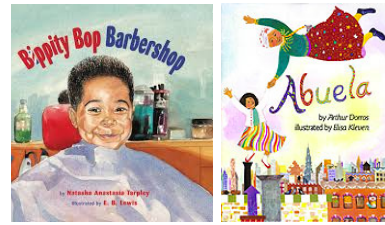


WEEK 6 Day 1



Blocks: Community Places 2

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

Enduring Understandings	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Essential Questions	What does it mean to be a member of a community?
Vocabulary	<ul style="list-style-type: none"> ● collaborate: <i>work together</i> ● communicate: <i>talk to someone about your ideas</i> ● community: <i>a group of people who live, work, or do things together</i> ● build: <i>construct</i> ● neighborhood: <i>a place where people work, or do things together</i> ● notice: <i>to see</i>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks ● other types of blocks: foam blocks, Kapla blocks, hollow blocks, snap blocks, etc. ● other materials to use with the blocks, e.g., figurines, toy vehicles ● books about community and block play ● books about local buildings and other places children's families are from ● paper & drawing utensils ● clipboards ● trays or small rugs ● tape ● images of structures (printed, on the computer, projected) ● Begin with images of local buildings and then in other places children's families are from, and images of structures built by children. <p>Set up one type of blocks and one set of props on the rug, or small</p>

	<p>wooden blocks or snap blocks on a table. Set up some clipboards with drawing utensils for sketching and recording.</p> <p>Hang images of structures on a low wall around the block center or put them on a ring so the children can access them.</p> <p>Display images of structures other children have built for inspiration. You may define the building space by taping an area on the rug, using a small area rug, or offering large trays.</p>
<p>Intro to centers</p>	<p><i>For the past week, you have been using blocks to construct buildings in our community. Here are some of your sketches and pictures of your constructions.</i></p> <p>Show them some of the work they have done and let them share what they notice.</p> <p><i>Today when you go to the block area, I would like you to think about many of the places that you built over the past week. Can you think about working with a friend to construct more than one building so that you have a community of places that some of the block people can visit.</i></p> <p>Invite children to turn and talk with a partner about 2 different buildings they would construct in their community. Harvest and write down some of their ideas.</p> <p><i>You might want to build with a friend. We also have some clipboards and pencils in the Block Center. You can sketch or draw the buildings that would be part of your community, or make a plan, or write some labels for your constructions</i></p> <p>Demonstrate how you might make a sketch of what you have built. Show them books you have read that show buildings in a community.</p> <p><i>We also have some images of different structures hanging on the wall around the Block Center [or on this ring, in this book]. By looking at these, you can get ideas about what you might build.</i></p> <p>Show one or two of the images you are providing. Wonder aloud how you might begin to build a structure in one of the images.</p> <p><i>What ideas do you have for what to build?</i></p> <p>Invite children to turn and talk with a partner about building ideas. Harvest and write down some of their ideas.</p>
<p>During centers</p>	<p>Notice what and how the children are building. Are they working together? Are they building vertically or flat on the ground? Take photos or invite the children to do so. Ask them what they are working on. Point</p>

	<p>out opportunities for collaboration. Look at the images with children and ask them what the images inspire them to build. Notice the shapes of the blocks and help children contemplate which shapes might be more useful for different parts of their structures. Encourage children to count how many blocks they are using to make their buildings.</p>
<p>Guiding Questions</p>	<ul style="list-style-type: none"> ● What materials and props do you need to build a structure? ● What did you notice about the structures in these images/books that could help you build your structure? ● How can you work together? ● Can you describe each block? How many blocks did you use? Which kind of block did you use the most? ● How can you get someone to work with you? ● What do you notice about someone else's structure that can help you with your structure? ● What do you observe (notice) about how someone else is solving that building problem?
<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 1 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 5 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>
