



WEEK 3 Day 2

Blocks: Abiyoyo’s Village
 Children build structures inspired by the book *Abiyoyo*.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>One way people in communities communicate is through stories.</p>
Guiding Questions	<p>What does it mean to be a member of a community?</p> <p>Why is collaboration and working together important?</p> <p>When is it important to work in a group or independently?</p>
Vocabulary	<p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>community: a group of people who live, work, or do things together</p> <p>build: to construct</p>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks and other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.) ● props, such as figurines, toy vehicles, signs ● <i>Abiyoyo</i>, Pete Seeger <p>Place the book in the Blocks Center. Flag pages with illustrations of the village and the wall around it. Alternatively, make color copies of these pages.</p> <ul style="list-style-type: none"> ● blank paper ● writing and drawing tools ● clipboards ● trays, small rugs, or tape, for defining building spaces ● several books with community images and themes ● a collection of images of buildings and/or a set of images of various kinds of structures <p>As in other activities, some children will benefit from having visual</p>

	<p>instructions for building a wall or other types of structures.</p> <p>Bring a few blocks, <i>Abiyoyo</i>, and a clipboard with paper and pencil to the Intro to Centers.</p>
<p>Intro to Centers</p>	<p><i>You know this story very well [hold up Abiyoyo]. I wonder if you can collaborate with each other to build the village from this story in the Blocks Center.</i></p> <p>Show a couple of flagged or copied images.</p> <p><i>How might you work together to build this village? Turn and talk to a partner: What part of the village would you build? What kind of blocks would you use?</i></p> <p><i>What if you wanted to build the wall around the village? What kinds of blocks would be best for this? How many blocks do you think you would need?</i></p> <p>Ask children for suggestions for beginning to build a round wall, and follow their ideas to model.</p> <p><i>As always, there are clipboards, paper, and pencils in the center.</i></p> <p>Model sketching and writing a label for the wall.</p> <p><i>I encourage you to build in a small group. This will give you more ideas, and you can all use the space for one project.</i></p>
<p>During Centers</p>	<p>Children work with a partner or in small groups to build structures from the book. They look carefully at the images and talk together about parts of the story that connect to what they are building. After they build, children might dramatize the story using props.</p> <p>Notice what and how the children are building. How do they approach different kinds of structures? What decisions do they make about which blocks to use, and what informs them? Do children place blocks flat on the floor or build vertically? Talk with children about their decisions. Encourage them to look at the images for information and inspiration.</p> <p>Support children’s efforts to collaborate in building. Notice how they manage cooperation and collaboration, what language they use with each other, how effectively they express their ideas and listen to each other, and which children take on leadership roles while others appear less confident.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What inspired you to build the structure this way? ● What did you notice about how the structures look in the illustration? How can looking closely help you with the structure you are building?

	<ul style="list-style-type: none"> ● Which blocks will you use for this kind of structure? How many? ● Would you use the same blocks for a wall that you would use for a tall building? Why? ● What do you observe (notice) about someone else’s structure that can help you with yours?
<p>Standards</p>	<p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth’s surface and peoples.</p>

<p>Notes</p>
