



# ***Brick Who Found Herself in Architecture***

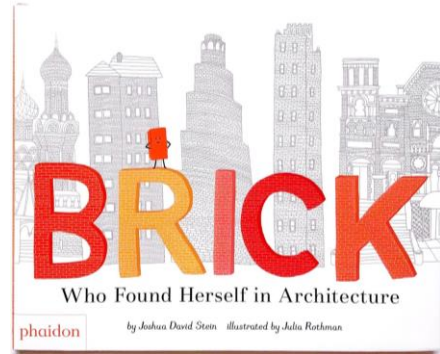
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Grades 3-5

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## **Discussion Questions**

### **Before Reading**

- What is a brick? Have you seen bricks before? Where have you seen them?
- What is architecture?
- How are the buildings on the cover similar or different to each other?

### **During Reading**

- Why do you think buildings look different in different cities or countries?
- Have you noticed scars on buildings before? What do scars have to tell us about the buildings they belong on—what information can they give us?
- Have you ever wondered, like Brick does, where you are meant to be in the world, or what you are meant to do? How could you find out if you don't know what it is you want to become?

### **After Reading**

- What parts of the world did Brick visit? Of the buildings Brick saw, which one was your favorite? What made it special for you?
- Imagine that you are Brick and you are exploring your neighborhood. What buildings would you see? If you were a Brick looking for your place in the world, would you choose one of the buildings you saw? Why or why not?
- How is the architecture of the buildings in your neighborhood similar or different from what Brick saw on her journey?
- What can you learn about a building by looking at it? How does the architecture of a building provide clues about its history?



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## Suggested Vocabulary Words

**Architecture:** the design or style of a building

**Brick:** a small block made from clay

**Chimney:** a vertical pipe on top of a roof that lets smoke or gas from a fire escape

**Embark:** to begin; to travel

**Heartened:** make more cheerful

**Mosque:** a place of worship for Muslims

**Peered:** to look closely at something or someone

**Synagogue:** a place of worship for a Jewish people

**Temple:** a building of worship

## Activity Ideas

### Great Things Begin with Small Bricks

Provide students the brick template (on the next page). Have them decorate the brick to represent themselves. Once the bricks are complete, stick them on the door or around the classroom with the following title: “Great Things Begin with Small Bricks!” Or decide as a class what structure or type of building the students want to become, and create that building out of the bricks.

### Math with Bricks (Ages 8 & Up)

Teach basic math facts and about measurements with math blocks, duplos, or paper cut-outs (“bricks”). For example, if the length of two bricks equals 10 inches and the bricks are the same size, how long is each brick? If I use the same bricks, and now have four lined up, how long will my path be? If the width of the bricks is 2 inches, and I stack two on top of each other, how tall will the stack be?

### Living in a Material World

Take a walk outside and instruct students to observe the different kinds of architecture they see. What do different buildings look like? Are they tall or short? What shapes are the buildings in? What materials do students see? Are there any bricks, stones, metal, wood, or other materials that can be spotted?

### Research

Have students research one of the buildings Brick visits during her journey. A list of building names is provided at the end of the book.



