

**Multi Day Mini Unit**  
**Illinois Reads Books 2016 – 2017**

**Introductory Information**

<b>Submitted by (Loyola University Chicago)</b>	Lindsey Clementz and Caroline O’Sullivan		
<b>Title of Book</b>	<u>The House That George Built</u> by Suzanne Slade		
<b>(Optional) Additional Texts</b>	<u>This is the House That Jack Built</u> by Pam Adams		
<b>Title of Unit</b>	The White House		
<b>Grade level</b>	Grade 3	<b>Interest level</b>	Grade 3- 5
<b>Lexile Level</b>	890L	<b>Guided Reading Level</b>	T (Reading A to Z)
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>The purpose of this unit is to understand the importance of the history of the White House, including its construction and later additions. The text <u>The House That George Built</u> will be better understood through reading comprehension skills of questioning, determining importance, sequencing, and summarizing. Students will learn how the President’s home has changed over time and begin to understand how that reflects our nation’s history. They will gain research skills through a short performance task.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> <li>● Why is the White House important to American history?</li> <li>● How did George Washington build the White House?</li> <li>● How has the White House changed over time?</li> </ul>		

**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

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<b>CCSS ELA Standards</b>	<ul style="list-style-type: none"> <li>● CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>● CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>● CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>● CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</li> </ul>
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**C. Student Learning Outcomes – Targeted standards in Student Friendly Language**

<p>Lesson 1: Students will determine the meaning of vocabulary words in a text.</p> <p>Lesson 2: Students will identify the main idea of a text with supporting details.</p> <p>Lesson 3: Students will sequence and summarize the events of the White House’s history.</p> <p>Lesson 4: Students will synthesize research on a room in the White House.</p> <p>Lesson 5: Students will communicate their research to their peers.</p>
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**D. Text Sections to be read closely with plans to support reading and discussion**

<ul style="list-style-type: none"> <li>● The Changing President’s House <ul style="list-style-type: none"> <li>○ Students will look closely at the added rooms for the research project.</li> </ul> </li> <li>● Author’s Note <ul style="list-style-type: none"> <li>○ Students will look closely at the difficult vocabulary with support of definitions and work on using context clues.</li> </ul> </li> </ul>
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<b>Text Dependent Questions</b>	<p>What evidence do we have that George Washington was humble?</p> <p>How is the White House a symbol for our nation?</p>
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	<p>Use evidence from the text to infer whether George Washington would like the White House of today.</p> <p>Where was the White House built? What was special about this location?</p> <p>Did George Washington help to build the house?</p> <p>What problems did they face when building the White House?</p> <p>Who was the first president to live in the White House?</p> <p>How do you think John and Abigail Adams felt about the house when they moved in? Why?</p>
<b>Vocabulary Tier 2 Words</b>	<p>colonists, bejeweled, symbol, scenic, entries, frilly, majestic, stately, survey, stakes, foundation, steep, sturdy, sandstone, sealer, chiseled, honed, duties, term, plaster, splendor, solarium, polio, ease, discomfort, beets, capital, ideal, surveyor, architect, elaborate, immigrant, declaring, shortage, marble, immense</p>
<b>Tier 3 Words</b>	<p>kilns, slate, quarries</p>

<b>Bloom's Levels Addressed: (Check all that apply)</b>	
Remembering X	Analyzing X
Understanding X	Evaluating X
Applying X	Creating X

