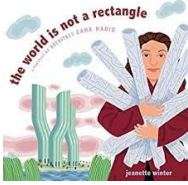
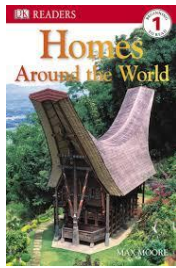


## Unit 3: Construction

## WEEK 3 At a Glance

### Texts



### Read Aloud

- Day 1: *Homes Around the World*, Read 1
- Day 2: *Homes Around the World*, Read 2
- Day 3: *The World is not a Rectangle*, Read 1
- Day 4: *The World is not a Rectangle*, Read 2
- Day 5: *The World is not a Rectangle*, Read 3

### Centers

- Art Studio Table: Air Dry Sculptures (Days 2-5)
- Art Studio Easel: Self-Portraits 1 (Days 3-5)
- Blocks: Inspired by Zaha Hadid (Days 4-5)
- Library & Listening: Researching Architects, Choreographers or Musicians (Days 4-5)
- Discovery Table: Sand and Beautiful Stuff (Days 2-5)
- Writing & Drawing: Choreography or Musical Composition 1 (Days 1-5)

### Writing: Fictional Narrative

Individual Construction and targeted lessons

### Phonics: Follow Guide

### Stations

- Strategic Small Group Instruction
- Reading: Independent and Partner Reading
- Pocket Chart: "If I Could Make a City"
- Listening & Speaking: Talk Time; Listen & Respond (*Homes Around the World*)
- Writing: *The True Story of the Three Little Pigs*
- Word Work: Beginning Sound BINGO, Matching Pictures with CVC Words, Word Hunt, Matching Rhymes

### Shared Reading: "Who built a home?"

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

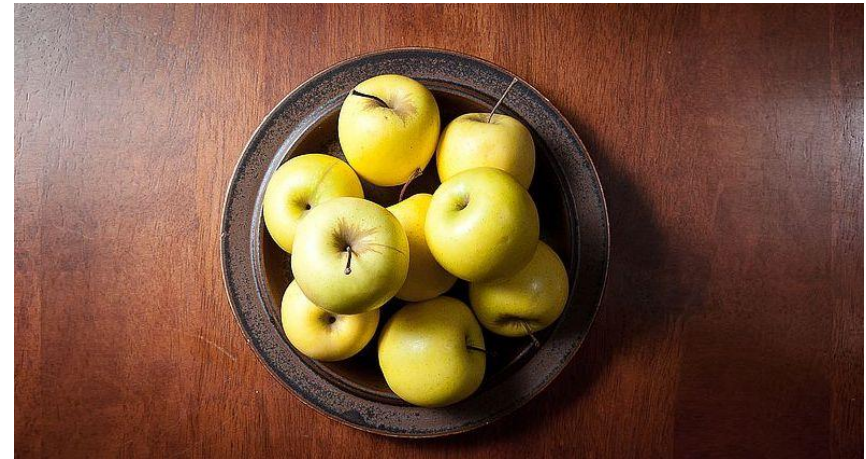
### Math: Follow Guide

At a Glance U3 W3



unusual

<https://www.dezeen.com/2017/04/21/architecture-mit-massachusetts-institute-technology-10-impressive-campus-buildings/>



above

<https://www.stockfreeimages.com/20613268/Golden-delicious-apples-on-a-table-above.html>

Read Aloud Vocabulary U3 W3





layer

<https://www.pinterest.com/pin/293085888238657463/>



used to

<https://www.pinterest.com/pin/358669557797657533/>

Read Aloud Vocabulary U3 W3



ancient

[https://clausitosfootprints.wordpress.com/2013/03/27/chichen-itza-mexico-march-2012/img\\_0249/](https://clausitosfootprints.wordpress.com/2013/03/27/chichen-itza-mexico-march-2012/img_0249/)



ruins

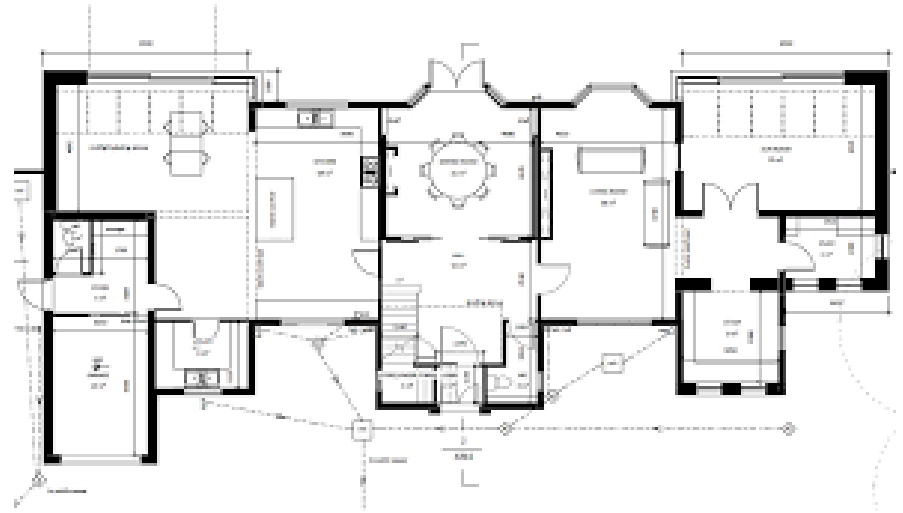
<https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r>

Read Aloud Vocabulary U3 W3



design

<https://www.thinktankhome.com/design-laundry-room/>



plan

<https://www.houseplanshelper.com/architectural-floor-plans.html>





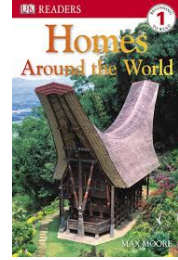
arrange

<https://www.youtube.com/watch?v=jYL9puz6nIE>

Read Aloud Vocabulary U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed





WEEK 3 Day 1

**Read Aloud**  
***Homes Around the World***  
 Read 1 of 3, Pages 4-17

<b>Big Ideas</b>	People use tools and materials for specific purposes.
<b>Unit Question</b>	What processes help people 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 answer questions about key details in an informational text in order to learn about materials people use for building homes. (RI.K.1)</p> <p>I can identify the main topic of a section of informational text. (RI.K.2)</p>
<b>Language Objective</b>	I can retell key details of an informational text. (SL.K.2)
<b>Vocabulary</b>	<p><b>concrete:</b> a heavy, rough building material made from a mixture of broken stone or gravel, sand, cement, and water</p> <p><b>clay:</b> a sticky, mud-like material found in the ground, often used to make pottery or bricks.</p> <p><b>reed:</b> a tall grass that grows in water or on marshy ground</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Homes Around the World</i>, Max Moore</li> <li>● <i>Homes Around the World</i> vocabulary cards</li> <li>● sticky notes</li> </ul> <p>Note: This text includes photographs of homes around the world, both past and present, without providing information on geographic or historical context. Children may express curiosity about specific images. Avoid making guesses about geographic or historical contexts, as these could stem from stereotypes. Instead, use the unknown to inspire research. A</p>

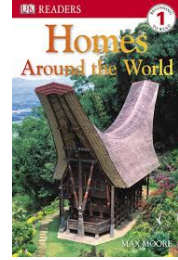
	<p>possible extension of this lesson is to research the actual location and time period of a particular home in order to understand more about how the context influenced the choice of building material. This type of research could unfold in the Library and Listening Center.</p>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we will read the first part of Homes Around the World by Max Moore. We will continue learning about different kinds of homes people build and the various materials people around the world use.</i></p> <p><i>We will read the first 4 sections of the text. Max Moore provided a table of contents, but he did not put headings at the beginning of each section. As we read, we'll determine the main topic of each section, and at the end of reading today we'll see if the topics match the Table of Contents.</i></p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>page 5</p>	<p><i>The author says that people's homes are usually made of brick or concrete. What is usual, or common, for the author may not be usual for everyone.</i></p> <p><i>The author says some homes around the world are "unusual," but it is biased to say that! Homes built by wood, or straw, or other buildings may be just different than what Max Moore is used to. But for someone who lives in a community with lots of wood homes, that is what's common.</i></p> <p><i>Let's keep reading to learn about all kinds of special and unique homes.</i></p>
<p>page 7</p>	<p>Model determining the main topic.</p> <p><i>Even though there is no heading here, I can tell that this section is about tree houses, because these two pages are all about tree houses.</i></p> <p>Write "tree houses" on a sticky note and add to the page.</p>
<p>pages 8</p>	<p><i>What is clay? How do you know?</i></p> <p>Harvest a few ideas and prompt children by referencing the work they have been doing in Centers with clay. Prompt children to make connections to the text "Straw, Wood and Bricks!"</p>
<p>page 11</p>	<p><i>The text says these houses are called "beehive houses." Why do you think they have that name?</i></p> <p><i>These houses are in the country Syria where it can be very hot in the summer.</i></p>

	<p>Invite children to Turn and Talk to determine the main topic of a section. <i>Let’s look back at pages 8-11. What was the main topic of these 4 pages?</i></p> <p><i>Yes, I heard you say the section was mostly about houses made from mud.</i></p> <p>Write “mud houses” on a sticky note and add to the page.</p>
page 13	<b>Reeds</b> are like long pieces of grass.
page 17	<p><i>What is the difference between boardwalks and ramps? What detail in the text or photographs makes you say that?</i></p> <p>Harvest several children’s responses and draw their attention to the informational text features for support.</p>
<b>Key Discussion and Activity</b> 6 minutes	<p>Invite children to Think, Pair, Share. <i>What was the main topic of the last section we read? How do you know that was the main topic?</i></p> <p>After the share, display the text’s Table of Contents. <i>Now, let’s look at the Table of Contents to see if our ideas match!</i></p> <p>Turn back to the Table of Contents and read the first four sections: Treehouses, Mud-Brick Homes, Floating Homes and Homes on Stilts.</p>
<b>Closing</b> 1 minute	<i>Today, we learned about 4 kinds of homes: tree houses, mud homes, floating homes, and homes on stilts. Tomorrow we’ll continue to read Homes Around the World.</i>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <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>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<b>Ongoing assessment</b>	<p>Listen to student responses during the partner and whole group share.</p> <p>Do students demonstrate understandings of key details? What do children determine each section is about? Do they determine a relevant main idea? Do students share information learned and cite evidence from the text?</p>

<b>Center Activities</b>	<b>Art Table</b>	Children create clay sculptures.
	<b>Art Easel</b>	Children create self-portraits.
	<b>Blocks</b>	Children build inspired by Zaha Hadid.
	<b>Dramatization</b>	Children make a dance or music studio.
	<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.
	<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.
	<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.

**Notes**





WEEK 3 Day 2

**Read Aloud**  
***Homes Around the World***  
 Read 2 of 2, Pages 18-31

<b>Big Ideas</b>	People use tools and materials for specific purposes.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	How do people use different tools and materials for different purposes?
<b>Content Objective</b>	I can use information from both words and photographs to ask and answer questions about the text. (RI.K.1, RI.K.7)
<b>Language Objective</b>	I can retell key details of an informational text. (SL.K.2)
<b>Vocabulary</b>	<p><b>carving:</b> an object or design cut from a material</p> <p><b>material:</b> what something is made of</p> <p><b>energy:</b> the power needed to make something work</p> <p><b>unusual:</b> not common or ordinary</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Homes Around the World</i>, Max Moore</li> <li>● <i>Homes Around the World</i> vocabulary cards</li> </ul> <p>Note: See note on Day 1 regarding photographs.</p>
<b>Opening</b> 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>Today we will finish reading Homes Around the World by Max Moore. As we read, we will study the information from both the words and the photographs to answer questions about types of houses and the materials used to make houses.</i></p>

	<p><i>It's important to know that some of the houses in this book are houses that people live in today and some are houses that people used to live in long ago.</i></p> <p>Review the meaning of key vocabulary.  <i>Before we begin, let's review the meaning of the word <b>materials</b>. A material is what something is made of. This chair I'm sitting in, for example, is made of wood; that's its material. What materials do you see in our classroom?</i></p> <p>Harvest several ideas and provide more examples, as needed.</p>
<p><b>Text and Discussion</b>  10 minutes   page 19</p>	<p><i>The Toraja are a community of people who live in a part of the country Indonesia, called Sulawesi.</i></p> <p><i>What materials are these boat-shaped houses made of? How do you know?</i></p> <p>Harvest a few ideas and prompt by referring to details in the photograph.</p> <p><i>What is a <b>carving</b>? Use the photograph for support.</i></p> <p>Harvest a few ideas and prompt by referring to details in the photograph.</p>
<p>pages 23</p>	<p><i>Look closely at the straw in this house. It is woven together into mats, then used for building.</i></p> <p><i>Why might straw be a good material for building houses that move?</i></p> <p>Harvest several ideas and prompt children as needed by rereading the text on page 22.</p> <p><i>There are many reasons why communities around the world build homes that can move quickly. One reason may be the climate. This photograph is in a community that has a hot and dry climate, but we would have to research more to know where exactly the photo was taken.</i></p>
<p>page 25</p>	<p><i>The Inuit are a diverse and large group of indigenous people who, today, live all over the world. The ancestors of the Inuit lived in cold, northern parts of the world and had many different types of homes. One type of structure that some Inuit communities built was the igloo, but they also built homes out of other interesting materials like wood, animal hides, and whale bones.</i></p> <p><i>What questions do you have about this home?</i></p> <p>Invite children's curiosity and encourage more research during Centers or other times. Counter stereotypes about igloos by learning about the historical and geographical context.</p>

pages 29	<p>Invite children to Turn and Talk about the materials they see in the photographs.  <i>What materials do you see in these photographs?</i>  Clarify any misconceptions about the materials.</p> <p><i>According to the text, how do certain houses help the planet?</i>  Harvest several ideas and provide a definition of the word <b>energy</b> as needed.</p>				
<b>Key Discussion and Activity</b> 8 minutes	<p>Invite children to Think, Pair, Share.  <i>Think about the different types of houses we learned about today. Which was the most interesting to you? Why?</i>  Support discussion by displaying images from the text as needed.</p> <p><i>Was there a home you want to learn more about? What are you wondering?</i>  Invite children to lead turning back in the text to a specific home and harvest several questions related to the home’s building materials, geography, climate, or other questions related to its design.</p>				
<b>Closing</b> 1 minute	<p><i>We learned so much about materials today and also collected many ideas for research! Tomorrow we will continue this topic by learning about a famous architect.</i></p>				
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.  <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>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>				
<b>Ongoing assessment</b>	<p>Listen to student responses during the partner and whole group share.  Do children demonstrate understandings of key details in both the words and illustrations?  Do students share information learned and cite evidence from the text?  What questions do children have?</p>				
<b>Center Activities</b>	<table border="1"> <tr> <td data-bbox="451 1724 678 1791"><b>Art Table</b></td> <td data-bbox="678 1724 1406 1791">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 1791 678 1858"><b>Art Easel</b></td> <td data-bbox="678 1791 1406 1858">Children create self-portraits.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.	<b>Art Easel</b>	Children create self-portraits.
<b>Art Table</b>	Children create clay sculptures.				
<b>Art Easel</b>	Children create self-portraits.				

