

Read Aloud
How a House Is Built
 Read 3 of 5 Pages 15-16

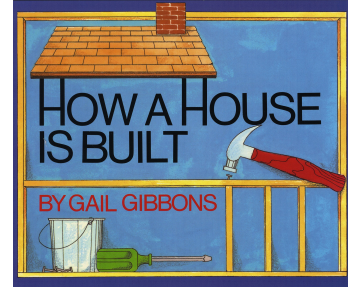
Big Ideas	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What process helps you construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can use details from the text to explain how a floor is built and why it's an important structure in a house. (R.4.K, W.1.K.b)</p> <p>I can explain how illustrations clarify key information and vocabulary about the flooring of a house. (R.7.K, R.11.K.a, R.11.K.c)</p>
Language Objective	I can use vocabulary from informational text about construction in a written explanation of construction. (L.6.K)
Vocabulary	<p>architect: a person who designs buildings</p> <p>concrete: a material used for building that begins in liquid form and dries into a heavy solid</p> <p>foundation: the bottom part of a building or structure</p> <p>frame: a solid structure that surrounds something</p> <p>install: to put in</p> <p>interior: the inside of a structure or building</p> <p>support: to hold up</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>How a House Is Built</i>, Gail Gibbons ● <i>How a House Is Built</i> vocabulary cards ● paper and writing tools <p>On the whiteboard, write: How is the floor of a wood frame house built? Why is this step in the construction process important?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today, we will look closely at two pages of How a House Is Built. We want to determine key details from the illustrations and the words that help us answer these questions:</i> <i>How is the floor of a wood frame house built?</i> <i>Why is this step in the construction process important?</i></p> <p>Refer to the questions on the whiteboard.</p>
<p>Text and Discussion 8 minutes</p> <p>page 15</p>	<p>Reread the text on page 15 of <i>How a House Is Built</i>, without pointing attention to the illustration.</p> <p>Invite children to Think, Pair, Share. <i>What information are we learning about building a house on this page? Turn and talk to a partner.</i> [The carpenter crew adds boards on top of the foundation. Some of the boards are called the sill, and heavier boards are called joists.]</p> <p>Highlight ideas from the partner share that refer to key details in the text.</p> <p>Gather children back as a whole group. Point out the illustrations and read the labels on page 15. <i>What information about building a house is being provided in the illustration and labels?</i> <i>How does the illustration help us learn new vocabulary like joists?</i></p> <p>Harvest several ideas and highlight children’s identification and use of key details from the illustration and labels.</p>
<p>page 16</p>	<p>Reread the text on page 16 of <i>How a House Is Built</i>, without pointing attention to the illustration.</p> <p>Invite children to Think, Pair, Share. <i>What information are we learning about building a house here? Turn and talk to a partner.</i> [Something called plywood makes the floor of the house.]</p> <p>Highlight ideas from the partner share that refer to key details in the text.</p> <p>Gather children in a whole group. Point out the illustrations and read the labels on page 16.</p>

	<p><i>What information about building a house is being provided in the illustration and labels? How does the illustration help us learn new vocabulary like “sheets of plywood”?</i></p> <p>Harvest several ideas and highlight children’s identification and use of key details from the illustration and labels.</p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Invite children to Think, Pair, Share. Refer to questions on the whiteboard. Prompt 1: <i>How is the floor of a wood frame house built?</i></p> <p>Prompt 2: <i>Why is this step in the construction process important?</i> As children discuss in partnerships, prompt them further. <i>What are some connections to your work during Centers?</i></p> <p>Gather children back as a group to explain the final task. <i>At your seats, draw and label what you know so far about the foundation and flooring for a house. Use new vocabulary when you can! You will continue working on this in Centers.</i></p> <p>As children work, circulate and ask them to explain what they know about the construction of a foundation and floor. Listen for children’s use of vocabulary learned from the text.</p> <p>Collect the drawings and have 2-3 children display and explain their work. Children may continue working during Stations or Centers.</p>
<p>Closing 1 minute</p>	<p><i>Today we talked a lot about how the foundation, floor, and external elements of a house are constructed. Tomorrow we’ll zoom in on a few pages about the interior of a house.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Are children able to retell key details from the text? How do children use the illustrations to support comprehension?</p>

