

The House That She Built-First Grade Lesson Plan

Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS)

- **Math**
 - **CCSS.MATH.CONTENT.1.G.A.2** *Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1*
 - **CCSS.MATH.CONTENT.1.NBT.C.4** *Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.*
- **Science**
 - **Engineering Design: K-2-ETS2-2:** *Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.*

Materials:

- The House That She Built (Picture Book)
- Individual shapes for each student/small group
- Architect's Building Plan
- The House for Sale Table
- Sample Model of completed Building Plan (*The House That She Built*)
- For additional resources, visit the website: shebuiltbook.com

Student Learning Outcomes:

- Students will be able to compose two-dimensional shapes to design an original house.
- Students will use counting and addition to determine the total number of different shapes used in their building plan.

Task/Activities:

- **Beginning:**
 1. Teacher will introduce the book *The House That She Built*.
 - The teacher will preview the front and back cover of the book asking students to make predictions about the content of the book.
 - With student input, the teacher will highlight that *The House that She Built* focuses on the many skilled jobs needed to build a home from conception to completion.
 - The teacher will also share the inspiration for the book and the real world connection for students.
 2. Setting Purpose: The teacher will prompt students: *As we read today, think about which of the highlighted skilled jobs is most interesting to you. Be prepared to share out with the class.*
 3. Teacher will conduct a read aloud of *The House That She Built*.

- **Middle:**

1. After reading the book, teacher will revisit the images on the cover and inside flap of the book and ask students:
 - *When looking at a house from the outside, what components (parts) do you see? (ex: door, windows, roof, driveway, landscaping etc)*
2. Teacher will record student responses where it can be seen by all (board, chart paper etc).
3. Teacher will explain that students will now have the opportunity to take on some of the mentioned skilled jobs by building their own house, utilizing provided geometric shapes and activity sheets.
4. Teacher will distribute materials and review directions.
5. **ACTIVITY DIRECTIONS**
 - Teacher will say:
 - *Based on what you know about the parts of a house and what you learned from the text, you will now create a building plan of a House that YOU Built.*
 - *Use the provided shapes to build a house on the paper provided.*
 - The teacher can have students glue or trace the shapes.
 - *Be creative! Use as many shapes as needed, and trace more of your own if your imagination calls for it! (Challenge: include landscaping, nearby landmarks, etc.)*
 - *For guidance, teachers can reference and show to students the sample model building plan already created. (The House That She Built)*
 - After the houses are built, have students complete the *House For Sale* table.
 - Using the *House For Sale* Table students will count by shape and be challenged to determine the sum of all shapes used to build their unique house.

