

The House That She Built-Second Grade Lesson Plan

Common Core State Standards (CCSS)

- **ELA**
- CCSS.ELA-LITERACY.RL.2.4
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- CCSS.ELA-LITERACY.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Materials:

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

Student Learning Outcomes:

- Students will be able to identify and organize sensory details to help make inferences from The House That She Built.
- Students will compose an original "I Am Poem" to demonstrate their understanding of the skills needed to build a home.

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 can 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.
 3. Teacher will share with students the graphic organizer and explain it by saying,
 - a. "Now, we are going to read this book a second time. This time you are going to pretend that you're a skilled worker while we read."
 - b. As I read the pages, when you hear me talk about things or you see illustrations demonstrating what skilled workers might HEAR, SEE, TOUCH, or SAY, I want you to raise your hand so I can record your thinking.
 - c. We are going to complete this graphic organizer together and create a big list of details we noticed about skilled workers from the text.
 - d. Let's practice together on the first page!

4. Teacher will model based on Pgs 1-2:
 - a. I SEE the building plans
 - b. I TOUCH the pencil to sketch the house.
 - c. I SAY, "Science is important."
5. Teacher continues to read through the book, stopping frequently to record student inferences and examples on chart paper.
6. Teacher will ask the student to flip over their graphic organizer to the next side.
7. Teacher will say, "Now it's our turn to THINK like a skilled worker." The teacher will prompt students to offer responses about what skilled workers might: WORRY, TRY, WONDER and HOPE for.
8. Teacher will record student responses on chart paper while students copy to their own graphic organizer.

- **Middle:**

1. The teacher will review responses captured on the graphic organizer.
2. "I AM A Skilled Worker" ACTIVITY DIRECTIONS
 - o 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"
 - o Teacher will distribute the I AM Poem Template for students.
 - o Teacher will say, "Let's look together to see how our graphic organizer is similar to the "I Am A Skilled Worker" poem.
 - o Teacher will explain to students how the graphic organizer can be used to create their "I Am A Skilled Worker" Poem.
3. Students will be given time to work independently on their poems.
4. *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 skilled worker.

The House That She Built Graphic Organizer

Skilled worker's Name: _____

I Hear	I See
Ex: The drill buzzing	Ex: The wires in the wall
I Touch	I Say
Ex: The hammer hitting the nails	Ex: "I hope this paint dries fast!"

The House That She Built Graphic Organizer

Skilled worker's Name: _____

I Worry	I Try
Ex: I worry it will rain before the roof is finished.	Ex: I try lots of paint colors on the wall.
I Wonder	I Hope
Ex: If the owners will like their new home.	Ex: I hope I can do this job forever!

“I AM A Skilled Worker”

I am a skilled worker.

I hear

I see

I touch

I say

I am a skilled worker.

I worry

I try

I wonder

I hope
