

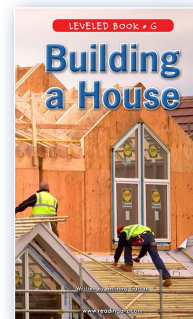
### Focus Question:

Why do most home builders follow the same basic steps when building a house?

### Book Summary

Text Type: Nonfiction/Informational

Houses look very different on the outside, but most builders follow the same steps to build them. Most houses have foundations, floors, walls, and roofs. *Building a House* provides students with a realistic look at the basic home-building process. The book can also be used to teach students how to sequence events and to recognize and use nouns.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Sequence events
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant *st*-blends
- ☐ Identify initial consonant *st*-blends
- ☐ Recognize and use nouns
- ☐ Identify and use the high-frequency word *they*

#### Materials

- ☐ Book—*Building a House* (copy for each student)
- ☐ Sequence events, initial consonant *st*-blends, nouns worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *make, put, they*
- **Words to Know**  
**Story critical:** *builders* (n.), *foundation* (n.), *pipes* (n.), *steps* (n.), *switches* (n.), *wires* (n.)
- **Academic vocabulary:** *become* (v.), *same* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Post a picture of a house on the board. Describe the house to students and record the words used in the description on the board (*windows, floors, door, roof, walls, and so on*).
- Discuss with students the parts of a house used in the description of the picture. Have students draw on a separate piece of paper a picture of a house. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *Building a House*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

#### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that engaged readers often ask and answer questions as they read. Explain that readers use prior knowledge and information they read in the book to help them form questions. Point out that asking and answering questions helps readers understand and remember what they read. Have students look at the photographs on the covers and title page. Ask students to share one question they have with a partner. Invite volunteers to share their question with the rest of the class, and discuss how they might find the answer to the question.

#### Introduce the Comprehension Skill:

##### Sequence events

- Explain to students that some books need to organize details in a certain order for the information to make sense to the reader. Explain that a sequence of events is a series of events or details arranged in a certain order. Point out that authors often use transition words to clarify the sequence of events. Write the words *first, next, then, and finally* on the board.

### Guiding the Reading (cont.)

- Model sequencing the steps of a familiar process, such as washing the dishes. Ask students to think about making a sandwich. Have them describe the process to a partner, focusing on the correct order of events. Invite volunteers to share their sequence of events with the rest of the class. Encourage students to use transition words as they describe the order of events.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to the students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about building a house. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is the first step in building a house?* (level 1) page 4
- *Why do builders cover the roof and outside walls?* (level 1) page 6
- *What happens after the walls and ceilings are closed?* (level 2) pages 9–12
- *What materials are used to build a house?* (level 2) multiple pages
- *What are some special skills builders need to have?* (level 3) multiple pages

#### Text Features: Photographs

Explain that photographs, or pictures, are important when reading because they provide readers with additional information. Have students work with a partner to review the photograph on page 4. Ask students: *What additional information did you learn from this photograph? Why are photographs an important part of the book?* Have students review other photographs in the book and discuss in groups

what other photographs they would add to the book and why. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model for students how you ask and answer questions as you read, and direct them to stop at several points during reading to ask and answer questions they have. Invite volunteers to share their questions and answers with the rest of the class. Discuss that some questions might not be answered by reading this book.
- Have students work in groups to periodically review the sequence of events and discuss why the order of events is important in building a house. Have groups use the photographs cut from an extra copy of the book to arrange the events in the correct order.
- Model sequencing events.  
**Think-aloud:** *The author of this book organized the details in a certain sequence so the reader would understand the steps involved in building a house. I read that first the builders made a foundation, and next they added the floors, the walls, and the roof. When I read these steps, I understood that the foundation must be built first or there would be no place for the floors and walls to go. The correct steps must be followed when building a house.*
- Model how to complete the **sequence events worksheet**. Have students identify transition words from the book and circle them. Then, have students discuss the sequence of events with a partner.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Worksheet: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups. Invite volunteers to share their events with the rest of the class. Use the pictures cut from an extra copy of the book to assist students with their sequence of events, if necessary.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include some of the following information. *Home builders follow the same basic steps because each step builds on the previous step. For example, they have to pour the foundation before they put up the walls otherwise they wouldn't have anywhere to put the walls.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant st-blends

- Say the word *step* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound. Have students practice saying the /st/ sound to a partner.
- Say the words *say* and *stay* aloud. Have students discuss with a partner the difference between the two words. Point out the second word has a different sound at the beginning.
- Have students work in groups to generate words that begin with the /st/ sound. Have students share some of the words generated with the whole group.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the st-blend: *stem, swing, sting, summer, spaces, straw, switches, and stuck.*

##### Phonics: Initial consonant st-blends

- Write the word *steps* on the board and read it aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word *steps* as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *steps*.
- Say the word *stay* aloud, emphasizing the initial sound, and have students write the word on a separate sheet of paper. Have students compare their word with a partner's.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *stamp, steak, star, and steam.* Invite volunteers to come to the board and add the initial consonant blend.

- **Independent practice:** Introduce, explain, and have students complete the [initial consonant st-blends worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Nouns

- Review with students that *nouns* are words that name *people, places, and things*. Write the following sentence on the board: *Builders follow the same steps to build houses.* Ask students to discuss with a partner which words in the sentence are nouns.
- Write the words *builders* and *houses* on the board. Discuss with students whether these words name people, places, or things.
- Have students work with a partner to locate the nouns on page 5. Have volunteers share their answers with the whole class. Ask students to give the thumbs-up signal if the word is a noun.
- **Check for understanding:** Have students look through the book to locate nouns. Ask them to share with a partner five nouns they found and confirm that each one is a noun.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word *they*

- Write the word *they* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *They put in the windows and doors.* Read it aloud with students and discuss with them the meaning of the word *they*. Ask students to call out the noun that is replaced by the pronoun *they* in that sentence.
- Have students practice spelling *they* with magnetic letters on their desk.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *they*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *they* correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.