	<b>Blocks</b>	Children build inspired by Zaha Hadid.
	<b>Dramatization</b>	Children make a dance or music studio.
	<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.
	<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.
	<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.

**Notes**





WEEK 3 Day 3

**Read Aloud**  
***The World is Not a Rectangle***  
 Read 1 of 3

<b>Big Ideas</b>	<p>The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	Where do people find inspiration for building, creating, and composing?
<b>Content Objectives</b>	<p>I can use key details from the text to describe the job of an architect. (R.5.K.a, R.5.K.b, Global Connections)</p> <p>I can use key details from the text to describe what makes Zaha Hadid important. (R.5.K.a, R.5.K.b)</p>
<b>Language Objective</b>	I can build on the ideas of my peers in a group discussion. (SL.1.K.b)
<b>Vocabulary</b>	<p><b>architect:</b> a person who designs buildings</p> <p><b>ancient:</b> something that is extremely old or doesn’t exist any more</p> <p><b>ruins:</b> what is left of a structure after it was damaged or not taken care of</p> <p><b>design:</b> to make or draw plans for structures</p> <p><b>plan:</b> to think about and make a design for what to do (verb); a proposal or design for something (noun)</p> <p><b>arrange:</b> to put in some order or pattern</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>The World Is Not a Rectangle</i>, Jeanette Winter Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “In Iraq, rivers...”</li> <li>● <i>The World is Not a Rectangle</i> vocabulary cards</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● chart paper and marker Prepare the following chart.</li> </ul> <div data-bbox="540 451 1269 798" style="border: 1px solid black; margin: 10px auto; width: 450px; height: 165px;"> <table border="1" style="width: 100%; height: 100%; text-align: center;"> <tr> <td style="padding: 5px;">Why is Zaha Hadid important?</td> </tr> <tr> <td style="height: 150px;"></td> </tr> </table> </div> <p>On the whiteboard, write: What is an architect? What does an architect do?</p>	Why is Zaha Hadid important?	
Why is Zaha Hadid important?			
<p><b>Opening</b> 3 minutes</p>	<p>Introduce the text and set a purpose. <i>Today we will read a book written and illustrated by Jeanette Winter called, The World is Not a Rectangle: A Portrait of Architect Zaha Hadid.</i></p> <p><i>This book is a biography, just like Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist by Jess Keating. It teaches us about an important person. The World is Not a Rectangle teaches us about the <b>architect</b>, Zaha Hadid.</i></p> <p><i>Today we will gather key details as we read to understand what an architect is and what architects do. Then we'll discuss what makes Zaha Hadid and her work important.</i></p> <p>Refer to questions on the whiteboard.</p> <p>Show the front cover and invite children to make predictions. <i>What do you see on the cover?</i> <i>What do you think this illustration shows?</i></p> <p>Harvest a few responses. Encourage children to be specific. For example: <i>You notice that the person here, Zaha Hadid, is holding rolled up paper; you predict that she makes drawings. You also notice this green structure with little people around it; we predict that she has something to do with really large buildings.</i></p>		

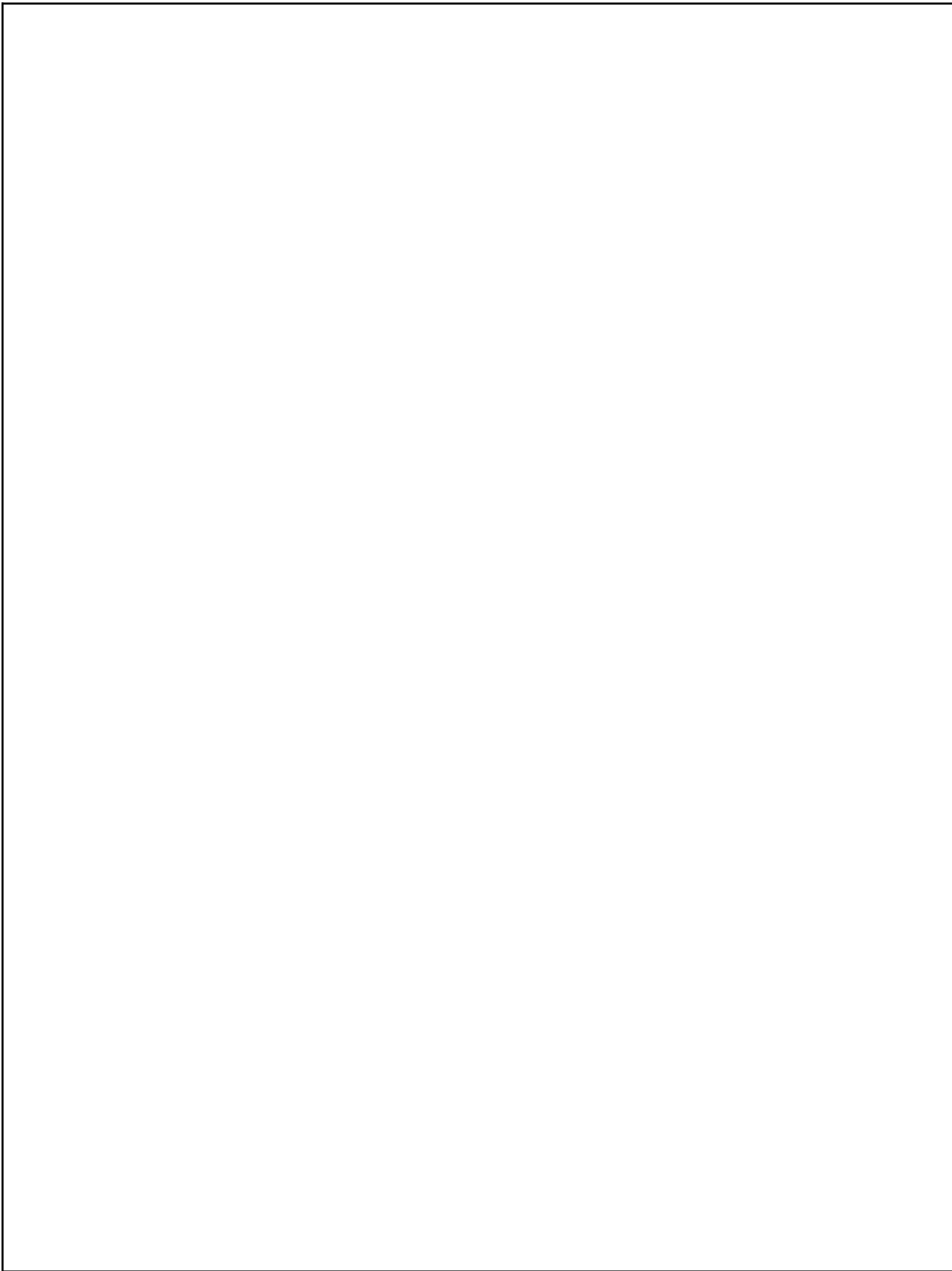
	<p><i>We'll read to discover what this cover illustration teaches us about what architects do and about Zaha Hadid.</i></p>
<p><b>Text and Discussion</b> 10 minutes page 4</p>	<p><i>Iraq is a country. We will find it on a map tomorrow.</i></p> <p><i>There are <b>ancient</b>, or very old, cities in the deserts of Iraq. The <b>ruins</b> are structures made of mud bricks that are still here, thousands of years later.</i></p>
<p>page 6</p>	<p><i>What does it mean that there are "no corners in the dunes or rivers or marshes?"</i></p> <p>Harvest a few ideas. As the text continues, invite children to pay attention to the shapes in nature that Zaha notices.</p>
<p>page 10</p>	<p><i>London is a city in the country of England, far away from Iraq where Zaha's family is.</i></p> <p><i>As we keep reading, let's gather details in the text that help us understand what it means to study to be an architect.</i></p>
<p>page 13</p>	<p><i>Now Zaha is an architect, she has graduated! Let's keep reading to see what it means to work as an architect.</i></p>
<p>page 16</p>	<p><i>Based on the work Zaha is doing, what do you think it means to be an architect?</i></p> <p>Harvest a few ideas. Reread pages 14 and 15 as needed to support children's thinking.</p>
<p>page 17</p>	<p><i>This is the illustration from the cover. Now we have found out what Zaha is holding; what are they?</i></p>
<p>page 19</p>	<p><i>What do you think about what these men are saying?</i></p> <p>Invite children's reactions.</p> <p><i>Yes, these men that work for the city have a lot of biases. What are some biases they have?</i></p> <p>Harvest a few ideas and provide the language of racism and sexism to support their thinking. Assure children that the class will revisit this part of the book on another read to understand this part further.</p> <p><i>Let's keep reading to see how Zaha responds when the city committee refuses her building designs.</i></p> <p>Read pages 21-40 fluidly, with minimal stopping, as these pages will be the focus on Read 2.</p>

<p>page 42</p>	<p><i>We saw Zaha when she was just starting out, after she graduated from architecture school... now look at the team she has built!</i></p> <p><i>What does it mean to “make models of Zaha’s visions?”</i></p> <p>Harvest several ideas, then clarify with an explanation, as needed.</p> <p>Read to the end of the text.</p>		
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Think, Pair, Share</p> <p><i>Based on what we learned in the text, what is an architect? What does an architect do?</i></p> <p><i>What else do you learn about architects from this text?</i></p> <p>Begin to fill in the chart. Refer to the Sentence Frames for Discussion chart to support children’s building on each other’s ideas.</p> <p><i>Why do you think Zaha Hadid is important?</i></p> <p>Harvest several responses.</p> <p><i>We will think more about this question after we have read the book a couple more times and we have more knowledge about architects and their work.</i></p>		
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we will revisit this book in order to understand and learn more about Zaha Hadid.</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.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</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> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>		
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children build on each other’s ideas during discussion?</p> <p>Do children reference key details when responding to questions?</p> <p>What understandings do children demonstrate about architects?</p> <p>What ideas do children communicate about Zaha Hadid?</p>		
<p><b>Center Activities</b></p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Art Table</b></td> <td>Children create clay sculptures.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.
<b>Art Table</b>	Children create clay sculptures.		



	<b>Art Easel</b>	Children create self-portraits.
	<b>Blocks</b>	Children build inspired by Zaha Hadid.
	<b>Dramatization</b>	Children make a dance or music studio.
	<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.
	<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.
	<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.

**Notes**



Read Aloud U3 W3 D3



**Read Aloud**  
***The World is Not a Rectangle***  
 Read 2 of 3

<b>Big Ideas</b>	<p>The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Question</b>	Where do people find inspiration for building, creating, and composing?
<b>Content Objectives</b>	<p>I can use key details from words and illustrations to describe what inspired Zaha Hadid’s building designs. (R.11.K.a, R.11.K.c)</p> <p>I can use words and illustrations to determine the meaning of key phrases in the text. (R.7.K)</p>
<b>Language Objective</b>	I can demonstrate the meaning of verbs in the text by acting them out. (L.5.K.d)
<b>SEL Objective</b>	I can identify natural elements and shapes that inspire my own design ideas. (SEL.Self-Awareness)
<b>Vocabulary</b>	<p><b>architect:</b> a person who designs buildings</p> <p><b>ancient:</b> something that is extremely old or doesn’t exist any more</p> <p><b>ruins:</b> what is left of a structure after it was damaged or not taken care of</p> <p><b>design:</b> to make or draw plans for structures</p> <p><b>plan:</b> to think about and make a design for what to do (verb); a proposal or design for something (noun)</p>

	<p><b>arrange:</b> to put in some order or pattern</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>The World Is Not a Rectangle</i>, Jeanette Winter</li> <li>● <i>The World Is Not a Rectangle</i> slides for close reading</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● chart paper and markers</li> </ul> <p>Prepare the following chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; text-align: center;"> <p>What natural materials and shapes inspire you?</p> <div style="border: 1px solid black; height: 150px; width: 100%; background-color: #f0f0f0;"></div> </div> <p>On the whiteboard, write: What inspired Zaha Hadid’s building designs?</p>
<p><b>Opening</b> 3 minute</p>	<p>Review the text. <i>Yesterday we read The World is Not a Rectangle, about the life and work of Zaha Hadid.</i></p> <p><i>We learned that Zaha Hadid was an architect who designed unique buildings around the world. Let’s take a look at some of the pages from the book. As you are looking, think about this question: What inspired Zaha Hadid’s building designs?</i></p> <p>Move through slides 3 through 7 without reading the text or stopping for discussion. Give children time to observe the images, then turn and talk to share their observations and ideas.</p> <p><i>What do you notice?</i> <i>What do you think inspired her ideas?</i></p> <p>After children turn and talk, gather them as a group to set a purpose for the read.</p> <p><i>Many of you noticed parts of nature in the illustrations and thought about how nature might have inspired Zaha Hadid. Today we will pay close attention to the natural elements and shapes that inspired</i></p>

