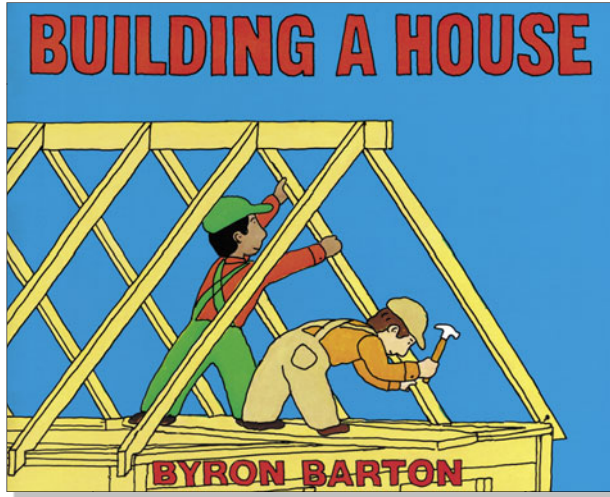


Building a House




Leveling Systems

Avenues: ●● More Fluent Readers
 DRA: NF16
 Fountas and Pinnell: H
 Lexile: 100

This nonfiction book has excellent picture support and shows what each type of construction worker does to build a house. Simple sentences aid comprehension and help children tackle difficult technical vocabulary.

32 pages, 83 words

In This Guided Reading Lesson:

Background and Vocabulary	Read the Book	Respond to the Book
<p>Workers: bricklayer builder carpenter electrician painter plumber</p> <p>House Parts: door floor light roof wall window</p>	 <p>Ask Questions; Use Visuals</p>	<p>Dream Homes: Big Book</p> <p>Let's Build a House!: Worker Role-Play</p>

Building a House

Build Background

Paper Bag Houses Model building a paper bag house:

- cut doors and windows out of construction paper and glue them onto the bag
- glue the bottom of the bag to green construction paper
- stuff the bag with crumpled newspaper and staple it or glue it shut
- add other details, such as a chimney and a roof

Have children make their own houses. They can add finishing touches to the houses with drawings or magazine pictures. Then describe the house features. Children can display their houses and describe them to the group.

Materials

- lunch-sized paper bags, 1 per child
- green construction paper for base, 1 per child
- construction paper for house features
- newspaper
- magazine pictures of houses (optional)
- art supplies

Build Vocabulary

House Workers List the vocabulary and act out the workers' actions, or use the pictures in the book to introduce the words. For example, point to the carpenters on page 13 and say: **These workers are carpenters. They make a floor for the house.**

Carpenters make things with wood. Then have children choose a worker in the book to describe to a partner. Children can act out the actions as they describe.

Draw a House Prepare word cards for each of the house parts vocabulary. Say each word and have children echo. Then have children turn over the cards one at a time and say the word as you draw the house part on chart paper. Continue drawing each part until you have completed a simple drawing of a house. Children can help label the house parts and compare the labels to the words on the cards.

Key Vocabulary

bricklayer
builder
carpenter
electrician
painter
plumber

Key Vocabulary

door
floor
light
roof
wall
window

1 Preview the Book

Cover This book shows the workers who help build a house. They all have important jobs to do.

Pages 2–5 The workers dig a hole. The hole is where they will build a house.

Pages 6–7 **Builders** are people who build, or make something. *Use gestures.* They hammer and saw to build the house.

Pages 8–11 A truck makes cement for the bottom of the house. Sidewalks are made from cement. *Turn to page 10.* A **bricklayer** puts down bricks to make the house strong.

Pages 12–13 **Carpenters** make a **floor**. *Point to the floor.* The floor is made of wood. Carpenters build with wood.

Pages 14–17 We have **walls** in our classroom. What do the builders build after the walls? Let's turn the page and see. A **roof** is the top of the house. *Trace the roof's shape.*

Pages 18–19 Good readers ask questions and look for clues as they read. What is a fireplace? I know what a chimney is. This bricklayer is building a chimney on page 19. The picture on page 18 must be the fireplace. It's made from bricks, too.

Pages 20–21 This is a **plumber**. A plumber fixes pipes. What are pipes? If a plumber fixes them, then these must be pipes. Here's a bathtub; maybe pipes bring in water.

Pages 22–23 This is the **electrician**. The electrician puts in wires for the **lights**. *Turn the classroom lights off and on.*

Pages 24–25 Now the carpenters put in **windows** and **doors**. *Point to the windows and doors in the classroom.*

Pages 26–27 A **painter** paints the house. *Mime painting.* What color are they painting it? (red)

Pages 28–32 The workers leave. The house is finished. What do you think happens next? (someone moves in)



**Ask Questions;
Use Visuals**



2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Ask Questions and Use Visuals** Children may have comprehension breakdowns when faced with difficult vocabulary. If they do, remind them to ask questions and search for picture clues.

3 Respond to the Book

Dream Homes Draw and show children a picture of your dream house. For example, it could be a tree house on a baseball field, or a boat with a glass bottom for watching fish. Explain each feature: **My house is a boat. It has a glass bottom.** Invite children to dream up, plan, design, and draw imaginary homes. Compile children's completed pages in a Dream Homes Big Book.

Let's Build a House! Write the main idea of the book in a Main-Idea Diagram: *Workers build a house.* Have children tell you what each worker in the book does to build the house. Then assign each child the role of a worker: bricklayer, carpenter, plumber, electrician, or painter. Have them use the book to identify what the worker does to build a house and act it out. Ask questions: **What color are you painting the house? What are you putting in?**

Materials

- large sheets of paper, 1 per child
- art supplies

Materials

- Main-Idea Diagram from *Picture It! Big Book*, page 10

Answers will vary. Sample response:

Main-Idea Diagram

Building a House

Main Idea: *Workers build a house.*

Detail: *The bricklayer puts down the bricks for the house and builds the fireplace and the chimney.*

Detail: *The carpenter puts in floors, walls, doors, and a roof.*

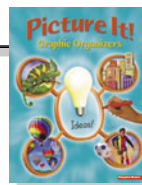
Detail: *The plumber puts in pipes for water.*

Detail: *The electrician puts in wires for lights.*

Detail: *The painter paints the house.*

10

Use only a black dry-erase marker.



Picture It! Big Book, page 10

from Building a House

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	On a green hill		
4	a machine digs a big hole.		
6	Builders hammer and saw.		
8	A cement mixer pours cement.		
10	Bricklayers lay large white blocks.		
12	Carpenters come and make a wooden floor.		
14	They put up walls.		
16	They build a roof.		
18	A bricklayer builds a fireplace and a chimney too.		
20	A plumber puts in pipes for water.		
22	An electrician wires for electric lights.		
24	Carpenters put in windows and doors.		
26	Painters paint inside and out.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(72 words - _____) ÷ 72 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	<p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
No one has been to Mars.	<p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	<p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.