



**Read Aloud**  
***Dreaming Up***  
 Read 2 of 2

<b>Big Ideas</b>	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.
<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>	I can describe how words and illustrations work together to convey messages about construction. (R.11.K.a, R.11.K.c)
<b>Language Objective</b>	I can use the text and illustrations to determine the meaning of key phrases. (L.4.K)
<b>Vocabulary</b>	<p><b>stack:</b> to arrange things in a pile</p> <p><b>shifting:</b> changing</p> <p><b>anchor:</b> to secure firmly</p> <p><b>fluid:</b> able to flow, able to move easily</p> <p><b>tower:</b> a tall, narrow building</p> <p><b>sparkle:</b> to shine brightly with flashes of light</p> <p><b>solid:</b> firm and stable; not fluid</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Dreaming Up</i>, Christy Hale</li> <li>● <i>Dreaming Up</i> vocabulary cards</li> <li>● <i>Dreaming Up</i> slides, from Day 4</li> <li>● Unit Question chart</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose. <i>Yesterday, we read parts of Dreaming Up. Today, we will read a few more pages to think about how the photographs, illustrations, and poems work together, and how this text might inspire our own constructions.</i></p> <p><i>Yesterday, we were introduced to the poems in the text. A poem is a type of construction- it is designed and written by a poet! As we read today, we will also pay close attention to the words that the poet, Christy Hale, chose to use in her poetry in order to construct her ideas.</i></p>
<p><b>Text and Discussion</b> 9 minutes  slide 9 (pages 9-10)</p>	<p>Show slide 9.</p> <p>As a group, look closely at the pairing of the illustration and photograph. <i>What do you notice?</i> <i>What is the relationship between the photograph and the illustration?</i></p> <p>Elicit a few responses.</p> <p><i>Many of you enjoy constructing with blocks or other materials. How might this photograph inspire you? Turn and talk to a partner.</i></p> <p>Read the poem; then ask the group a few questions. <i>What do you think “<b>anchored</b> with care” means?</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 are you thinking now? What new ideas about construction do you have after reading the poem?</i></p> <p><i>How does this photograph, poem, and illustration inspire you? What do you feel inspired to do?</i></p>
<p>slide 10 (pages 25-26)</p>	<p>Show slide 10.</p> <p>As a group, look closely at the pairing of the illustration and photograph. <i>What do you notice?</i> <i>What is the relationship between the photograph and the illustration?</i></p> <p>Elicit a few responses.</p> <p><i>How does this photograph inspire you as someone who constructs with blocks or other materials? Turn and talk to a partner.</i></p>

	<p>Read the poem; then ask the group a few questions.</p> <p><i>What does the phrase “solid then open, dark then bright” mean?</i></p> <p><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.</p> <p><i>What are you thinking now? What new ideas about construction do you have after reading the poem?</i></p> <p><i>How does this photograph, poem, and illustration inspire you? What do you feel inspired to do?</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Let’s read more information at the back of the book about the structures we looked at today.</p> <p>Read the selection on Fallingwater and gather children for a whole group discussion.</p> <p><i>What inspires you from this selection?</i> <i>When you share what inspires you, remember to share the specific details that gave you your idea.</i></p> <p><i>Now that we’ve read this information, do you have any new thoughts about the photograph, illustration, and poem we looked at? What are you thinking now?</i></p> <p>Read selection on Sclera Pavilion and gather children for a whole group discussion.</p> <p><i>What inspires you from this selection?</i> <i>When you share what inspires you, remember to share the specific details that gave you your idea.</i></p> <p><i>Now that we’ve read this information, do you have any new thoughts about the photograph, illustration, and poem we looked at? What are you thinking now?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>I can’t wait to see what you construct during Centers, now that we’ve been inspired by the photographs, poems, and illustrations in this book!</i></p>
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p> <p>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: one person’s</p>

	design or building can inspire another person’s design ideas; buildings can inspire the construction of poetry.														
<b>Standards</b>	<p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>														
<b>Ongoing assessment</b>	<p>Listen to children’s 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 use illustrations to deepen their understanding of the text?</p> <p>How do children make sense of key phrases in poetry?</p> <p>Do children describe the relationship between the illustrations and words?</p> <p>What do children express about their own interests and inspirations related to construction?</p>														
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