning of key phrases in the text. (R.7.K)</p>
Language Objective	I can demonstrate the meaning of verbs in the text by acting them out. (L.5.K.d)
SEL Objective	I can identify natural elements and shapes that inspire my own design ideas. (SEL.Self-Awareness)
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>

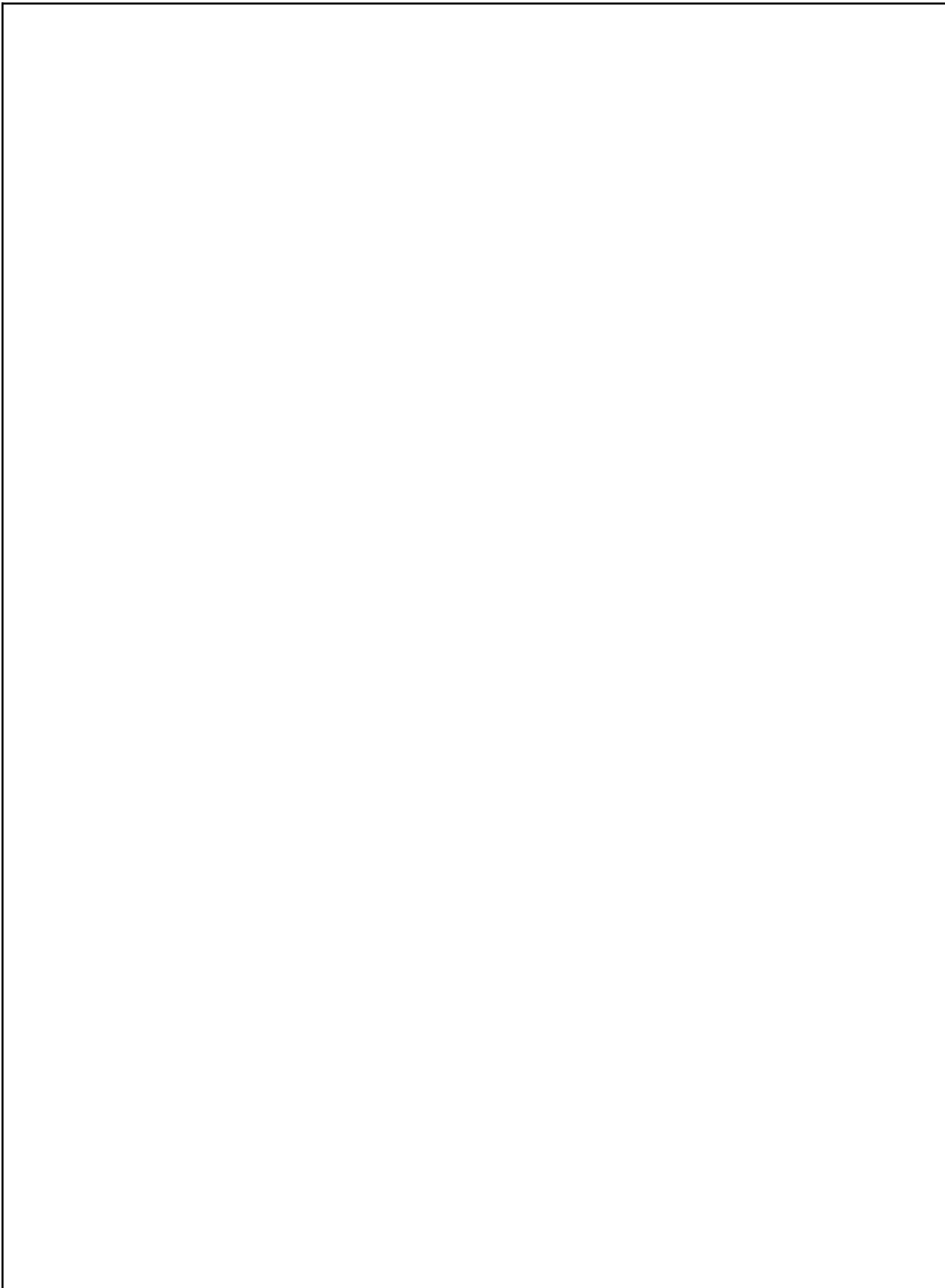
	<p>arrange: to put in some order or pattern</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The World Is Not a Rectangle</i>, Jeanette Winter ● <i>The World Is Not a Rectangle</i> slides for close reading ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● chart paper and markers <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>What natural materials and shapes inspire you?</p> </div> <p>On the whiteboard, write: What inspired Zaha Hadid’s building designs?</p>
<p>Opening 3 minute</p>	<p>Review the text. <i>Yesterday we read The World is Not a Rectangle, about the life and work of Zaha Hadid.</i></p> <p><i>We learned that Zaha Hadid was an architect who designed unique buildings around the world. Let’s take a look at some of the pages from the book. As you are looking, think about this question: What inspired Zaha Hadid’s building designs?</i></p> <p>Move through slides 3 through 7 without reading the text or stopping for discussion. Give children time to observe the images, then turn and talk to share their observations and ideas.</p> <p><i>What do you notice?</i> <i>What do you think inspired her ideas?</i></p> <p>After children turn and talk, gather them as a group to set a purpose for the read.</p> <p><i>Many of you noticed parts of nature in the illustrations and thought about how nature might have inspired Zaha Hadid. Today we will pay close attention to the natural elements and shapes that inspired</i></p>

