



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

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 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>
Language Objective	I can use the text and illustrations to determine the meaning of unfamiliar vocabulary. (L.4.K.a)
SEL Objective	I can identify bias present in illustrations of text. (Awareness of beliefs, mindsets and biases)
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>
Materials and Preparation	<ul style="list-style-type: none"> • <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...” • <i>How a House Is Built</i> vocabulary cards
Opening 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>
Text and Discussion 12 minutes page 5	<p><i>The text says that an architect 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 foundation. 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>
Key Discussion and Activity 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>
Closing 1 minute	<i>Tomorrow we'll continue learning about how a house is built after the foundation is established.</i>
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</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.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>Global Connections (K) 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>
Ongoing assessment	<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>
Center Activities	

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

Notes