

# May. Buildings Study

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

## Unit Overview

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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

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Buildings are everywhere.

People build buildings.

Buildings play a role in our community.

## Essential Questions

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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

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

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| <b>Outdoor Experiences:</b> Large Outdoor Blocks; Hopping  |  |  |  |  |  |
| <b>Family Partnerships:</b> 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, <i>The Three Little Pigs</i> and <i>Keep Counting</i> . |  |  |  |  |  |
| <b>Wow! Experiences:</b> Tuesday—A walk around the outside of your school building   |  |  |  |  |  |

**Week of:**

**Teacher:**

**Study:** Buildings  
places look like?

**Investigation:** 1. What do buildings in our neighborhood and in other

|                       | Monday  | Tuesday  | Wednesday   | Thursday   | Friday   |
|-----------------------|---|--|---|--|--|
| <b>Interest Areas</b> | Library: props and materials for retelling <i>The Three Little Pigs</i>       | Toys and Games: different open-ended connecting blocks, e.g., ones that children have neither seen nor played with<br><br>Computer: ebook version of <i>House, Sweet House</i> | 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<br><br>Computer: ebook version of <i>Buildings, Buildings, Buildings</i> | Art: magazines; scissors   |
| <b>Large Group</b>    | Song: “My Body Jumps”<br><br>Discussion and Shared Writing: Preparing for the | Song: “Hi-Ho, the Derry-O”<br><br>Discussion and Shared Writing: Making Building   | Movement: Let’s Stick Together<br><br>Discussion and Shared Writing: Taking a Closer Look   | Movement: The Kids Go Marching In<br><br>Discussion and Shared Writing: All Kinds of   | Poem: “Two Plump Armadillos”<br><br>Discussion and Shared Writing: Alike and Different |

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|  | Site Visit   | Predictions   |   | Homes   |  |
| <b>Read-Aloud</b>  | <i>A Chair for My Mother</i>   | <i>House, Sweet House</i>                                     | <i>A Chair for My Mother</i>                            | <i>Buildings, Buildings, Buildings</i>                              | <i>A Chair for My Mother</i>   |
| <b>Small Group</b>   | Option 1: We're Going on an Adventure<br><br>Option 2: Adventure Obstacle Course | Option 1: Story Problems<br><br>Option 2: Nursery Rhyme Count | Option 1: Rhyming Riddles<br><br>Option 2: Rhyming Tubs | Option 1: Letters, Letters, Letters<br><br>Option 2: Making My Name | Option 1: Patterns on Buildings<br><br>Option 2: Patterns on Buildings |
| <b>Outdoor Experiences:</b> Exploring Pathways   |  |   |   |   |  |
| <b>Family Partnerships:</b> 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: <i>House, Sweet House</i> and <i>Buildings, Buildings, Buildings</i> . |  |   |   |   |  |
| <b>Wow! Experiences:</b> 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                             |
|-----------------------|--------------------------------------|--------------------|--|------------------------------------|------------------------------------|
| <b>Interest Areas</b> | Blocks: measuring tapes; carpenter's | Blocks: tool belt; | Art: hammer; nails; soft wood, such as | Blocks: blueprints; building floor | Sand and Water: small construction |

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|  | rulers; T-squares<br><br>Computer: ebook version of <i>Build It From A to Z</i>          | hard hat; toolkit  | pine<br><br>Computer: ebook version of <i>Build It From A to Z</i>                  | plans; clipboards; paper and<br><br>pencils; digital camera                | vehicles  |
| <b>Large Group</b>   | Game: What's Inside the Box?<br><br>Discussion and Shared Writing: Who Builds Buildings? | Song: "This Is the Way"<br><br>Discussion and Shared Writing: Expert Interview | Song: "The People in Your Neighborhood"<br><br>Discussion and Shared Writing: Tools | Song: "Pound the Nail"<br><br>Discussion and Shared Writing: Building Jobs | Song: "What Is My Job?"<br><br>Discussion and Shared Writing: Builders Staying Safe |
| <b>Read-Aloud</b>  | <i>Build It From A to Z</i>  | <i>Building a House</i>  | <i>Build It From A to Z</i>   | <i>Changes, Changes</i>  | <i>The Three Little Javelinas</i>   |
| <b>Small Group</b>   | Option 1: Bookmaking<br><br>Option 2: Desktop Publishing                                 | Option 1: Bookmaking<br><br>Option 2: Desktop Publishing                       | Option 1: Alphabet Books<br><br>Option 2: Alphabet Books and Tools                  | Option 1: Show Me Five<br><br>Option 2: Guessing Jar                       | Option 1: Cube Trains<br><br>Option 2: Action Patterns                              |
| <b>Outdoor Experiences:</b> Observing a Building's Shadow; Jump the River  |  |  |   |  |   |
| <b>Family Partnerships:</b> 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, <i>Build It From A to Z</i> . |  |  |   |  |   |
| <b>Wow! Experiences:</b> Tuesday—Visit from someone who works in the construction field  |  |  |   |  |   |

