

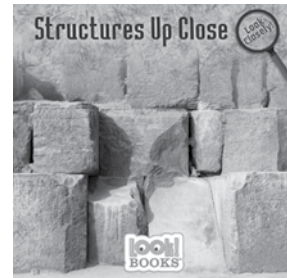


Teaching with Look Closely

Structures Up Close

ELL Tips Remind students of strategies that work for them, such as rereading, whisper reading, or getting help from a friend. Encourage them to use strategies that work. Explain that if a strategy isn't effective, it's fine to move on to something else.

Standards CCSS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 470

GRL: TBD

Take a Look! (Building Background)

- Before teaching this book, write the word *Structures* on the board. Ask what it means. Accept reasonable responses.
- If possible, take a walk around the neighborhood. Challenge students to identify all the structures they can see. If a walk isn't possible, have the students do a memory walk, identifying all the structures that they see from the time they leave home until they arrive at school.
- Categorize structures on the board as to size. What is the smallest structure seen? (Remind them that even a dog house or a bird house is a structure.) What is the biggest? Save the list for the after reading discussion.

Look Ahead! (Prereading)

- Remind students that books have a structure. If they've read other books in this series, discuss the riddle format. If this is their first experience, with the series, explain that they'll be guessing about the things in the book before they read about them.
- Warm up the students with some riddles about structures.

What goes through towns and over hills but never moves? (a road)

What kind of room has no doors or windows? (a mushroom)

If a blue house is made of blue bricks, a yellow house is made of yellow bricks, and a pink house is made of pink bricks, what is a greenhouse made of? (glass)

In a one-story pink house, there were a pink person, a pink cat, a pink fish, a pink chair, a pink table, a pink shower. Everything was pink! What color were the stairs? (There weren't any stairs. It was a one-story house.)

- If time allows, read aloud the riddles on pages 5, 9, 13, and 17 to determine whether the students can guess what they'll be learning about. Review the table of contents. Then share the book and pictures.

Look for Big Ideas! (During Reading)

Write the following assignment on the board to guide the reading. Explain that each structure in the book is going to have something that is unique about it. Explain that unique means there is something that is totally different. Therefore, the students may need to go back after they have read the sections to finish the assignment.

- Find something unique about each structure. Unique means something that is totally different. Write it down.
 - 1.
 - 2.
 - 3.
 - 4.

Look Back! (After Reading)

- Write the names of the four structures from the book on the board. Under the Statue of Liberty, write the words *copper* and *iron*.
- Have the students review the book to find what the other structures were made of. How do they compare to each other?
- Compare the buildings in their neighborhood to those in the book. What is similar and what is different? Refer to the list from the before reading discussion. What in their community compares to the Great Wall or the Pyramids? Do they have skyscrapers or bridges that are amazing feats of architecture? Some communities build sand castles in the summer on the beaches. Do they compare to the ice hotel?

Look Around! (Rereading)

- Have the students look at a world map. Find the locations of each of the structures: New York City, Egypt, China, and Quebec City, Canada.
- Discuss which structures the students have seen or visited.
- Give each student a sticky note. Write the name of each structure on the board. Have them vote for which structure they think is the most impressive.
- Have the students also find the locations of the White House, Neuschwanstein Castle, and Machu Pichu. Note that the index lists the Fairy Tale Castle because the Neuschwanstein Castle and other castles in Europe inspired Walt Disney when he designed Disneyland.

Word Work

Write the word *desert* on the board. Discuss its meaning. Ask the students if they know of a similar word that is easily confused with desert. Write the word *dessert* on the board. Ask if anyone knows the trick for how to remember the difference. One way to remember is that the two s's in dessert stand for *sweet stuff*. Another way to recall is that dessert is a lot sweeter than a desert. Thus it is a bigger word.

Vocabulary Building

Challenge your students to solve these riddles related to structures, big and small. The answers are rhyming words. This form of riddle is called a hink pink. For advanced students, give them the answer and have them create the riddle.

- What is the entrance to a shop? (store door)
- What is an enclosure for female chickens? (hen pen)
- What's a chilly or hip place of learning? (cool school)
- What is a skinny hotel? (thin inn)
- What is a little rat's home? (mouse house)
- What is the perfect home for a bird? (best nest)

Name _____

Comparing Structures

Choose two structures from the book.

- Write the name of one structure in the left side of the Venn diagram.
- Write unique things about that structure in that side.
- Write the name of a different structure in the right side of the Venn diagram.
- Write unique things about that structure in that side.
- Write things that are the same about the structures in the middle.

