



Blocks: Community Places 1

Children explore and play with various types of blocks and props and work collaboratively, becoming familiar with the properties of blocks and other materials in the block area.

Enduring Understandings	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Essential Questions	What does it mean to be a member of a community?
Vocabulary	<ul style="list-style-type: none"> ● collaborate: <i>work together</i> ● communicate: <i>talk to someone about your ideas</i> ● community: <i>a group of people who live, work, or do things together</i> ● build: <i>construct</i> ● neighborhood: <i>a place where people work, or do things together</i> ● notice: <i>to see</i>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks ● other types of blocks: foam blocks, Kapla blocks, hollow blocks, snap blocks, etc. ● other materials to use with the blocks, e.g., figurines, toy vehicles ● books about community and block play ● books about local buildings and in other places children's families are from ● paper & drawing utensils ● clipboards ● trays or small rugs ● tape ● images of structures (printed, on the computer, projected) Begin with images of local buildings and then in other places children's families are from, and images of structures built by children.

	<p>Set up one type of blocks and one set of props on the rug, or small wooden blocks or snap blocks on a table. Set up some clipboards with drawing utensils for sketching and recording.</p> <p>Hang images of structures on a low wall around the block center or put them on a ring so the children can access them.</p> <p>Display images of structures other children have built for inspiration. You may 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>For the past week, you have been using blocks to construct our school community. Here are some of your sketches and pictures of your constructions.</i></p> <p>Show some of the work they have done.</p> <p><i>Today we are going to think about constructions that are part of our community. I want you to think about some of the many structures that you notice in the neighborhood. Our school is one of those structures. Can you think of any others? Can you think of some of the ones you have been in with your family?</i></p> <p>Invite children to turn and talk with a partner about some of the structures they see in the neighborhood. Harvest and write down some of their ideas</p> <p><i>You have come up with many structures that are in the community. We will hang this chart in the block area along with the pictures of structures in our neighborhood. You can use these as inspiration for your own constructions. We will also put <u>Abuela</u> in the block area since many of the structures in the book can also be found in our neighborhood.</i></p> <p><i>You might want to build with a friend.</i></p> <p><i>We also have some clipboards and pencils in the Block Center. You can use these to sketch or draw the buildings that are part of our community, or make a plan, or write some labels for your constructions</i></p> <p>Show one or two of the images or pages from <i>Abuela</i>. Wonder aloud how you might begin to build a structure in one of the images.</p> <p><i>What have you been inspired to build?</i></p> <p>Invite children to turn and talk with a partner about building ideas. Harvest and write down some of their ideas.</p>

During centers	Notice what and how the children are building. Are they working together? Are they building vertically or flat on the ground? Take photos or invite the children to do so. Ask them what they are working on. Point out opportunities for collaboration. Look at the images with children and ask them what the images inspire them to build. Notice the shapes of the blocks and help children contemplate which shapes might be more useful for different parts of their structures. Encourage children to count how many blocks they are using to make their buildings.
Guiding Questions	<ul style="list-style-type: none"> ● What materials and props do you need to build a structure? ● What did you notice about the structures in these images/books that could help you build your structure? ● 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? ● How can you get someone to work with you? ● What do you notice about someone else's structure that can help you with your structure? ● What do you observe (notice) about how someone else is solving that building problem?
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> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</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>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>

Notes