

The House That She Built-Fourth Grade Lesson Plan

Common Core State Standards (CCSS)

- **ELA**

- CCSS.ELA-LITERACY.RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Materials:

- *The House That She Built* (Picture Book)
- "I Am A Skilled Worker" poem template
- *The House That She Built* Graphic Organizer
- For additional resources, visit the website: shebuiltbook.com

Student Learning Outcomes:

- Students will be able to identify sensory details and examples from *The House That She Built* organizing them coherently to provide structure for an individual writing piece.
- Students will compose an "I Am A Skilled Worker" poem adopting the point of view of a skilled worker using details and examples provided in the text.

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 telling the students, "This is a book about female skilled workers."
 - The teacher will then ask the following questions to assess prior knowledge:
 - What do skilled workers do?
 - What types of skilled workers are needed to build a house?
 - On chart paper, the teacher will record student responses.
2. The teacher will say, "As I read *The House That She Built*, I want you to pay close attention to all the different types of skilled workers throughout the book."
 - a. Teacher and class will share responses and thoughts after first read.
3. Teacher will say, "We are not going to do a second read of this book. While I read to you, you will begin to take note of specific words and imagery that the author and illustrator use."
4. Teacher will share with students the graphic organizer and explain it by saying,
 - a. "As I read the pages, pay close attention to POWERFUL PHRASES, COLORFUL DESCRIPTIONS, ACTION WORDS, and SPECIFIC SKILLS."
 - i. If needed, the teacher should review with students what these categories mean.
 - b. "Record what you hear and notice from the text in the correct category on your graphic organizer."

c. Note: Responses can be organized in several different ways.

- **Middle:**

1. After the second reading,, the teacher will ask students to share responses that they captured on their graphic organizers.
2. The teacher will record student responses on chart paper and students will replicate on their own paper until class responses have been exhausted.
3. **ACTIVITY DIRECTIONS: "I Am A Skilled Worker" poem**
 - Teacher will say:
 - "Each of you will now have the opportunity to compose a poem in which you are taking the perspective of a skilled worker. Your first line will be, *I am a skilled worker.*"
 - Let's look together to see how we can utilize our graphic organizer to fill out the next line of the poem.. I wonder... What do you think a skilled worker will wonder? Ex: *I wonder if the owner of this house will notice the detail of the white trim that is throughout the home.*
 - Teacher will distribute the "I Am A Skilled Worker" poem template for students to work on individually.
 - *Optional: have students draw a picture of themselves as a skilled worker to include with their poem.*

- **End:**

1. After students have completed their *I Am A Skilled Worker poems they will complete a class poetry reading to share their work.*
2. *After students read their poem aloud, classmates are given the opportunity to share what stood out to them the most about what it is to be a builder.*

The House That She Built Graphic Organizer

Skilled Worker's Name: _____

Powerful Phrases	Colorful Descriptions
Ex: Smooths out the concrete	Ex: Perfected the Landscaping
Action Words	Specific Skills
Ex: Installs	Ex: measures

“I Am A Skilled Worker”

I am a skilled worker.

I wonder _____.

I hear _____.

I see _____.

I want _____.

I think _____.

I am a skilled worker.

I pretend _____.

I feel _____.

I touch _____.

I worry _____.

I hope _____.

I am a skilled worker.

I understand _____.

I say _____.

I dream _____.

I try _____.

I will _____.

I am a skilled worker.