

What Are Houses Made Of?

Science

Level 12

Strand: Matter

Theme: Physical Properties

Purpose for Reading: To develop understandings of different natural and man-made materials that are used for building houses.

Comprehension Strategies: Making connections to self, making inferences, evaluating.

Vocabulary

Dictionary Words: bricks, mud bricks, reeds, wood

Vocabulary Words: Africa, brick houses, concrete house, family, floating reed houses, mud houses, place, summer, Vietnam, village, weather, winter, wooden house

High-Frequency Words: do, help, made, make, of, out, people, some, that, their, them, they, too, was, what, when, where, who, with, your

Before Reading

- Ask students to talk about what their house is made of. Make a table on the board to show the type of house and the number of students living in each type. *Do you know of any other types of house?* Prompt students to think about houses in other countries.
- Read the title and invite students to describe the house in the cover photo. *What is it made of? Compare this house to the table on the board. How many students live in wooden houses like this?*
- Read the title page together and ask students to describe the houses in this photo. *What do you notice about these houses? How are they similar to or different from yours?* Compare these houses to the types of houses in the table on the board. *How many students live in brick houses like these?*

- Tell students that this book contains information about different materials houses are made of.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Have students describe what they see in each photo.

Take a Photo Walk

- Pages 4–5: Have students look at the table on page 5. Read the heading, subheadings, and lists of natural and man-made materials. Have students talk about what they think natural materials and man-made materials might be.
- Pages 6–7: Ask students to look at the photo and read the caption. Discuss what concrete is. *What can you think of that is made of concrete around the school? Where might this house be found? Is concrete a natural or man-made material?* Support students to think of places where the weather is hot. Ask students whether they live in a concrete house.
- Pages 8–9: Invite students to look at the photo and talk about the houses. *Where are these houses?* Prompt them to look at the flags to see if this offers a clue. *What kind of building would have these flags on the front? What is different about these houses? Why might people build brick houses? Is brick a natural or man-made material?* Ask students whether they live in a brick house.
- Pages 10–11: Invite students to look at this house and read the caption. *Why might wood be a good material for houses in cold, wet places? Where could*

this house be found? Is wood a natural or man-made material?

- Pages 12–13: Ask students to look at the photo and read the caption. *What are these houses made of? Is mud a natural or man-made material? Why might you build a house of mud?*
- Pages 14–15: Ask students what they notice about these houses. Read the caption. *Why might you build a floating house? Look closely at the photo. Does this look like a natural or man-made material?*

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the book to discuss the different houses. Prompt them with questions such as, *Which houses are made of natural materials? What natural materials is the floating house made of? How does this material help the house stay cool? Would this be a good material for houses in very cold climates? Why?*
- Revisit the list on the board of students' houses. Have students identify whether the materials for their houses are natural or man-made. Write *N* beside the houses made from natural materials and *M* beside the houses made from man-made materials. Ask students to think about the climate

in which they live. Have students find the pages of the book that show the material their house is built from. Have them reread that page to find out whether this material keeps them warm or cool.

- Have students put the materials in order of weakest to strongest.

Vocabulary and Word Recognition

- Have students find the word *know* in the book. Discuss the tricky letter in this word. Make this word using magnetic letters on a white board. As you make it, say the word aloud. Have students take turns making the word using magnetic letters. Have students write the word five times, saying the word each time.

Oral Language

- Have students work in pairs, retelling the story of the *Three Little Pigs* but using different materials for their houses.

Writing

- Have students choose one house from the book and write a description of it.

Creative Extension Activities

- Have students make a house out of cardboard boxes and assorted construction materials.
- Have students draw a house they would like to live in. This house may be from the book or a fun house such as a tree house.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

The first little pig built his house of straw.
The second little pig built his house of sticks.
Use the book to find stronger materials for these two houses. Then draw all three houses.

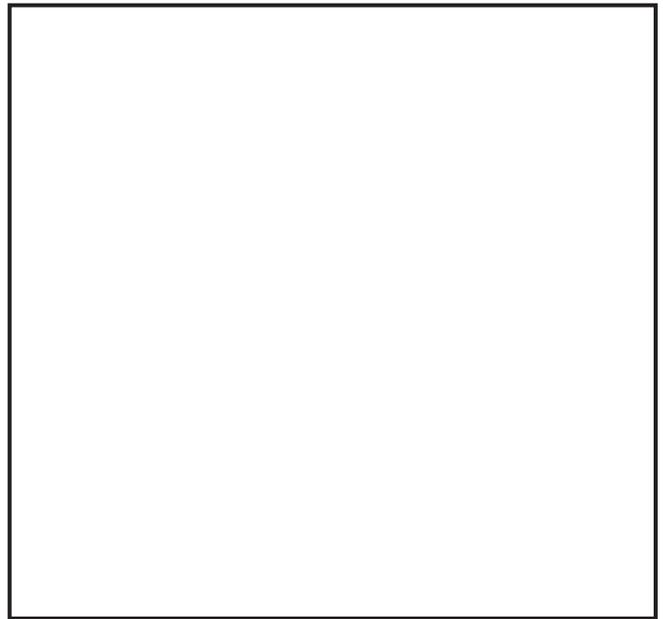
The first little pig built his house of _____.

The second little pig built his house of _____.

The third little pig built his house of bricks.

Name: _____

Draw a house suitable
for very hot weather.
Write the materials this
house is made from.



Draw a house suitable
for very cold weather.
Write the materials this
house is made from.

