



# Skyline Block Structures

Standard Connection:  
 ELA.RI.PK4.7  
 ELA.L.PK4.1d  
 M.G.PK4.5  
 M.MD.PK4.3  
 S.ES.PK4.2  
 S.T.PK4.1  
 SS.OW.PK.4.2  
 SS.OW.PK4.4  
 PD.FM.PK4.4  
 PD.FM.PK4.5  
 VA.RE8a.1.PK  
 VA.CR1a.2.PK

**Enduring Understanding(s):**

- Light affects people, animals, and things.

**Essential Question(s):**

- How does light affect the way things look?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Dreams</i></li> <li>• variety of blocks</li> <li>• butcher paper</li> <li>• flashlights</li> <li>• writing utensils</li> <li>• clipboards</li> <li>• images of skylines (see Resource)</li> </ul>	<p><b>apartment:</b> a building where people pay the owner money in order to live there</p> <p><b>city:</b> a place where many people live closely together</p> <p><b>light source:</b> a type of light, either artificial or natural</p> <p><b>neighborhood:</b> an area where people live</p> <p><b>shadow:</b> the dark shape made when something blocks light</p> <p><b>shine:</b> to give light</p> <p><b>skyline:</b> a shape where it looks like the buildings meet the sky</p> <p><b>surface:</b> the outer layer of an object</p>	

Intro to Centers	
<b>Preparation: Set up materials</b>	
<p>“In <i>Dreams</i>, Roberto and his <b>neighbors</b> lived in an <b>apartment</b> building in a <b>city neighborhood</b>. What do you notice?”</p>	<p>Show illustrations. <b>Children respond.</b></p>
<p>“The outline of the buildings creates a <b>skyline</b> - a shape where it looks like the buildings meet the sky. What do you notice?”</p>	<p>Trace along the outline of the skyline. <b>Children respond.</b></p>
<p>“Here are images of <b>city skylines</b> during the day and at night. What do you notice?”</p>	<p>Show images. <b>Children respond.</b></p>
<p>“When a <b>light source</b>, like the moon, <b>shines</b> on the buildings’ <b>surfaces</b> at night, it creates a <b>shadow</b> of the <b>skyline</b>.”</p>	
<p>“Today in Blocks, you can create a <b>city skyline</b> with these materials.”</p>	<p>Build a simple block tower. Model using the flashlight to create a shadow of the tower.</p>

### **During Centers:**

Encourage children to collaborate, e.g., some children build the structures, and others shine the flashlights to create shadows. Compare and contrast children's skylines to the illustrations of skylines in *Dreams/Matthew and Tilly/Nana in the City* images. Allow children to work on a smaller scale with smaller objects/blocks on trays. Support children in tracing skyline shadows on butcher paper. Encourage children to label the buildings in their skylines.

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

- How is your skyline similar to or different from the illustrations of skylines in *Dreams/Matthew and Tilly/Nana in the City*?
- How can you label the parts of your skyline?
- How many more/fewer blocks did you use for this building than this building in your skyline?
- How is a shadow of a skyline similar to or different from a reflection of a skyline?

### **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:**

Encourage children to create skylines of habitats. Compare and contrast habitat skylines to city skylines. Create a game with cards of city landmarks to match with a skyline (1) Give children construction paper shapes to fill in skylines (2) Compare and contrast how many shapes are in each building.

### **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 together for collaboration. Provide a variety of materials for children to build with, depending on their fine motor and sensory needs.