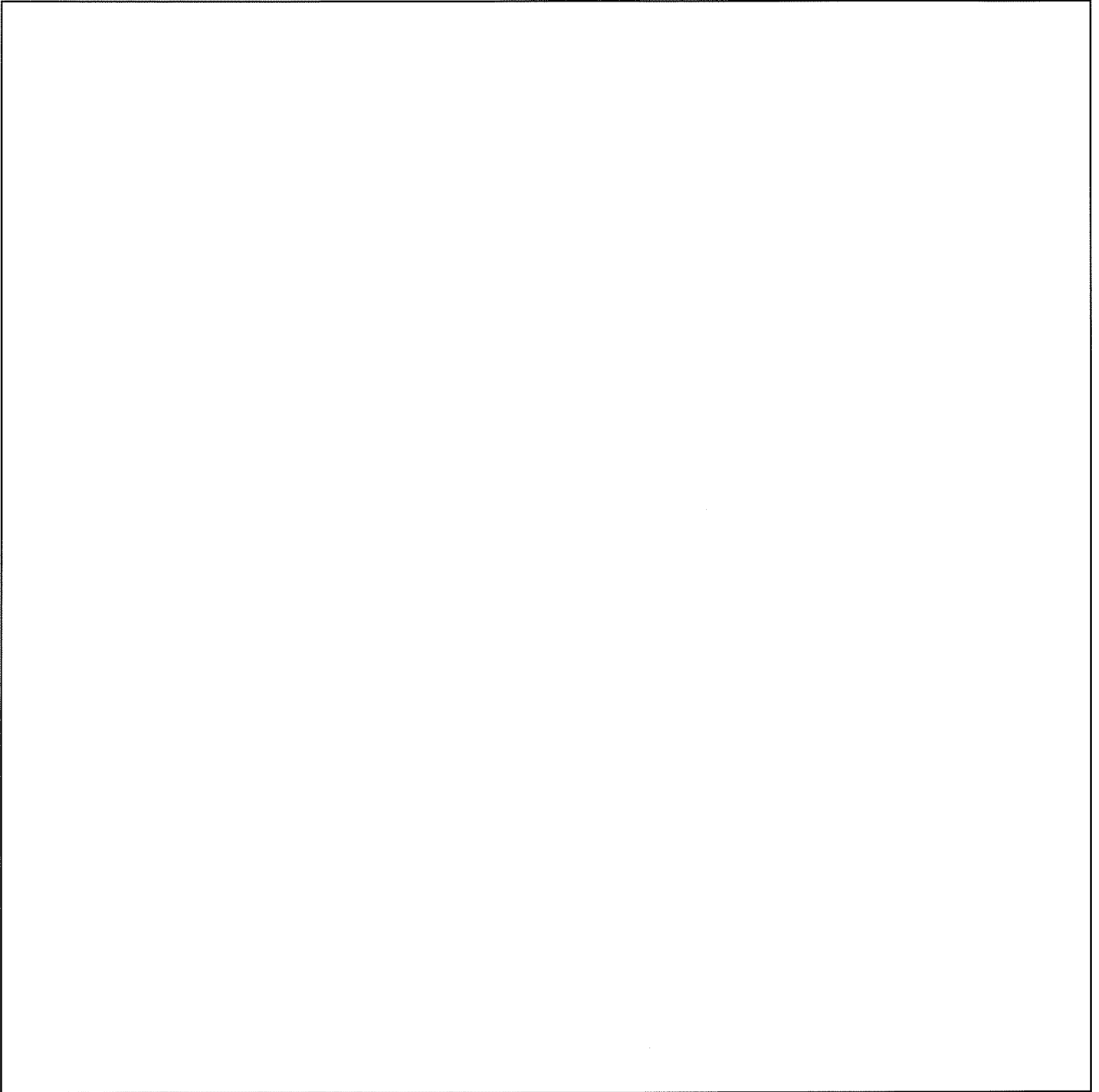
- **End:**

1. After students have completed their *Building Plan* and *House for Sale* table, the
2. Teacher will have students display work from their seat. Teachers can call this the *Open House*.
3. Students will walk around the room to preview *Building Plans* while considering the following questions:
 - *Which house would you like to "buy" and why?*
 - *What similarities did you notice in the houses?*
 - *When you build your next house, what would you include that you didn't today? Why?*
4. **Closing**
 - Teacher recalls with students the various components of the lesson: read aloud, *Building Plan*, *House For Sale* Table, *Open House* & discussion.
 - Ask students, *"What was your favorite part of this process? What is one thing you learned about building a house that you will share with your family at home?"*

The House That YOU Built

Architect's Name: _____


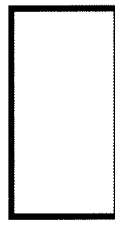
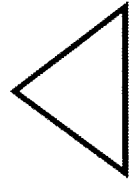
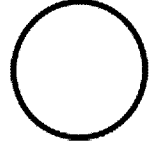

The Building Plan of My House

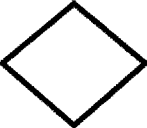
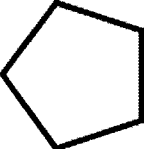
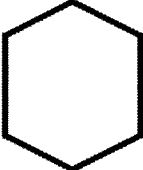
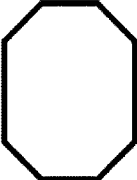
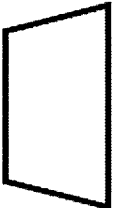
A large, empty rectangular box with a thin black border, intended for drawing a house plan. The box is centered on the page and occupies most of the lower half of the document.