**E. Instructional Supports**

<b>Research Based Strategies</b>	<ul style="list-style-type: none"> <li>● Lesson One - Students will focus on the strategy of activating and connecting to background knowledge through the KWL chart. (Strategies That Work: Activating Background Knowledge)</li> <li>● Lesson Two - Students will receive a main idea graphic organizer to determine the main ideas and supporting details of the text. (Strategies That Work: Determining Importance)</li> </ul>
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	<ul style="list-style-type: none"> <li>● Lesson Three - Students will work to place the main rooms from the building of the White House into a timeline. They will have to write a summary of each event. (<u>Strategies That Work: Summarizing</u>)</li> <li>● Lesson Four - Students will research an addition to the White House and synthesize the information to create a short paragraph to go into a class book. (<u>Strategies That Work: Synthesizing</u>)</li> <li>● Lesson Five - Students will present their research projects, and contribute facts to the L section of the KWL chart.</li> </ul> <p>-All lessons will involve scaffolding and supports for EL and IEP students</p>
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<b>Smartboard Strategies</b>	<p>Lesson 1 - Nursery rhyme video, model KWL chart, Show definitions of unknown vocabulary words  <a href="https://www.youtube.com/watch?v=7sDSYVfnj_E">https://www.youtube.com/watch?v=7sDSYVfnj_E</a></p> <p>Lesson 2 - Model Main Idea Web activity</p> <p>Lesson 3 - Timeline:  <a href="http://www.readwritethink.org/files/resources/interactives/timeline_2/">http://www.readwritethink.org/files/resources/interactives/timeline_2/</a></p> <p>Lesson 4 - Tour White House website, select rooms, model research techniques  <a href="https://www.whitehouse.gov/about/inside-white-house/interactive-tour">https://www.whitehouse.gov/about/inside-white-house/interactive-tour</a></p> <p>Lesson 5 - Presenting, L section of KWL chart</p>
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### F. Assessment (Align to Section B)

<b>Formative</b>	<ul style="list-style-type: none"> <li>-Informal observations during class discussions</li> <li>-Main idea graphic organizer</li> <li>-Vocabulary graphic organizer</li> <li>-Fact Finding Sheet</li> <li>-KWL chart</li> <li>-Timeline of White House construction</li> <li>-Journal entries</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>-Student research project about one room/addition of the White House             <ol style="list-style-type: none"> <li>a. Students will research the addition of their choosing.</li> <li>b. Students will synthesize their research into a short paragraph, and a couple sentences in rhyme form. This will</li> </ol> </li> </ul>

- c. Students will draw an accompanying picture for their page.
- d. They can create a physical movement to go along with their rhyme if they would like (ex: pantomiming swinging a tennis racket for the tennis court).
- e. Students will present the pages they created.

**Four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials**

<p><b>Procedure Lesson One</b></p> <p><b>Smartboard pages: 1-4</b></p>	<p>Essential Question: How did George Washington build the White House?</p> <p>Learning Outcome: Students will determine the meaning of vocabulary words in a text.</p> <p>CCSS.ELA-LITERACY.RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>● Smartboard Pages</li> <li>● KWL Charts</li> <li>● Vocabulary/Dictionary Handout</li> <li>● <u>The House That George Built</u></li> </ul> <div style="text-align: center; margin-top: 10px;"> <p><b>WHITE HOUSE KWL CHART</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center; font-size: small;"><b>KNOW</b> What I already know about the White House</th> <th style="width: 33%; text-align: center; font-size: small;"><b>WONDER</b> What I'm wondering about the White House</th> <th style="width: 33%; text-align: center; font-size: small;"><b>LEARNED</b> What facts I learned about the White House</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div>	<b>KNOW</b> What I already know about the White House	<b>WONDER</b> What I'm wondering about the White House	<b>LEARNED</b> What facts I learned about the White House			
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\_\_\_\_\_ 's Dictionary  
from  
The House That George Built



Unknown Word	Strategies Used	Definition

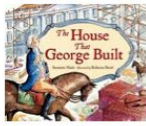


Procedure:

1. Listen to and watch YouTube video of *The House That Jack Built*.
2. Discuss the structure of the song. This would include conversation about how the lines build on each other.
3. Pass out KWL charts about the White House.
4. Model K section on Smartboard with student input.
5. If necessary, prompt students with questions such as, who lives in the White House, where is it, what does it look like?
6. Ask students to fill in the K section of the KWL chart individually.
7. Have a few students share out what they wrote.
8. Record their ideas on the Smartboard KWL chart.
9. Discuss how these ideas are the class' background knowledge about the White House. Background knowledge is what we already know about something.
10. Ask the students how background knowledge can help them learn.
11. Model W section on Smartboard with student input.
12. If necessary, prompt students with questions such as, what do you want to know about the people who live or work there or what do you want to know about the history of the White House?
13. Have students fill in the W section of the KWL chart individually.
14. Ask a few students to share out.
15. Record these ideas on the Smartboard KWL chart.
16. Show the cover of The House That George Built and ask for predictions about what the story will be about.
17. Guiding questions may include: Who do you think the story will be about and why? What do you think will happen in the story and