**Week of:**

**Teacher:**

**Study:** Buildings  
strong?

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

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

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| <b>Outdoor Experiences:</b> Continuing to Observe a Building’s Shadow; Follow the Leader  |  |  |  |  |
| <b>Family Partnerships:</b> We are asking families to bring in large, empty boxes for children to use to construct building investigation. Also, please access the ebook, <i>Build It From A to Z</i> . |  |  |  |  |
| <b>Wow! Experiences:</b> Tuesday—A walk around the neighborhood to investigate the materials used to construct buildings 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.

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| TECH.PK.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.” |
| TECH.PK.8.2.3 | Turn smart toys on and/or off.   |
| TECH.PK.8.2.5 | Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.                                      |
| TECH.PK.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.

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|-------------|---|
| AL.PK.9.1   | Children demonstrate initiative, engagement, and persistence.   |
| MA.PK.4.1   | Children begin to demonstrate an understanding of number and counting.  |
| AL.PK.9.2   | Children show creativity and imagination.   |
| MA.PK.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 |

|               |  |
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|               | (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).         |
| MA.PK.4.2     | Children demonstrate an initial understanding of numerical operations.                                       |
| AL.PK.9.3     | Children identify and solve problems.  |
| AL.PK.9.4     | Children apply what they have learned to new situations.   |
| MA.PK.4.3     | Children begin to conceptualize measurable attributes of objects.  |
| MA.PK.4.4     | Children develop spatial and geometric sense.  |
| MA.PK.4.4.1   | Respond to and use positional words (e.g., in, under, between, down, behind).                                |
| HPE.PK.2.3.2  | Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). |
| SFLS.PK.6.2.3 | Demonstrate appropriate behavior when collaborating with others.   |
| SFLS.PK.6.3.1 | Develop an awareness of the physical features of the neighborhood/community.                                 |

## **Differentiation**

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Students will be offered support and challenges as deemed appropriate.

## **Modifications & Accommodations**

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

## **Benchmark Assessments**

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Teacher created benchmark assessment

## **Formative Assessments**

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Teacher observation

## **Summative Assessments**

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Anecdotal record keeping



## Instructional Materials

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See items located in lesson plans above.

## Standards

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| SCI.PK.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).   |
| SCI.PK.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). |
| SCI.PK.5.1.4    | Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.  |
| SCI.PK.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).  |
| ELA.PK.RI.PK.2  | With prompting and support, recall important facts from a familiar text.   |
| ELA.PK.RI.PK.3  | With prompting and support, make a connection between pieces of essential information in a familiar text.  |
| ELA.PK.RI.PK.4  | With prompting and support, ask and answer questions about unfamiliar words in informational text.   |
| ELA.PK.RI.PK.5  | Identify the front and back cover of a book.   |
| ELA.PK.RI.PK.6  | With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.   |
| ELA.PK.RI.PK.7  | With prompting and support, tell how the illustrations support the text (information or topic) in informational text.  |
| ELA.PK.RL.PK.1  | With prompting and support, ask and answer key elements in a familiar story or poem.   |
| ELA.PK.RL.PK.2  | With prompting and support, retell familiar stories or poems.  |
| ELA.PK.RL.PK.4  | With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.   |
| ELA.PK.RL.PK.5  | Recognize common types of literature (storybooks and poetry books).  |
| ELA.PK.RL.PK.7  | With prompting and support, using a familiar storybook, tell how the illustrations support the story.  |
| ELA.PK.RL.PK.10 | Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.   |
| 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.   |