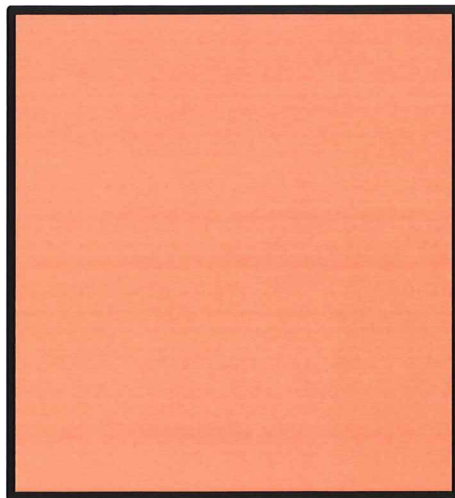
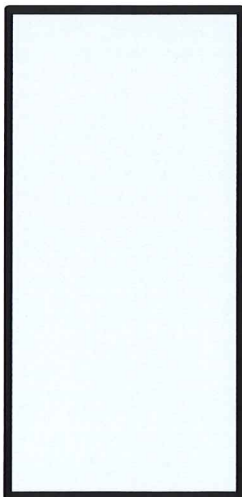
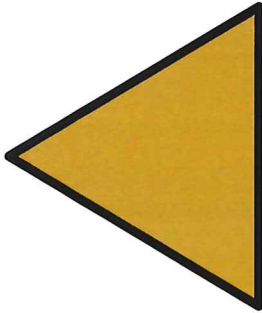
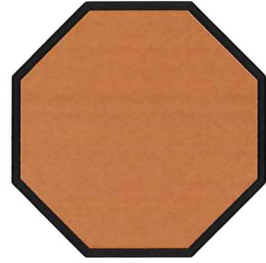
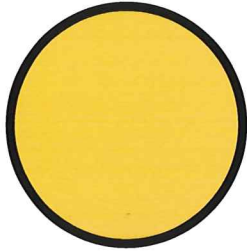
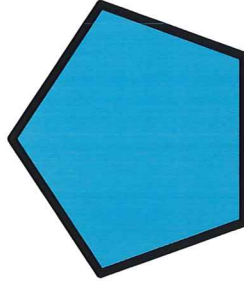
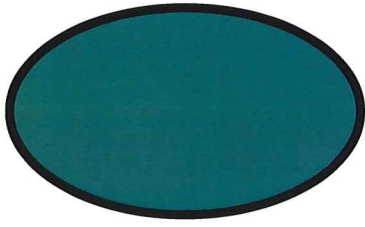
House For Sale Table

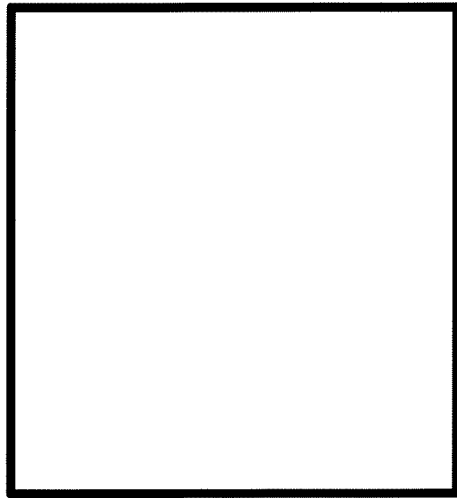
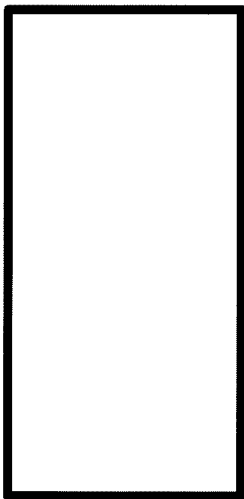
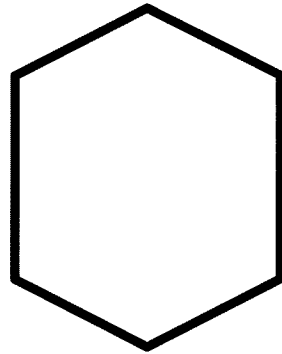
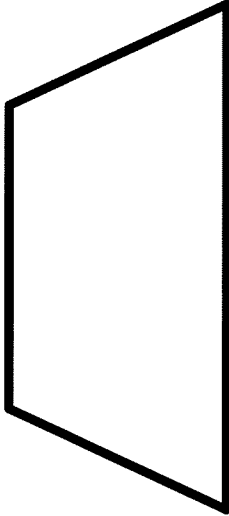
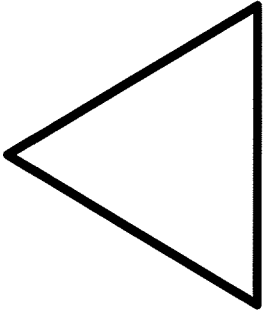
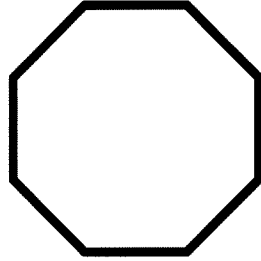
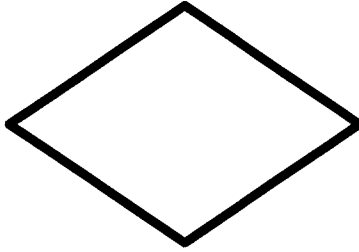
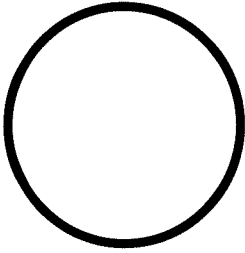
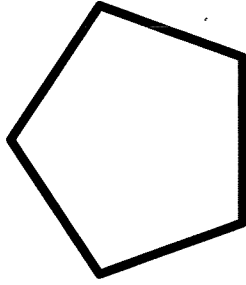
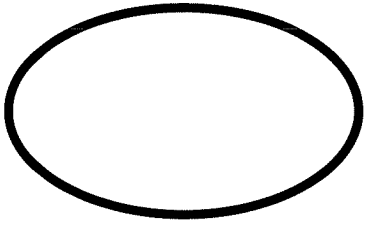
Seller's Name: _____

