



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.</p> <p>Does children’s drawing and writing demonstrate understanding of the focal concept of the lesson?</p> <p>Are children able to use their drawings when explaining the process of construction?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 394 678 464">Art Table</td> <td data-bbox="678 394 1406 464">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 464 678 533">Art Easel</td> <td data-bbox="678 464 1406 533">Children paint inspired by <i>Dreaming Up</i>.</td> </tr> <tr> <td data-bbox="451 533 678 602">Blocks</td> <td data-bbox="678 533 1406 602">Children continue to work on the construction site.</td> </tr> <tr> <td data-bbox="451 602 678 705">Dramatization</td> <td data-bbox="678 602 1406 705">Children perform their choreographies or their musical compositions.</td> </tr> <tr> <td data-bbox="451 705 678 808">Library & Listening</td> <td data-bbox="678 705 1406 808">Children research for the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 808 678 911">Discovery Table</td> <td data-bbox="678 808 1406 911">Children continue to work on the worksite.</td> </tr> <tr> <td data-bbox="451 911 678 1014">Writing & Drawing</td> <td data-bbox="678 911 1406 1014">Children draw inspired by <i>How a House is Built</i>.</td> </tr> </table>	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> .
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Notes