



Read Aloud
How a House Is Built
 Read 5 of 5

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 explain the sequence of how a house is built. (R.6.K.a, R.6.K.b)</p> <p>I can use key details from an informational text on construction to draw and write a sequenced plan for original construction. (W.3.K.b)</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> sequencing sheets Cut apart the sheets apart and put them in random order ● chart paper ● tape ● blank paper, one for each child ● writing tools ● Construction House Plans, from Writing and Drawing, Week 5 ● Unit Question chart
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Today we will order the events in building a wood frame house, based on what we've read in How a House is Built. Then we will think about logical sequences for our own constructions.</i></p>
<p>Text and Discussion 7 minutes</p>	<p>Show the <i>How a House Is Built</i> sequencing sheets. <i>Here, I have pictures and words that show important steps in building a house, according to How a House Is Built. Let's work together to put them in sequence, or in order, on our chart.</i></p> <p>With children seated in a circle on the perimeter of the rug. Show each picture, read the words, and lay out the sheets in the middle of the circle. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart. Discuss with the children why they think this order makes the most sense.</p>
<p>Writing and Drawing 8 minutes</p>	<p>Children will make a plan for something they want to build in Centers, taking into consideration the important steps they learned from <i>How a House is Built</i>, such as creating a floor, or adding a roof.</p> <p>Distribute paper and writing tools for children's planning. As children work on their plans, circulate to support them, prompting them to articulate the steps they need in sequence. Encourage children to consider the steps for building that were presented in <i>How a House Is Built</i>.</p> <p>This task connects with Centers. Make connections as appropriate with each child.</p> <p>If children do not complete their plans, this work can continue into Centers and stations.</p>
<p>Closing 1 minute</p>	<p><i>You can use your own plans, as well as classmates' plans, when you build during Centers!</i></p>

<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart. <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: it is helpful to build the foundation of structure before it's walls, interior and roof; many different community workers are involved in the construction process; there are specific sequences, or steps, in the construction process that are effective.</p>															
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. W.3.K.b Use a combination of drawing and writing to communicate a topic. L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>															
<p>Ongoing assessment</p>	<p>Consider how children are participating as the group sequences the building of a frame house. Do children determine the sequence of construction, as well as why the sequence matters?</p> <p>Collect children's plans for their own constructions. What sequence do children include in their plans? Do children use information learned from text to inform their plans for original construction?</p>															
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1255 678 1318">Art Table</td> <td data-bbox="678 1255 1409 1318">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1318 678 1392">Art Easel</td> <td data-bbox="678 1318 1409 1392">Children paint inspired by <i>Dreaming Up</i>.</td> </tr> <tr> <td data-bbox="451 1392 678 1465">Blocks</td> <td data-bbox="678 1392 1409 1465">Children continue to work on the construction site.</td> </tr> <tr> <td data-bbox="451 1465 678 1570">Dramatization</td> <td data-bbox="678 1465 1409 1570">Children perform their choreographies or their musical compositions.</td> </tr> <tr> <td data-bbox="451 1570 678 1675">Library & Listening</td> <td data-bbox="678 1570 1409 1675">Children research for the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1675 678 1780">Discovery Table</td> <td data-bbox="678 1675 1409 1780">Children continue to work on the worksite.</td> </tr> <tr> <td data-bbox="451 1780 678 1843">Writing &</td> <td data-bbox="678 1780 1409 1843">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 &	Children draw inspired by <i>How a House is Built</i> .
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