



Building A Neighborhood

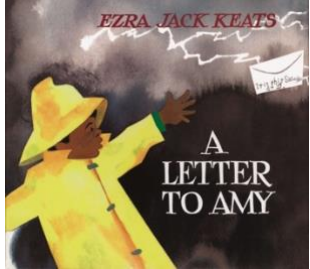
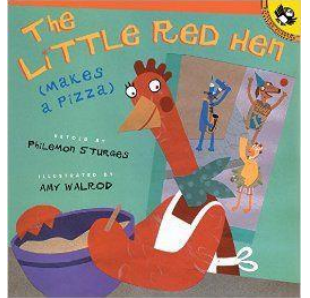
Standard Connection:
 ELA.RL.PK4.9
 ELA.W.PK4.1
 M.MD.PK4.1
 M.G.PK4.4
 S.PS.PK4.3a
 SS.FC.PK4.6a
 PD.SHS.PK4.3
 PD.FM.PK4.5

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):

- How do you relate and communicate your thoughts, feelings, and needs to others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Little Red Hen (Makes a Pizza)</i> • <i>A Letter to Amy</i> • variety of blocks • variety of natural and recycled materials • writing utensils • scissors and adhesives • images of neighborhoods (see Resource) 	<p>neighborhood: community within a city, town, suburb, or rural area</p> <p>home: the place where someone lives</p> <p>street: a public road in a city or town</p> <p>sidewalk: a paved path</p> <p>building: a structure with a roof and walls</p> <p>store: a retail establishment selling items to the public</p> <p>setting: where a story takes place</p>	 

Intro to Centers	
Preparation: Set up materials	
<p>“The setting- where the story took place - for <i>A Letter to Amy</i> and <i>The Little Red Hen (Makes a Pizza)</i> was a neighborhood - the area around your home. What do you notice?”</p>	<p>Show illustration. Children respond.</p>
<p>“How is the hen’s neighborhood similar to or different from Peter’s neighborhood?”</p>	<p>Children respond.</p>
<p>“Here are some images of neighborhoods. What do you notice?”</p>	<p>Show images. Children respond.</p>
<p>“Today in Blocks, you can use these materials to construct your own neighborhood with buildings, stores, streets, and sidewalks.”</p>	<p>Show materials.</p>

During Centers:

Support children in creating signs for their neighborhoods. Encourage children to name the shapes of the materials they are using to construct their neighborhoods. Encourage children to incorporate features of their own neighborhoods into their construction.

Guiding Questions During Centers:

- How is the neighborhood you are constructing similar to or different from the neighborhood in *A Letter to Amy/The Little Red Hen (Makes a Pizza)*/your neighborhood?
- What places are in your neighborhood?
- How do neighbors work/play together?
- How do you get around in your neighborhood?
- Who are your neighbors?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Walk around the school neighborhood and document the sights, sounds, and smells you encounter. Incorporate documentation into conversations and construction in Blocks.

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 students answer Guiding Questions. During Centers, provide a variety of paintbrushes and other materials for students who need fine motor support. Photographs of signs like those in the students' own neighborhoods can also be helpful to students when making their own signs.