

### Strand: Economics/Technology

### Theme: Technology

**Purpose for Reading:** To learn about the steps needed to build a house.

**Comprehension Strategies:** Making inferences, determining importance, extracting information.

#### Vocabulary

**Dictionary Words:** architect, builder, digger driver, electrician, painter

**Vocabulary Words:** kitchen, green

**High-Frequency Words:** all, an, away, big, do, from, has, help, made, make, of, one, out, people, put, some, then, they, too, want, what, who, with, your

#### Before Reading

- Read the title and discuss what the words *from plan to house* might mean. Have students examine the cover photo. *What is happening in this photo? What part of planning or building a house is this? Why might a digger be needed to build a house?*
- Read the title page together and ask students to talk about what could be happening in this photo. *Who are these people? What do you think they could be talking about? Who is the woman with the ponytail? What might her job be?*

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Invite students to discuss the people in each photo and consider who they are.

#### Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and talk about what they see. Read the caption. *Do you know what an architect does? Who is the architect? Who are the other people? What are owners?*
- Pages 6–7: Ask students to look at this photo and read the caption. *What sort of machine is this? What is the machine doing?* Read the title and discuss what *flatten the site* means.
- Pages 8–9: Have students read the heading and look at the photos. Read the captions and have students talk about what a builder does. *What materials and tools does the builder need to build a wooden house? What materials and tools does the builder need to build a brick house?*
- Pages 10–11: Have students read the heading and look at the picture. Read the caption. *What does an electrician do? What sorts of things need to be wired in a house?* Prompt students to think of all the things in their homes that are plugged into the power.
- Pages 12–13: Read the title and invite students to discuss the photo. Read the caption and discuss the sorts of things that a plumber connects or repairs in a home.
- Pages 14–15: Read the heading and invite students to discuss the picture. Read the caption. *What is this painter holding? How do you paint with a roller? What sort of clothes do painters wear?*

#### Read the Book

- Ask students to turn to the cover and read the title independently.

- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Have students retell the steps in planning and building a house to check that they understand the sequence and have identified the main ideas. Prompt with questions such as, *What are the things you need to do to build a house? What do you need to do first? What happens after the site has been flattened? Then what? What is the last thing you do?*
- Probe for deeper understandings by having students make inferences. Prompt with questions such as, *Why is it important to draw the plan before starting? What might happen if you don't have a plan? Why do you think it is important to flatten the site? Why do you think painting the house comes at the end? Why do you think each step needs different people?*
- Ask students to identify other things that need to be done when building a house. *What do you think people might work on after the house is built? Why do you think the yard and garden are done at the end?*

### Vocabulary and Word Recognition

- Have students find the word *many* on page 3. Write the word on the board and ask students to think of sentences containing this word.
- Have students find the words *builder*, *driver* and *painter* on page 2. Have them discuss what these words have in common. Explain that the *-er*

ending means *someone who*. Explain that a builder is someone who builds and a driver is someone who drives. *What do you think a painter is?* Support students to generalize by working through other examples on the board. *Someone who teaches is called a...?*  
Repeat for the words *singer*, *dancer*, *runner*, *swimmer*.

### Oral Language

- Have students work in pairs. Have students walk through the book, using the illustrations as a guide to explaining the steps to build a house.

### Writing

- Have students choose a person from the picture dictionary and write about why it would be interesting to have this job.

### Creative Extension Activities

- Have students build a house from boxes and other collage materials.
- Have students draw a floor plan of a house they would like to live in. Have them label the rooms and special features.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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

Draw and write the steps for building a house.  
Use the book to help you.

1.



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2.



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3.



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4.



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5.



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6.



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

What do these people do?  
Use the book to help you.

Architect: \_\_\_\_\_

\_\_\_\_\_

Builder: \_\_\_\_\_

\_\_\_\_\_

Digger driver: \_\_\_\_\_

\_\_\_\_\_

Electrician: \_\_\_\_\_

\_\_\_\_\_

Painter: \_\_\_\_\_

\_\_\_\_\_