



Adding Beautiful Stuff

Standard Connection:

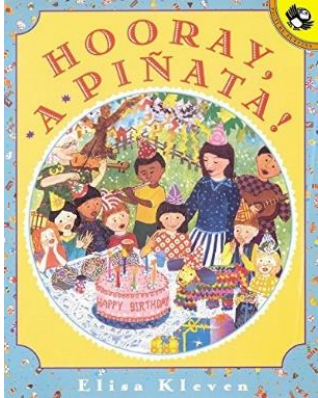
- ELA.W.PK4.5
- ELA.RL.PK4.4a
- M.CC.PK4.6
- M.G.PK4.2
- S.ES.PK4.3a
- SS.OW.PK4.1
- SS.FC.PK4.6a
- PD.FM.PK4.4

Enduring Understanding(s):

- Friends usually share and help one another.

Essential Question(s):

- How can you find the resources, strategies, and people to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Hooray, a Piñata!</i> • images of neighborhoods (see Resource) • Beautiful Stuff • containers/baskets • paper • clipboards • writing utensils • masking tape • images of child-created neighborhoods 	<p>structure: a building</p> <p>recycle: use again</p> <p>natural: not made by people</p> <p>construct: build</p>	

Intro to Centers	
Preparation: <i>Set up materials</i>	
<p>“In <i>Hooray, a Piñata!</i>, Clara went to a playground in her grandma’s neighborhood. What do you notice?”</p>	<p>Show illustrations. Children Respond.</p>
<p>“How are the neighborhoods you constructed in Blocks similar to or different from Grandma’s neighborhood?”</p>	<p>Children respond.</p>
<p>“Today in Blocks, you can create structures for your neighborhoods using Beautiful Stuff - natural and recycled materials. What do you notice?”</p>	<p>Show Beautiful Stuff. Children respond.</p>
<p>“You can create a construction plan with these materials.”</p>	<p>Show materials. Model sketching a plan.</p>

During Centers:

Encourage and support children in creating a plan. Refer to Road Builders and children's previous work (plans/documentation from Transporting Food) for inspiration. Encourage children to use a variety of materials. Encourage children to make signs and/or labels for structures. Compare neighborhoods/structures children construct to neighborhoods/structures in unit texts and around the school/children's homes. Use vocabulary that supports children's understanding of spatial relationships (above, below, next to, etc.).

Guiding Questions During Centers:

- How/why did you decide to use these materials?
- What was your plan for your structure(s)?
- Do you have more/less of these _____ (materials) than _____?
- What might happen if you used different materials?

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:

Invite children to construct a neighborhood/city that takes up the entire Block Center. Walk around the school neighborhood and encourage children to recreate the structures and features that they see. Document the walk with photographs or drawings.

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 for making signs/labels. Provide picture cards to remind students of vocabulary around spatial relationships (above, below, next to, etc.)