	<p><i>Zaha. We'll look closely at the illustrations and read the words closely to understand her inspirations.</i></p> <p><i>Then, we will think about what might inspire our own designs!</i></p>
<p><b>Text and Discussion</b> 8 minutes slide 2</p>	<p>Display the map on slide 2. <i>Here we can see the country Iraq, and a close up that shows the countries bordering it- those that are around it. Iraq is a diverse country with lots of different types of nature and climates.</i></p> <p><i>Let's read about some of the nature that surrounded Zaha when she was young and began to inspire her.</i></p>
slide 3	<p>Read the text and display the images on the slide. <i>What are some of the shapes in nature that inspired Zaha?</i></p>
slide 4	<p><i>Here is a photo of the Zab River in Iraq. What nature do you see that inspired Zaha?</i></p>
slide 5	<p><i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing children's attention to details in the illustration.</p>
slide 6	<p>Read the key phrase and explain that the verb is in bold. <i>Show with your bodies the meaning of the word "sway." How does Zaha's building look like it sways and dances?</i></p> <p><i>How does Jeanette Winter show the meaning of the word sway with how she presented the lines of the text?</i></p>
slide 7	<p><i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing children's attention to details in the illustration.</p>
slide 8	<p>Read the key phrase and explain the verb in bold. <i>Show with your bodies the meaning of the word "blow." How does this building and the car garages look blown?</i></p>
slide 9	<p><i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing to details in the illustration.</p>
slide 10	<p>Read the key phrase and explain the verb in bold. <i>What do you think it means that she "cradles" her stadium "like a cocoon?"</i></p> <p>Harvest children's ideas and prompt as needed by pointing to details in the illustration.</p>

	<i>Let's all show the meaning of the word "cradles" with our bodies.</i>		
slide 11	<i>What natural elements and shapes inspired this building here?</i> Harvest children's ideas and prompt as needed by pointing to details in the illustration.		
slide 12	Read the key phrase and explain the verb in bold. <i>Let's all show the meaning of the word "swirls" with our bodies.</i>		
<b>Key Discussion and Activity</b> 8 minutes	Invite children to Think, Pair, Share. <i>What inspired Zaha Hadid's building designs?</i>  Display the chart. Invite children to reflect on their own inspirations. <i>What natural elements and shapes might inspire your designs?</i> <i>What natural elements and shapes do we see in nature that inspires us?</i>  Chart children's ideas and place their initials in parentheses next to their ideas. During Centers, encourage children to reference the chart for inspiration for their designs.		
<b>Closing</b> 1 minute	<i>There is so much in our natural world that can inspire our designs. Tomorrow we'll revisit this text one more time to think more about what makes Zaha Hadid important.</i>		
<b>Standards</b>	<b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text. <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.5.K.d</b> Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.		
<b>Ongoing assessment</b>	Listen to children's responses during the partner and whole group share. What details in illustrations do children notice? How do children use details from illustrations and words to determine the meaning of key phrases? Do children reference key details when responding to questions? What do children communicate about their own interests and inspirations?		
<b>Center Activities</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Art Table</b></td> <td>Children create clay sculptures.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.
<b>Art Table</b>	Children create clay sculptures.		

	<b>Art Easel</b>	Children create self-portraits.
	<b>Blocks</b>	Children build inspired by Zaha Hadid.
	<b>Dramatization</b>	Children make a dance or music studio.
	<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.
	<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.
	<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.

**Notes**



Read Aloud U3 W3 D4





**Read Aloud**  
***The World is Not a Rectangle***  
 Read 3 of 3

<b>Big Ideas</b>	<p>The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Question</b>	Where do people find inspiration for building, creating, and composing?
<b>Content Objective</b>	<p>I can distinguish the voice of the author from the voice of Zaha Hadid, and determine the meaning of key quotes from Zaha Hadid. (R.7.K, R.9.K.a, R.9.K.b)</p> <p>I can use key details from the text to describe what makes Zaha Hadid important. (R.5.K.a, R.5.K.b)</p>
<b>Language Objective</b>	Through discussion, I can explore the meaning of key quotes from Zaha Hadid. (L.5.K)
<b>Vocabulary</b>	<p><b>architect:</b> a person who designs buildings</p> <p><b>ancient:</b> something that is extremely old or doesn’t exist any more</p> <p><b>ruins:</b> what is left of a structure after it was damaged or not taken care of</p> <p><b>design:</b> to make or draw plans for structures</p> <p><b>plan:</b> to think about and make a design for what to do (verb); a proposal or design for something (noun)</p> <p><b>arrange:</b> to put in some order or pattern</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>The World Is Not a Rectangle</i>, Jeanette Winter</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● Why is Zaha Hadid Important? chart, from Day 3</li> <li>● Unit Question chart</li> <li>● markers</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose.  <i>We have been reading this biography of Zaha Hadid, The World is Not a Rectangle. Jeanette Winter wrote the text, but there are times when she includes quotes from Zaha Hadid, words she really said. The title of the text is a quote; she said, “The world is not a rectangle.”</i>  <i>What do you think Zaha Hadid meant when she said this?</i></p> <p>Harvest several ideas.  <i>By discussing quotes from Zaha Hadid, we can learn more about her and her work.</i></p> <p><i>After we discuss some of her quotes, we’ll go back to our chart from a few days ago and think about what makes her important.</i></p> <p>Read only the pages selected for the lesson; do not read the full text.</p>
<p><b>Text and Discussion</b> 9 minutes page 14</p>	<p>Read the full text on the page, then point to the quotation marks on the page.  <i>This text has these quotation marks around it, which show us that they are not Jeanette Winter’s words; they are Zaha’s words.</i></p> <p><i>What can we learn about Zaha and her team from this quote?</i></p>
<p>pages 15-16</p>	<p>Invite children who did not respond during the opening to share their ideas about the title quote, “The world is not a rectangle.”</p> <p>Read pages 17-19.</p>
<p>page 19</p>	<p><i>What kind of designs do you think other architects usually make?</i></p>
<p>page 20</p>	<p>Read the full text, and read the quote twice.  <i>Why does Zaha have to be “as strong as iron?” How are people treating her?</i></p> <p>Harvest children’s ideas and revisit the language of sexism and racism that surfaced in read 1.  <i>What does this quote, “I made a conscious decision not to stop,” tell us about Zaha?</i></p> <p>Harvest children’s ideas. Provide a definition of the word conscious, as needed.</p>

<p>page 43</p>	<p>Read the full text, and read the quote twice.  <i>What does this quote tell us about how Zaha lived her life?  In what ways did Zaha “do what she liked”?</i>  Harvest children’s ideas and prompt as needed by referring back to the quote on page 20.</p>
<p>page 48</p>	<p>Read the quote, “I still believe in the impossible.”  Invite children to Turn and Talk.  <i>How do Zaha’s buildings show that she believed in the impossible?</i></p>
<p><b>Key Discussion and Activity</b>  6 minutes</p>	<p>Display the chart, “Why is Zaha Hadid Important?” and invite children to Think, Pair, Share.  <i>Why is Zaha Hadid Important? We have learned a lot about her as a person and about her work? What do you think makes her important?</i>  During the share, chart children’s ideas and extend the discussion to the whole group using the Sentence Frames for Discussion chart.  <i>How do you think Zaha Hadid could inspire other architects, especially women architects and architects who are Muslim or speak Arabic?</i></p>
<p><b>Closing</b>  1 minute</p>	<p><i>Zaha Hadid can teach us a great deal not only about designing buildings, but also about being determined, creative, and collaborative. Teams of architects today continue to be inspired by Zaha Hadid.</i></p>
<p><b>Unit Question Chart</b>  3 minutes</p>	<p>Refer to the Unit Question chart.  <i>What processes help people construct structures, ideas, and works of art?</i>  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: objects and shapes in nature can inspire buildings and works of art; people work in teams to design and build buildings; people can be brave when they have new ideas about art.</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.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p>

	<p><b>R.9.K.b</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.</p> <p><b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>														
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share. What do children infer and understand from Zaha Hadid’s quotes? How do children use key details from the text to make meaning of the key quotes? What do children communicate about why Zaha Hadid is important? Do children retell key information about Zaha Hadid’s life work?</p>														
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 730 678 793"><b>Art Table</b></td> <td data-bbox="678 730 1409 793">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 793 678 856"><b>Art Easel</b></td> <td data-bbox="678 793 1409 856">Children create self-portraits.</td> </tr> <tr> <td data-bbox="451 856 678 919"><b>Blocks</b></td> <td data-bbox="678 856 1409 919">Children build inspired by Zaha Hadid.</td> </tr> <tr> <td data-bbox="451 919 678 982"><b>Dramatization</b></td> <td data-bbox="678 919 1409 982">Children make a dance or music studio.</td> </tr> <tr> <td data-bbox="451 982 678 1108"><b>Library &amp; Listening</b></td> <td data-bbox="678 982 1409 1108">Children research architects, choreographers or musicians.</td> </tr> <tr> <td data-bbox="451 1108 678 1213"><b>Discovery Table</b></td> <td data-bbox="678 1108 1409 1213">Children work with sand and Beautiful Stuff.</td> </tr> <tr> <td data-bbox="451 1213 678 1318"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1213 1409 1318">Children create choreographies or musical compositions.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.	<b>Art Easel</b>	Children create self-portraits.	<b>Blocks</b>	Children build inspired by Zaha Hadid.	<b>Dramatization</b>	Children make a dance or music studio.	<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.	<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.	<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.
<b>Art Table</b>	Children create clay sculptures.														
<b>Art Easel</b>	Children create self-portraits.														
<b>Blocks</b>	Children build inspired by Zaha Hadid.														
<b>Dramatization</b>	Children make a dance or music studio.														
<b>Library &amp; Listening</b>	Children research architects, choreographers or musicians.														
<b>Discovery Table</b>	Children work with sand and Beautiful Stuff.														
<b>Writing &amp; Drawing</b>	Children create choreographies or musical compositions.														

**Notes**

**WEEK 3 Day 2**

**Art Studio: Clay 3: Air-Dry Sculptures**

Children create clay sculptures and allow their sculptures to air-dry. They paint their sculptures.

<b>Big Ideas</b>	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<p><b>sculpture:</b> a three-dimensional work of art</p> <p><b>adhere:</b> to stick together</p> <p><b>attach:</b> to stick together</p> <p><b>score:</b> to make little scratches in the clay to stick clay together</p> <p><b>slip:</b> (v) to wet the clay with a glue-like liquid (n) a mixture of clay and water to be used like glue</p> <p><b>moist:</b> a little bit wet or damp</p> <p><b>tools:</b> an object used to accomplish something</p>
<b>Materials and Preparation</b>	<p>Assess the Art Studio table and refresh materials from the previous weeks, if necessary. Make additional small rolls of clay in damp paper towels, bases for the clay, and slip. Renew the art table cover.</p> <p>Add new tools for this week:</p> <ul style="list-style-type: none"> <li>● a small container of Beautiful Stuff (e.g., sticks, leaves, rocks, caps, buttons, etc.)</li> <li>● 2-3 markers</li> <li>● tempera paint</li> <li>● thin paint brushes</li> <li>● polyurethane (optional, only to be used by adults in a well ventilated area after school)</li> </ul> <p>Designate an area in the classroom for allowing clay sculptures to dry. The</p>

	<p>clay requires about 48 hours to dry.</p> <p>Prepare the following at the whole group meeting area for the Intro to Centers: a few pieces of Beautiful Stuff, 1 base, masking tape, marker, 1 paintbrush</p> <p>Additional suggestions for caring for the clay:</p> <ul style="list-style-type: none"> <li>• Air-dry clay takes about 48 hours to dry (possibly longer for very thick pieces). The clay may be painted at any time, even when wet.</li> <li>• Painting the clay with tempera paint and then spraying with polyurethane results in a polished look that resembles a fired clay piece. It will also protect the clay and help sculptures last longer. Spraying with polyurethane is optional. If spraying, wait until the sculptures are completely dry. Polyurethane is an adult product and should only be sprayed in a well-ventilated area outside of school hours, after the children have left.</li> <li>• If a dried sculpture breaks, liquid glue can be used to repair it.</li> </ul>
<p><b>Intro to Centers</b></p>	<p><i>We've been working with clay for a couple of weeks now. Share observations and learnings from the previous week.</i></p> <p><i>I've added a basket of our Beautiful Stuff to the Art Table. As you build sculptures this week, you might consider adding some Beautiful Stuff.</i></p> <p>Hold up and show a few different pieces of Beautiful Stuff.</p> <p><i>Now that you know a lot about using clay, you might want to create and save a sculpture. This clay is called air drying clay, which means that it will harden if it stays out in the air.</i></p> <p><i>If you have an idea for a sculpture, first think and make a plan about what you would like to construct. Next, use the clay and tools to create your sculpture. You can work on your own or as a team.</i></p> <p><i>When you feel satisfied that sculpture is finished, write your name on the cardboard base, and carefully carry your sculpture to our drying area. Later, on a different day, you might choose to paint your sculpture using the tempera paints.</i></p> <p>Model these steps.</p>
<p><b>During Centers</b></p>	<p>Children build sculptures with the clay and add Beautiful Stuff. Children label their bases and allow the sculptures to dry. Children revisit their sculptures and paint them.</p> <p>Take note of children's discoveries, successes, and challenges. As children</p>

	are encountering dilemmas with the clay, encourage small groups of children to analyze the problems and propose solutions. For example, a sculpture falling apart as it dries is a chance to discuss why this happened and what might be done to prevent this in the future.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice about the dry clay?</li> <li>● How might we fix that? What do you think, _____ (invite another child into the conversation who is present)?</li> <li>● What are you constructing?</li> <li>● What is your inspiration?</li> <li>● What additional materials might you need?</li> <li>● Will you work by yourself, or with a friend?</li> <li>● Remember when you constructed a _____ using blocks? I wonder what would happen if you constructed that using clay?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SEL. Relationships.</b> Teamwork (Boston)</p>

## WEEK 3 Day

### Art Easel: Self Portraits 1

Choosing from a wide array of materials, children make a plan for and begin their self portrait projects.

