



WEEK 4 Day 2

**Blocks: Construction Site 1**

Inspired by *The Night Worker*, children create a construction site.

<b>Big Ideas</b>	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others. People use tools and materials for specific purposes.
<b>Guiding Questions</b>	What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project? How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<b>construction:</b> making or building; things that are made or built <b>structure:</b> something that is built <b>plan:</b> a guide of what to do <b>construction site:</b> the place where a building is built
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● varied blocks including unit, foam, hollow, etc.</li> <li>● construction vehicle</li> <li>● beautiful stuff</li> <li>● paper and writing utensils</li> <li>● clipboards</li> <li>● <i>The Night Worker</i> text</li> <li>● ipad, or other technology to document</li> </ul> <p>Set up the Block Center so that there is enough space for children to work on their construction site. If possible allow for the construction site to remain up as children work on it.</p>
<b>Intro to centers</b>	<p><i>We have been reading The Night Worker and learning what happens on the construction site where Alex’s papa works.</i></p> <p>Show the text.</p> <p><i>What is something you remember about the construction site?</i></p> <p>Harvest a couple of responses.</p>

	<p><i>This week you can create a construction site in Blocks. We have different kinds of blocks and vehicles you can use.</i></p> <p>Show the material.</p> <p><i>What kind of structure will you build on your construction site? Turn and talk to a partner and share your ideas.</i></p> <p>Think, Pair, Share.</p> <p><i>In the book, they talk about plans for the project. We have been talking about making plans for projects as part of the engineering design process.</i></p> <p>Show the page in the book.</p> <p><i>There is paper and writing tools so you can make a plan for what you are building on the construction site.</i></p> <p>Show the materials.</p> <p><i>Work together as you plan and make decisions about your construction site. It can stay up in Blocks so you can keep adding to it working together. You can document your work with the ipad.</i></p>
<b>During centers</b>	<p>Guide children to plan together for what kind of a construction site they want to have. Help them to think of what they want to build and figure out how to share materials and ideas. Encourage them to use the paper to make plans. If possible, support them to leave the construction site up, so that it will feel like a real construction site where the work goes on for a while.</p>
<b>Guiding Questions</b>	<ul style="list-style-type: none"> <li>● What kind of structure are you going to build on the construction site?</li> <li>● What kind of vehicles and machines do you need to make the structure?</li> <li>● How are you making decisions together?</li> <li>● How are the plans helping you with your construction?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Global Connections (K)</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p><b>SEL.Relationships Skills:</b>Teamwork (Boston)</p>