



Blocks: Exploration 2

Children explore and play with various types of blocks and props and continue to work collaboratively, becoming familiar with the properties of blocks and other materials in the block area.

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a community?
Vocabulary	collaborate: to work together communicate: to share ideas community: a group of people who live, work, or do things together build: to construct structure: a building
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks ● other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.) ● props, such as figurines, toy vehicles, signs ● blank paper ● writing and drawing tools ● clipboards ● trays, small rugs, or tape, for defining building spaces ● several books with community images and themes Arrange these in the Blocks Center for children’s reference. <ul style="list-style-type: none"> ● a collection of images of buildings and/or a set of images of various kinds of structures Begin this collection with images of structures in your town, buildings in other places children's families come from, and structures built by children. Over time, children may contribute

	<p>other images of structures they find interesting. Print the images and hang them on a low wall around the Blocks Center, or put them on a ring or in a binder so that children can access them. Alternatively, run a slideshow of images on a computer or projected on a wall.</p> <p>Bring a few blocks and props to the large group meeting area for the Intro to Centers.</p> <p>In the Blocks Center, set up some clipboards with drawing and writing tools for children to sketch plans and record block structures and scenes. Define the building space by taping an area on the rug, using a small area rug, or offering large trays.</p>
Intro to Centers	<p><i>Today in the Blocks Center, we are going to continue exploring blocks. I have added foam blocks, _____ and _____ for you to work with as you build.</i></p> <p>Show children added blocks and props. Show <i>Abuela</i> and turn to a page with buildings. <i>You can look at the illustrations in our Read Aloud book, Abuela, for inspiration. What do you notice?</i></p> <p><i>Remember that there are paper and drawing tools in Blocks. You can use these to sketch or draw your building, to make a plan, or to write labels for your structures.</i></p> <p>Put together a few blocks, and model making a label.</p> <p><i>Remember that you can also get ideas about what to build from the images on the wall.</i> <i>What do you think you might be inspired to build today?</i></p> <p>Invite children to turn and talk with a partner. Invite a few children to share their ideas.</p> <p><i>When you are finished working with the blocks, make sure there is open space for other children to work. Taking care of materials is an important responsibility in Kindergarten.</i></p>
During Centers	<p>Notice how the children are building with different types of blocks. What do different kinds of blocks provoke children to try? Do children build vertically or flat on the ground?</p> <p>Ask children to describe what they are working on.</p> <p>Notice children’s interactions. Are they working together? Point out opportunities for collaboration.</p> <p>Invite children to document their structures through photos and drawings.</p>

	<p>Look with children at <i>Abuela</i> and at images. Notice the shapes in the images and the shapes of various blocks, helping children contemplate which shapes might be most useful for various parts of their structures.</p> <p>Encourage children to count how many or to notice categories of blocks they are using as they build.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How did you decide what materials to use for your structure? ● Why did you add these props? ● What did you notice in these images/books/<i>Abuela</i> that inspire you? ● Can you describe the blocks you are using? How many blocks did you use? Which kind of block did you use the most? Why? ● What do you notice about someone else's work that can help you with your structure? ● How can you work together? ● How can you make sure other children have enough space to build?
<p>Standards</p>	<p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Civics and Government Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p>Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>

<p>Notes</p>