<b>Big Ideas</b>	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<b>notice:</b> to see, to pay attention to something <b>features:</b> a part of something that makes it different from something else <b>represent:</b> to show <b>sketch:</b> a quick drawing that gives an idea of a more finished picture <b>self portrait:</b> a picture of oneself <b>perspective:</b> A <b>perspective</b> is a way to see or think about things. Different people have different <b>perspectives</b> .
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● easel</li><li>● mirrors, at least 3</li><li>● a wide variety of materials to support different forms of expression, such as:<ul style="list-style-type: none"><li>● pencils or thin black markers</li><li>● tempera paints (ensure there is enough variety to create accurate skin colors)</li><li>● paint cups</li><li>● paintbrushes in various thicknesses</li><li>● painting paper or heavy paper</li><li>● liquid glue or glue sticks</li><li>● water</li><li>● spoons</li><li>● mixing trays/palettes</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>● Beautiful Stuff Arrange the Beautiful Stuff in several small baskets.</li> <li>● clay</li> <li>● crayons</li> <li>● colored pencils</li> <li>● pastels</li> <li>● markers</li> <li>● 2-3 children’s self portraits, from Unit 1 (if possible)</li> <li>● Self portrait images (provided)</li> <li>● Self Portrait Planning sheet, 1 copy per child</li> </ul> <p>Display the materials in the Art Studio so that children can easily select their own material. s</p> <p>For the Intro to Centers, bring a basket of samples to show of the following: mirror, paint cup with paint, mixing tray, Beautiful Stuff, small ball of clay</p>
<p><b>Intro to Centers</b></p>	<p><i>A long time ago, during Unit 1 Our Community, you created <b>self portraits</b>. Do you remember what self- portraits are?</i></p> <p>Show children’s self portraits from Unit 1. Then show examples of self portraits. Facilitate a conversation about what children notice in the artwork. Be sure to make distinctions between more abstract self-portraits and more accurate depictions.</p> <p><i>Self portraits communicate to others how you see yourself and important <b>features</b> or characteristics you want other people to know about you. We all have important features that are unique.</i></p> <p>Model looking into the mirror and naming features such as skin color or eye color.</p> <p><i>Turn and talk. Share some important details that you want others to know about you.</i></p> <p><i>At the Art Easel this week, you will begin to think about how you would like to construct your self-portrait project using different kinds of materials. When you make a self-portrait, you are sharing your <b>perspective</b>, or your own ideas, about who you are.</i></p> <p><i>When you arrive at the Art Studio, look in the mirror and take note of your unique features. Then carefully look at all of the available materials and think about your plan. What materials might you use to <b>represent</b> yourself?</i></p> <p>Show some of the available materials.</p> <p>Show the Self Portrait Planning sheet. Model how to complete the sheet. Children will complete only the first top half of the sheet (up to the bold</p>

	<p>line).</p> <p><i>Gather materials to create your portrait. You could make a portrait on paper, adhering other materials to the paper to make a collage portrait, or you might want to make a sculpture portrait using clay or Beautiful Stuff.</i></p> <p><i>You will work on your self-portrait over several days. As you are working, think about a title that suits your work. The title could be your name, or "Self Portrait," or you might think of another name completely.</i></p>
<p><b>During Centers</b></p>	<p>Children construct self-portraits using a range of self-selected materials. Encourage children to first take a look at the available materials, think about their plan, and support their completion of the Self Portrait Planning sheet. Children will complete only the first top half of the sheet (up to the bold line).</p> <p>There are many ways the project can unfold for each child. Some possible pathways:</p> <ul style="list-style-type: none"> <li>● Children might first sketch themselves on paper, while looking in a mirror. Once satisfied with their sketches, might children choose from the different materials to depict themselves.</li> <li>● If painting, encourage children to try different brush sizes and to mix new paint colors for accurate representation in their self portraits. Children might want to mix paint to create an accurate skin color, or children may also choose to represent themselves in fantastical colors. Children may need to work over the course of several days. For instance, they may paint their face on the first day and then add features the following days.</li> <li>● With Beautiful Stuff, children might first experiment with different materials, textures, and colors before they glue it down on paper. Ask children about additional materials they may need.</li> <li>● With clay, children may construct directly on their papers or build a 3 dimensional representation. Again, if working with clay, the process of sculpting, drying, then painting may take the course of several days.</li> <li>● Children may very likely mix media together.</li> </ul> <p>Remind children that their work can span several days.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● Tell me about your plan.</li> <li>● What is your inspiration?</li> <li>● What are important details you would like to include in your self-portrait?</li> <li>● How did you choose these materials/media? What else might you need?</li> </ul>

	<ul style="list-style-type: none"><li>• What do you want others to know about you when they look at your self-portrait?</li></ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SEL. Decision Making.</b> Reflecting (Boston)</p>

**Notes**

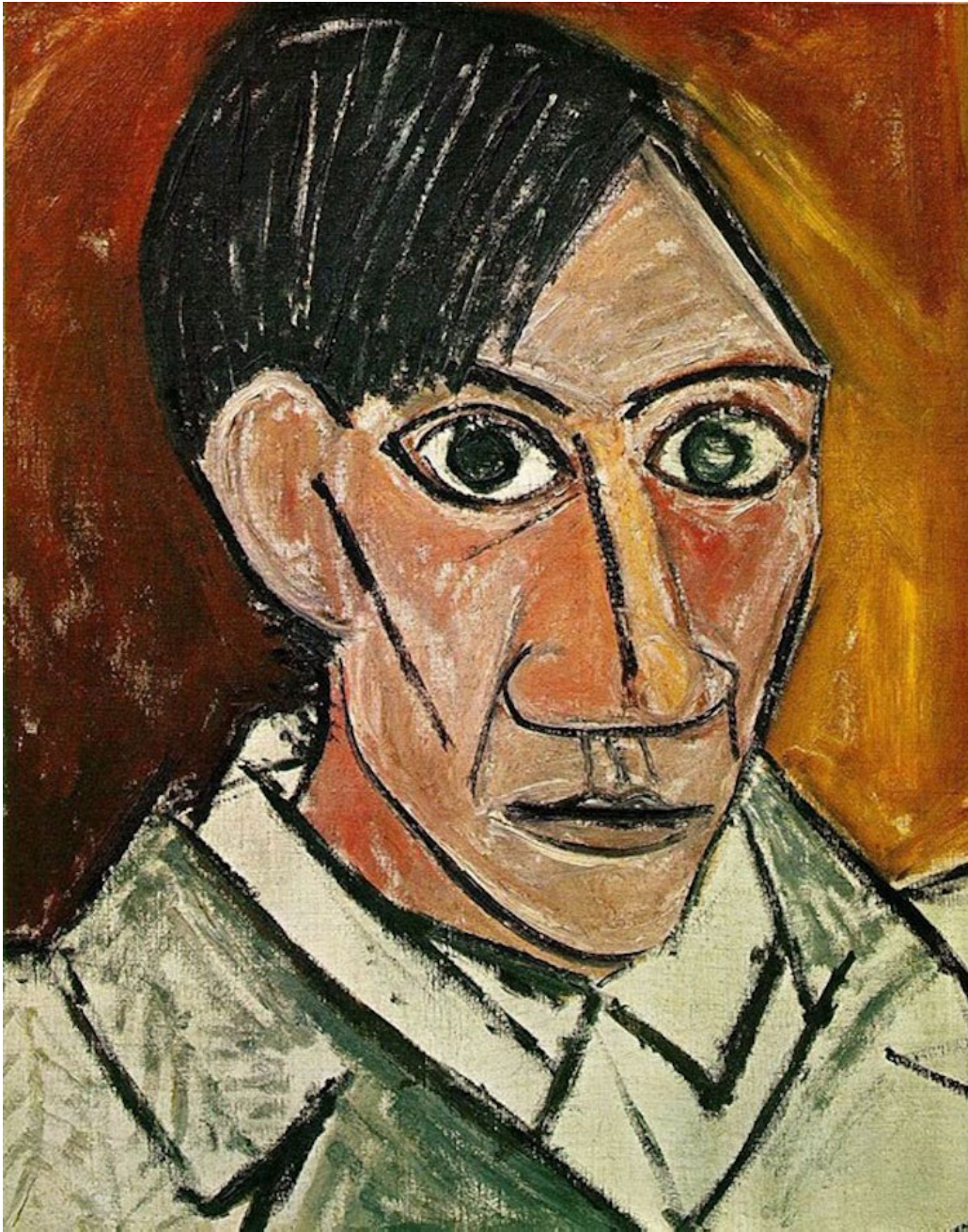


Artist: Frida Kahlo  
"Self Portrait"

[https://www.artfactory.com/art\\_appreciation/great-artists/frida-kahlo/frida-kahlo.htm](https://www.artfactory.com/art_appreciation/great-artists/frida-kahlo/frida-kahlo.htm)

Centers U3 W3





Artist: Picasso  
<https://mymodernmet.com/pablo-picasso-self-portraits/>

Centers U3 W3



Artist: Lois Mailou Jones

<https://americanart.si.edu/artwork/self-portrait-76331>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed





Artists: Second Grade Class at Dryden Elementary School, Ms. Fuglestad  
<https://drydenart.weebly.com/fugleblog/second-grade-self-portraits>



Artist: Sylvia Plath

<https://learninglab.si.edu/collections/abstract-self-portraits/Xijp9WBXnohMyV41#r/822685>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



## Self-Portrait Planning Sheet

**Name:**

**I am inspired by:** (words or drawings or dictation)

**materials or tools I need:** (words or drawings or dictation)

**Title of Self-Portrait:**

**Name of Reviewer:** \_\_\_\_\_

**Feedback:** (words or drawings or dictation)



WEEK 3 Day 4

**Blocks: Inspired by Zaha Hadid**

Children design and build structures inspired by those designed by Zaha Hadid.

<b>Big Ideas</b>	<p>The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.</p> <p>Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.</p>
<b>Guiding Questions</b>	<p>What process helps you construct structures, ideas, and works of art?                  What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p>
<b>Vocabulary</b>	<p><b>inspire:</b> to give someone an idea, or get an idea from someone or something</p> <p><b>imagine:</b> to picture in your mind</p> <p><b>design:</b> to plan or draw something before it is built</p> <p><b>structure:</b> something that is built</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● unit blocks and other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.)</li> <li>● Beautiful Stuff, both natural and recycled materials</li> <li>● writing and drawing tools</li> <li>● blank paper</li> <li>● clipboards</li> <li>● <i>The World is Not a Rectangle</i> text</li> <li>● Zaha Hadid’s work images</li> <li>● <a href="https://www.youtube.com/watch?v=xJrYxLpeDwM">Al Janoub Stadium in Al Wakrah</a> timelapse video (2:50, <a href="https://www.youtube.com/watch?v=xJrYxLpeDwM">https://www.youtube.com/watch?v=xJrYxLpeDwM</a>)</li> <li>● Engineering Design Process visuals</li> <li>● ipad or projector</li> </ul>

	<p>Gather Beautiful Stuff to add to the Blocks Center.</p> <p>In the Center, display images of Zaha Hadid's work and the Engineering Design Process visuals. If possible, set up an ipad, laptop or projector with the images and video.</p>
<p><b>Intro to Centers</b></p>	<p><i>We are reading The World is Not a Rectangle: A Portrait of Architect Zaha Hadid. When Zaha Hadid was a child, what inspired her to think about becoming an architect?</i></p> <p>Harvest a couple of responses. [She was inspired by things in nature, like marshes, dunes, grass, pebbles and shells.]</p> <p><i>Zaha Hadid studied to become an architect and discovered that she liked curvy, flowing lines in her designs.</i></p> <p>Flip through a few pages, beginning on page 21, showing elements of nature and related buildings.</p> <p><i>This week in Blocks, you can use the Engineering Design Process to design and build structures inspired by her work. You can imagine the way Zaha did and see what you come up with.</i></p> <p>Show the slides and/or video.</p> <p><i>What do you notice? What inspires you from her work? Talk to a partner about your ideas.</i></p> <p>Think, Pair, Share.</p> <p>Show a sample of gathered materials.</p> <p><i>We have added both natural and recycled materials to the Blocks Center; you can use these for your designs along with blocks.</i></p> <p><i>Begin by looking at the images and video to think about and research what interests you. Ask yourself what inspires you, and then imagine how you might build it and what kind of building materials you might use. As part of the design process, you can sketch as you think.</i></p> <p><i>Zaha Hadid worked in her office with many other architects, collaborating on their projects. How do you think you can collaborate with each other the way architects do?</i></p> <p>Harvest a few ideas about collaboration.</p>
<p><b>During Centers</b></p>	<p>Encourage children to look closely at images. Ask them what details they notice about how the buildings are designed. Refer them to the Engineering Design Process, and remind them to begin by imagining and making a plan before building. Point out opportunities to collaborate, as architects do in their studios, on shared projects and across projects.</p>

<p><b>Guiding Questions</b></p>	<ul style="list-style-type: none"> <li>● What do you notice about Zaha Hadid’s architectural designs to inspire ideas about your own structure?</li> <li>● How does researching for ideas help you to imagine what to build?</li> <li>● How can you use natural or recycled materials in your structure?</li> <li>● How would you use resources to help you with your plan?</li> <li>● Why do you think the book is called <i>The World is not a Rectangle</i>?</li> <li>● How can the Engineering Design Process help you?</li> <li>● How are you collaborating with others?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SEL.Relationships Skills:</b> Teamwork (Boston)</p>

**Notes**

## Zaha Hadid Buildings



The Heydar Aliyev Center - Baku, Azerbaijan

<https://www.cnn.com/style/article/zaha-hadid-architects-buildings/index.html>

Centers U3 W3



Galaxy SOHO - Beijing, China

<https://www.cnn.com/style/article/zaha-hadid-architects-buildings/index.html>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed





Guangzhou Opera House, China

<https://www.e-architect.com/guangzhou/guangzhou-opera-house>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed





Volu dining Pavilion - Miami

<https://www.dezeen.com/2015/12/02/zaha-hadid-creates-prefabricated-volu-dining-pavilion-for-design-miami/>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



Nordpark Railway Station - Innsbruck, Austria

<https://www.thedailystar.net/spaces/behemoths-and-leviathans-1210024>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



530 West 28th Street New York City

<https://news.artnet.com/market/zaha-hadid-nyc-residential-penthouse-503432>

Centers U3 W3

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed

**WEEK 3 Day 3**

**Dramatization: Dance or Music Recording Studio 1**  
 The Dramatization Center is transformed into a Dance Studio or Music Recording Studio.

