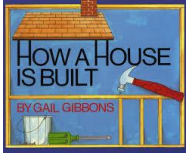


## Unit 3: Construction

## WEEK 5 At a Glance

Texts



### Read Aloud

Day 1: *How a House is Built*, Read 1

Day 2: *How a House is Built*, Read 2

Day 3: *How a House is Built*, Read 3

Day 4: *How a House is Built*, Read 4

Day 5: *How a House is Built*, Read 5

### Centers

Art Studio: Our Town Design Studio 2 (Days 2-5)

Art Studio Easel: Inspired by *Dreaming Up* (Days 3-5)

Blocks: Construction Site 2 (Days 1-5)

Library & Listening: Research for Our Town (Days 3-5)

Discovery Table: Night Workers 2 (Days 1-5)

STEM: Designing Construction (Days 1-5)

Writing & Drawing: Inspired by *How a House is Built* 1 (Days 4-5)

### Writing: Procedure

**Phonics:** Follow Guide

### Stations

Strategic Small Group Instruction

Reading: Independent and Partner Reading

Pocket Chart: "This is the Way"

Listening & Speaking: Talk Time and Listen and Respond: *How a House is Built*

Writing: Mid-Unit Assessment

Word Work: Changing Ending Sounds, Matching Pictures with Words, Word Hunt

**Shared Reading:** "Construction Worker"

**Storytelling/ Story Acting** Children dictate stories and act them out.

**Math:** Follow Guide

At a Glance U3 W5



foundation

<https://www.pinterest.co.uk/pin/328129522825689421/>



concrete

[https://www.justdial.com/Chennai/Rcc-Concrete-Near-More-Market-Medavakkam/044PXX44-XX44-190830161853-R5L6\\_BZDET](https://www.justdial.com/Chennai/Rcc-Concrete-Near-More-Market-Medavakkam/044PXX44-XX44-190830161853-R5L6_BZDET)/<https://www.bobvila.com/articles/442-concrete-block-and-slab-foundations/>

Read Aloud Vocabulary U3 W5

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frame

<https://www.greenbuildingadvisor.com/article/a-timber-frame-house-for-a-cold-climate-part-1>



support

<https://www.pinterest.com/pin/524880531575852389/>

Read Aloud Vocabulary U3 W5

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install

<https://www.hagerandsonsplumbing.com/services.html>



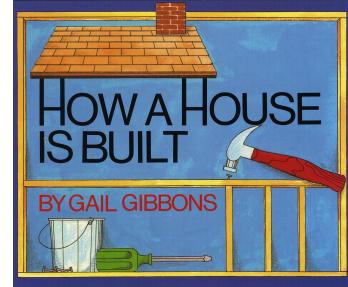
interior

<https://www.pinterest.com/pin/111956740712695897/>

Read Aloud Vocabulary U3 W5

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**Read Aloud**  
***How a House Is Built***  
 Read 1 of 5, Pages 1-14

<b>Big Ideas</b>	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>People use tools and materials for specific purposes.</p>
<b>Unit Question</b>	What process helps you construct structures, ideas, and works of art?
<b>Guiding Questions</b>	How do people use different tools and materials for different purposes?
<b>Content Objectives</b>	<p>I can determine the main topic and retell key details of a section of informational text. (R.5.K.a, R.5.K.b)</p> <p>I can explain how illustrations clarify the meaning of key details. (R.11.K.a, R.11.K.c)</p>
<b>Language Objective</b>	I can use the text and illustrations to determine the meaning of unfamiliar vocabulary. (L.4.K.a)
<b>SEL Objective</b>	I can identify bias present in illustrations of text. (Awareness of beliefs, mindsets and biases)
<b>Vocabulary</b>	<p><b>architect:</b> a person who designs buildings</p> <p><b>concrete:</b> a material used for building that begins in liquid form and dries into a heavy solid</p> <p><b>foundation:</b> the bottom part of a building or structure</p> <p><b>frame:</b> a solid structure that surrounds something</p> <p><b>install:</b> to put in</p>

