



# Building a Store

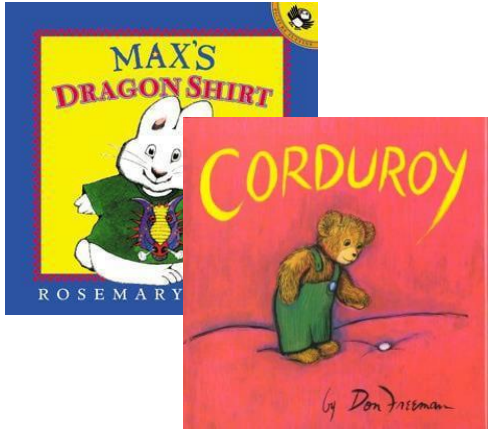
Standard Connection:  
 ELA.RL.PK4.3  
 ELA.RF.PK4.2  
 S.PS.PK4.3a  
 SS.OW.PK4.4  
 PD.FM.PK4.5  
 PD.SHS.PK4.1

**Enduring Understanding(s):**

- Different colors appeal to people's aesthetic sensibilities.
- Color can carry information.

**Essential Question(s):**

- How do you make your thinking and learning visible to other people?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Max's Dragon Shirt</i></li> <li>• <i>Corduroy</i></li> <li>• paper</li> <li>• writing utensils</li> <li>• images of department stores (see Resource)</li> <li>• Beautiful Stuff</li> </ul>	<p><b>department:</b> a place where items are sold</p> <p><b>escalator:</b> a staircase that moves up and down</p> <p><b>fitting room:</b> an area to try on clothing</p> <p><b>restaurant:</b> a place where people pay to eat</p>	

Intro to Centers	
<b>Preparation:</b> Set up materials	
<p>“In <i>Max’s Dragon Shirt</i>, Max and Ruby went to a store to buy Max new pants. What do you notice?”</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>“Things that are sold at a store are organized into groups. Max and Ruby went to the clothing <b>department</b>, where Ruby tried on a dress in the <b>fitting room</b>, and Max found a dragon shirt.”</p>	
<p>“The store sold other things. What could you buy in this <b>department</b>? How do you know?”</p>	<p><b>Children respond.</b></p>
<p>“Max and Ruby rode an <b>escalator</b> from the clothing <b>department</b> to the <b>restaurant</b>.”</p>	
<p>“Here are images of stores. What do you notice?”</p>	<p>Show images. <b>Children respond.</b></p>
<p>“Today in Blocks, you can build a store with different <b>departments</b> using these materials.”</p>	

## **During Centers:**

Encourage children to create signs, labels, pretend money, and price stickers. Encourage children to collaborate (one child draws a plan for the store, another child builds). Encourage children to create the things sold in their store (toys, appliances, etc.). Encourage children to pretend to be customers, cashiers, salespeople, etc. Encourage children to create maps of their stores.

## **Guiding Questions During Centers:**

- What do you sell at your store? How did you organize the things you sell?
- How is your store the same as or different from a hardware store/grocery store?
- How will the customers know how to find the different departments in your store?
- How is the store in *Max's Dragon Shirt* similar to or different from the store in *Corduroy*?

## **Thinking and Feedback:**

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

## **Documentation:**

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

## **Provocation:**

Arrange and document a field trip to a neighborhood store. Encourage children to notice environmental print and how it is used (advertisements, symbols, logos, etc.).

## **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 children to use. Strategically partner children who need extra support with those who have more advanced skills in this area. Picture cards illustrating each role may be helpful for children for pretending.