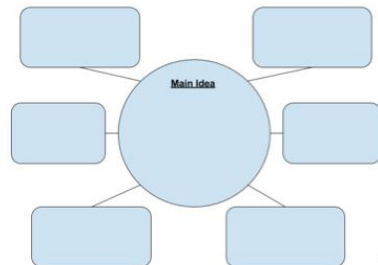
	<p>why do you think that?</p> <p>18. Explain to the students that there are many different words that they may not know. They need to write these words down as they come up in the reading. Hand out dictionary sheets.</p> <p>19. Read aloud the text (Not Author’s Note or Changing House)</p> <p style="padding-left: 40px;">a. Explain connection between book format and <i>The House That Jack Built</i>, possibly singing the repetitive part</p> <p>20. Students will then share out a few unknown words with class.</p> <p>21. Model words from Smartboard definitions page. Model utilizing background knowledge, looking for context clues such as illustrations, or looking for known parts within the word.</p> <p>22. Show example word definitions from the Smartboard.</p> <p>23. Students will use these strategies with a partner for the remainder of their unknown words.</p> <p>24. Have students fill out the L section of their KWL charts from what they read today.</p> <p>Formative Assessment: KWL Chart and vocabulary graphic organizer</p>
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<p><b>Procedure</b></p> <p><b>Lesson Two</b></p> <p><b>Smartboard</b></p> <p><b>pages: 4-5</b></p>	<p>Essential Question: How has the White House changed over time?</p> <p>Learning Outcome: Students will identify the main idea of a text with supporting details.</p> <p>CCSS.ELA-LITERACY.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>● <u>The House That George Built</u></li> <li>● Smartboard pages</li> <li>● Main Idea Web graphic organizers</li> </ul>
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### The House That George Built

#### Main Idea Web



What is the main idea?

How do you know it's the main idea?

#### Procedure:

1. Project complete poem from last page of story in The House That George Built on the Smartboard.
2. Lead the class in a choral reading/singing of repeated part.
3. Have the class discuss the text-dependent questions to review what they learned in the story. This can be done in small groups.
4. Read aloud Author's Note and The Changing President's House.
  - a. Repeat unknown word strategies from Lesson 1
5. Discuss the idea of importance with the class. What makes something important? How do you determine what is important in a text?
6. Show Main Idea Web on Smartboard. Explain what a main idea is and how it is related to importance. Explain what supporting details are.
7. Model one main idea from the text on Smartboard.
  - a. Example of a main idea: The White House has undergone changes over time.
8. Pass out Main Idea Web worksheet to students.
9. Have students complete the Main Idea Web in pairs.

Formative Assessment: Main Idea Web

#### Procedure Lesson Three

Essential Question: How has the White House changed over time?



**Smartboard  
pages: 6**

Learning Outcome: Students will sequence and summarize the events of the White House's history.

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Materials:**

- The House That George Built
- Smartboard pages
- iPads/computers for each pair of students

**Procedure:**

1. Project The Changing President's House page on the Smartboard, or pass out a copy of the page to each student and have students read it again silently to themselves.
2. Explore the timeline website on the Smartboard with the students.
3. Model one timeline entry of a White House change on the Smartboard with the students.
4. Students need to label each entry with the room/addition and date.
5. Discuss with the students what summarizing means. What do you include in a summary? What do you leave out of a summary?
6. In each entry, students will need to summarize the information about the room provided.
7. Students will need to sequence the information chronologically.
8. In pairs, the students will make online timelines with all of the additions and rooms described in the book.
9. Students will then write a reflection about how the White House has changed since its construction. How have different presidents changed the White House to make it what it is today? What has been the effect of these changes? What significance does each room hold to the White House as a symbol of our nation?

