



About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,142

Book Summary

Building Big Dreams describes seven of the world's largest and most impressive modern building projects. Each is known for overcoming former limits of size, length, height, or natural conditions. Photographs and maps support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge


Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Identify details to compare and contrast information
- Understand and use comparative and superlative adjectives
- Arrange words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*Building Big Dreams* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Pictures of a school and a grocery store
- Prior knowledge, compare and contrast, comparative and superlative adjectives, alphabetical order worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *canal* (n.), *engineers* (n.), *feats* (n.), *locks* (n.), *observation deck* (n.), *skyscraper* (n.)

Enrichment: *controversial* (adj.), *dammed* (v.), *distinctive* (adj.), *dwarfs* (v.), *hydroelectric* (adj.)

Before Reading

Build Background

- Have students close their eyes and imagine themselves over the water on a large bridge. Have them visualize the bridge. Ask them to describe the bridge. How big is it? Does it connect two shores of a big city or rural land? How high over the water does it stand? Does it span fresh or salt water? Is it windy up there?

- Have students keep their eyes closed. Invite them to imagine themselves on top of a very tall building. Have them visualize the building. Ask them to describe the building. How tall is it? What color is it? Does it have a lot of windows? How does it feel to stand on top of such a high building?

Preview the Book

Introduce the Book

- Give students their copy of the book. 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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that having some prior knowledge of the topic they are going to read about, and making a connection with what they know while reading, helps them understand and remember the information in the book.
- Model how to use prior knowledge as you preview the book.
Think aloud: On the cover is a picture of a bridge. This reminds me of a large bridge I drove over last summer. It was far above the water, and I remember thinking how amazing and beautiful it was. At the time, I wondered how long it took to build.
- Have students return to the table of contents on page 3. Model using it as a way to make connections to prior knowledge. For example, say: *The fifth section of the book, "Panama Canal," looks interesting to me. I know that a canal is a human-made waterway that is dug across land, but I don't know where the Panama Canal is. It looks as though I'll find out in this book.*
- Have each student select one section in the table of contents and use it to make a connection to their prior knowledge. Ask volunteers to share their connections. If they do not have any connections, explain to students that they will learn more about these topics as they read.
- Introduce and explain the **prior knowledge worksheet**. Have students read the sentences and check off *Agree* or *Disagree* to complete the column on the left.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way to organize information in a book is to explain how topics are alike and different, which is called *comparing and contrasting*. Create a Venn diagram on the board, drawing two side-by-side circles that overlap in the center. Write the word *buildings* above the diagram. Label the left side *school* and the right side *grocery store*.
- Show students pictures of a school and a grocery store. Invite them to explain how the objects are alike and how they are different (*alike*: have doors, people visit them, and so on; *different*: a school is used to teach people, a grocery store sells food, and so on).
- Model how to write each response on the Venn diagram by filling in the corresponding sections of the diagram on the board. Explain that information that tells how schools and grocery stores are similar is written where the two circles overlap. Information that is only true of schools is written in the left side of the left circle. Information that is only true of grocery stores is written in the right side of the right circle.
- Ask students how identifying ways that a school and a grocery store are alike and different helped them understand the topic of buildings.
Think-aloud: To understand and remember new information in a book, I can think about how information is alike and different. I know that this is one skill that good readers use, so I'm going to compare and contrast new information as I read.

Introduce the Vocabulary


- Write the following story-critical words from the content vocabulary on the board: *engineers*, *feats*, and *skyscraper*.
- Point out that these three words can be found in the text and that knowing what these words mean will help students understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a piece of blank paper and have them write the word at the top of their paper. Then have them write or draw what they know about the word and create a definition using their own prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *engineer* in the dictionary. (Point out that the suffix *-s* is dropped when looking up the word in the dictionary.) Invite a volunteer to read the definition for *engineer*.
- Point out the glossary at the back of the book. Have students locate the word *engineer* in the glossary. Have them compare the dictionary definition with the glossary definition. Finally, have students turn to page 5 in the book and read the sentence in which the word *engineers* is found. Repeat the exercise with the remaining vocabulary words. Ask students to compare and contrast the three sources—the dictionary, the glossary, and the text.

Set the Purpose

- Have students read the book to find out more about building big dreams and to find out what the title *Building Big Dreams* might mean. As students read, remind them to think about what they already know about big buildings and big bridges, and also to compare and contrast the information in the text.

During Reading

Student Reading

-  **Guide the reading:** Have students read from page 4 to the end of page 9. Ask them to complete the middle column of the prior knowledge worksheet by writing the evidence they find in the book. Encourage students who finish before everyone else to go back and reread.
- Model the reading strategy of connecting to prior knowledge.
Think-aloud: *I read that the Channel Tunnel is a human-made passageway that was dug under the English Channel. Today travelers can take a train to get from France to the United Kingdom very quickly. I've been on a fast train before, and I agree that it is a nice, relaxing way to travel. I found out that these trains run at speeds of 100 to 200 miles per hour! I will write this in the evidence column on my worksheet.*
- Model comparing and contrasting while referring to pages 6 and 7. Draw a new Venn diagram on the board and label the left-hand circle *Before the Channel Tunnel* and the right-hand circle *After the Channel Tunnel*. Fill in the Venn diagram, comparing the act of crossing the English Channel before the tunnel with travel now that the tunnel is complete. Note examples that are the same (both before and after the Channel Tunnel) in the overlapping area, for example: *The English Channel seas are stormy and dangerous.*
- **Check for understanding:** Have students read to the end of page 13. Then ask them to complete the middle column of the prior knowledge worksheet. If time allows, discuss their evidence.
- Have students look at the photograph of the Canadian National Tower on page 10. Point out how much taller it is when compared with the other skyscrapers in downtown Toronto.
- Introduce, explain, and have students complete the top Venn Diagram on the **compare-and-contrast worksheet**. Have them label the left-hand circle *CN Tower* and the right-hand circle *Toronto skyscrapers*. Encourage them to complete these on their own. Check individual work for understanding of the use of a Venn diagram. Discuss their answers aloud, inviting students to make corrections and additions to their own diagram as ideas are shared.

