

**Someone Builds the Dream**

**Overview**

“Someone Builds the Dream” by Lisa Wheeler, illustrated by Loren Long, provides an engaging foundation for career exploration by illustrating how diverse professions—engineers, architects, builders, designers, and more—collaborate to bring big ideas to life. Through the lens of teamwork and real-world problem-solving, students gain insight into the importance of communication, responsibility, and cooperation in professional settings. A project-based learning experience invites students to envision an improvement or innovation for their community, guiding them through the planning, design, construction, and presentation stages—mirroring the collaborative processes found in many careers.

This lesson was created in collaboration with Tarah Gauvin (ASD-W).

**NB Curricular Connections**

**Career Education Framework:**

* + *Grades 3 to 5: I have learned how every person has a role in shaping the future of work and society.*
	+ *Grades 3 to 5: I am learning how the global competencies (collaboration / communication) are helpful in life and work.*
	+ *Grades 3 to 5: Engaging in authentic career-connected experiences.*

**Personal Wellness:**

* + *Career Pathways and conversations:* Career Connected Learning.

**English Language Arts:**

* + *Grade 3: Interactions*: Expression – *Describe and discuss thoughts, feelings, experiences, ideas, and opinions*.

Global Competencies: Collaboration, Communication.

*Grade 4 & Grade 5: Interactions*: Expression - Express and discuss thoughts, feelings, experiences, ideas, and opinions, and consider those of their peers.

Global Competencies: Collaboration, Communication.

* + *Grades 3 to 5: Reading:* Reading Comprehension - Connect and respond personally and critically to text.

Global Competencies: Collaboration, Communication, Critical Thinking & Problem Solving

**Mathematics:**

* + *Grade 3: Shape & Space*: Measurement – *Demonstrate an understanding of measuring length (cm, m) by: selecting and justifying referents for the units cm and m.*
	+ *Grade 5: Shape & Space*: Measurement - Demonstrate an understanding of measuring length (mm and km) by: selecting and justifying referents for

the units mm and km.

**What You’ll Need**

* Someone Builds the Dream Canva Presentation
* Book or YouTube Version: “Someone Builds the Dream” – written by Lisa Wheeler
* Someone Builds the Dream Activity #1
* Someone Builds the Dream Activity #2
* Someone Builds the Dream Activity #3
* Materials for students to build
	+ Lego
	+ Popsicle sticks
	+ Cardboard boxes
	+ Glue
	+ Tape
	+ Rulers
	+ Scissors
	+ Other materials as needed – be creative!

**Instructions**

1. Open the Canva presentation – Someone Builds the Dream. Use this presentation for the lesson.
2. Slide 1: Title page
3. Slide 2: Review and explain the “I can” statements from the Career Education Framework. Explain to students that at the end of the lesson, they will have worked on these statements.
4. Slide 3 and slide 4: Turn and talk activity.
	1. Start full class:
		1. What kind of work was needed to build the school?
			1. Give an example to the class group - example: Brick walls – a bricklayer would have made those walls by using bricks and the mixture they use called mortar.
			2. Ask for one or two examples from the full class.
			3. Have students turn and talk a partner to brainstorm other work that was needed to build the school.
			4. Returning to the class group, allow students to share an idea their partner had in their discussion.
		2. What kind of work was needed to build the playground?
			1. Give an example to the class group – example: Posts would have needed to be attached using screws and a drill.
			2. Ask for one or two examples from the full class.
			3. Have students turn and talk a partner to brainstorm other work that was needed to build the school.
			4. Returning to the class group, allow students to share an idea their partner had in their discussion.
		3. How did a team work together to create the school? How about the playground?
5. Slide 5: Explain to students that they are now going to listen to a book called “Someone Builds the Dream” by Lisa Wheeler and illustrated by Loren Long. In this book, we will learn about the work that is done around our community and who does that work.
	1. Read the book.
	2. Pause every so often to discuss what students have learned so far and check comprehension.
	3. At the end of the video, ask the following questions to verify comprehension:
		1. What work was mentioned in the video?
		2. What did the workers need to do their work?
		3. Did you see other work being done that was not mentioned in the story?
		4. How did people work together for a common goal?
6. Slide 6: Explain that in the story, there were projects that involved all kinds of different workers. Have students brainstorm all the different workers that they feel would be needed to build a bridge.
7. Slide 7: Share all the different types of workers that are needed to build a bridge. Are there any types of workers missing?
8. Slide 8: Ask students what it means when it states, “It takes a team to build a dream!”
9. Slide 9: Quickly discuss how teamwork helps everyone succeed. Discuss the benefits of listening to each other, sharing ideas and helping out.
10. Slide 10: Explain to students that they will use their imagination and teamwork to create something they would like to see in their community! You can use cardboard, plastic bottles, paper scraps, fabric, cans, and more. Be creative!
11. Slide 11: Have students discuss their community. Have a class discussion about:
	* 1. What do you love most about our community?
		2. What buildings or structures are in our community? Why are they important?
		3. If you could design something new for your community, what would it be?
12. Slide 12:Place students in groups of 3 or 4. Tell them they are going to plan, design, and then create a structure they would like to see in their community. But first…
13. Slide 13**:** In their groups, students will play “Silent Lineup.” Without speaking, students must line up by eye color, number of siblings, or favorite animal (with gestures only). Discuss the importance of working together, communication, and patience.
14. Slide 14:As a group, decide what you will be building.

Discuss what needs to be included. Who will use it? Can everyone use it? Is it accessible to everyone? What will it be used for? How will your team work together?

1. Slide 15: Students will use a graphic organizer to answer questions about their project.
2. Slide 16: After students have decided what they are going to build, show students an example of how they could design their project.

| **Student Need** | **Suggested Support** |
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| **Emerging writers** | Provide graphic organizers (Slide 15), sentence starters, and option to draw or dictate ideas, voice to text. |
| **ELL or language learners** | Use visuals (tools, jobs), vocabulary cards, partner discussion, and gestures (e.g., “Silent Lineup”). |
| **Advanced learners** | Invite them to explore additional community jobs, create detailed blueprints, or write procedural steps. |
| **Sensory needs** | Offer flexible seating for group work, provide fidget tools, and allow movement breaks (e.g., after Silent Lineup). |

1. Slide 17: Students will use graph paper (“Someone Builds the Dream Activity #3” file) to design their project.
2. Slide 18:Students will work as a team to create their project. Teacher will have group conferences to ensure everyone is involved and working together.
3. Slide 19:Sharing andReflection. Have students present their project. What did you build and why? How did you work together to build your creation? What do you like best about your project?

**Extension ideas**

* Procedural writing – if students need to practice procedural writing, they could write the step-by-step process of building their project.
* Technology – have students use an iPad to video a short explanation of their project. Put all videos together to develop a class video that could potentially be shared with parents.

**Reflection Activity**

* Opinion writing – students could write in their opinion what they did well when creating their project and what they could have done differently with reasons why.

**Global Competencies (optional)**

[NB Competencies 18 x 24 Poster](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/competencies/NBCompetencies.pdf)

**Career Education Framework (optional)**

[career-education-framework.pdf](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/General/career-education-framework.pdf)