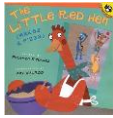




Building A Neighborhood



Standards:

ATL.IC.PS.1-6
 ATL.EP.PS.5
 CA.VA.PS.1-5
 ELA.LS.VAU.PS1, 1a,
 2a-c, 3
 PHD.FM.PS 5-6

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):

How do you relate and communicate your thoughts, feelings, and needs to others?

Materials:

- *The Little Red Hen Makes a Pizza*
- *A Letter to Amy*
- variety of blocks
- variety of natural and recycled materials
- writing utensils
- scissors
- adhesives
- images of neighborhoods resources

Vocabulary:

- neighborhood
- home
- street
- sidewalk
- building
- store
- setting: where a story takes place

Preparation: Set up materials.

Intro to Centers:

"The **setting**--where the story took place--for *A Letter to Amy* and *The Little Red Hen Makes A Pizza* was a **neighborhood**--the area around your **home**. What do you notice?"

"How is the hen's **neighborhood** similar to or different from Peter's **neighborhood**?"

"Here are some images of **neighborhoods**. What do you notice?"

"Today in Blocks, you can use these materials to construct your own **neighborhood** with **buildings, stores, streets** and **sidewalks**."

Show illustrations. Children respond.

Children respond.

Show images Children respond.

Show materials.

During Centers: Support children in creating signs for their neighborhoods. Encourage children to name the shapes of the materials they are using to construct their neighborhoods. Encourage children to incorporate features of their own neighborhoods into their construction.

Guiding Questions during Centers:

- How is the neighborhood you are constructing similar to or different from the neighborhood in *A Letter To Amy/The Little Red Hen Makes A Pizza*/your neighborhood?
- What places are in your neighborhood?
- How do neighbors work/play together?
- How do you get around in your neighborhood?
- Why do you need signs in your neighborhood?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Take photographs of children during the activity and display them with captions of the children's words describing their process.

Provocation:

Walk around the school neighborhood and document the sights, sounds, and smells you encounter. Incorporate documentation into conversations and construction in Blocks.