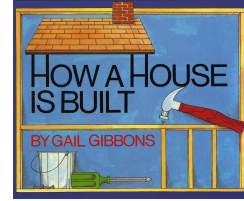
	<p><b>interior:</b> the inside of a structure or building</p> <p><b>support:</b> to hold up</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>How a House Is Built</i>, Gail Gibbons Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Many people live...”</li> <li>• <i>How a House Is Built</i> vocabulary cards</li> </ul>
<b>Opening</b> 1 minute	<p>Introduce the text and set a purpose for reading.</p> <p><i>We will read this book: How a House is Built, by Gail Gibbons. Gail Gibbons also wrote and illustrated the books Owls and Wolves. From the cover, I can tell that this book will teach us about how one type of house is built, a wood frame house.</i></p> <p><i>Today, we will read the first section of this book. We will find out the gist, or what this section of the book is mostly about. We’ll use the words and the illustrations to learn new information and vocabulary.</i></p>
<b>Text and Discussion</b> 12 minutes  page 5	<p><i>The text says that an <b>architect</b> draws plans to make the house. We know about architects, from learning about Zaha Hadid and reading The World is Not a Rectangle!</i></p>
page 7	<p><i>Wow, look how many people are needed to make this kind of house! Let’s quickly read the labels of different roles people have. It’s a long list! I bet the book will tell us more about these people and their roles in constructing a house.</i></p> <p><i>In real life, there is a big diversity of people who help build houses. What do you notice about Gail Gibbons’ illustration?</i></p> <p>Provide an opportunity for children to notice the skin tone bias in the text and name and celebrate the true diversity of skin tones of community workers who engage in construction.</p>
page 8	<p><i>I’m curious about the word <b>foundation</b>. This seems important. Let’s read more to find out about it.</i></p>
page 11	<p><i>How do the illustrations here help us determine what a foundation could be?</i></p> <p>Harvest several ideas and prompt children to refer to specific details in the illustration and words, such as the word “footing.”</p>
page 13	<p><i>Let’s add to our ideas. What more do we know about a foundation now?</i></p>

	<i>What are some roles people have in building a foundation?</i>
<b>Key Discussion and Activity</b> 6 minutes	<p><i>Based on what we've seen and read, what was this section we read today mostly about?</i></p> <p>Harvest several ideas and prompt as needed by reviewing the illustrations on pages 10-14.</p> <p><i>Yes, we have learned a lot about the foundation for a wooden house and the beginning stages of the construction process.</i></p> <p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>Why is the foundation important for the building of a house?</i></p> <p>As children discuss, probe them further by asking: <i>What are some connections to your work during Centers?</i></p> <p>Prompt 2: <i>What new information did you learn today? How did the illustrations and the text help you learn that new information and new vocabulary?</i></p> <p>Support children in referencing specific illustrations or vocabulary as they share new learning.</p>
<b>Closing</b> 1 minute	<i>Tomorrow we'll continue learning about how a house is built after the foundation is established.</i>
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <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> <p><b>Global Connections (K)</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during the partner and whole group share.</p> <p>Do children identify the main topic of the text?</p> <p>How do children use the illustrations to support comprehension?</p> <p>How do children engage with a discussion of skin tone bias in the illustrations?</p>
<b>Center Activities</b>	



	<b>Art Table</b>	Children continue to work on the <i>Our Town</i> project.
	<b>Art Easel</b>	Children paint inspired by <i>Dreaming Up</i> .
	<b>Blocks</b>	Children continue to work on the construction site.
	<b>Dramatization</b>	Children perform their choreographies or their musical compositions.
	<b>Library &amp; Listening</b>	Children research for the <i>Our Town</i> project.
	<b>Discovery Table</b>	Children continue to work on the worksite.
	<b>Writing &amp; Drawing</b>	Children draw inspired by <i>How a House is Built</i> .

