May. Buildings Study

Content Area: **Pre-School**
Course(s):
Time Period: **May**
Length: **5-6 weeks**
Status: **Published**

Unit Overview

This unit is the study of buildings in 5 week long Investigations.

Children will expand thier knowledge and understanding of building materials and physical forces.

Enduring Understandings

Buildings are everywhere.

People build buildings.

Buildings play a role in our community.

Essential Questions

What do the buildings in our neighborhood and in other places look like?

Who builds buildings? What tools do they use?

What are the buildings made of?

What makes them strong?

What is special about our building?

What happens inside of buildings?

Instructional Strategies & Learning Activities

Week of: **Teacher:**

Study: Buildings **Exploring the Topic:** What do we know about buildings? What do we

want to find out?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Library: books about building and construction Blocks: pictures of buildings Computer: ebook version of *The Three Little Pigs*	Art: pictures of buildings Computer: ebook version of *The Three Little Pigs*	Toys and Games: different kinds of open-ended connecting blocks	Blocks: pictures of buildings Computer: ebook version of *The Three Little Pigs*	Art: magazines with pictures of buildings; scissors Computer: ebook version of *The Three Little Pigs*
Large Group	Song: "Scat Singing" Discussion and Shared Writing: Taking a Look at Buildings	Game: Going on a Journey Discussion and Shared Writing: Exploring Our Building	Poem: "A Building My Size" Discussion and Shared Writing: Parts of Buildings	Movement: Skating Discussion and Shared Writing: What We Know About Buildings	Poem: "A Building My Size" Discussion and Shared Writing: What Do We Want to Find Out About Buildings?
Read-Aloud	*The Three Little Pigs*	*The Three Little Pigs*	*Changes, Changes*	*The Three Little Pigs*	*Keep Counting*
Small Group	Option 1: More or Fewer Towers Option 2: Which Has More?	Option 1: Dinnertime Option 2: Let's Go Fishing	Option 1: Counting & Comparing Option 2: Counting & Comparing	Option 1: Alphabet Cards Option 2: Buried Treasures	Option 1: Dramatic Story Retelling Option 2: Clothesline Storytelling

Outdoor Experiences: Large Outdoor Blocks; Hopping					
Family Partnerships: Send home a letter to families introducing the study. Invite families to contribute pictures of buildings in their neighborhoods. Invite family members to accompany the class on the neighborhood walk next week. Invite families to access the ebooks, *The Three Little Pigs* and *Keep Counting*.					
Wow! Experiences: Tuesday—A walk around the outside of your school building					

Week of: **Teacher:**

Study: Buildings **Investigation:** 1. What do buildings in our neighborhood and in other places look like?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Library: props and materials for retelling *The Three Little Pigs*	Toys and Games: different open-ended connecting blocks, e.g., ones that children have neither seen nor played with Computer: ebook version of *House, Sweet House*	Blocks: props related to buildings in your neighborhood, e.g., if you saw a fire station on the walk yesterday, add fire helmets; if you saw a farm, add farm animals	Library: books with pictures of buildings in other places Computer: ebook version of *Buildings, Buildings, Buildings*	Art: magazines; scissors
Large Group	Song: "My Body Jumps" Discussion and Shared Writing: Preparing for the	Song: "Hi-Ho, the Derry-O" Discussion and Shared Writing: Making Building	Movement: Let's Stick Together Discussion and Shared Writing: Taking a Closer Look	Movement: The Kids Go Marching In Discussion and Shared Writing: All Kinds of	Poem: "Two Plump Armadillos" Discussion and Shared Writing: Alike and Different

	Site Visit	Predictions		Homes	
Read-Aloud	*A Chair for My Mother*	*House, Sweet House*	*A Chair for My Mother*	*Buildings, Buildings, Buildings*	*A Chair for My Mother*
Small Group	Option 1: We're Going on an Adventure Option 2: Adventure Obstacle Course	Option 1: Story Problems Option 2: Nursery Rhyme Count	Option 1: Rhyming Riddles Option 2: Rhyming Tubs	Option 1: Letters, Letters, Letters Option 2: Making My Name	Option 1: Patterns Option 2: Patterns on Buildings
Outdoor Experiences: Exploring Pathways					
Family Partnerships: Do you (or does anyone you know) work on designing, constructing, or maintaining buildings? If so, we would like to invite you visit our class on Tuesday of next week so the children can interview you. Also, please access the following ebooks: *House, Sweet House* and *Buildings, Buildings, Buildings.*					
Wow! Experiences: Tuesday—A walk around the neighborhood to look at different buildings					

