



WEEK 5 Day 3

Blocks: Block Owls

Children create models of owls using varied blocks. They record how many and which types of blocks they use.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>habitat: a place where animals live</p> <p>model: a three-dimensional representation or copy</p> <p>data: facts and other information collected together to look at closely</p> <p>record: to draw or write information</p> <p>attribute: a quality that helps describe something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● blocks of different shapes and sizes ● writing utensils (pencils, markers) ● books and other images depicting owls ● paper and clipboards ● Block Owls Challenge sheet ● Recording Sheets, copies for each child or pair of children <p>Strategically choose a collection of varied blocks and set them out in a basket or container. Adapt, print, and photocopy the Block Recording Sheet. Set out writing utensils and clipboards for children to use.</p> <ul style="list-style-type: none"> ● Block Frogs Examples
Intro to Centers	<p><i>Today we have a familiar Blocks Challenge: Create an owl with blocks, using the blocks in this container and trying to use as many of the blocks as you can.</i></p> <p>Show the container and different types of blocks available.</p>

	<p><i>What attributes, or qualities, of an owl will be important to include? Share your ideas with a partner.</i></p> <p>Invite the children to turn and talk. Harvest a couple of ideas. <i>Which blocks could you use to make a block owl?</i> Harvest a couple of ideas.</p> <p><i>After you have built your owl, you have an important job to do. That is to record, or write down, data about which kinds of blocks and how many of each kind you used. Here is a recording sheet you can use to write down this information.</i></p> <p>Hold up the recording sheet, and talk through how to fill it out.</p>
During Centers	<p>Provide images, as useful, to help children get started. Support children in making choices about what kinds of blocks to use. Encourage them to classify and count the blocks once they have finished constructing. Remind them to write their findings on the recording sheet as they count. Invite children to document what their owls look like.</p>
Facilitation	<ul style="list-style-type: none"> ● What shape or kind of blocks will you use to construct your owl? ● How many blocks did you use? ● How could you make an owl using the largest/smallest number of blocks? ● How can you record this information to share with others?
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>MD.K.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>G.K.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.</p>

Notes