**Notes**



**Read Aloud**  
***How a House Is Built***  
 Read 2 of 5, Pages 15-29 (skip 30)

<b>Big Ideas</b>	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>People use tools and materials for specific purposes.</p>
<b>Unit Question</b>	What process helps you construct structures, ideas, and works of art?
<b>Guiding Questions</b>	How do people use different tools and materials for different purposes?
<b>Content Objectives</b>	<p>I can determine the main topic and retell key details of a section of informational text. (R.5.K.a, R.5.K.b)</p> <p>I can explain how illustrations clarify the meaning of key details. (R.11.K.a, R.11.K.c)</p>
<b>Language Objective</b>	I can use the text and illustrations to determine the meaning of unfamiliar vocabulary. (L.4.K)
<b>Vocabulary</b>	<p><b>architect:</b> a person who designs buildings</p> <p><b>concrete:</b> a material used for building that begins in liquid form and dries into a heavy solid</p> <p><b>foundation:</b> the bottom part of a building or structure</p> <p><b>frame:</b> a solid structure that surrounds something</p> <p><b>install:</b> to put in</p> <p><b>interior:</b> the inside of a structure or building</p> <p><b>support:</b> to hold up</p>

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>How a House Is Built</i>, Gail Gibbons</li> <li>● <i>How a House Is Built</i> vocabulary cards</li> </ul> <p>Note: Do not read the last page of the text, “Simple Shelters of the Past,” due to bias and stereotypes present in words and illustrations. Or, read the page, and use it to build children’s ability to identify and name the bias present.</p>
<b>Opening</b> 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>Today, we will read the second section of How a House Is Built by Gail Gibbons.</i></p> <p><i>Like we did yesterday, we will find out the gist, what this section of the book is mostly about. We’ll use the words and the illustrations to learn new information and vocabulary.</i></p>
<b>Text and Discussion</b> 12 minutes  page 17	<p><i>Who are the carpenters? What do they do?</i></p> <p>Harvest a few ideas and prompt children to reference details in illustrations and words.</p>
pages 18-19	<p><i>How do the illustrations on these pages help us imagine how the walls of a house are constructed?</i></p> <p>Harvest a few ideas and prompt as needed by referring to specific details in the illustrations.</p>
page 21	<p><i>Based on the illustrations and text, what does it mean to enclose a house? Why is this step important?</i></p> <p>Support children with using details from the illustrations and text to understand new vocabulary and make inferences.</p>
page 23	<p><i>What is the gist of what we’ve read about so far today? [framing the house and constructing the exterior]</i></p>
pages 24-25	<p><i>Here, the book shifts focus from the outside of the house to the inside of the house. What are a few things that happen when building the <b>interior</b> of a house?</i></p> <p>Finish reading to the end of page 29. Do not read the last page, 30.</p>
<b>Key Discussion and Activity</b> 6 minutes	<p><i>Based on what we’ve seen in the illustrations and read in the words, what were two things that this section was mostly about?</i></p> <p>Harvest a few ideas and prompt as needed by reviewing the illustrations.</p>



	<p><i>Yes, we have learned a lot about two stages of building a house. Framing it and setting up necessary parts of the <b>interior</b>, the inside of the house.</i></p> <p>Invite children to Think, Pair, Share.          Prompt 1: <i>Why is the frame important for building a house?</i>          As children discuss, probe them further by asking: <i>What are some connections to your work during Centers?</i></p> <p>Prompt 2: <i>What are a few things that are essential about setting up the interior of a house? How did the illustrations and the text help you learn that information?</i></p> <p>Support children in referencing specific illustrations or vocabulary.</p>						
<p><b>Closing</b> 1 minute</p>	<p><i>We learned the whole process for how to build a house! Tomorrow we'll continue working with this text.</i></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.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.  <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.  <b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  <b>Global Connections (K)</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>						
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share.          Do children identify the main topic of the text?          How do children use the illustrations to support comprehension?          Do children respond to key questions accurately, with references to key details from the text.</p>						
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1591 678 1663"><b>Art Table</b></td> <td data-bbox="678 1591 1406 1663">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1663 678 1734"><b>Art Easel</b></td> <td data-bbox="678 1663 1406 1734">Children paint inspired by <i>Dreaming Up</i>.</td> </tr> <tr> <td data-bbox="451 1734 678 1801"><b>Blocks</b></td> <td data-bbox="678 1734 1406 1801">Children continue to work on the construction site.</td> </tr> </table>	<b>Art Table</b>	Children continue to work on the <i>Our Town</i> project.	<b>Art Easel</b>	Children paint inspired by <i>Dreaming Up</i> .	<b>Blocks</b>	Children continue to work on the construction site.
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