Week of: **Teacher:**

Study: Buildings **Investigation:** 2. Who builds buildings? What tools do they use?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Blocks: measuring tapes; carpenter's	Blocks: tool belt;	Art: hammer; nails; soft wood, such as	Blocks: blueprints; building floor	Sand and Water: small construction

	rulers; T-squares Computer: ebook version of *Build It From A to Z*	hard hat; toolkit	pine Computer: ebook version of *Build It From A to Z*	plans; clipboards; paper and pencils; digital camera	vehicles
Large Group	Game: What's Inside the Box? Discussion and Shared Writing: Who Builds Buildings?	Song: "This Is the Way" Discussion and Shared Writing: Expert Interview	Song: "The People in Your Neighborhood" Discussion and Shared Writing: Tools	Song: "Pound the Nail" Discussion and Shared Writing: Building Jobs	Song: "What Is My Job?" Discussion and Shared Writing: Builders Staying Safe
Read-Aloud	*Build It From A to Z*	*Building a House*	*Build It From A to Z*	*Changes, Changes*	*The Three Little Javelinas*
Small Group	Option 1: Bookmaking Option 2: Desktop Publishing	Option 1: Bookmaking Option 2: Desktop Publishing	Option 1: Alphabet Books Option 2: Alphabet Books and Tools	Option 1: Show Me Five Option 2: Guessing Jar	Option 1: Cube Trains Option 2: Action Patterns
Outdoor Experiences: Observing a Building's Shadow; Jump the River					
Family Partnerships: We'd like to invite family members to join our class on a walk next Tuesday to explore the materials used to construct the buildings in our neighborhood and identify problems. Also, please access the ebook, *Build It From A to Z.*					
Wow! Experiences: Tuesday—Visit from someone who works in the construction field					

Week of: **Teacher:**

Study: Buildings **Investigation:** 3. What are buildings made of? What makes them strong?

	Monday	Tuesday	Wednesday	Thursday
Interest Areas	Discovery: sample building materials, e.g., brick, wood, steel, and cinder block; magnifying glasses Computer: ebook version of *Build It From A to Z*	Toys and Games: collections of building samples, e.g., paint sample cards, carpet sample books, and tiles	Art: craft sticks; molding clay Computer: ebook version of *Build It From A to Z*	Block: unit blocks; other building materials Discovery: stick houses that the children made yesterday in the Art area
Large Group	Song: "Bouncing Big Brown Balls" Discussion and Shared Writing: What Are Buildings Made Of?	Game: Walk Around the Shapes Discussion and Shared Writing: Preparing for the Site Visit	Movement: My Body Jumps Discussion and Shared Writing: Strong Buildings	Movement: I Can Make a Circle Discussion and Shar Writing: Sturdy Buildings
Read-Aloud	*The Three Little Javelinas*	*Building a House*	*Build It From A to Z*	*The Three Little Javelinas*
Small Group	Option 1: Geoboards Option 2: Straw Shapes	Option 1: Can We Build it Together? Option 2: Can We Build it Together? Construction Sounds	Option 1: I'm Thinking of a Shape Option 2: Buried Shapes	Option 1: Which Container Holds More? Option 2: Cover Up

Outdoor Experiences: Continuing to Observe a Building's Shadow; Follow the Leader				
Family Partnerships: We are asking families to bring in large, empty boxes for children to use to construct bui investigation. Also, please access the ebook, *Build It From A to Z.*				
Wow! Experiences: Tuesday—A walk around the neighborhood to investigate the materials used to construct n and identify problems				

Integration of Career Readiness, Life Literacies and Key Skills

Performing assigned classroom jobs and duties

Technology and Design Integration

Students will interact with SmartBoard activities.

Students will interact with read-aloud texts both individually and as a large group.

Use of Shutterfly Share Site

Utilize programs on the iPad

Watch and interact with SchoolTube videos.

8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."
8.2.3	Turn smart toys on and/or off.
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Interdisciplinary Connections

Units are interdisciplinary throughout the curriculum.

4.1	Children begin to demonstrate an understanding of number and counting.
9.1	Children demonstrate initiative, engagement, and persistence.
9.2	Children show creativity and imagination.
6.2.3	Demonstrate appropriate behavior when collaborating with others.
4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just

	enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
2.3.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
6.3.1	Develop an awareness of the physical features of the neighborhood/community.
9.3	Children identify and solve problems.
4.2	Children demonstrate an initial understanding of numerical operations.
9.4	Children apply what they have learned to new situations.
4.3	Children begin to conceptualize measurable attributes of objects.
4.4	Children develop spatial and geometric sense.
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).

Differentiation

Students will be offered support and challenges as deemed appropriate.

Modifications & Accommodations

Pre-school has multiple identification processes and services for students needing support.

Benchmark Assessments

Teacher created benchmark assessment

Formative Assessments

Teacher observation

Summative Assessments

Anecdotal record keeping

Instructional Materials

See items located in lesson plans above.

Standards

5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.2	With prompting and support, retell familiar stories or poems.
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
RL.PK.5	Recognize common types of literature (storybooks and poetry books).
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
RI.PK.2	With prompting and support, recall important facts from a familiar text.
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
RI.PK.5	Identify the front and back cover of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.
SOC.PK.6.3.1	Develop an awareness of the physical features of the neighborhood/community.
SOC.PK.6.4	Children develop an awareness of the cultures within their classroom and their community.
SOC.PK.6.4.1	Learn about and respect other cultures within the classroom and community.