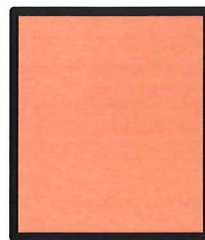
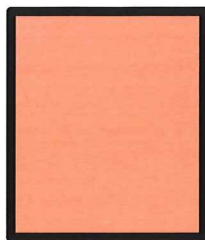
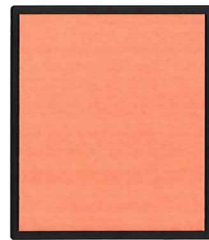
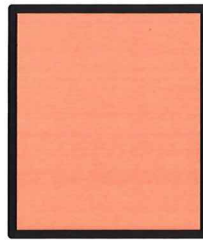
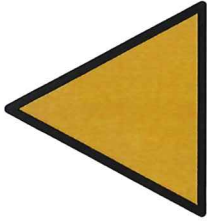
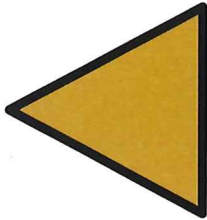
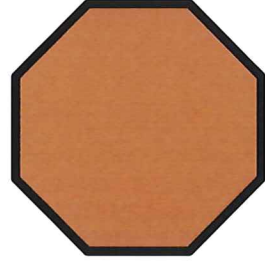
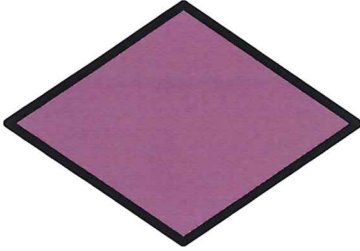
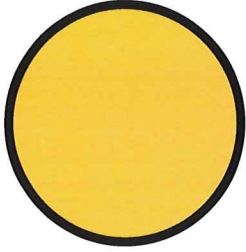
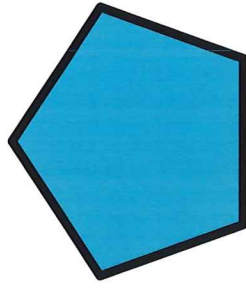
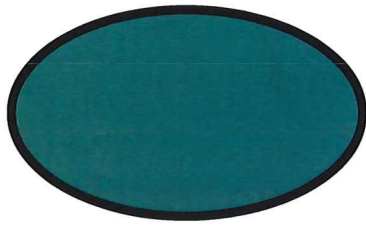
Now that your beautiful house is built, it is time to sell it! Please provide the details.

