



UNIT 1: FAMILY / WEEK 1 & 2

# Building Homes

Standard Connection:  
 ELA.L.PK4.6  
 ELA.SL.PK4.6  
 M.G.PK4.4  
 M.G.PK4.5  
 PD.FM.PK4.1  
 PD.FM.PK4.5  
 SS.FC.PK4.4  
 SS.HE.PK4.1  
 S.PS.PK4.3a

## Enduring Understanding(s):

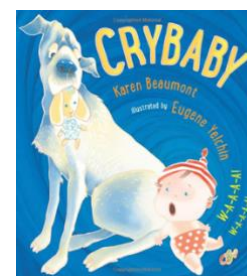
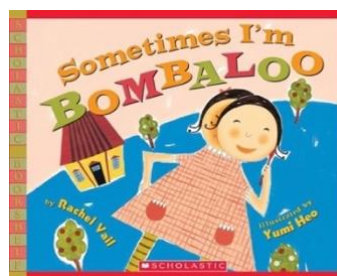
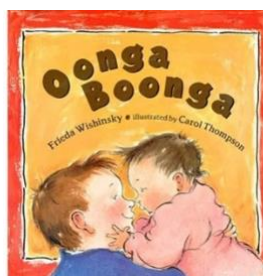
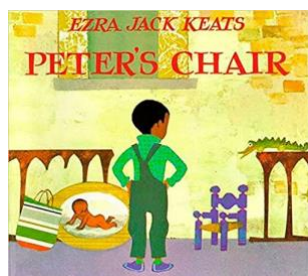
- As individuals and as a group, family members use their senses to observe and interact with their environment.

## Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary
<p><b>Week 1:</b></p> <ul style="list-style-type: none"> <li><i>Peter's Chair</i></li> <li><i>Oonga Boonga/Crybaby</i></li> <li>smaller individual bins that can be placed on a table</li> <li>small wooden blocks/ inch cubes</li> <li>natural and recycled materials (yogurt/ cereal containers, sticks, rocks)</li> </ul> <p><b>Week 2 (add):</b></p> <ul style="list-style-type: none"> <li><i>Sometimes I'm Bombaloo</i></li> <li>images of characters and settings from <i>Oonga Boonga/Crybaby</i>, <i>Peter's Chair</i>, and/or <i>Sometimes I'm Bombaloo</i> mounted on blocks or with binder clips</li> </ul>	<ul style="list-style-type: none"> <li><b>structure:</b> something that is built by putting parts together</li> <li><b>building:</b> a structure with a roof and walls</li> <li><b>construct:</b> make something</li> <li><b>stack:</b> put one thing on top of another</li> <li><b>positional words:</b> <i>next to, on top, under, below, beneath</i></li> <li><b>plan:</b> develop or design</li> <li><b>home:</b> the place where a person lives</li> <li><b>family names:</b> mom, aunt, cousin, etc.</li> <li><b>neighbor:</b> a person who lives near you</li> <li><b>neighborhood:</b> a place where people live</li> </ul>

## Books



## Intro to Centers (Week 1)

**Preparation: Set up materials**

“In *Oonga Boonga/Crybaby* and *Peter's Chair*, Baby Louise/Baby, Peter, and their families lived in **homes**. What do you notice?”

**Show illustration.  
Children respond.**

“Peter's **home** had a bedroom.”

**Show illustration.**

“Daniel and Baby Louise’s/Baby’s home had a room where everyone gathered.”	<b>Show illustration.</b>
“Today, in Science, you can build <b>homes</b> with these materials. You can <b>stack</b> them to build your <b>structure</b> . Put them <i>next to, on top, or under each other.</i> ”	<b>Show materials. Model.</b>
“Make a <b>plan</b> before you <b>construct</b> your <b>building</b> .”	
“You could build a <b>home</b> with a bedroom like Peter’s or a home with a living room to gather in like Baby Louise’s/Baby’s.”	

## Intro to Centers (Week 2)

“In <i>Sometimes I’m Bombaloo</i> Katie Honors also lived in a home like Peter and Baby Louise/Baby. What do you notice?”	<b>Show illustration.</b>
“You have been <b>constructing</b> homes in Science. Today you can add the families of Peter, Baby Louise/Baby, and Katie to your <b>homes</b> .”	<b>Show documentation of children’s work. Show materials.</b>
“In <i>Oonga Boonga/Crybaby</i> , why did the <b>neighbors</b> - people who lived near them- come to their <b>home</b> ?”	<b>Show illustration.</b>
“All your <b>homes</b> put together can make a <b>neighborhood</b> - a place where people live.”	

### During Centers:

- Encourage children to collaborate on building their homes (one child draws the plan, another child builds using the plan).
- Encourage children to use strategies they learned from building stable block towers to build stable structures in the sand.
- Encourage children to draw and label their structures.

### Guiding Questions During Centers:

- Why did you choose these materials for your home?
- How is the home you are building similar to or different from the one you live in/from your friend’s?
- How are your neighbors similar to or different from the neighbors in *Oonga Boonga/Crybaby*?
- How could you make your home hold more or fewer neighbors than your friend’s home?



## **Thinking and 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:**

Encourage children to use scenes that they painted in Watercolor Painting as backdrops for neighborhood.

Walk around the neighborhood and encourage children to notice the buildings. Take photographs to use as inspiration.

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices. This can also be used to help children answer Guiding Questions. During Centers, support children who need a more discrete workspace by providing smaller bins of sand and materials in other areas of the classroom. Some children may also need extra practice with position words such as next to, on top of, on under. Manipulatives can be used for this extra practice, as well as the materials in the Block Center.