Formative Assessment: Timeline with reflection

**Procedure  
Lesson Four**

**Smartboard  
pages: 7**

Essential Questions: How has the White House changed over time? Why is the White House important to American history?

Learning Outcome: Students will synthesize research on a room in the White House.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

Materials:

- Smartboard Pages
- Fact Finding Sheet
- The House That George Built
- Technology access for each student

I am researching: \_\_\_\_\_

<b>Topic</b>	<b>My Facts</b>
When was it built?	
Who built it?	
Why did they build it?	
What does it look like?	
How is it used now?	
Did anything important happen in it?	
Other facts!	

Procedure:

1. Review the Changing President's House page with the class.
2. Discuss what it means to synthesize. How is synthesizing similar and different from summarizing? How can you synthesize the information about your room or addition?
3. Show online tour of the White House on Smartboard.
4. Allow students to pick which room or addition they want to explore from the tour or The Changing President's House page.
5. Explain research project requirements.

	<ol style="list-style-type: none"> <li>a. Students will synthesize their research into a short paragraph and a few sentences in rhyme form. This paragraph and rhyme will be in the same format as a page from <u>The House That George Built</u>.</li> <li>b. They can create a physical movement to go along with their rhyme if they would like (ex: pantomiming swinging a tennis racket for the tennis court).</li> <li>c. Students will present their pages to the class.</li> </ol> <ol style="list-style-type: none"> <li>6. The students will individually research their part of the White House using technology and their fact finding sheet.</li> <li>7. This process may take multiple days depending on the time and the technology available.</li> </ol> <p>Formative Assessment: Fact Finding Sheet Summative Assessment: Research Project</p>
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<p><b>Procedure Lesson Five</b></p> <p><b>Smartboard pages: 3</b></p>	<p>Essential Questions: Why is the White House important to American history? How has the White House changed over time?</p> <p>Learning Outcome: Students will communicate their research presentation to their peers.</p> <p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>● Smartboard Pages</li> <li>● Student research projects</li> <li>● KWL Charts from Lesson 1</li> </ul> <p>Procedure:</p> <ol style="list-style-type: none"> <li>1. Students will display their pages for the classroom book. This can either be individually to the class or in small groups.</li> <li>2. Students will read their pages and teach the class the rhyme and possibly the physical movements.</li> <li>3. Teacher can assemble a book of the pages for the classroom</li> </ol>
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	<p>library.</p> <ol style="list-style-type: none"> <li>4. Project the KWL chart on the Smartboard.</li> <li>5. Students will finish the L section of their own charts.</li> <li>6. Students will share out their ideas with the class to be written on the Smartboard KWL chart.</li> <li>7. Students will journal their ideas surrounding the essential question of why is the White House important to American history? Students should use knowledge from the book, their research, and other students' project presentations.</li> </ol> <p>Formative Assessment: KWL chart, Journal Summative Assessment: Research Project Presentation</p>
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<p><b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b></p>	<p>-Lesson 1: -Formative assessments are KWL charts and graphic organizers of the unknown vocabulary words. The vocabulary graphic organizer assesses the learning outcome of: <i>Students will determine the meaning of vocabulary words in a text.</i> The graphic organizer will demonstrate if the student comprehends the meaning of the vocabulary from the text. This organizer also aligns with CCSS.ELA-LITERACY.RI.3.4.</p> <p>-Lesson 2: -Formative assessments are the main idea webs. The main idea web organizer assesses the learning outcome of: <i>Students will identify the main idea of a text with supporting details.</i> This also supports CCSS.ELA-LITERACY.RI.3.2. The organizer demonstrates if the students can articulate the main idea from the text, and how they determined it. It shows whether the details the students chose support the main idea.</p> <p>-Lesson 3: -Formative assessments are the online timelines with reflections. The timelines assess the learning outcome of: <i>Students will sequence and summarize the events of the White House's history.</i> The reflection component of the timeline aligns with CCSS.ELA-LITERACY.RI.3.3. The timeline illustrates the students can sequence and summarize the events of the White House rooms and additions. In the reflection, the students</p>
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explain the significance of the room and its connection to the House.