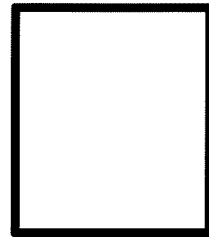
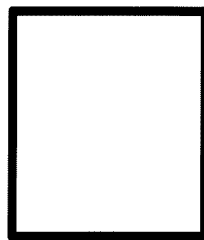
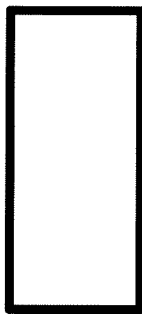
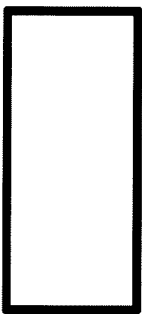
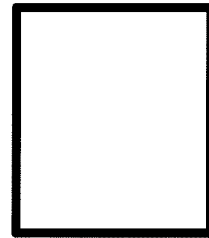
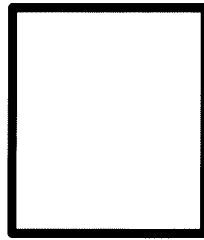
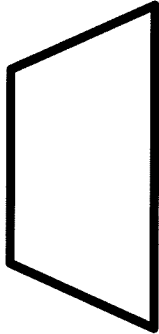
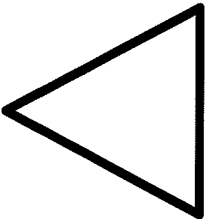
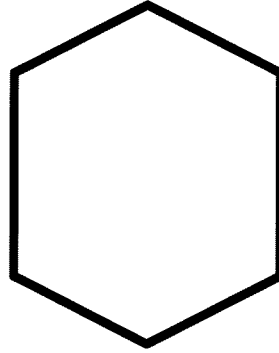
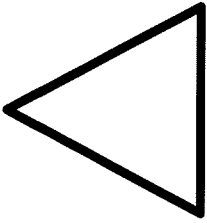
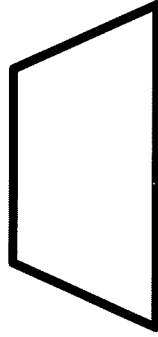
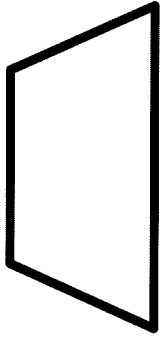
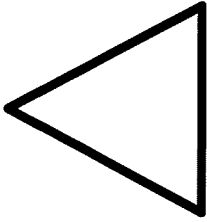
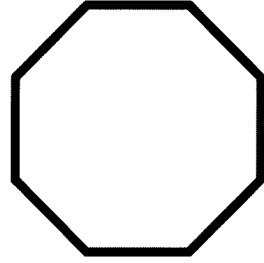
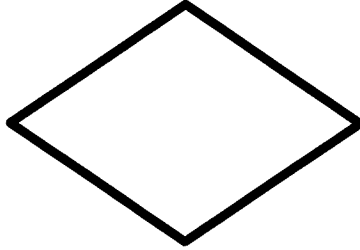
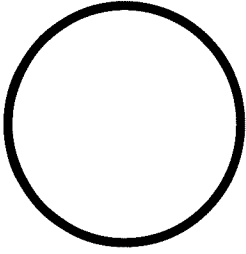
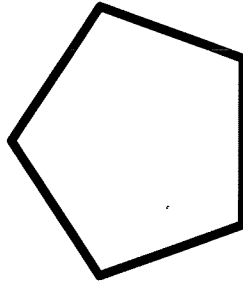
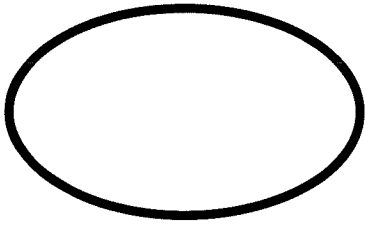
Shape Name	Shape	How many did I use in my building plan?
Square		
Rectangle		
Triangle		
Circle		
Oval		