<b>Big Ideas</b>	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
<b>Guiding Question</b>	What process helps you construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<p><b>choreographer:</b> someone who makes up dances</p> <p><b>composer:</b> a person who writes and arranges pieces of music</p> <p><b>musician:</b> someone who plays a musical instrument</p> <p><b>design:</b> to plan or draw something before it is built</p> <p><b>rehearse:</b> to practice to perform in public</p>
<b>Materials and Preparation</b>	<p>The class will have a choice between transforming the Dramatization Center into a dance or music studio where children will rehearse, review and perform (or play) their choreography, song/s, or musical compositions. The work in this Center will be directly connected to the research children will be conducting in the Library and Listening Center and to the planning they will be doing in Writing and Drawing.</p> <ul style="list-style-type: none"> <li>● child size body-length mirror</li> <li>● scarves or pieces of other type of light material (different sizes)</li> <li>● dancer’s attire props such as legwarmers, footwear, etc. (for dance studio)</li> <li>● musical instruments (for recording or dance studio)</li> <li>● images of dancers and musicians and books and other resources about dance and music</li> <li>● composition template or choreography template (some blank, some already completed by the children at the Writing and Drawing Center)</li> </ul>



- paper and clipboards
- writing utensils
- engineering design process visuals
- video examples, from Library & Listening Center
- ipad or laptop (or another tool) to play varied music and to watch short video examples for studio design inspiration
- on a whiteboard, create 2 columns: Music Studio and Dance Studio (to record children’s voting)

Music Studio	Dance Studio
(number of votes)	(number of votes)

**Intro to Centers**

*This week we are thinking about how construction not only involves building things, but is also about creating dances, songs and musical compositions. Making up a dance is called choreography, making up a song or piece of music is called composition. Today, in Dramatization we are choosing between making a dance studio or making a music recording studio. Remember, in Writing & Drawing you can choose between composing, creating songs, or choreographing, creating dances.*

*Think for a moment about which one you would prefer, a dance studio or a music recording studio and we’ll vote to decide.*

Give children a few seconds to think.

*Raise your hand if you would like to create a music studio.*

Record the number of votes on the correspondent column on the chart.

*Now, raise your hand if you would like to create a dance studio.*

Record the number of votes on the correspondent column on the chart.

Circle the biggest number and say it aloud.

*The studio with the most votes is the \_\_\_\_\_. So this week, we’ll transform our Dramatization Center into a \_\_\_\_\_ studio where you will be able to rehearse and perform your \_\_\_\_\_ (music, dance, songs).*

*In the Dance Studio, you can construct, or make, different kinds of dances. First, you can go to the Design Studio in the Writing and Drawing Center to make a plan, or choreograph, your dance. Then you can go to the Dance Studio to practice and perform your dance” You might even want to have musical accompaniment for your*

	<i>dance.</i>
<b>During Centers</b>	<p>The focus during the first few days is the physical aspect of the dance/music studio and how to create/ construct one in the Dramatization Center.</p> <p>Invite the children to look at images of studios and plan what they would like theirs to have. Ask probing questions to find out what their desired studio (dance or recording) should have.</p> <p>For the Dance Studio, offer musical instruments and/or recorded music so that children can have musical accompaniment. Encourage children to make signs for the entrance to their studio and for services or performances they will be offering.</p> <p>Invite children to first plan their dances or songs using the templates in the Writing and Drawing Center. Children may recruit participants for their dances/songs, teach others their plan, and then participate in friends' dances/songs. Encourage the creation of collaborative dances and the possibility of improvisational dances or moves.</p> <p>As children perform their designed choreography/songs/music, talk with them to support connections to their research and to their own experiences. Supply relevant vocabulary and probe for information about children's experiences and feelings about dance, songs and music.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations. Keep these notes handy as you may want to use them for launching the Center the following week and to create provocations for children to engage in deeper play.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you think our _____ should look like? What do you feel inspired to design, build or create for our ____? What materials and tools do you need to complete this project?</li> <li>● Who are you pretending to be? Why? What inspired you?</li> <li>● What costumes or props do you need to ____? How could you make that? Who can help you make ____?</li> <li>● Will this be a solo or a group act? Why?</li> <li>● How will you decide the order of the performers?</li> <li>● Who do you think is an expert at ____ that we can ask for ____/help with ____?</li> <li>● What agreements should we have so that ____ (dancers, musicians or singers) are safe when they are rehearsing or performing?</li> </ul>

	<ul style="list-style-type: none"> <li>● Look at your _____ (choreography, musical composition plan) from the Writing and Drawing Center. What is the first step in your _____? Show us what that looks like. What do the other steps look like?</li> <li>● Do you think you need to review your plan? Who will you collaborate with to do that?</li> <li>● What inspired you to compose/perform it like that?</li> <li>● Is there another way you would like to compose/perform this piece? Why? What will you need for that?</li> <li>● How does rehearsing/performing this _____ make you feel? Why?</li> </ul>
<b>Standards</b>	<p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to add additional detail.</p> <p><b>K.T4.1.</b> With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p> <p><b>SEL.Self-Awareness:</b> Recognizing personal interests and motivation</p> <p><b>SEL.Relationships Skills:</b> Teamwork</p>

<b>Notes</b>	

## WEEK 3 Day 1

### Library & Listening: Researching Architects, Choreographers, or Musicians 1

Children research architects, dancers, or musicians to prepare for expert visits.

<b>Big Idea</b>	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
<b>Guiding Question</b>	Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<b>research:</b> to find out about a topic <b>choreographer:</b> someone who makes up dances <b>composer:</b> a person who writes and arranges pieces of music <b>musician:</b> someone who plays a musical instrument <b>architect:</b> someone who designs buildings <b>designer:</b> someone who creates plans for something that will be made or built
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● a sample collection of the books and other resources children have been using for their research to date</li><li>● books and other resources about construction, dance, and music Gather resources on a topic corresponding to the expert(s) invited for children to interview (school dance or music teacher, a family member who is an architect, etc.).</li><li>● technology to show images and play videos</li><li>● video resources for architecture, dance, and music (resource) slides</li><li>● Architect Studios images, Week 1</li><li>● sticky notes</li><li>● blank paper</li><li>● writing and drawing tools</li><li>● clipboards</li></ul> <p>Set out clipboards with paper, sticky notes, and writing and drawing tools.</p>



	Set up technology for children to use, with video resources ready to play.
<b>Intro to Centers</b>	<p>Note: Customize the introduction based on what kind of expert has been invited to the classroom.</p> <p><i>You have been researching to get ideas for what to construct during Centers. We are learning that people design and construct buildings, music, dance, and even clothes.</i></p> <p>Show samples of resources children have been using for their research.</p> <p><i>This week you are going to start researching _____ [topic, such as dance] to prepare for _____ [name of expert or occupation]’s visit. Here are some resources about _____ [topic]. You can look through them together to gather your ideas and questions about it. When our expert visits next week, you will be able to share your ideas and ask them questions.</i></p> <p>Show the resources.</p> <p><i>When you find information about _____ [topic] that interests you or makes you ask a question, place a sticky note on the page so that we all can find it easily.</i></p> <p>Model finding an interesting or provocative image and marking it with a sticky note.</p> <p><i>I wonder if anyone else is interested in this same image.</i></p> <p>Turn to a child and ask for their opinion to model doing this collaboratively.</p> <p>Think, Pair, Share.</p> <p><i>What does this make you want to learn more about?</i></p> <p><i>As you look for information on _____ [topic], think and talk with each other about what you want to learn more about.</i></p>
<b>During Centers</b>	As children look through books and images, support them to think about their interests and questions about the topic at hand. Help them tag pages of interest and ask them to articulate why they chose a particular page or image. Encourage children to look at resources together and to share with each other what they are curious about.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What images or videos are giving you information about _____?</li> <li>● What do you want to learn about _____?</li> <li>● How do you think a _____ constructs a _____? What question could you ask to find out more?</li> <li>● How does researching help you to learn more about _____?</li> <li>● How does working together help you research?</li> </ul>

<b>Standards</b>	<p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SEL.Self-Awareness:</b> Recognizing personal interests and motivation (Boston)</p> <p><b>SEL.Relationships Skills:</b> Teamwork (Boston)</p>
------------------	--

<p><b>Notes</b></p>
---------------------

## Video Resources Unit 3 Week 3

### Architecture

[Guangzhou Opera House](#), Building by Zaha Hadid (1:52)

[Interview with Zaha Hadid](#), Zaha Hadid talks about one of her buildings (2:44)

[Leonardo da Vinci – Water City](#), an imaginary city design (1:28)

[Fallingwater House by Frank Lloyd Wright](#), filmed with a drone (:15)

[Tatiana Bilbao Architecture and Nature](#) (:47)

[Frida Escobedo Casa Negra](#) (1:33)

[Oki Sato Tokyo Olympics Cauldron](#) (1:00)

### Dance

[Easy Dance Moves](#), directions for moves that children can include in their own choreography (2:07)

[Misty Copeland Dancing](#), ballerina (1:57)

[Interview with Misty Copeland](#) (3:00)

[Firebird](#), story of Misty Copeland, read by Andrea Wong-Peterson (BPS) (5:16)

[Gregory Hines Tap Dancing](#) (2:08)

[Alvin Ailey Revelations](#) (2:45)

[Step Afrika](#) (7:47-10:51)

[Dance Composition Pieces](#), dance moves with the name to each of the dances, providing the concept of creating dance moves and also naming them. (6:22)

[3 Amazing Kid Hip Hop Dancers](#), three boys on the Ellen DeGeneres Show, addresses presentation skills. (3:32)

[Amazing Tron Dance performed by Wrecking Orchestra](#), hip hop infusing use of technology in costume design and dance (5:00)

[Savion Glover Tap Improvisation](#), single dancer improvising tap dance steps (14:34)

[Alvin Ailey The River](#) (1:46)

[The Company \(Ballet Hispánico\)](#) (54:44-57:43)

[Herman Cornejo](#) (1:06)

[Seo Hee - Sugar Plum Fairy](#) (2:11)

## **Music**

[Sheku Kanneh-Mason Plays the Elgar Cello Concerto](#) (35:13)

[Sheku Kanneh-Mason](#), cello player and his family talking about music (5:06)

[Angel Subero Bass Trombone/Trombon Bajo](#), talking about the bass trombone and how it is played, speaking directly to kindergartners (1:23)

[Brian Thomas on the Trombone](#), talking about the trombone and how it is played, speaking directly to kindergartners (1:02)

[BT/ALC Big Band](#), Big band with Brian Thomas (:47)

[Gordon Beadle on Tenor Saxophone](#), talking about the tenor saxophone and how it is played, speaking directly to kindergartners (1:00)

[Sax Gordon and Martino Boni-Beadle at the Porretta Soul Festival](#) (:54)

[Tito Puente Master of Timbales](#) (2:52)

[Gustavo Dudamel conducting Leonard Bernstein Mambo with the Simon Bolivar YO](#) (0:00-2-19)

[David Kim](#) - Ave Maria By Johan Sebastian Bach (1:37-4:29)

[Midori](#) - Bach's Prelude (0:00 - 3:24)

**WEEK 3 Day 2**

**Discovery Table: Sand and Beautiful Stuff**

Children freely make creations in the sand with Beautiful Stuff.

