SUMMARY
The world is made up of many moving parts and shapes. But many builders and dreamers find themselves wondering how our glowing and going world came to be. In Someone Builds the Dream, young readers learn not only of the architects and engineers who imagine all these beautiful places, but of the hardworking individuals who put hammer to nail and turn fantastical ideas into realities.

THEMES
Collaboration, Cooperation, Teamwork

COMMON CORE CONNECTIONS*

CCSS.ELA-LITERACY.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-LITERACY.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

MATERIALS
- Easel/whiteboard and markers
- A.V. equipment
- Someone Builds the Dream movie
- Sleeping masks/blindfolds
- Building bricks/Legos

*The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org.
BEFORE VIEWING ACTIVITIES
Discuss the students’ background knowledge regarding building and construction. During the discussion, write the students’ responses on the easel/whiteboard. Guiding questions may include:
• How do you think our school was built?
• Who do you think helped build our school?
• How many people do you think it takes to create a brand new place?
• Think about your favorite place to visit. What is that place? How many people do you think it took to create it?

After the discussion, tell the students that they will be watching a movie about building and creating.

AFTER VIEWING ACTIVITIES
Reconvene the class to discuss the movie and check for comprehension. Guiding questions may include:
• How would you describe the movie to a classmate, friend, or family member who didn’t see it?
• How did the movie make you feel?
• If you could “take away” one message from the movie, what would it be?
• What questions did you have after watching the movie?
(CCSELA-LITERACY.SL.1.1, CCSELA-LITERACY.SL.1.2)

After this initial discussion, draw a Venn diagram on the Easel. Label one circle “Architects” and the other “Builders”. Then, guide the class in a discussion of the following question: How do the jobs of architects and builders compare and contrast from one another?
(CCSELA-LITERACY.RL.1.9)

Alternately, students can do this on their own individual diagrams.

After completing the diagram, pair the students off with partners. Each group should be given a blindfold and some building bricks/Legos. Using these tools, partners will take turns being the architect and the builder. The architect will wear a blindfold and describe their perfect building/structure to the builder, who will make their best attempt to construct their partner’s dream out of Legos!

CLOSURE
After all of the students have taken at least one turn in each role, reconvene the class. Discuss the challenges and rewards of each role. These can be added to the Venn Diagram.

OTHER SIMILAR TITLES
• We Are Water Protectors
• Hidden Figures: The True Story of Four Black Women and the Space Race
• The Oldest Student : How Mary Walker Learned to Read