Grade: 4th
Strategy: Visualizing
Technique: Story Mapping
Text Type: Science

Building an Igloo

Aims of the Lesson:

- Help students understand how igloos are built using a **story mapping** strategy.
- Teach students about **sequence words** in explaining step-by-step processes.
- Encourage students to **organize information** into beginning, middle, and end sections.

Text for lesson:

An igloo is a small snow house built in very cold places. The word **igloo** comes from the Inuit people, who live in the Arctic. Inuit people build igloos because they keep them warmer than a tent. Inside the igloo, it is much warmer than outside because the snow keeps the heat inside. People can sleep or rest in an igloo when it is very cold.

Building an igloo is not too hard. Someone can help you. Here is what you need to do:

- Find a place where the snow is **deep and firm**.
- Cut **many snow blocks** using a shovel.
- Stack the blocks **in a circle**, one on top of the other, until you form a dome. The blocks must fit well so that wind and cold air do not get inside. (You need to **tilt the blocks** slightly inward to make the dome strong).
- Make **a hole in the dome** for entering and exiting.
- **Smooth the inside and outside walls** with your hands or a tool.
- **Now your igloo is ready!**

Process Phase 1: Planning (Teacher's Perspective)

- **Identifies 3 words and explains them to the students**
  - **Igloo** – A small house made of snow, built in very cold places.
  - **Shovel** – A tool used to dig and move snow or dirt.
  - **Dome** – A round-shaped roof, like half of a ball
- **Show the picture**
- **Chooses target sequence words** (First, Next, Then, After that, Finally) and writes them on the board.
- **Prepares story map template** with three sections: **Beginning, Middle, End.**

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- **Shows pictures of igloos and Inuit people** and asks:
  - Where do people build igloos?
  - Why do igloos keep people warm?
  - What materials do people use to build an igloo?

Cognitive Stage 1: Pre-Reading (Students' Perspective)

- **Look at the pictures** and discuss what they see.
- **Listen to the key words** and predict what the text is about.
- **Write down sequence words** in their story maps before reading.

Process Phase 2: Teaching (Teacher's Perspective)

- **Divides students into pairs** and assigns them parts of the story map:
  - **Group 1**: Beginning – **Where and why igloos are built**
  - **Group 2**: Middle – **Steps for building an igloo**
  - **Group 3**: End – **What happens when the igloo is ready**
- **Asks students to read the text together** and write key words in the correct part of the story map.
- **Guides students to arrange the steps in order** using pictures or drawings.

Cognitive Stage 2: During Reading (Students' Perspective)

- **Work in pairs** to fill in their story maps with key words.
- **Use pictures and sequence words** to organize the steps.
- **Check their answers** and arrange the story in the right order.

Process Phase 3: Feedback (Teacher's Perspective)

- **Asks pairs to share their story maps** with another group.
- **Encourages discussion** by asking:
  - What was the first thing needed to build an igloo?
  - Why do Inuit people build igloos?
  - What would happen if the blocks were not placed correctly?
- **Helps students write complete sentences** using their story maps.

Cognitive Stage 3: Post-Reading (Students' Perspective)

- **Compare story maps** with other pairs and check for missing details.
- **Write full sentences** using sequence words.
- **Discuss the main idea** and answer:
  - Why is an igloo important in the Arctic?
  - Would you like to build an igloo? Why or why not?

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Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of the new concepts/words **(igloo, shovel, dome)** and read the text. After reading, in their groups, they listen to their peers and view their story maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in pairs to organize the sequence of building an igloo, discussing what comes first, next, then, and finally. They negotiate and come to a consensus on the order of steps in their story maps.
- **Presentational (Productive):** In their stations, students present their completed story maps, explaining the steps of building an igloo using sequence words and visuals.

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