<b>Big Idea</b>	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
<b>Guiding Question</b>	What process helps you construct structures, ideas, and works of art?
<b>Vocabulary</b>	<b>design:</b> putting lines and shapes together to make a pattern or picture or decoration
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● sensory/discovery table, or tabletop tubs</li> <li>● sand</li> <li>● sand design images (provided)</li> <li>● a collection of Beautiful Stuff - preferably natural materials such as rocks, sticks, pine cones, shells, etc. Place the collection in a container or basket near the Discovery Table.</li> <li>● small shovels or plastic spoons</li> <li>● cups, 2</li> <li>● spray bottle</li> <li>● Small bin</li> <li>● gloves, optional</li> </ul> <p>House the tools (shovels, spoons, cups, etc.) in the bin near the Discovery Table.</p> <p>For Intro to Centers, prepare a small tub of sand and Beautiful Stuff to use for demonstration, or bring the group to the Discovery Table.</p>
<b>Intro to Centers</b>	<i>We have been constructing buildings and homes with the sand at the Discovery Table. What have you discovered about the wet and dry sand?</i>

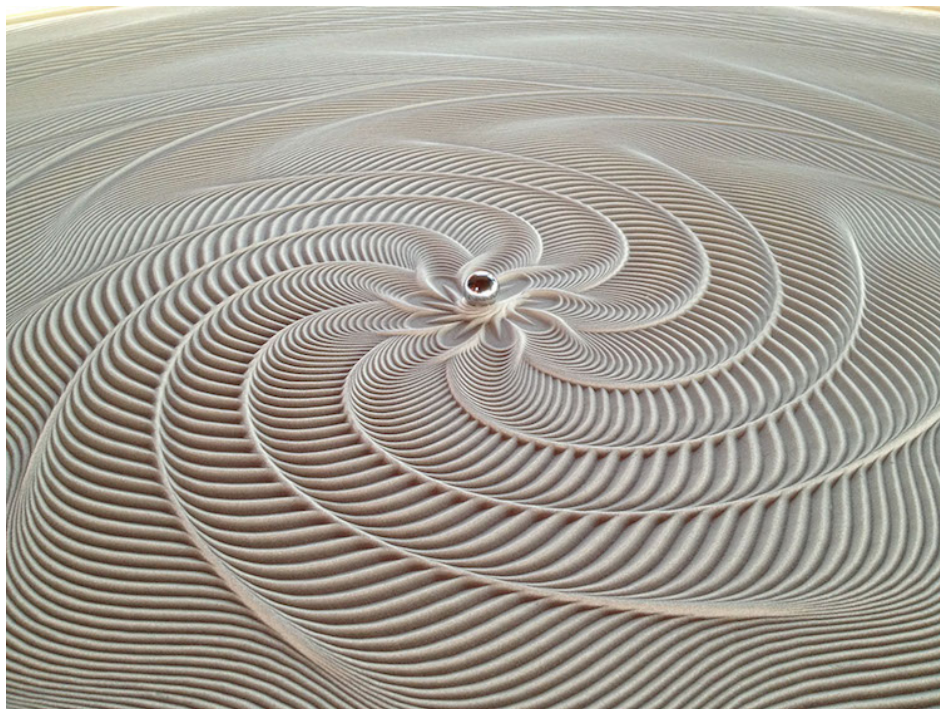
	<p>Highlight 2-3 specific examples of children building from the previous weeks. Engage in a whole group discussion. Invite children to share their successes.</p> <p><i>This week at the Discovery Table, you will find Beautiful Stuff. While people do construct buildings and homes, people also construct designs and art. A person constructs a <b>design</b> when she or he uses lines and shapes together to make a pattern or decoration.</i></p> <p>Make connections to designs around the classroom (e.g, designs on a shirt) or draw a quick design on the board.</p> <p><i>Let me show you some examples of <b>designs</b>... What do you notice?</i></p> <p>Provide quiet time for children to look at the images. Invite 2-3 responses. Encourage children to describe the shapes they see.</p> <p><i>What does it make you think about?</i></p> <p><i>How might you create a design like this?</i></p> <p><i>When you visit the Discovery Table this week, you might be inspired by one of these designs. Or you might build a design that is completely different with the Beautiful Stuff. Talk to your design ideas with a partner and work together.</i></p>
<b>During Centers</b>	<p>Children explore the Beautiful Stuff with the sand. They construct designs. Some children might build something more literal while others will build something more abstract. Encourage children to build their relationships by working together.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Tell me about your design.</li> <li>● What’s your inspiration?</li> <li>● Why did you choose these materials?</li> <li>● What’s your next step?</li> <li>● How does the sand feel?</li> <li>● Tell me about what you are building.</li> <li>● How are you working together?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>SEL. Relationships.</b> Relationships building (Boston)</p>

**Notes**



Artist: Andres Amador

[https://www.boredpanda.com/beach-sand-drawings-andres-amador/?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=organic](https://www.boredpanda.com/beach-sand-drawings-andres-amador/?utm_source=google&utm_medium=organic&utm_campaign=organic)



Artist: Bruce Shapiro

<https://mymodernmet.com/bruce-shapiro-sisyphus-kinetic-sand-table/>

Centers U3 W3





Photo: Marco Wo

<https://www.amusingplanet.com/2015/12/natures-sand-artist-sand-bubbler-crab.html>



<https://www.pxfuel.com/en/free-photo-eyvzt>

Centers U3 W3



WEEK 3 Day 2

**Writing & Drawing: Choreography or Musical Composition 1**

Children create a dance or a musical composition and record the step by step process.

<b>Big Ideas</b>	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
<b>Guiding Questions</b>	What process helps you construct structures, ideas, and works of art?
<b>Vocabulary</b>	<p><b>choreograph:</b> to make up, or construct, a dance  <b>compose:</b> to make up, or construct, a piece of music or song  <b>studio:</b> a special place for creating  <b>construction:</b> making or building; things that are made or built</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● composition template or choreography template, copies for small groups</li> <li>● paper</li> <li>● engineering design process visuals slides</li> <li>● musical instruments</li> <li>● writing utensils</li> <li>● Ipad or laptop</li> <li>● video examples, from Library &amp; Listening Center slides</li> <li>● books about music and dance from the library</li> <li>● varied music</li> </ul> <p>Children can have a choice between composition and choreography. This choice should be coordinated with what the class decides to do with Dramatization: a dance or a music recording studio. Set out instruments if children are working on musical compositions. Set up a way for children to watch video examples on a laptop or ipad.</p>
<b>Intro to Centers</b>	<p><i>This week, we are thinking about how construction not only involves building things, but is also about creating dances and songs. Making up a dance is called choreography, making up a song is called</i></p>

*composition. In Writing & Drawing, you can choose between composing, creating songs, or choreographing, creating dances. You will use these choreographies or musical compositions in Dramatization in the dance/music studio.*

Option 1:

If children choose to focus on musical composition follow this:

*If you choose to compose a song: you could plan any kind of song you like: it could be a hip hop song, a Latin song, or a rap song. Turn and talk to a partner about music you would like to create.*

Think, Pair, Share.

*You can use these musical instruments to help you with your song.*  
Show the instruments and model how children can use them: i.e. shaking maracas, using hands to beat a drum.

*As you get started, use the research from Library & Listening as a resource.*

Show children the resources from the Library and Listening Center.

*When you are ready to compose, or plan your song, use the composition template. Here's how to use it.*

Model the steps on the template.

*You can use the same Engineering and Design process we used to build things to create a song.*

Show the Engineering and Design process steps.

*Work together to figure out the steps for your song. When you are done creating your song, you can go to the music studio and try it out.*

Option 2:

If children choose to focus on choreography follow this:

*If you choose to create a dance: you could plan any kind of dance you like: it could be hip hop, ballet, tap, etc. Turn and talk to a partner about a dance you would like to create.*

Think, Pair, Share.

*As you get started use the research from Library & Listening as a resource. We could also talk to \_\_\_\_\_, the dance teacher to get ideas.*

Show children the resources from the Library and Listening Center.

*When you are ready to choreograph, or plan, your dance, think about a song you like you could dance to and use the choreography template. Here's how to use it.*

	<p>Model the steps on the template.  <i>You can use the same Engineering and Design process we used to build things to create a song.</i></p> <p>Show the Engineering and Design process steps.</p> <p><i>Work together to figure out the steps for your dance. When you are done creating your dance, you can go to the dance studio and try it out.</i></p>
<b>During Centers</b>	<p>Support children to plan their musical composition or dance and refer to the design process. As children use the template, help them to think about each step and what they might do. Encourage children to work together on their song or dance. Document via video when children try out their step by step process.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What kind of song or dance do you want to create?</li> <li>● Is this a fast or a slow song/dance? Is it a solo, duet, or a group? How will you decide?</li> <li>● What instruments will you need?</li> <li>● How will you move your body during the beginning of the dance?</li> <li>● How will the musicians know what to play?</li> <li>● How will you record that information on your Composition/Choreography Plan?</li> <li>● How will your song/dance end?</li> <li>● What kind of music will accompany your dance? How will you add this information to your choreography plan?</li> <li>● How does working together help you with your dance or song?</li> </ul>
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SEL.Relationships Skills:</b>Teamwork (Boston)</p>

<b>Notes</b>
--------------

Composer's name: \_\_\_\_\_

**Song title:** \_\_\_\_\_





**Number of musicians:**     1     2     3     4     5

**Musical instruments:**


**Tempo:**             S-l-o-w             Medium             -Fast-

On the next page, describe what the musicians will do.

In each box, tell **which** instruments will play, and circle **how** they will play: quietly, medium, or loudly.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 

Choreographer's name: \_\_\_\_\_

**Dance title:** \_\_\_\_\_

**Number of dancers:**      1      2      3      4      5

**Musical accompaniment?**      Yes      No

**Tempo:**      S-l-o-w      Medium      -Fast-

**Dance steps**

1.	2.
3.	4.

Choreography examples

Choreography Plan

Choreographer: VIVIAN


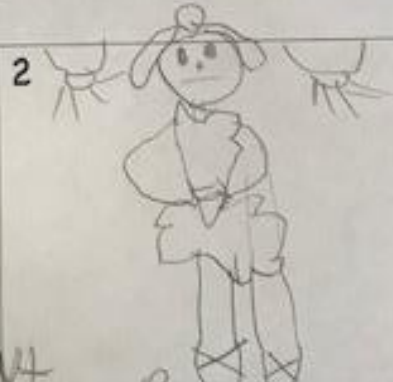


Dance name: Ve + itGo

Number of dancers: 1      2      3      4      5

Musical accompaniment: Yes      No

Tempo: S-l-o-w      Medium      -Fast-

Dance steps:

1 	2 
3 	4 

LISUAW

Other important information:

Choreographer: MOON OG ELSIE Choreography Plan

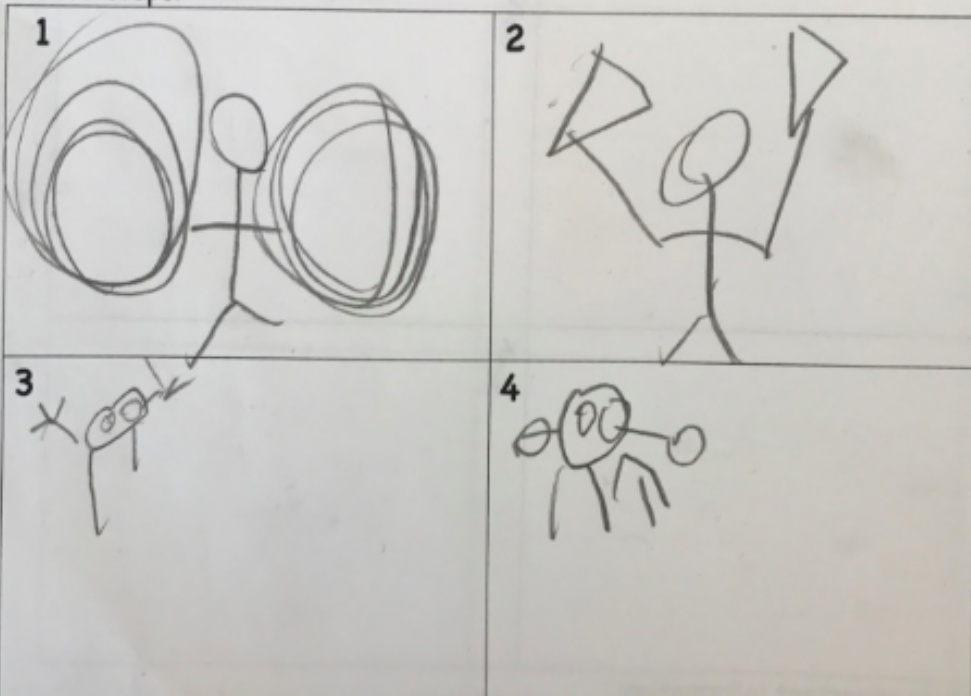
Dance name: Can't stop that feeling

Number of dancers: 1 2 3 4 5

Musical accompaniment: Yes No

Tempo: S-l-o-w Medium -Fast-

Dance steps:





**WEEK 3 Day 1**

**Writing Fictional Narrative**  
Individual Construction

<b>Content Objective</b>	I can write a fictional narrative. (W.3.K.b)
<b>Language Objective</b>	I can tell a fictional narrative to my partner, using a clear voice. (SL.4.K)
<b>Vocabulary</b>	<b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● children’s drawing and writing books and writing folders</li> <li>● drawing and writing paper in different styles</li> <li>● Thinking and Feedback visuals</li> <li>● sticky notes, for recording suggestions and inspirations</li> <li>● Fictional Narrative Observation Tools, from Week 2, Day 5</li> </ul>
<b>Opening</b> 1 minute	<i>Today you will continue to write your <b>fictional narratives!</b></i>
<b>Individual Construction</b> 19 minutes	<p>Send the children with materials to continue writing. As children work, circulate to support them and to assess their work. If a child is stuck, facilitate gathering several children to dramatize the story, to give the writer more ideas.</p> <p>Take notes about children’s writing using the Fictional Narrative Observation Tool. These notes will be used to plan for lessons on Days 2-5 and for revisions in Week 5.</p> <p>Identify a child to present her writing and receive feedback using Thinking and Feedback.</p>
<b>Closing</b> 10 minutes	Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem, based on character attributes. Record suggestions on sticky notes to place in the child’s drawing and writing book.

