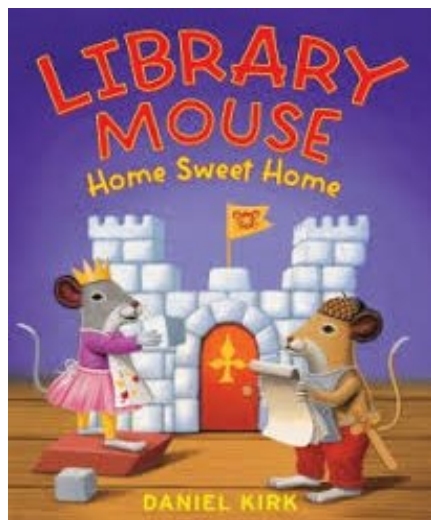


Writing Trait: Ideas and Organization

Learning Intention: Just like characters Sam and Sarah, students will do some research on different types of architecture. Then they will build structures and write about them.

Carol Walters ~ S.D. #71



By Daniel Kirk

Before Reading

Ask children if they have heard of the expression *home sweet home* and what it might mean. Engage them to wonder what's happening in the picture. If they use the stem, "I wonder..." they will naturally be asking questions.

Explain that most stories have a problem and a solution. Have students guess what these might be for this story.

With high levels of curiosity built, it's time to read the story!

During Reading

After showing pictures of the classical buildings and the yurt, have students turn and talk about buildings, specifically houses, and the names used to describe them. Share out as a class to see how many are collectively known. Make a list. Have a look at the last few pages in the book. Several houses from around the world are named. Add these to the list generated by the students.

After Reading

Go to the library with students and do some research on architecture. Students can sketch and take notes as they examine books.

Sam and Sarah used cardboard and tape for the walls, and tubes from paper towel rolls for the columns. Use your list of buildings and brainstorm a list of materials that could be used to build each one. Encourage creative thinking. In Maureen Wagner's *Strong Start*, they use milk jugs to build igloos!

With buildings under their belts, have students write about their structure in open-ended ways. They may want to write a riddle, a poem, a story, or share some nonfiction facts.

