



# Building a City

Standard Connection:  
 ELA.RL.PK4.9  
 ELA.W.PK4.1b  
 M.MD.PK4.1  
 M.G.PK4.3  
 S.PS.PK4.3  
 SS.OW.PK4.2  
 PD.FM.PK4.5  
 PD.SHS.PK4.1

**Enduring Understanding(s):**

- Color can be used to communicate ideas, thoughts, and feelings.

**Essential Question(s):**

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Nana in the City</i></li> <li>• <i>Matthew and Tilly</i></li> <li>• <i>A Letter to Amy</i></li> <li>• variety of blocks</li> <li>• large paper</li> <li>• clipboards</li> <li>• writing utensils</li> <li>• sample child-made classroom map(s)</li> <li>• vehicles, traffic signs, and people figures</li> <li>• cut-outs signs for community buildings (see Resource)</li> <li>• dollhouse people figures</li> <li>• images of cities (see Resource)</li> <li>• Beautiful Stuff</li> </ul>	<p><b>apartment:</b> a set of rooms where people live</p> <p><b>city:</b> a large town</p> <p><b>map:</b> shows us where we are and where we need to go</p> <p><b>neighborhood:</b> a small area in a town or city set apart from other areas because it is a community</p> <p><b>subway:</b> an underground train in a large city that carries people from place to place</p>	

Intro to Centers	
<b>Preparation: Set up materials.</b>	
<p>“In <i>Nana in the City</i>, the boy visited his grandmother. What do you notice?”</p>	<p>Show illustrations.  <b>Children respond.</b></p>
<p>“There was a <b>subway</b>, <b>apartment</b> buildings, a park, and <b>neighborhoods</b> in the <b>city</b>.”</p>	
<p>“Here are some images of <b>cities</b>. What do you notice?”</p>	<p>Show images.  <b>Children respond.</b></p>
<p>“Today in Blocks, you can build a <b>city</b> with these materials. What will be in your <b>city</b>?”</p>	<p>Show materials.  <b>Children respond.</b></p>
<p>“How will a plan/<b>map</b> of your <b>city</b> be helpful?”</p>	<p><b>Children respond.</b></p>

## **During Centers:**

Encourage children to draw plans and/or maps of their city. Encourage children to accurately depict the locations of various places in their cities. Encourage children to collaborate. (One child draws the plan/map and another child builds.) Compare and contrast children's cities to the cities in *Matthew and Tilly, A Letter to Amy*, etc.

## **Guiding Questions During Centers:**

- What was the inspiration for your city?
- How is a map of your city helpful?
- How is Building a City similar to or different from Building a Playground/Neighborhood?
- How is your city similar to or different from an animal habitat?

## **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:**

Invite a city planner, urban designer, architect, and/or construction worker to visit the classroom. Encourage children to notice how colors are used to organize information about a city (public transportation lines, traffic signs, 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, strategically partner children who struggle with drawing activities with children who excel in this area.