-Lesson 4 and 5:

-The fact finding sheet is a formative assessment. The summative assessment conveys the learning outcome of: *Students will synthesize research on a room in the White House.* The fact finding sheet organizes evidence the student has gathered about their topic. Through the summative project, the students will illustrate their ability to synthesize evidence. Overall, the summative assessment aligns with CCSS.ELA-LITERACY.W.3.7.

## **The House That Jack Built Nursery Rhyme**

This is the house that Jack built.

This is the malt  
That lay in the house that Jack built.

This is the rat,  
That ate the malt  
That lay in the house that Jack built.

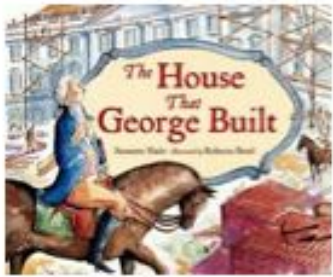
This is the farmer sowing his corn,  
That kept the cock that crowed in the morn,  
That waked the priest all shaven and shorn,  
That married the man all tattered and torn,  
That kissed the maiden all forlorn,  
That milked the cow with the crumpled horn,  
That tossed the dog,  
That worried the cat,  
That killed the rat,  
That ate the malt  
That lay in the house that Jack built.

\_\_\_\_\_ 's Dictionary  
from  
The House That George Built



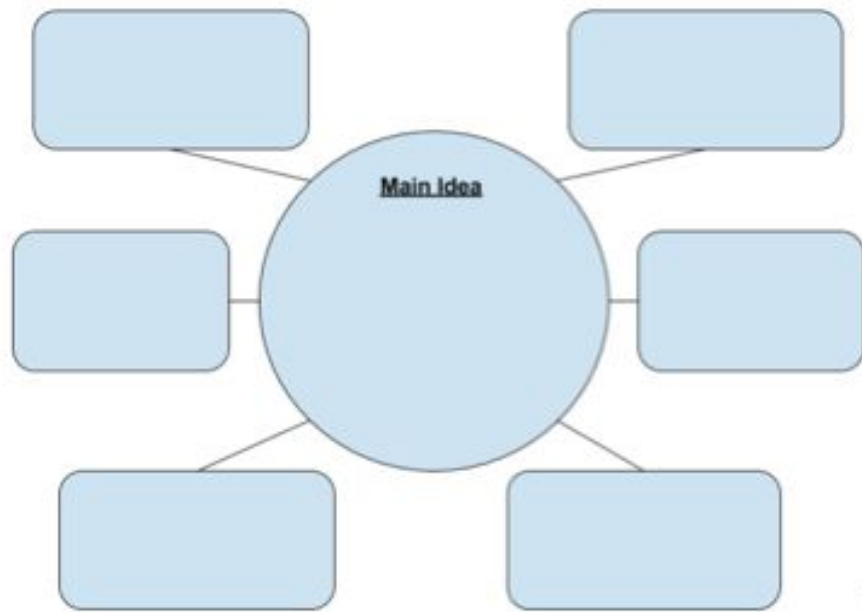
Unknown Word	Strategies Used	Definition





## The House That George Built

### Main Idea Web



What is the main idea?

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How do you know it's the main idea?

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I am researching: \_\_\_\_\_

<b>Topic</b>	<b>My Facts</b>
When was it built?	
Who built it?	
Why did they build it?	
What does it look like?	
How is it used now?	
Did anything important happen in it?	
Other facts!	

**WHITE HOUSE KWL CHART**

<b>KNOW</b> What I already know about the White House	<b>WONDER</b> What I'm wondering about the White House	<b>LEARNED</b> What facts I learned about the White House