



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

<b>Big Ideas</b>	<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>
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Question</b>	Where do people find inspiration for building, creating, and composing?
<b>Content Objective</b>	<p>I can distinguish the voice of the author from the voice of Zaha Hadid, and determine the meaning of key quotes from Zaha Hadid. (R.7.K, R.9.K.a, R.9.K.b)</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>
<b>Language Objective</b>	Through discussion, I can explore the meaning of key quotes from Zaha Hadid. (L.5.K)
<b>Vocabulary</b>	<p><b>architect:</b> a person who designs buildings</p> <p><b>ancient:</b> something that is extremely old or doesn’t exist any more</p> <p><b>ruins:</b> what is left of a structure after it was damaged or not taken care of</p> <p><b>design:</b> to make or draw plans for structures</p> <p><b>plan:</b> to think about and make a design for what to do (verb); a proposal or design for something (noun)</p> <p><b>arrange:</b> to put in some order or pattern</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>The World Is Not a Rectangle</i>, Jeanette Winter</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● Why is Zaha Hadid Important? chart, from Day 3</li> <li>● Unit Question chart</li> <li>● markers</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>We have been reading this biography of Zaha Hadid, The World is Not a Rectangle. Jeanette Winter wrote the text, but there are times when she includes quotes from Zaha Hadid, words she really said. The title of the text is a quote; she said, “The world is not a rectangle.”</i></p> <p><i>What do you think Zaha Hadid meant when she said this?</i></p> <p>Harvest several ideas.</p> <p><i>By discussing quotes from Zaha Hadid, we can learn more about her and her work.</i></p> <p><i>After we discuss some of her quotes, we’ll go back to our chart from a few days ago and think about what makes her important.</i></p> <p>Read only the pages selected for the lesson; do not read the full text.</p>
<p><b>Text and Discussion</b> 9 minutes page 14</p>	<p>Read the full text on the page, then point to the quotation marks on the page.</p> <p><i>This text has these quotation marks around it, which show us that they are not Jeanette Winter’s words; they are Zaha’s words.</i></p> <p><i>What can we learn about Zaha and her team from this quote?</i></p>
<p>pages 15-16</p>	<p>Invite children who did not respond during the opening to share their ideas about the title quote, “The world is not a rectangle.”</p> <p>Read pages 17-19.</p>
<p>page 19</p>	<p><i>What kind of designs do you think other architects usually make?</i></p>
<p>page 20</p>	<p>Read the full text, and read the quote twice.</p> <p><i>Why does Zaha have to be “as strong as iron?” How are people treating her?</i></p> <p>Harvest children’s ideas and revisit the language of sexism and racism that surfaced in read 1.</p> <p><i>What does this quote, “I made a conscious decision not to stop,” tell us about Zaha?</i></p> <p>Harvest children’s ideas. Provide a definition of the word conscious, as needed.</p>

<p>page 43</p>	<p>Read the full text, and read the quote twice.  <i>What does this quote tell us about how Zaha lived her life?  In what ways did Zaha “do what she liked”?</i>  Harvest children’s ideas and prompt as needed by referring back to the quote on page 20.</p>
<p>page 48</p>	<p>Read the quote, “I still believe in the impossible.”  Invite children to Turn and Talk.  <i>How do Zaha’s buildings show that she believed in the impossible?</i></p>
<p><b>Key Discussion and Activity</b>  6 minutes</p>	<p>Display the chart, “Why is Zaha Hadid Important?” and invite children to Think, Pair, Share.  <i>Why is Zaha Hadid Important? We have learned a lot about her as a person and about her work? What do you think makes her important?</i>  During the share, chart children’s ideas and extend the discussion to the whole group using the Sentence Frames for Discussion chart.  <i>How do you think Zaha Hadid could inspire other architects, especially women architects and architects who are Muslim or speak Arabic?</i></p>
<p><b>Closing</b>  1 minute</p>	<p><i>Zaha Hadid can teach us a great deal not only about designing buildings, but also about being determined, creative, and collaborative. Teams of architects today continue to be inspired by Zaha Hadid.</i></p>
<p><b>Unit Question Chart</b>  3 minutes</p>	<p>Refer to the Unit Question chart.  <i>What processes help people construct structures, ideas, and works of art?</i>  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: objects and shapes in nature can inspire buildings and works of art; people work in teams to design and build buildings; people can be brave when they have new ideas about art.</p>
<p><b>Standards</b></p>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.  <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.  <b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p>

	<p><b>R.9.K.b</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.</p> <p><b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>														
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share. What do children infer and understand from Zaha Hadid’s quotes? How do children use key details from the text to make meaning of the key quotes? What do children communicate about why Zaha Hadid is important? Do children retell key information about Zaha Hadid’s life work?</p>														
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 730 678 793"><b>Art Table</b></td> <td data-bbox="678 730 1409 793">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 793 678 856"><b>Art Easel</b></td> <td data-bbox="678 793 1409 856">Children create self-portraits.</td> </tr> <tr> <td data-bbox="451 856 678 919"><b>Blocks</b></td> <td data-bbox="678 856 1409 919">Children build inspired by Zaha Hadid.</td> </tr> <tr> <td data-bbox="451 919 678 982"><b>Dramatization</b></td> <td data-bbox="678 919 1409 982">Children make a dance or music studio.</td> </tr> <tr> <td data-bbox="451 982 678 1108"><b>Library &amp; Listening</b></td> <td data-bbox="678 982 1409 1108">Children research architects, choreographers or musicians.</td> </tr> <tr> <td data-bbox="451 1108 678 1213"><b>Discovery Table</b></td> <td data-bbox="678 1108 1409 1213">Children work with sand and Beautiful Stuff.</td> </tr> <tr> <td data-bbox="451 1213 678 1318"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1213 1409 1318">Children create choreographies or musical compositions.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.	<b>Art Easel</b>	Children create self-portraits.	<b>Blocks</b>	Children build inspired by Zaha Hadid.	<b>Dramatization</b>	Children make a dance or music studio.	<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.	<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.	<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.
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