	<p><i>Tomorrow you will continue writing your fictional narratives.</i></p> <p>Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Fictional Narrative Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 2-5.</p>
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b>Ongoing assessment</b>	<p>Observe and take notes as children write.</p> <p>Do children begin with an orientation that introduces the characters, setting, and problem?</p> <p>Do they include multiple events (not just the problem in the story)?</p> <p>How do they resolve the problem?</p> <p>How well-developed are the characters?</p> <p>Do they write in the third person?</p> <p>Do they write in past tense?</p>

**Notes**

## Unit 3: Construction

### WEEK 3 Days 2-5

During Days 2-5, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 1 for a detailed lesson). In addition, children's writing is assessed using the Fictional Narrative Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review children's Fictional Narrative Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following

#### Writing Fictional Narrative: (see the attached lessons for recommendations)

- orientation
- sequence of events
- conclusion

#### Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day 2**

Target Students (individual, small group, or whole group?):

Topic:

**Day 3**

Target Students (individual, small group, or whole group?):

Topic:

**Day 4**

Target Students (individual, small group, or whole group?):

Topic:

**Day 5**

Target Students (individual, small group, or whole group?):

Topic:

# Writing Fictional Narrative

## Deconstruction and Revision: Orientation

### Materials:

- Fictional Narrative anchor chart, from Week 1, Day 1
- *Big Al and Shrimpy* chart, from Week 2, Day 1
- mentor text for fictional narrative: *Amazing Grace*, *Chrysanthemum*, *Fish is Fish*, or a child's writing that includes a strong orientation
- children's fictional narratives

### Process (small or whole group):

- Show the Fictional Narrative anchor chart. Review the stages of fictional narrative.
- Show the *Big Al and Shrimpy* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
  - *Amazing Grace*, page 1
  - *Chrysanthemum*, pages 1-3
  - *Fish is Fish*, page 1
  - child's fictional narrative, page 1
- Together identify the orienting information in the book: who is in the story, when and where it happens, and a clue about the problem.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who is in the story, when it happened, where it happened, and a clue about what happened. Note that some elements may be included in the illustration, and some in the words.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration or words.

# Writing Fictional Narrative

## Deconstruction and Revision: Sequence of Events

### Materials:

- Fictional Narrative anchor chart, from Week 1, Day 1
- *Big Al and Shrimpy* chart, from Week 2, Day 1
- mentor text for fictional narrative: *Amazing Grace*, *Chrysanthemum*, *Fish is Fish*, or a child's writing that includes a strong sequence of events
- children's fictional narratives

### Process (small or whole group):

- Show the Fictional Narrative anchor chart. Review the stages of fictional narrative.
- Show the *Big Al and Shrimpy* chart and review that the sequence of events includes a big problem, as well as the events that lead up to the problem, and the resolution of the problem.
- Discuss the big problem in the mentor text. Have children refer back to their own work to make sure they included a big problem.
- Discuss the events leading up to the big problem in the mentor text. Have children refer back to their own work to make sure they included at least one event before the big problem.
- Discuss the resolution in the mentor text. Have children refer back to their own work to make sure they included a resolution.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add the missing events to their stories. Some possibilities include
  - orally telling or dramatizing the story, adding the missing part
  - putting the pages of the fictional narrative in order and adding blank pages for missing events; having the child touch the pages and say what will be written on them

# Writing Fictional Narrative

## Deconstruction and Revision: Conclusion

### Materials:

- Fictional Narrative anchor chart, from Week 1, Day 1
- *Big Al and Shrimpy* chart, from Week 2, Day 1
- mentor text for fictional narrative: *Amazing Grace*, *Chrysanthemum*, *Fish is Fish*, or a child's writing that includes a strong conclusion
- children's fictional narratives

### Process (small or whole group):

- Show the Fictional Narrative anchor chart. Review the stages of fictional narrative.
- Show the *Big Al and Shrimpy* chart and review the conclusion.
- Read the conclusion of the mentor text. Discuss what the fictional narrative teaches.
  - *Amazing Grace*: If you put your mind to it, you can do anything you want.
  - *Chrysanthemum*: Be proud of your name.
  - *Fish is Fish*: Be happy with who you are and what you have.
- Refer children back to their conclusions.
- If children have not included a conclusion that teaches something or shows how a character has changed, have them work with a partner or with teacher guidance to add a conclusion. (Note that writing a story that teaches a lesson will be challenging for children and that mastery is not expected.) Use questions, like the following, to prompt children's thinking:
  - What might that character learn after having that problem?
  - What might that character learn after the problem is resolved in that way?
  - What could a reader learn from that problem?

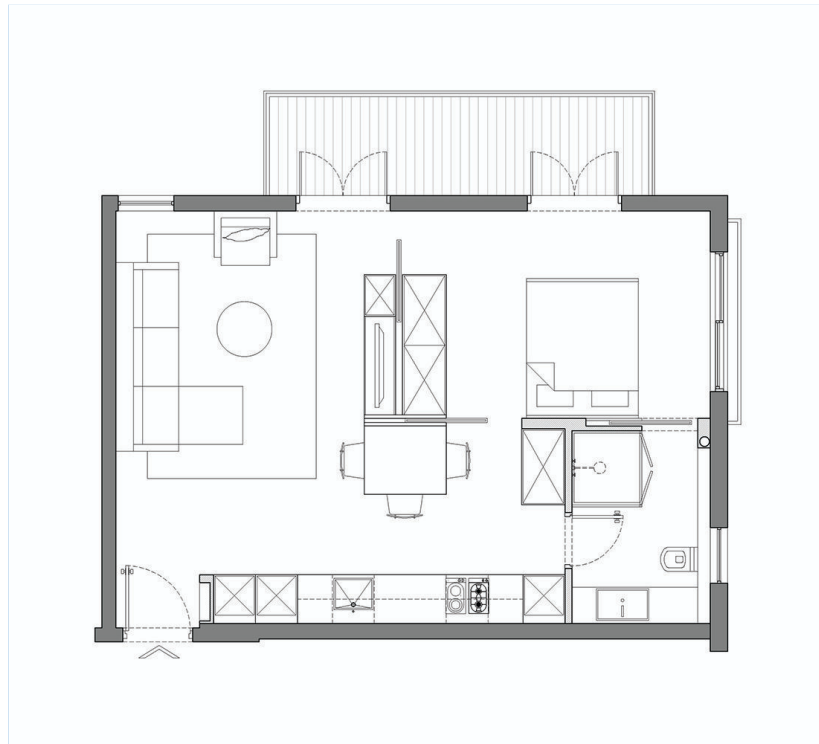


## WEEK 3

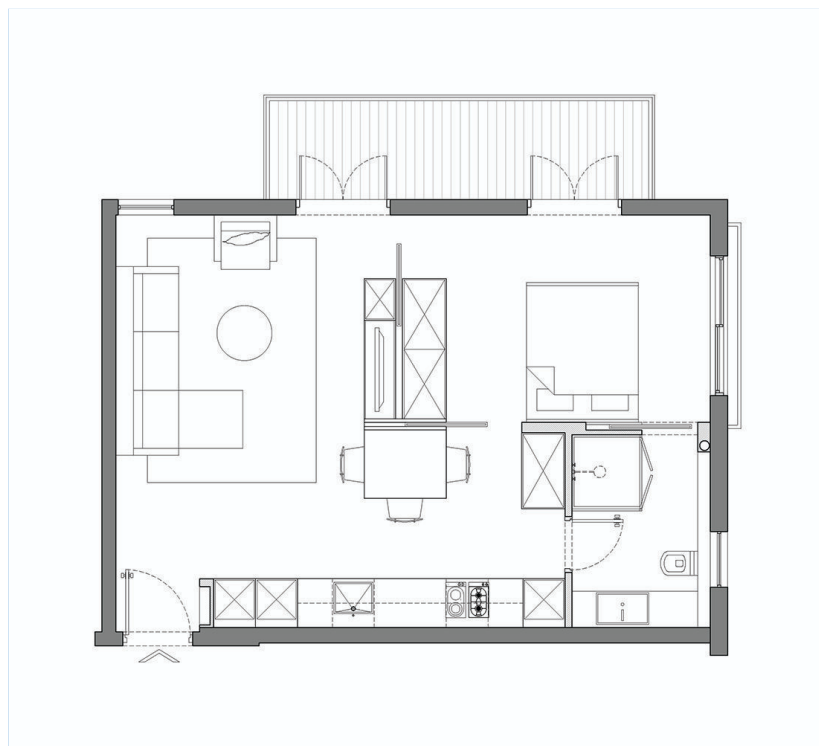
## Stations

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>		Dedicate the majority of Stations time to strategically targeted small group instruction.
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>collection of high-interest picture books, including on the topic of study (construction)</li> </ul>
<b>Pocket Chart</b>	"If I Could Make a City"	<ul style="list-style-type: none"> <li>"If I Could Make a City" sentence strips</li> <li>pocket chart and pointer</li> <li>"If I Could Make a City" on chart</li> <li>"If I Could Make a City" child copies</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>Week 3 Talk Time image and prompt</li> <li>1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>technology for listening to recorded text</li> <li><i>Homes Around the World</i> recording</li> <li><i>Homes Around the World</i>, Max Moore</li> <li>conversation prompts, cut apart</li> </ul>
<b>Writing</b>	<i>The True Story of the Three Little Pigs</i>	<ul style="list-style-type: none"> <li><i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>writing prompt sheet, one copy for each child</li> </ul>
<b>Word Work</b>	Beginning Sound BINGO	<ul style="list-style-type: none"> <li>BINGO boards</li> <li>letter cards or magnetic letters</li> <li>BINGO Caller Card (several copies with pencils, or one copy in a sheet protector, with dry erase marker and eraser)</li> </ul>
	Matching Pictures with CVC Words	<ul style="list-style-type: none"> <li>Matching Sheets, 5 copies</li> <li>Word Cards, 5 sets, cut apart</li> <li>Picture Cards, 5 sets, cut apart</li> <li>envelopes, one for each set of cards</li> </ul>
	Word Hunt	<ul style="list-style-type: none"> <li>Word Hunt cards, cut apart, one set for each child</li> <li>Word Hunt recording sheets, one for each child</li> </ul>
	Matching Rhymes	<ul style="list-style-type: none"> <li>We Rhyme! boards, 4-6</li> <li>Rhyming Pictures cards, cut apart</li> </ul>

**Talk Time Week 3**



<http://www.rothem.co.il/blog/2020/1/30/50-square-meters-540-square-feet>



<http://www.rothem.co.il/blog/2020/1/30/50-square-meters-540-square-feet>

**Listening & Speaking Station: Talk Time U3 W3**

---

Look carefully at this plan for an apartment.  
What do you see?  
What materials might be used to build the  
different parts of this apartment?

---

Look carefully at this plan for an apartment.  
What do you see?  
What materials might be used to build the  
different parts of this apartment?

---

Look carefully at this plan for an apartment.  
What do you see?  
What materials might be used to build the  
different parts of this apartment?

---

Look carefully at this plan for an apartment.  
What do you see?  
What materials might be used to build the  
different parts of this apartment?

---

*Homes Around the World*

Think about the homes we learned about. Which one was most interesting to you? Why?

---

*Homes Around the World*

Think about the homes we learned about. Which one was most interesting to you? Why?

---

*Homes Around the World*

Think about the homes we learned about. Which one was most interesting to you? Why?

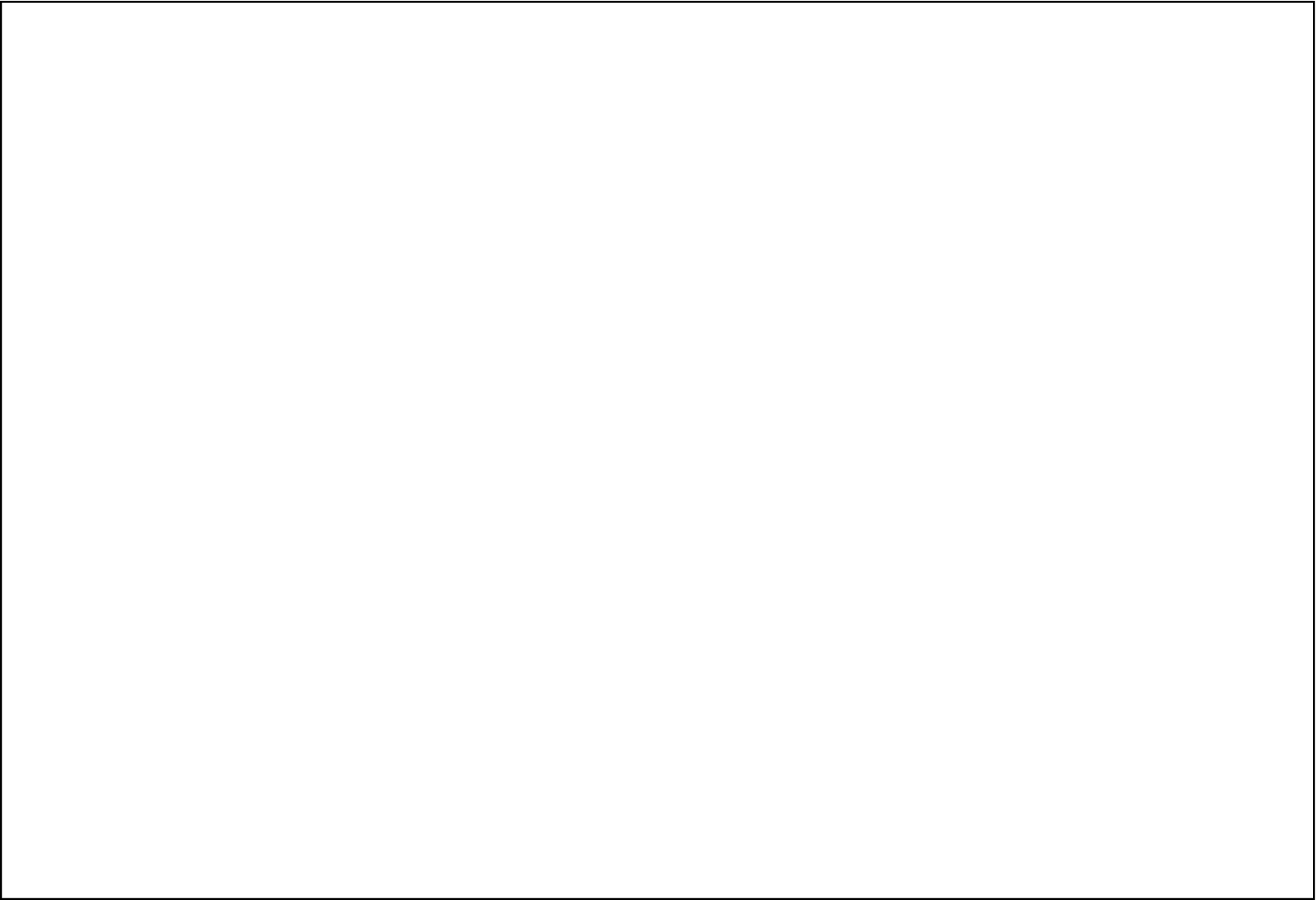
Name: \_\_\_\_\_

**Writing Station: *The True Story of the Three Little Pigs***

Write your own version of a Three Little Pigs story. Choose a perspective to tell it from—a pig, the wolf, or another character. Draw and write what happens. Use speech bubbles if you like.



