Unit 3: How Structures Are Built

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **January-February**
Status: **Published**

Unit Overview

This unit focuses on how structures and tools work and how to make or do things. Children will explore how objects move and investigate shapes. They will also recognize feelings in themselves and others and will talk about ways to calm down when they have strong emotions.

Enduring Understandings

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    - **Structures are things people build for different purposes.**
      Children understand that structures such as homes, bridges, and classrooms are made to help people live, work, and play.
    - **Structures are made from different materials and parts.**
      Children learn that builders choose materials and pieces to make structures strong and useful.
    - **People plan and work together to build structures.**
      Children understand that building involves teamwork, communication, and problem-solving.
    - **Words, pictures, and stories help us learn how things are built.**
      Children learn that books, diagrams, and conversations explain building ideas.
    - **Structures can be the same or different around the world.**
      Children recognize that people build in different ways based on needs, culture, and environment.
    - **We can use language to describe, explain, and share ideas about building.**
      Children understand that talking, listening, drawing, and early writing help express ideas.

Essential Questions

- What is a structure?
- Why do people build structures?
- What structures do we see in our school and community?
- What are structures made of?

- Which materials are strong or soft?
- How do shapes help make structures strong?
- How do people work together to build something?
- What happens if a structure falls down?
- How can we fix or change a structure?
- What do stories tell us about building?
- How do pictures and diagrams help us understand structures?
- How are informational books different from storybooks?
- How are buildings the same or different?
- How do people build homes in different places?
- How does where we live affect how structures are built?

Learning Objectives

- Discover how and why structures built.
- Students will understand what they observed.
- The next steps students need to try next to help them.
- I can construct meaning from, respond to, and apply knowledge to from text that is read to me.

Standards: Content

RF.PK.1.a	Follow words from left to right, top to bottom, page by page.
RF.PK.1.b	Recognize that spoken words can be written and read.
RF.PK.1.c	Recognize that words are separated by spaces.
RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
RF.PK.2.a	Recognize and produce simple rhyming words.
RF.PK.2.b	Segment syllables in spoken words by clapping out the number of syllables.
RF.PK.2.c	Identify many initial sounds of familiar words.

RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
RF.PK.3.c	Recognize their name in print as well as other familiar print in the environment.
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).
W.PK.7	With guidance and support, participate in shared research and shared writing projects.
W.PK.8	With guidance and support, recall information from experience or familiar topic to answer a question.
SL.PK.1.a	Follow-agreed upon rules for discussions during group interactions.
SL.PK.1.b	Continue a conversation through several back and forth exchanges.
SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.
SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.
SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.
SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
L.PK.1.a	Print many alphabet letters.
L.PK.1.b	Use frequently occurring nouns and verbs.
L.PK.1.c	Form regular plural nouns.
L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).
L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
L.PK.1.f	Begin to speak in complete sentences.
L.PK.1.g	Understands and can follow simple multi-step directions.
L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
L.PK.4.a	With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
L.PK.5.a	Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).
L.PK.5.b	Begin to understand opposites of simple and familiar words.
L.PK.5.c	Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.

Standards: Interdisciplinary

0.1.1	Express individuality by making independent decisions about which materials to use.
0.1.2	Express ideas for activities and initiate discussions.

0.1.3	Actively engage in activities and interactions with teachers and peers.
0.1.4	Discuss their own actions and efforts.
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4	Attend to tasks for a period of time.
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).
0.4.1	Engage appropriately with peers and teachers in classroom activities.
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
0.5.1	Play independently and cooperatively in pairs and small groups.
0.5.2	Engage in pretend play.
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
0.5.4	Take turns.
0.5.5	Demonstrate understanding the concept of sharing by attempting to share.

Assessment Evidence

Formative	PreK Formative Assessments ● Teacher observations throughout daily routine ● Classroom participation ● Work samples ● Student photographs and video clip
Summative	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Alternative & Benchmark	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		