



Ms. Carr
Montclair Child Development Center
(2016-2017 SY)

OBOE Preschool Planning at a Glance

Teacher/Assistant: Carr/Quinones

Unit of Study/Reason: Buildings

Date: October 10, 2016

Length of Study: 6-8 Weeks

Possible Unit Topics (add more weeks if necessary)

Week 1: Introduction to Building Unit of Study

- a) Discussion on buildings. What types of building do the children know?
- b) Create a KWL chart
- c) What shapes do we see in buildings? Go on a shape walk. Creating shapes with craft sticks
- d) Add various materials the children can use to build in centers: cups, sticks, cardboard, cardboard dowels etc.

Week 2: Types of Buildings and Purposes (May last several weeks)

- a) Discussion: What do people use building for? Ex: living, school, entertainment, shopping, worship etc.
- b) Take digital photographs of the buildings the children create
- c) Create a "look what I built" book
- d) Study of the Three Little Pigs: Sequencing the story/Story Telling/3 pigs materials science experiment
- e) Graph: Which Three Little Pigs Story Did You Like The Best?

Week 3: Types of buildings: Focus on Homes

- a) Letter home to families asking for a picture of the child's home
- b) Discussion: Where do you live? Describe your home
- c) Where do you live graph?
- d) Sequencing the story: The House that Jack built
- e) Creating patterns with homes

Week 4: Types of Buildings: Buildings in the community

- a) Discussion what types of buildings are in our community (Orange)
- b) Create a bubble web with buildings in the community
- c) Teacher will bring in various pictures of buildings in the community
- d) Google earth: View buildings in the community on the computer
- e) Creating three dimensional buildings in the community using boxes and a variety of materials

Week 5: Types of buildings in the world

- a) Discussion on famous buildings in the world
- b) Teacher will bring in photographs of famous buildings in the world
- c) All about castles: Children will have the opportunity to create famous buildings.

Week 5: Workers that construct buildings (Architects)

- a) Discussion on architects
- b) Bring in blueprints to show the children
- c) Children will create blueprints and then build it.

Week 6: Workers that construct buildings (Carpenters; Roofer)

- a) Discussion on Carpenters
- b) B) Bubble web on what we know about carpenters
- c) Teacher will bring in wood, hammers, and nails
- d) Create a Wood working table in the classroom
- e) Invite a carpenter to come talk to the children

Week 7: Workers that construct buildings (Electrician; Plumber)

- a) Discussion on Electricians
- b) B) Bubble web on what we know about electricians
- c) Teacher will bring in wires, electric socket
- d) Go on a walk around the building observing electrical sockets/lights. Count how many we find.
- e) Show the children a fuse box

Week 8: Maintaining and Building Repair

Field Trips: Neighborhood walks. Shape hunt. Possible trip to home depot.

Vocabulary: Building, construction, structure, stability, design, blueprint, window, door, roof, model, support, tower, foundation, stories (levels) frame, beams, floor, ceiling, stairs, cement, wood, shingles, hammer, nails, screwdriver, saw, hard hat, goggles, safety vest, work boots

Architect, Excavator, Carpenter, Mason, Engineer, Inspector, Plumber, Electrician

Two dimensional shapes; circle, triangle, square, rectangle, oval, diamond,

Three dimensional shapes; cylinder, cone, pyramid, sphere, cube, triangular prism, rectangular prism

Work Time changes to the environment that will reflect the Unit of Study?