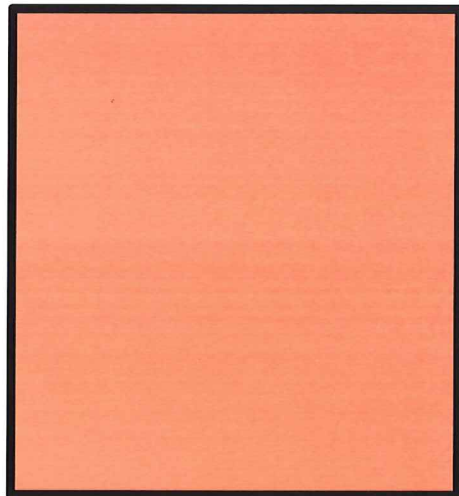
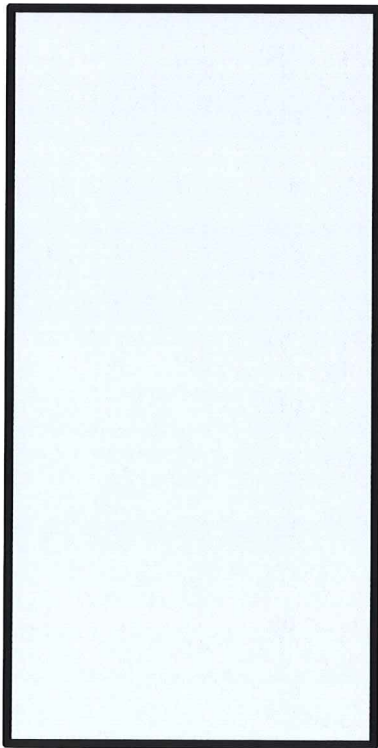
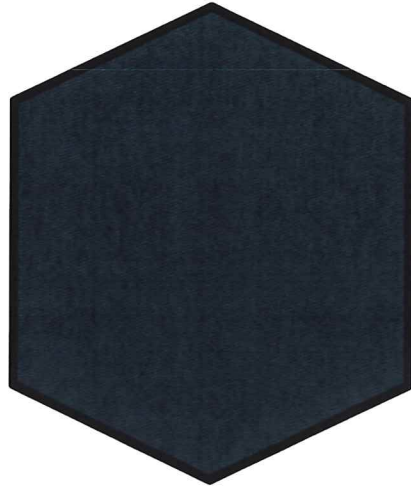
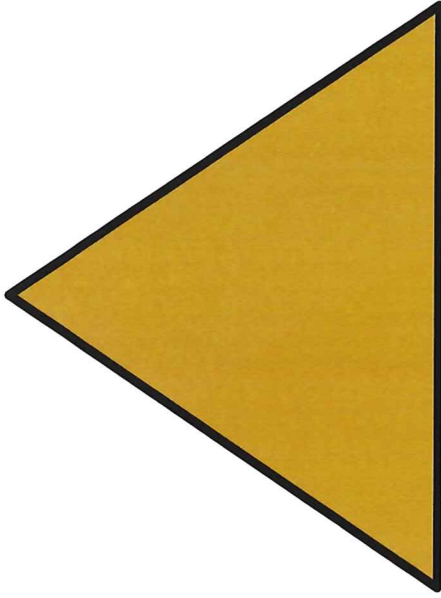
Diamond		
Pentagon		
Hexagon		
Octagon		
Trapezoid		
<p>Challenge: How many total shapes did you use?</p>		