Writing Station U3 W3



**Writing Station U3 W3**


# BINGO Caller Card

Put an **X** in the box each time you call a letter or sound.








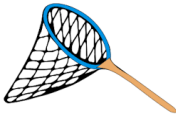

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	li	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qu qu	
Rr	Ss	Tt	Uu	Vv	Ww
Xx	Yy	Zz			





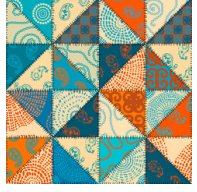






BINGO Cards

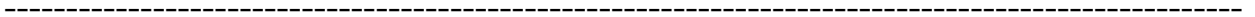
		
	 Free	
		










---

		
	 Free	
		









Word Work Station U3 W1, 3, 5

		
	 Free	
		













		
	 Free	
		

Word Work Station U3 W1, 3, 5

		
	 Free	
		





		
	 Free	
		

		
	 Free	
		










---






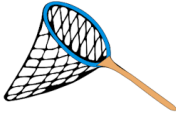



		
	 Free	
		

Word Work Station U3 W1, 3, 5









		
	 Free	
		

---

		
	 Free	
		


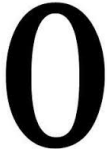







		
	 Free	
		

---

	0	
	 Free	
		



		
	 Free	
		

		
	 Free	
		

## Word bank

<p>A -astronaut</p> 	<p>B- bed, Baby, ball, basket</p> 	<p>C K -cake, carrot, kangaroo, can</p> 	<p>D- duck, door, donut</p> 	<p>E- exercise</p> 
<p>F -Fire, feet</p> 	<p>G-goat</p> 	<p>H- hijab</p> 	<p>I- igloo</p> 	<p>J- juice, jelly, jellyfish,</p> 
<p>L- lemon</p> 	<p>M- monkey, mitten,</p> 	<p>N- net</p> 	<p>O- orange</p> 	<p>P- peacock, pencil</p> 
<p>Q- quilt</p> 	<p>R- rain, rake</p> 	<p>S- soup</p> 	<p>T- table</p> 	<p>U- umbrella, up</p> 
<p>V- violin</p> 	<p>W- water, wallet,</p> <p>window</p> 	<p>X-</p> 	<p>Y- yoyo, yarn</p> 	<p>Z- zero, zipper</p> 

Word Cards

yes

quit

vet

pen

mud

mad

lap

log

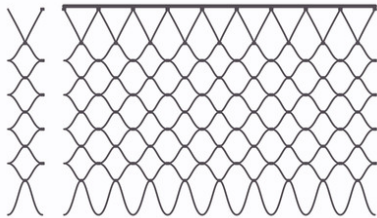
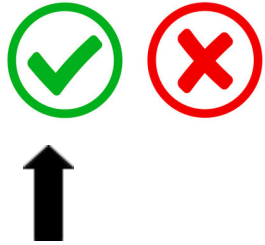
net

mop

nap









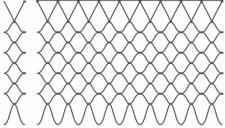



tub

# Picture cards




Word Work Station U3 W3

# Word Bank

 <p>yes</p>	 <p>quit</p>	 <p>vet</p>	 <p>pen</p>	 <p>mud</p>	 <p>mad</p>
 <p>lap</p>	 <p>log</p>	 <p>net</p>	 <p>mop</p>	 <p>nap</p>	 <p>tub</p>

**Matching Pictures with Words**

Place a picture in the left column. Find the word that matches.

pictures	words
	lip

**Word Hunt Cards**

Look for these words around the room and in books. Read and write them!

a

am

the

little

we

you

my

you

see

and

the

can

Name: \_\_\_\_\_

**Word Hunt**

























Word Work Station U3 W3



Name: \_\_\_\_\_

# Word Hunt

























I found them. I can read them. I can write them!

 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>
 <hr/>  <hr/>  <hr/>  <hr/>	 <hr/>  <hr/>  <hr/>  <hr/>

Name: \_\_\_\_\_

# Word Hunt

I found them. I can read them. I can write them!

 _____  _____ -----  _____  _____	 _____  _____ -----  _____  _____
 _____  _____ -----  _____  _____	 _____  _____ -----  _____  _____
 _____  _____ -----  _____  _____	 _____  _____ -----  _____  _____

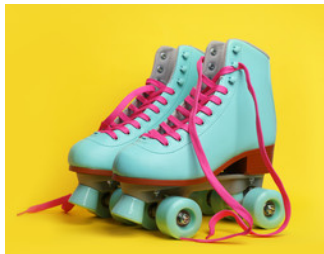
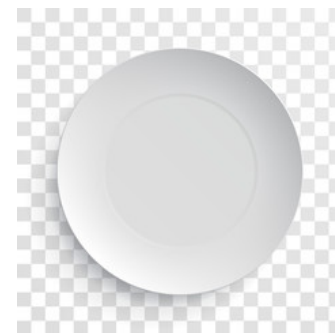
We Rhyme!

--	--

We Rhyme!

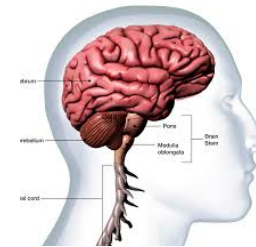
--	--

## Rhyming Pictures



## Rhyming Pictures

Word Work Station U3 W3

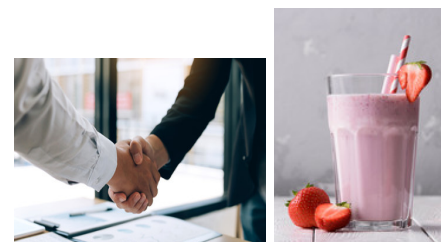


Word Work Station U3 W3




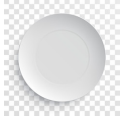





















Rhyming Pictures



10



# Word Bank

 bed	 thread	 gate	 plate	 watch	 catch	 lamp	 ramp
 draw	 claw	 dog	 clog	 pen	10 ten	 peach	 beach
 down	 frown	 mouse	 house	 snow	 throw	 shake	 rake
 brain	 train						



WEEK 3

Shared Reading

<p align="center"><b>“Who Built a Home?”</b>                      By Julia Lindsay                      Sung to the tune of “Mary Had a Little Lamb”</p>		
<p><b>Standards:</b>                      R.2.K.c                      R.2.K.d                      R.3.K.a                      R.3.K.b                      R.3.K.c                      R.3.K.d                      L.2.K.b</p>	<p>Who built a home                      That was made of straw,                      Made of straw, made of straw?                      Who built a home                      That was made of straw?                      The first little pig, that’s who!</p> <p>Who built a home                      That was made of sticks,                      Made of sticks, made of sticks?                      Who built a home                      That was made of sticks?                      The second little pig, that’s who!</p>	<p>Who built a home                      That was made of bricks,                      Made of bricks, made of bricks?                      Who build a home                      That was made of bricks?                      The third little pig, that’s who!</p> <p>Each pig’s home was right for her,                      Right for her, right for her.                      Each pig’s home was right for her,                      Made with skill and care.</p>
<p><b>Session 1</b></p>	<p><b>Opening:</b>  <i>Today we will learn a song to the tune of “Mary had a Little Lamb.” The story that the song tells will also be familiar. The title of the song is “Who Built a Home?”</i></p> <p><b>Fluency:</b>                      Teach the song by singing it in its entirety, while tracking print with a pointer and using expression. Children will be able to chime in, as many lines repeat.</p> <p><b>Meaning Making:</b>  <i>What fairytale is this song inspired by?                      What is different about this song than other versions of the fairytale you have heard or read before?                      What do you think the author means by “Each pig’s home was right for her?”</i></p> <p><b>Language Conventions:</b>  <i>There is some punctuation in this song that helps us read it expressively. Identify the question marks and exclamation points and invite children to echo read each type of sentence using the punctuation expressively.</i></p>	

## “Who Built a Home?”

By Julia Lindsay

Sung to the tune of “Mary Had a Little Lamb”

<b>Standards:</b> R.2.K.c R.2.K.d R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.b	Who built a home That was made of straw, Made of straw, made of straw? Who built a home That was made of straw? The first little pig, that’s who!  Who built a home That was made of sticks, Made of sticks, made of sticks? Who built a home That was made of sticks? The second little pig, that’s who!	Who built a home That was made of bricks, Made of bricks, made of bricks? Who build a home That was made of bricks? The third little pig, that’s who!  Each pig’s home was right for her, Right for her, right for her. Each pig’s home was right for her, Made with skill and care.
--	---	--

<b>Session 2</b>	<p><b>Fluency:</b> Invite children to echo one stanza at a time, and then sing the song in its entirety.</p> <p><b>Phonological Awareness:</b> <i>We are going to continue to learn about the sounds in the middle of words. Some words sound the same in the middle. Listen for the middle sound in “brick.”</i> Model saying “/b/-/r/-/ī/-/k/” and tapping the top of the arm for /b/, just below the top for /r/, middle of the arm for /ī/, and wrist for /k/. <i>What is the middle sound?</i> [tap the middle of arm again to help children recall]. <i>The middle sound in “brick” is /ī/. Is it a long vowel or short vowel?</i> <i>Can you name another word in this song that has the short i vowel sound in the middle?</i> (pig, stick, built, skill) Read the last stanza of the poem. <i>What word did you hear that had a long i sound?</i> (right)</p> <p><b>Phonics:</b> <i>Words spelled consonant, vowel, consonant (called CVC words) follow a rule: the vowel makes a short vowel sound. “Pig” is a CVC word and so the vowel says /ī/.</i> <i>When a word is spelled consonant, vowel, consonant, “e,” it follows a different rule: the vowel makes a long vowel sound. The silent e has a job to do—it makes the first vowel say its name! “Home” is a CVCe word and so the vowel “o” says /ō/. In CVCe words, the “e” is silent, it does not make a sound.</i> <i>There is one more CVCe word in this song, can you find it?</i> (made) <i>The “e” is silent and makes the “a” say its name.</i></p>
------------------	--

## "Who Built a Home?"

By Julia Lindsay

Sung to the tune of "Mary Had a Little Lamb"

**Standards:**

R.2.K.c  
R.2.K.d  
R.3.K.a  
R.3.K.b  
R.3.K.c  
R.3.K.d  
L.2.K.b

Who built a home That was made of straw, Made of straw, made of straw? Who built a home That was made of straw? The first little pig, that's who!	Who built a home That was made of bricks, Made of bricks, made of bricks? Who build a home That was made of bricks? The third little pig, that's who!
Who built a home That was made of sticks, Made of sticks, made of sticks? Who built a home That was made of sticks? The second little pig, that's who!	Each pig's home was right for her, Right for her, right for her. Each pig's home was right for her, Made with skill and care.

**Session 3**

**Phonological Awareness:**

Cover the song so that children do not see the print.

*Some words have two or more sounds at the beginning that get blended together.*

*I am going to say the beginning sounds of a word and then the end of the word, and you will blend it all together.*

Say "/s/-/t/-/r/---/aw/" with a long pause in between the onset blend and rime.

*What word is that? It's straw. You had to blend the /s/ /t/ /r/ together.*

Repeat the same exercise with "bricks" and "skill."

**Fluency:**

Show and invite children to chorally sing the song.

**Phonics:**

*Let's look again at the word "made". [Write "made" on a whiteboard].*

*If I take the letter e off of this word, what word do we have?*

Erase the letter "e" and invite children to tap and read the word. (mad)

*If I change the "m" to an "s" what word do I have now? (sad)*

Continue to substitute initial, medial, and final phonemes for practice reading CVC words.

**Word Recognition:**

*"Of" is a new high frequency word in this song. The letters do not make the sounds we would expect! There is another high frequency word in this song. Who can find "was?" Many of you have been using these words in your writing. The vowel sound in "of" and "was" is /ŭ/ but the sound is not spelled with the letter "u."*

<b>Extensions</b>	<p>Vowel sound practice: Say different words from the poem or relating to construction that have long and short vowel sounds. Invite children to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.</p> <p>Sentence reading practice: Write decodable sentences on the board with CVC words. Invite children to read them for building fluency. Also invite them to identify the high frequency words and write them on their own whiteboards.</p> <ul style="list-style-type: none"><li>- Mom is mad.</li><li>- Tim got wet.</li><li>- It is time.</li></ul>
-------------------	--

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Who Built a Home?**

Who built a home  
That was made of straw,  
Made of straw, made of straw?  
Who built a home  
That was made of straw?  
The first little pig, that's who!

Who built a home  
That was made of sticks,  
Made of sticks, made of sticks?  
Who built a home  
That was made of sticks?  
The second little pig, that's who!

Who built a home  
That was made of bricks,  
Made of bricks, made of bricks?  
Who built a home  
That was made of bricks?  
The third little pig, that's who!

Each pig's home was right for her,  
Right for her, right for her.  
Each pig's home was right for her,  
Made with skill and care.