



Read Aloud
Dreaming Up
 Read 1 of 2

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
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 Objective	I can describe how words and illustrations work together to convey messages about construction. (R.11.K.a, R.11.K.c) I can recognize rhyming words in poems. (R.1.K.a)
Language Objective	I can use the text and illustrations to determine the meaning of key phrases. (R.4.K)
Vocabulary	stack: to arrange things in a pile shifting: changing anchor: to secure firmly fluid: able to flow, able to move easily tower: a tall, narrow building sparkle: to shine brightly with flashes of light solid: firm and stable; not fluid
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Dreaming Up</i>, Christy Hale ● <i>Dreaming Up</i> slides <p>Preview the book and choose 2-3 poems to read beyond those selected in</p>

	<p>the slides. Become familiar with Visual Thinking Strategies (VTS). Refer to the Read Aloud Routines document in Unit 1.</p>
<p>Opening 1 minute</p>	<p><i>We have been talking a lot about construction. Today we will read parts of a book called Dreaming Up. It is written by Christy Hale and it has poems, illustrations, and photographs. These poems, illustrations, and photographs work together to help us think about construction in new ways.</i></p> <p>Set a purpose for the work children will do with Visual Thinking Strategies. <i>To start, we're going to look at a couple of images from the book. We will use the illustrations, photographs, and poems to grow our ideas about construction.</i></p>
<p>Text and Discussion 12 minutes slides 1-3</p>	<p>The questions for the VTS routine are asked one at a time, paraphrasing children's contributions for shared understanding, probing children's thinking, and synthesizing the thinking of the group: <i>What's going on in this picture?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i> <i>What shapes, colors and materials do you see?</i></p> <p>Show slide 1 without offering any context (from pgs. 1-2: photograph only). Engage in a brief VTS routine to uncover children's initial responses to and ideas about this photograph.</p> <p>Show slide 2 and draw children's attention to the illustration (from pgs. 1-2: illustration and photograph). <i>Does this illustration give us any new ideas about the photograph?</i> <i>Turn and talk to a partner about what you think now.</i></p> <p>Show slide 3 (from pgs. 1-2: illustration, words, and photograph). Read the poem. Then ask the group a few questions. <i>Thumbs up if you notice rhyming in this poem! Which words rhyme?</i> <i>What words are repeated?</i> <i>How do the words on the page look? Why do you think the author wrote the words that way?</i></p> <p>Invite children to turn and talk. <i>What does this short poem add to how you are thinking about construction?</i> <i>Turn and talk with your partner about how the words are working together with the photograph and illustration to give you more ideas about construction.</i></p>

<p>slides 4-6</p>	<p>Show slide 4 without offering any context (from pgs. 11-12: photograph only). Use a brief VTS routine to uncover children’s initial responses to and ideas about this photograph.</p> <p>Show slide 5 and draw children’s attention to the illustration (pgs. 11-12: illustration and photograph). <i>Does this illustration give us any new ideas about the photograph? Turn and talk to a partner about what you think now.</i></p> <p>Show slide 6 and read the poem (pgs. 11-12: illustration, text and photograph). Then, ask the group a few questions. <i>How do the words look on the page? Why do you think the author wrote the words that way? What do you think “fluid with water” means?</i></p> <p>Invite children to turn and talk. <i>What new ideas does this short poem provide you about construction? Turn and talk with your partner about how the words, illustration, and photograph work together to spark your ideas about construction.</i></p>
<p>Book walk</p>	<p>Page slowly through the book in order for children to see all of the image pairings and feel inspired to explore the book during Stations or Centers. If time allows, read 2-3 additional poems.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Gather children for a whole group discussion. <i>Before today we read informational reports and stories about homes and construction. How does reading a book with poems, illustrations, and photographs make you think differently about construction?</i></p> <p><i>What message about construction do you think the poet, Christy Hale, is sending us?</i></p> <p>Harvest ideas and prompt children with scaffolded questions such as: How do you think Christy Hale feels about towers? How do you think Christy Hale feels about different building materials?</p>
<p>Closing 1 minute</p>	<p><i>We will continue working with this book tomorrow, and it will be available during Stations and Centers.</i></p>
<p>Standards</p>	<p>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. R.2.K.a Recognize and produce rhyming words.</p>

	L.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.															
Ongoing assessment	<p>Listen to student responses during the partner and whole group discussion.</p> <p>Do children observe and reference details in photos and illustrations?</p> <p>How do children build off the ideas of their peers in a partner and group discussion?</p> <p>How do children use illustrations to deepen their understanding of the text?</p> <p>Do children describe the relationship between the illustrations and words?</p> <p>Do children recognize rhyming words?</p>															
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Notes