	<p><i>Zaha. We'll look closely at the illustrations and read the words closely to understand her inspirations.</i></p> <p><i>Then, we will think about what might inspire our own designs!</i></p>
<p>Text and Discussion 8 minutes slide 2</p>	<p>Display the map on slide 2. <i>Here we can see the country Iraq, and a close up that shows the countries bordering it- those that are around it. Iraq is a diverse country with lots of different types of nature and climates.</i></p> <p><i>Let's read about some of the nature that surrounded Zaha when she was young and began to inspire her.</i></p>
slide 3	<p>Read the text and display the images on the slide. <i>What are some of the shapes in nature that inspired Zaha?</i></p>
slide 4	<p><i>Here is a photo of the Zab River in Iraq. What nature do you see that inspired Zaha?</i></p>
slide 5	<p><i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing children's attention to details in the illustration.</p>
slide 6	<p>Read the key phrase and explain that the verb is in bold. <i>Show with your bodies the meaning of the word "sway." How does Zaha's building look like it sways and dances?</i></p> <p><i>How does Jeanette Winter show the meaning of the word sway with how she presented the lines of the text?</i></p>
slide 7	<p><i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing children's attention to details in the illustration.</p>
slide 8	<p>Read the key phrase and explain the verb in bold. <i>Show with your bodies the meaning of the word "blow." How does this building and the car garages look blown?</i></p>
slide 9	<p><i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing to details in the illustration.</p>
slide 10	<p>Read the key phrase and explain the verb in bold. <i>What do you think it means that she "cradles" her stadium "like a cocoon?"</i></p> <p>Harvest children's ideas and prompt as needed by pointing to details in the illustration.</p>

	<i>Let's all show the meaning of the word "cradles" with our bodies.</i>		
slide 11	<i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing to details in the illustration.		
slide 12	Read the key phrase and explain the verb in bold. <i>Let's all show the meaning of the word "swirls" with our bodies.</i>		
Key Discussion and Activity 8 minutes	Invite children to Think, Pair, Share. <i>What inspired Zaha Hadid's building designs?</i> Display the chart. Invite children to reflect on their own inspirations. <i>What natural elements and shapes might inspire your designs?</i> <i>What natural elements and shapes do we see in nature that inspires us?</i> Chart children's ideas and place their initials in parentheses next to their ideas. During Centers, encourage children to reference the chart for inspiration for their designs.		
Closing 1 minute	<i>There is so much in our natural world that can inspire our designs. Tomorrow we'll revisit this text one more time to think more about what makes Zaha Hadid important.</i>		
Standards	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.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.		
Ongoing assessment	Listen to children's responses during the partner and whole group share. What details in illustrations do children notice? How do children use details from illustrations and words to determine the meaning of key phrases? Do children reference key details when responding to questions? What do children communicate about their own interests and inspirations?		
Center Activities	<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 D4