- Have students read the remainder of the book. Remind them to think about what they know about big buildings, bridges, and structures as they read. Have them continue to fill in their prior knowledge worksheet.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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.

Reflect on the Reading Strategy

- Have students complete the final column of the prior knowledge worksheet and compare what they knew before they read the book with what they know after reading it. Discuss whether they agree with the statements after reading the text. Reinforce how this strategy and graphic organizer help them make connections between what they already knew about the topic and the information in the text.


Reflect on the Comprehension Skill

- **Discussion:** Compare and contrast with students two of the structures described in the book—the Netherlands North Sea Protection Works and the South-to-North Water Transfer Project. Ask students to offer ideas about how these large structures are the same and how they are different, but do not create a Venn diagram on the board.
- **Independent practice:** Have students complete the second Venn Diagram on the compare-and-contrast worksheet. Have students recall and record information that was discussed about the Netherlands North Sea Protection Works and the South-to-North Water Transfer Project on their worksheet, as well as adding information from the text that was not discussed.
- **Enduring understanding:** In this book, you learned about seven very large and impressive structures from around the world. Now that you know this information, how have innovations in architecture changed the way we live? What new innovations do you think there will be in the future?

Build Skills

Grammar and Mechanics: **Comparative and superlative adjectives**

- Have students explain what *adjectives* do (describe nouns or pronouns). Review that an adjective describes *which one*, *how many*, or *what kind* of something. Have students turn to page 4 and circle all of the adjectives (*seven*, *great*, *creative*, and so on).
- Review that when two or more things are compared, similarities and differences are identified. Hold up two pencils of different lengths and ask students to compare them. Write their descriptive words (adjectives) on the board.
- Ask students which words compare the size of the pencils (*long*, *short*, *tall*, *small*, *thick*, *thin*, and so on). Ask a volunteer to use the word *long* to compare one pencil with the other. (*The red pencil is longer than the yellow pencil.*) Write the phrase *Comparative adjectives* on the board. Write the volunteer's example on the board under the heading *Comparative adjectives*. Discuss that the *-er* added to *long* makes it the comparative form of *long*. Explain that comparative adjectives compare *two* things.
- Add a third pencil, longer or shorter than the other two pencils. Ask students for examples of how to compare all three pencils, using the word *long* (for example, *the blue pencil is the longest*). Write the phrase *Superlative adjectives* on the board. Write the word *longest* on the board under the heading *Superlative adjectives*. Discuss how adding *-est* to *long* makes it the superlative form of the word. Explain that superlative adjectives compare *more than two* things.

 **Check for understanding:** Have students identify the superlative adjectives on page 14 (*biggest*, *tallest*, and *largest*). Then have them think of the comparative adjective for *big* (*bigger*), *tall* (*taller*), and *large* (*larger*). Write these examples on the board under the correct heading.

- **Independent practice:** Introduce, explain, and have students complete the [comparative-and-superlative-adjectives worksheet](#). Discuss their answers aloud after students finish.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Tell students that they must look at the first letter of each of the two words and decide which word begins with the letter that comes first in the alphabet. Ask students which word comes first alphabetically, *house* or *building* (*building*). Explain that *building* comes first alphabetically because the letter *Bb* comes before the letter *Hh* in the alphabet.
- Explain to students that if the first letter of two words is the same, they must compare the next two letters instead. Explain that this process continues when comparing two words until two letters are reached that are not the same.
- Write the words *big* and *buildings* on the board. Point out that the words begin with the same letter. Ask a volunteer to tell which word would appear first in alphabetical order and to explain his or her thinking (*big*, because the second letter in *big*, *i*, comes before the second letter in *buildings*, *u*).
- Write the words *created* and *create* on the board. Have a volunteer explain which word would appear first in alphabetical order (*create*) and why. Point out that all of the letters in *created* and *create* are the same until the final letter *d* in the word *created*. Point out that because there are no other letters at the end of *create*, it comes first in alphabetical order.
- **Check for understanding:** Write the words *Panama*, *Pacific*, and *passenger* on the board. Have students write the words in alphabetical order and explain their thinking on a separate piece of paper. Discuss their answers aloud, pointing out that it is necessary to examine the third letter in each word in order to correctly alphabetize the words.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). Discuss their answers aloud after students finish.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice connecting to prior knowledge with someone at home.

Extend the Reading

Expository Connection

Provide print and Internet resources and have students select one of the seven structures in the text to research further. Citing information from their research and the book, have them write a report with at least three paragraphs, including an introduction, a body, and conclusion. Encourage students to add illustrations or photographs to their report. Have them create a book about their structure, making sure that it includes a front and back cover as well as illustrations or photographs. Have each student proofread and edit his or her book before submitting a final copy. Either bind each report separately or bind all of the reports together to make a class book with its own front and back cover.

Visit WritingA-Z.com for a lesson and leveled materials on expository writing.

Social Studies Connection

Have students work in groups to research other famous buildings, bridges, or other structures around the world. Then have them compare and contrast the structures according to type, materials used to build them, size, and location. Have them share their findings with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- use the strategy of connecting to prior knowledge to understand nonfiction text during discussion and on a worksheet
- accurately identify similarities and differences between information during discussion and on a worksheet
- correctly use comparative and superlative adjectives during discussion and on a worksheet
- understand the process of arranging words in alphabetical order during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**