House	Blocks	Writing	Art	Discovery
<p>Add pictures of various homes and buildings EX: Grocery store, post office, municipal building, fire station, police station</p>	<p>Add pictures of buildings in Orange to some blocks for the children to use during block play</p> <p>Add pictures of famous buildings from around the world to some blocks for the children to use during block play</p> <p>Add pictures of children's homes to some blocks for the children to use during block play</p> <p>Add pictures of the children to blocks for the children to use during block play</p> <p>Add pictures of environmental print to some blocks for the children to use during block play Ex: Target, Shoprite etc.</p> <p>Take photos of the buildings in the community and display them in blocks</p> <p>Encourage children to replicate buildings</p> <p>Encourage children to build a school building</p>	<p>Add name cards with various building titles to the writing center</p> <p>Children can name and write the name to their block structures</p> <p>Journal writing about homes</p> <p>Journal writing about buildings</p> <p>Creating Three Little Pigs book</p> <p>Creating my house book</p> <p>Creating Look What I built book</p>	<p>Creating homes and buildings using boxes</p> <p>Creating homes and buildings using craft sticks</p> <p>Creating homes and buildings using cups</p> <p>Creating homes and buildings using brown paper bags</p> <p>Creating sketches of various buildings</p> <p>Creating homes and buildings using collage materials</p> <p>Create homes and buildings using clay/play dough</p>	<p>Observe, ask questions, and make predictions about buildings</p> <p>Identify and describe various building materials</p> <p>Compare balance and stability of different construction designs and methods</p> <p>Explore the use of tools such as levers, pulleys, and wheels as part of the construction process</p> <p>Sensory exploration of materials</p>

Featured Books :

Building a House by Byron Barton

The Construction Crew by Lynn Metzger

The Lot at the End of my Block by Kevin Lewis

The Busy Building Book by Sue Tarsky

Mr. Pines Purple House by Leonard Kessler

Building by Elisha Cooper

Froggy Builds a Treehouse by Jonathon London

Rosie Revere Engineer By: Andrea Beaty
 How did they build that? School By: Matt Mullins
 So Many Houses by: Hester Thompson Bass
 Wonderful Houses Around the world by: Yoshio Komatsu
 The ABC book of American Homes By: Michael Shoulders
 Dreaming Up by Christy Hale
 First Shapes in Buildings by Penny Ann Lane
 Block City by Robert Stevenson
 Jack the Builder by Stuart Murphy
 When I Build With Blocks by Niki Alling
 13 Buildings children should know by Granger Choe
 Building a House by Ken Robbins
 What's Inside: Fascinating structures from around the World by Giles Laroche
 Buildings by Karen Hosak
 Buildings by Alex Woolf
 The World Of Architectural Wonders by Mike Corbishley
 Look at that Building by Scot Ritchie
 Look Where We Live by Scot Ritchie
 The Tallest Buildings by Mitchell`

Title: First Shapes in Buildings by
 Penny Ann Lane
 Fiction or **Non-Fiction**

Questions

Level 1: Recall: What is a shape?
 What shapes are in the book?
Level 2: Skill/Concept Why do
 you think different shapes are

Title: The Three Little Pigs by Betty
 Miles
 Fiction or **Non-Fiction**

Questions

Level 1: Recall: What happened to
 the three little pigs' houses?
Level 2: Skill/Concept If you were
 going to build a house what

Title: This is the House that Jack
 Built? By Simma Taback
 Fiction or **Non-Fiction**

Questions

Level 1: Recall: What happened
 in the story?
Level 2: Sequencing the story.

Title: Building a House by Byron
 Barton
 Fiction or **Non-Fiction**

Questions

Level 1: Recall: How do you build
 a house? What workers helped

<p>used in buildings? What shape is our school? Why do you think they chose to make it that shape? Level 3: Critical Thinking What would happen if all of the buildings in the world were the same shape?</p> <p>Level 4: Extended Thinking If you could create a building what shapes would you include? Why?</p>	<p>material would you use? Why?</p> <p>Level 3: Critical thinking: What would happen if you built a house of out of metal?</p> <p>Level 4: Extended thinking: If you were to build a house for the pigs how would you make it? What other things could you do to ensure the wolf would not get in?</p>	<p>What happened first, second, third, and last?</p> <p>Level 3: Critical thinking: What would you do if all of those animals were in your house?</p> <p>Level 4: Extended thinking: Create your own story. What animal came first, second, third, and last?</p>	<p>build the house?</p> <p>Level 2: Skill/Concept How can we create a model of a house in our classroom? What materials should we use? What should we do first, second, third, and last?</p> <p>Level 3: Critical thinking: If you were going to build a house what would you do first, second, third, and last?</p> <p>Level 4: Extended thinking: What do you think would happen if they built a house without a roof? How would you build a house without nails?</p>
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NJ Teaching and Learning Standards: Check off (x) all the Standards that will be covered :

