

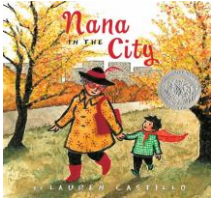
Unit 4

 Weeks 2, 3

Building A Town/City



Standards:
 SS.G.PS.1
 CA.DE.PS.1-3
 SL.CC.PS.1-2
 M.G.PS.3
 PHD.FM.PS.5-6



Materials:

- *Nana In The City*
- writing tools
- child-made *Classroom Maps*
- people figures
- images of children’s home town and surrounding towns
- Beautiful Stuff
 - traffic signs
 - community building signs resource
 - vehicles

Vocabulary:

- map
- city/town
- bus
- apartment
- neighborhood

Preparation: Set up materials.

<p>Intro to Centers: “In <i>Nana in the City</i>, the boy visited his grandmother. What do you notice?”</p> <p>“There was a subway, apartment buildings, a park, and neighborhoods in the city.”</p> <p>“Here are some images of nearby towns. What do you notice?”</p> <p>“Today in Blocks, you can build a town/city with these materials. What will be in your town?”</p> <p>“How will a plan/map of your town be helpful?”</p>	<p><i>Show illustrations. Children respond.</i></p> <p><i>Show images. Children respond.</i></p> <p><i>Show materials. Children respond.</i></p> <p><i>Children respond.</i></p> <p><i>Children respond.</i></p>
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During Centers:

Encourage children to draw plans and/or maps of their towns. If children are building a real town, encourage them to accurately depict the locations of various places. Support children with collaboration, e.g., one child draws the plan/map, another child builds. Compare and contrast children’s towns to the cities in *Matthew And Tilly*, *A Letter To Amy*, etc.

Guiding Questions during Centers:

- What was the inspiration for your town/city?
- How is a map of your town helpful?
- How is *Building A Town* similar to or different from *Building A Playground/Neighborhood*?
- How is your town similar to or different from an animal habitat?

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

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Invite a city planner, urban designer, architect, and/or construction worker to visit the classroom. Encourage children to notice how colors are used to organize information about a town, i.e., public transportation lines, traffic signs, etc.



Richmond

