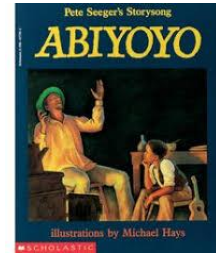


Unit 1: Community

WEEK 1 Day 4



Blocks: Exploration 1

Children collaborate to explore and play with blocks and props, becoming familiar with the properties of blocks and other materials in the block area.

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities, such as: <ul style="list-style-type: none">● shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	collaborate: to work together communicate: to share ideas community: a group of people who live, work, or do things together build: to construct structure: a building
Materials and Preparation	<ul style="list-style-type: none">● unit blocks, or one other type of block (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.)● props, such as figurines, toy vehicles, signs, a limited selection● blank paper● writing and drawing tools● clipboards● trays, small rugs, or tape, for defining building spaces● several books with community images and themes Arrange these in the Blocks Center for children’s reference.● a collection of images of buildings and/or a set of images of various kinds of structures Begin this collection with images of structures in your town, buildings in other places children's families come from, and structures built by children. Over time, children may contribute

	<p>other images of structures they find interesting. Print the images and hang them on a low wall around the Blocks Center, or put them on a ring or in a binder so that children can access them. Alternately, run a slideshow of images on a computer or projected on a wall.</p> <p>Bring a few blocks and props to the large group meeting area for the Intro to Centers. In the Blocks Center, set up some clipboards with drawing and writing tools for children to sketch plans and record block structures and scenes. Define the building space by taping an area on the rug, using a small area rug, or offering large trays.</p>
<p>Intro to Centers</p>	<p><i>Today we are going to open the Blocks Center. We have these blocks and other props for you to work with.</i></p> <p>Point to the Block Center in the classroom, and show the blocks and props that are available. <i>You can use the blocks in many different ways. You can make a wall, a tower, or other structures.</i></p> <p>Begin to model building a wall or a small tower with the blocks. <i>You could build alone, but you might want to build with a friend.</i></p> <p><i>Here's something else you will find in the Blocks Center: clipboards and pencils. You can sketch, or draw, your building when it's finished, or you could draw to make a plan before you start building. That kind of drawing can help you think about where to place different blocks as you build.</i></p> <p>Demonstrate how you might make a sketch of what you have built. <i>You could also write some labels for things you are building, if you like.</i></p> <p>Model making a label or two. <i>In the Blocks Center you'll find images of different structures. By looking at these, you can get ideas about what you might build.</i></p> <p>Show one or two of the images. <i>If I wanted to build this structure, I wonder how I would begin?</i></p> <p>Turn and talk. <i>What ideas do you have for what to build? How will you plan where to put the blocks?</i></p> <p>Invite children to turn and talk with a partner about building ideas. Harvest and write down a couple of their ideas.</p> <p>Demonstrate expectations for cleaning up and leaving the area.</p>

	<p><i>When you are finished working with the blocks, make sure there is open space for other children to work. Taking care of materials is an important responsibility in Kindergarten.</i></p>
During Centers	<p>Notice what and how the children are building. Are they working together? Are they building vertically or flat on the ground? How are they taking advantage of the properties of the blocks to build?</p> <p>Ask children what they are working on. Point out opportunities for collaboration.</p> <p>Look at the images together with children, and ask them what they are inspired to build. Encourage children to draw plans and then to use their drawings to map out their structures as they begin to build. Talk about the shapes of different blocks. Help children contemplate which shapes might be most useful for different parts of their structures.</p> <p>Encourage children to count how many or to categorize blocks they are using to build their structures.</p> <p>Document children’s work by taking photographs or by offering children an ipad, camera, or other device to photograph their structures. As children create sketches and take photos of their structures, hang these in the building space for reflection and inspiration.</p>
Facilitation	<ul style="list-style-type: none"> ● What materials and props do you need to build a structure? ● What did you notice in this image that can help you build? ● How did you decide where to place the blocks? ● How can you work together? ● Can you describe each block? How many blocks did you use? Which kind of block did you use the most? ● What do you notice about someone else's structure that can help you with yours? ● What do you observe (notice) about how someone else is solving that building problem? ● How can you make sure other children have enough space to build?
Standards	<p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

Civics K.T1.2. Take on responsibilities and follow through on rules, being helpful to and respectful of others.

Geography K.T2.1. Describe the location of people, objects, and places, using correctly words and phrases such as up, down, near, far, left, right, straight, back, behind, in front of, next to, between.

Geography K.T2.5. Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student’s home or school.

Geometry 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Notes