ELA –READING KDI: LLC		HEALTH, SAFETY, AND PHYSICAL EDUCATION KDI: Social & Emotional Dev.		SOCIAL/EMOTIONAL DEVELOPMENT KDI: S&E Dev. & Appr. to Learning	
x	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.		Standard 2.1 Children develop self-help and personal hygiene skills.		Standard 0.1 Children demonstrate self-confidence.
x	RL.PK.2 With prompting and support, retell familiar stories or poems.		Standard 2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.		Standard 0.2 Children demonstrate self-direction.
x	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	x	Standard 2.3 Children begin to develop an awareness of potential hazards in their environment.		Standard 0.3 Children identify and express feelings.
	ELA-INFORMATIONAL TEXT KDI: LLC	x	Standard 2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills.		Standard 0.4 Children exhibit positive interactions with other children and adults.
	RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.		VISUAL & PERFORMING ARTS KDI: The Arts & Phys. Dev. Hlth & Well-Being		Standard 0.5 Children exhibit pro-social behaviors.

x	RI.PK.2 With prompting and support, recall important facts from a familiar text.		Standard 1.1 Children express themselves through and develop an appreciation of creative movement and dance.	WORLD LANGUAGES KDI: LLC	
	RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.		Standard 1.2 Children express themselves through and develop an appreciation of music.	Standard 7.1 Children know that people use different languages (including sign language) to communicate, and express simple greetings, words, and phrases in a language other than their own.	
	SPEAKING AND LISTENING KDI: LLC & Social & Emotional Dev.	x	Standard 1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling		
	SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. A) Follow-agreed upon rules for discussions during group interactions. B) Continue a conversation through several back and forth exchanges.		Standard 1.4 Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)	READING FOUNDATIONAL SKILLS KDI: LLC	
x	SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	WRITING KDI: LLC		x	RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print a) Follow words from left to right, top to bottom, page by page. B) Recognize that spoke words can be written and read. c) Recognize that words are separated by spaces, d) Recognize and name many upper and lower case letters of the alphabet.
	SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	x	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.		
x	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	x	W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.		
	SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.		W.PK.3 (Begins in kindergarten)	APPROACHES TO LEARNING KDI: Appr. to Learning	
LANGUAGE KDI: LLC			MATH KDI: Arts & Sciences (math)	x	Standard 9.1 Children demonstrate initiative, engagement, and persistence.
x	L.PK.1,a,b,c,d,e,f Begins to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions.	x	Standard 4.1 Children begin to demonstrate an understanding of number and counting.		Standard 9.2 Children show creativity and imagination.
		x	Standard 4.2 Children demonstrate an initial understanding of numerical operations.		Standard 9.3 Children identify and solve problems.
		x	Standard 4.4 Children develop spatial and geometric sense.		Standard 9.4 Children apply what they have learned to new situations.
		SCIENCE KDI: Arts & Sciences (Science & Technology)			SOCIAL STUDIES, FAMILY, AND LIFE SKILLS KDI: Arts & Sciences (Social Studies) & Appr. to Learning
x	L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in	x	Standard 5.1 Children develop inquiry skills.		Standard 6.1 Children identify unique characteristics of themselves, their families, and others.
		x	Standard 5.2 Children observe and investigate matter and	x	Standard 6.2 Children become contributing members of the classroom community.
					Standard 6.3 Children demonstrate knowledge of