	<p>Observe children’s writing and take notes. Does children’s drawing and writing demonstrate understanding of the focal concept of the lesson? Are children able to use their drawings when explaining the process of construction?</p>															
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Notes



Read Aloud
How a House Is Built
 Read 4 of 5, Pages 24-25

Big Ideas	<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>
Unit Question	What process helps you construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can use details from the text to explain how an interior of a house is built and why each step in the process is important. (R.4.K, W.1.K.b)</p> <p>I can explain how illustrations clarify key information and vocabulary about the interior of a house. (R.7.K, R.11.K.a, R.11.K.c)</p>
Language Objective	I can use vocabulary from informational text about construction in a written explanation of construction. (L.6.K)
Vocabulary	<p>architect: a person who designs buildings</p> <p>concrete: a material used for building that begins in liquid form and dries into a heavy solid</p> <p>foundation: the bottom part of a building or structure</p> <p>frame: a solid structure that surrounds something</p> <p>install: to put in</p> <p>interior: the inside of a structure or building</p>

	<p>support: to hold up</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>How a House Is Built</i>, Gail Gibbons ● <i>How a House Is Built</i> vocabulary cards <p>On the whiteboard, write: What goes into building the interior of a house? When constructing an interior, why is each step important?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today we will look closely at two pages of How a House Is Built. We want to determine key details from the illustrations and the text that help us answer these questions:</i> <i>What goes into building the interior of a house?</i> <i>When constructing an interior, why is each step important?</i></p> <p>Refer to questions on the whiteboard.</p>
<p>Text and Discussion 8 minutes page 24</p>	<p>Reread the text on page 24 of <i>How a House Is Built</i>, without pointing attention to the illustration.</p> <p>Invite children to Think, Pair, Share. <i>What information are we learning about building a house on this page? Turn and talk to a partner.</i> [there are interior walls; electricians and plumbers have roles in building the interior of the house]</p> <p>Highlight ideas from the partner share that refer to key details in the text.</p> <p>Point out the illustrations and read the labels on page 24. <i>What information about building a house is being provided in the illustration and labels?</i> <i>How does the illustration help us learn what plumbers and electricians do?</i> <i>Why are plumbers and electricians important?</i></p> <p>Harvest several ideas and highlight children’s identification and use of key details from the illustration and labels.</p>
<p>page 25</p>	<p>Reread the text on page 25 of <i>How a House Is Built</i>, without pointing attention to the illustration.</p> <p>Invite children to Think, Pair, Share. <i>What information are we learning about building a house here?</i> <i>Turn and talk to a partner.</i> [A house needs something called insulation and this keeps the house warm. Drywall is also added to the interior.]</p> <p>Highlight ideas from the partner share that refer to key details in the text.</p>

	<p>Point out the illustrations and read the labels on page 25.</p> <p><i>What information about building a house is being provided in the illustration and labels?</i></p> <p><i>What are insulation and drywall, and why are they important?</i></p> <p>Harvest several ideas and highlight children’s identification and use of key details from the illustration and labels.</p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What goes into building the interior of a house?</i></p> <p>Prompt 2: <i>When constructing an interior, why is each step important?</i></p> <p>Gather children back as a group to explain the final task.</p> <p><i>At your seats, draw and label what you know about the interior of a house. Use new vocabulary when you can! You will have an opportunity to continue this work in Centers.</i></p> <p>As children work, circulate and ask them to explain what they know about the construction of an interior. Listen for children’s use of vocabulary learned from the text.</p> <p>Collect the drawings and have 2-3 children display and explain their work. Children may continue working during Centers.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow is our last day with this text. We’ll consider the whole process of building a house and put the most important stages in a logical sequence.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>W.1.K.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Are children able to retell key details from the text?</p> <p>How do children use the illustrations to support comprehension?</p>

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