



# Roads and Sidewalks

Standard Connection:

**ELA.RI.PK4.1**
**ELA.SL.PK4.1a**
**M.MD.PK4.2a**
**S.ES.PK4.3a**
**SS.FC.PK4.6b**
**SS.FC.PK4.7**
**PD.FM.PK4.4**
**PD.SHS.PK4.1**

## Enduring Understanding(s):

- Friends usually share and help one another.

## Essential Question(s):

- How do you maintain your sense of self, while compromising and collaborating when necessary?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Matthew and Tilly</i></li> <li><i>Hooray, a Piñata!</i></li> <li><i>Road Builders</i></li> <li>sand, small rocks, gravel</li> <li>small construction vehicles (dump trucks, bulldozers, cement mixer, backhoe, etc.)</li> <li>shovels, spoons, rakes, etc.</li> <li>images of road building (see Resource)</li> <li>tag board or construction paper</li> <li>pretend figures and/or images of characters on blocks</li> </ul>	<p><b>construct:</b> build</p> <p><b>road:</b> wide way leading from one place to another</p> <p><b>crew:</b> people who work together</p> <p><b>sidewalk:</b> a path to walk</p> <p><b>plan:</b> list of steps used to create something</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>“In <i>Matthew and Tilly</i>, Matthew and Tilly played on a <b>sidewalk</b> next to a <b>road</b>. In <i>Hooray, a Piñata!</i>, Clara and her mother traveled to Clara’s grandmother’s house on a <b>road</b>. Why did they drive in a car instead of walking?”</p>	<p><b>Show</b> illustration. <b>Children respond.</b></p>
<p>“Today, at Science, you can <b>construct roads</b> and/or <b>sidewalks</b> with these materials. What do you notice?”</p>	<p><b>Show</b> materials. <b>Children respond.</b></p>
<p>“Make a <b>plan</b> like Buddy and his <b>crew</b> did in <i>Road Builders</i>. How was making a <b>plan</b> helpful in <b>constructing</b> their <b>road</b>?”</p>	<p><b>Show</b> materials. <b>Children respond.</b></p>

### **During Centers:**

Support children in creating a plan. Encourage children to use measurement in constructing their roads. Encourage children to create signs and labels.

### **Guiding Questions During Centers:**

- How is the sidewalk/road you are constructing similar to or different from the sidewalk/road in *Hooray, a Piñata!* and/or *Matthew and Tilly*?
- Is your sidewalk/road longer or shorter than your friend's sidewalk/road? How do you know?
- How can you collaborate with your friend(s) to connect your sidewalks/roads?
- What are ways to be safe on a sidewalk/road?

### **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 videos of their processes; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Encourage children to research road safety. Invite an expert (construction manager, police officer, etc.) to the classroom. Revisit what children learned in *Sign Making* (Unit 1 Week 3). Encourage children to notice safety signs around the school and neighborhood. Walk past construction projects in the neighborhood and encourage children to document what they notice, including safety signs. Add their documentation to Library and Listening for inspiration and reference.

### **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, for children who need a more defined workspace, provide small bins with sand and materials. Provide a variety of writing materials for children to create signs and labels.