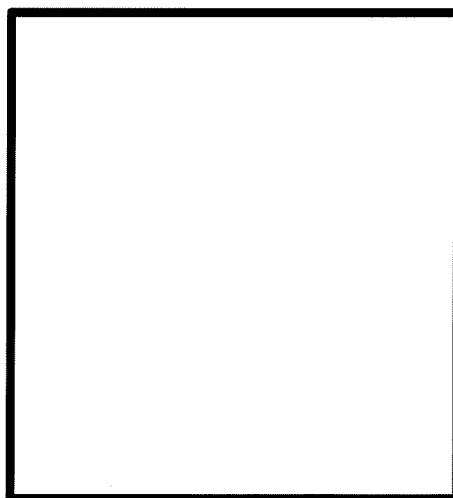
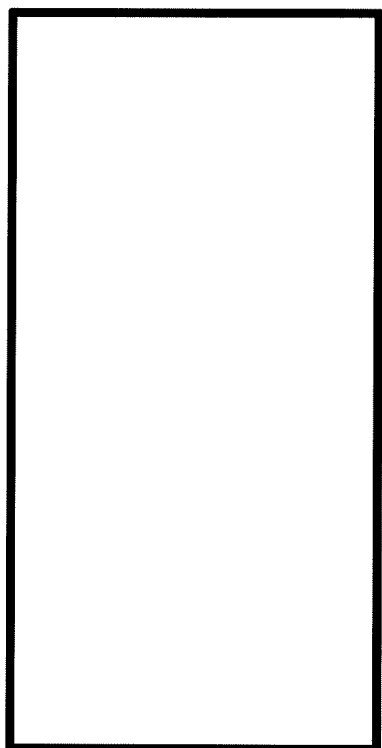
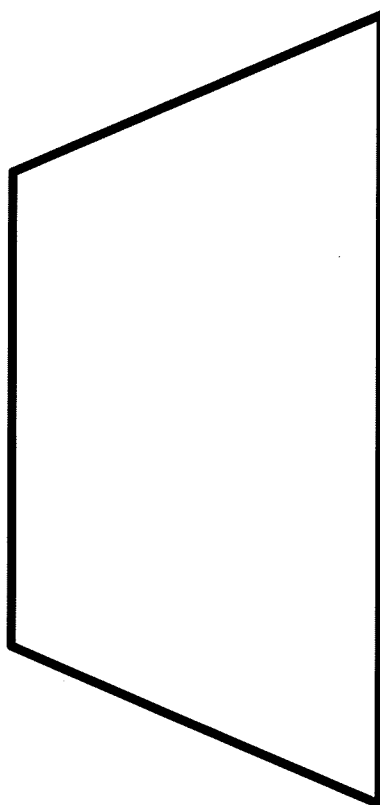
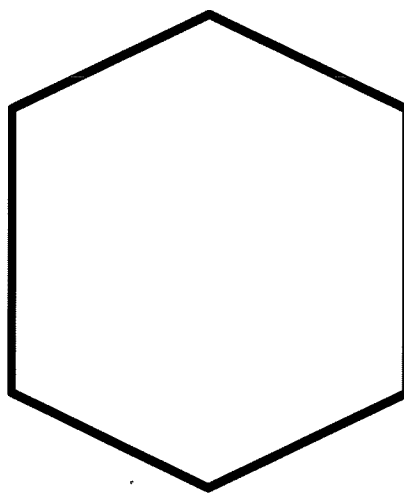
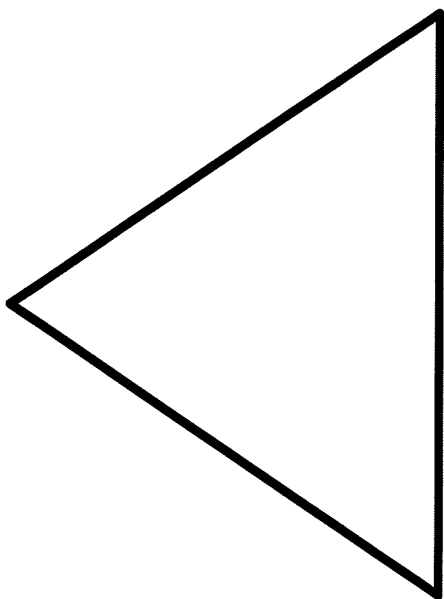


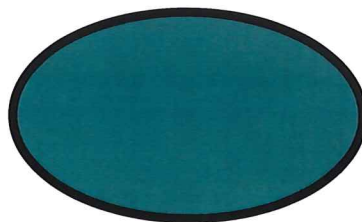
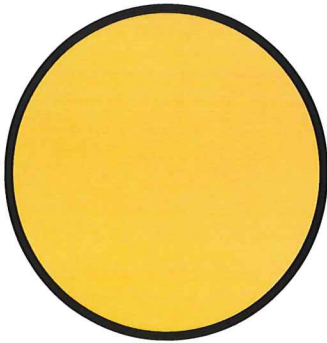
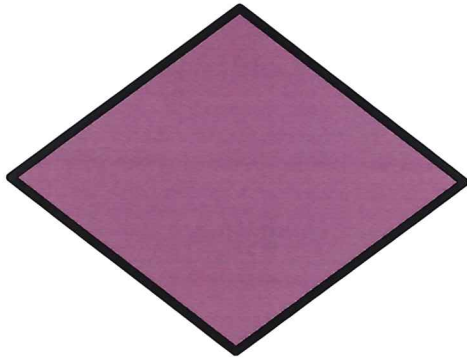
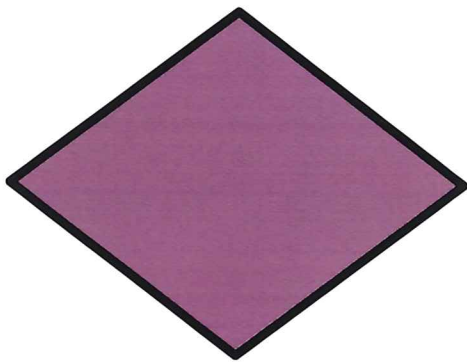
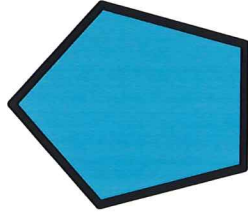
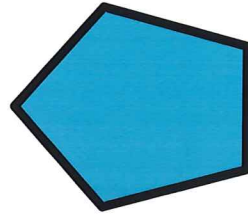
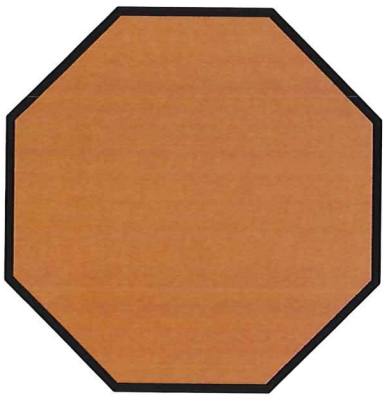


