



# Constructing a Playground

Standard Connection:


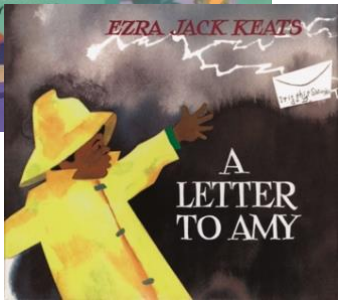
- ELA.RI.PK4.3
- ELA.W.PK4.1b
- M.MD.PK4.2
- M.G.PK4.4
- S.ES.PK4.3b
- SS.FC.PK4.6a
- PD.FM.PK4.4
- PD.SHS.PK4.1

## 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 find the resources, information, and support to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>The Little Red Hen (Makes a Pizza)</i></li> <li>• <i>A Letter to Amy</i></li> <li>• variety of blocks</li> <li>• paper</li> <li>• clipboards</li> <li>• writing utensils</li> <li>• scissors</li> <li>• tape</li> <li>• images of playgrounds and school playgrounds (see Resource)</li> <li>• natural and recycled materials</li> </ul>	<p><b>setting:</b> where a story takes place</p> <p><b>playground:</b> an outdoor area used for play</p> <p><b>structure:</b> the way something is built</p> <p><b>climb:</b> to go up</p> <p><b>slide:</b> a smooth surface to go down</p> <p><b>swing:</b> to move back and forth</p> <p><b>construct:</b> to build</p> <p><b>neighborhood:</b> the area around a home</p>	 

Intro to Centers	
Preparation: <i>Set up materials</i>	
"The <b>setting</b> - where the story took place - for <i>A Letter to Amy</i> and <i>The Little Red Hen (Makes a Pizza)</i> was a <b>neighborhood</b> - the area around Peter's and Amy's homes. Sometimes <b>neighborhoods</b> have <b>playgrounds</b> , like the one at our school. What do you notice?"	Show illustrations. Children respond.
"Here are images of <b>playgrounds</b> . What do you notice?"	Show image(s) of school playground. Children respond.
"How are these <b>playgrounds</b> similar to or different from our school <b>playground</b> ?"	Show images. Children respond.
"Today in Blocks, you can use these materials to <b>construct</b> - build - a <b>playground</b> . What kind of <b>structures</b> can you construct for <b>climbing</b> , <b>swinging</b> , or <b>sliding</b> ?"	Show materials. Children respond.
"If you position the (blocks, tubes, etc.) this way, you <b>construct</b> an <b>incline</b> or a <b>ramp</b> ."	Show illustrations.

## **During Centers:**

Support children in creating signs for their playgrounds. Encourage children to name the shapes of the materials they are using to construct their playgrounds. Encourage children to incorporate features of the school playground or their neighborhood playgrounds into their construction. Discuss playground safety (going down a slide, standing clear of swings, etc.).

## **Guiding Questions During Centers:**

- How are the structures in your playground used?
- How is your playground similar to or different from our school playground?
- How is the setting of *Matthew and Tilly* similar to or different from a playground?
- How is playing outside on a playground similar to or different from playing inside?
- What kind of games/activities can you play on a playground without structures?

## **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the 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:**

Encourage children to think about how the school/neighborhood playground could be enhanced. Children could create plans or proposals to submit to school/city administrators. Research playground games in other cultures. Invite family members to teach children games from their childhood.

## **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 writing materials and paper for children to create signs. Encourage children to refer to pictures to help make their signs.