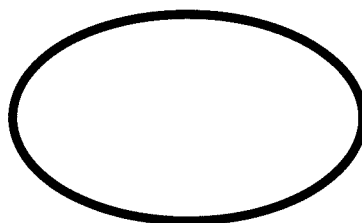
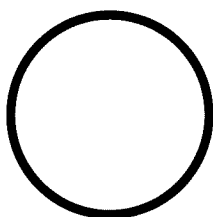
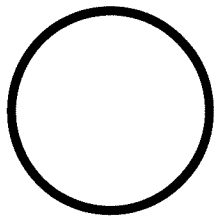
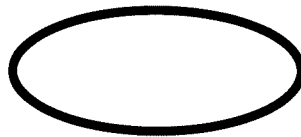
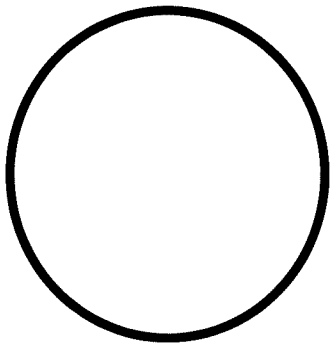
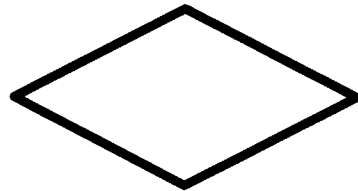
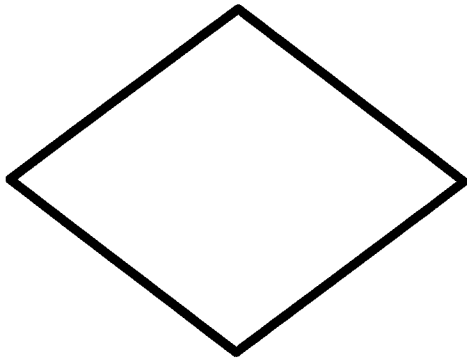
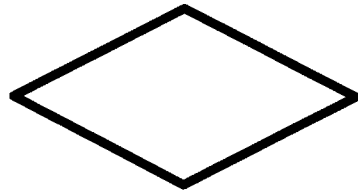
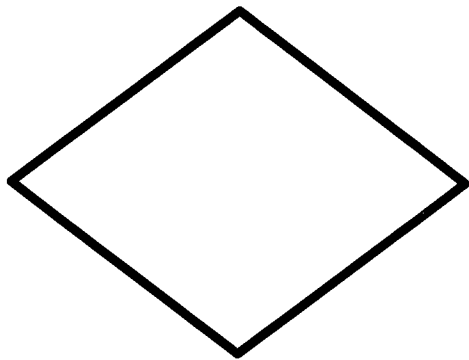
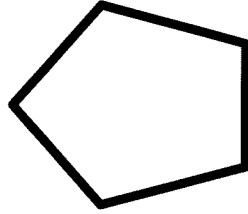
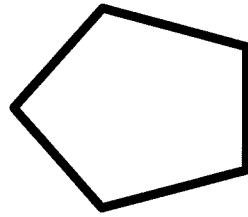
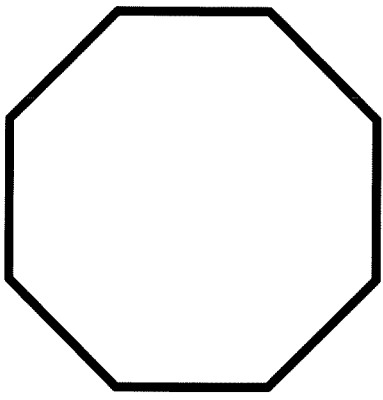












The House That She Built

Architect's Name: _____

The Building Plan of My House

