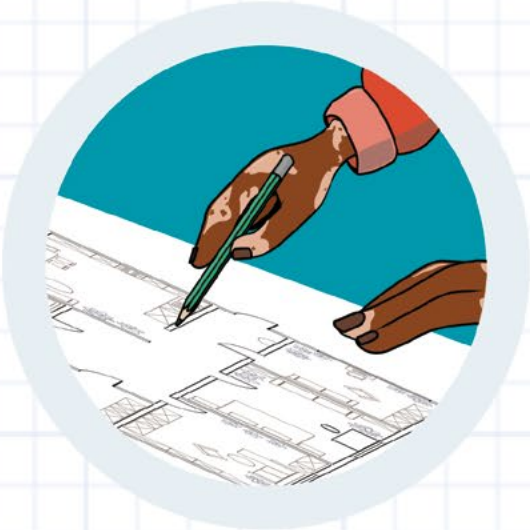
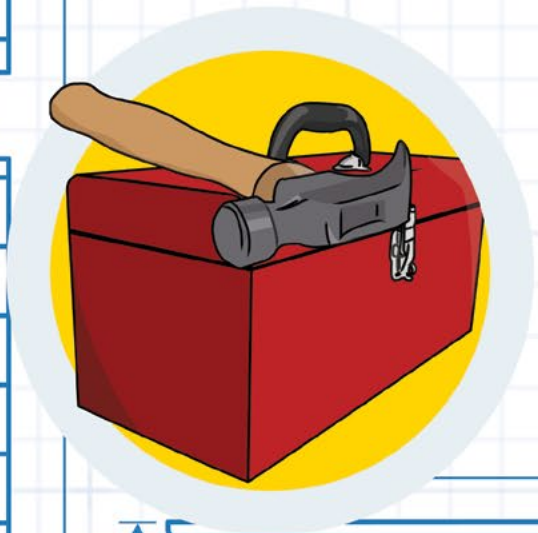
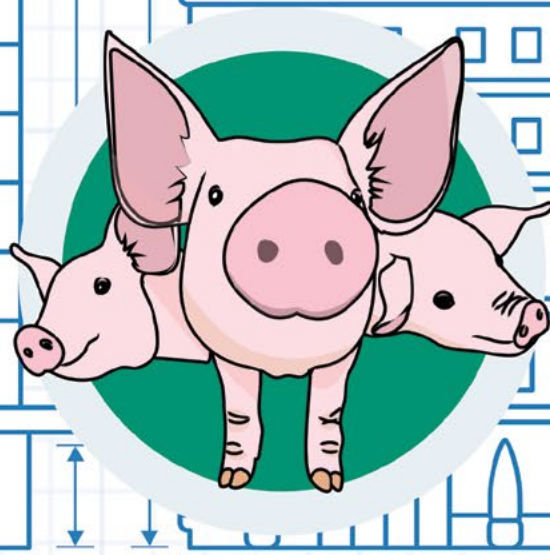
BLUEPRINT

We Are Architects!

Teaching Guide 4







Children's **Literacy** Initiative

Published by:

CLI - Children's Literacy Initiative
990 Spring Garden Street, Suite 400
Philadelphia, PA 19123

Email: blueprint@cli.org
Visit: www.cliblueprint.org or www.cli.org

Credits:

Content Development: Michele Coulombe (Lead), Amy Fatall, Erin Zuccaro
Content Contributors: Jacky Howell, Kate Lafferty, Alissa Lange, Lidia Lemus, Glennis Lizardo, Katherine Mach, Julie Marzano, Emily McCarthy

Pilot and Advisory Organizations: Augusta County Public Schools of Virginia, Elizabeth Public Schools of New Jersey, Newark Public Schools of New Jersey, Belmont Academy of Philadelphia, PA, Academy of Natural Sciences of Drexel University, East Tennessee State University at Johnson City, TN.

Design, layout, Illustrations: Justin Hudson, Michael Jones, Zakiyyah Smack, Priscilla Williams, Kelly Phillips

Publishing Editor: Brenda Leger

Children's Literacy Initiative
Blueprint for Early Learning: A Comprehensive Pre-K Curriculum

ISBN 978-1-7345672-0-5

LCCN 2020936168

FIRST EDITION First printing April 2020

10 9 8 7 6 5 4 3 2 1 CRW 20 21 22 23 24 25

Printed and bound in the United States of America

BLUEPRINT

For Early Learning

Michele Coulombe, Amy Fatall, Erin Zuccaro

Children's Literacy Initiative – Philadelphia, PA

BLUEPRINT

We Are Architects!

About Unit 4

Centers

Books In This Unit

Week at a Glance & Lessons

Appendix

Digital Online Resources

https://clblueprint.org/resources

At the web address above you will find the following resources to help your instruction.

- ASL Sign (images & videos)
- Cheer Images
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Power of 3 Images
- Science Journals
- Songs (audio & print)
- Teaching Point Checklist
- Unit 4 Images
- Weekly Materials List

Icon Legend

Keep it Going

Words We Are Learning

Remember...

Song Within the Lesson

Multilingual Learner Support

STEM

Family Engagement

Downloads Available

Tip

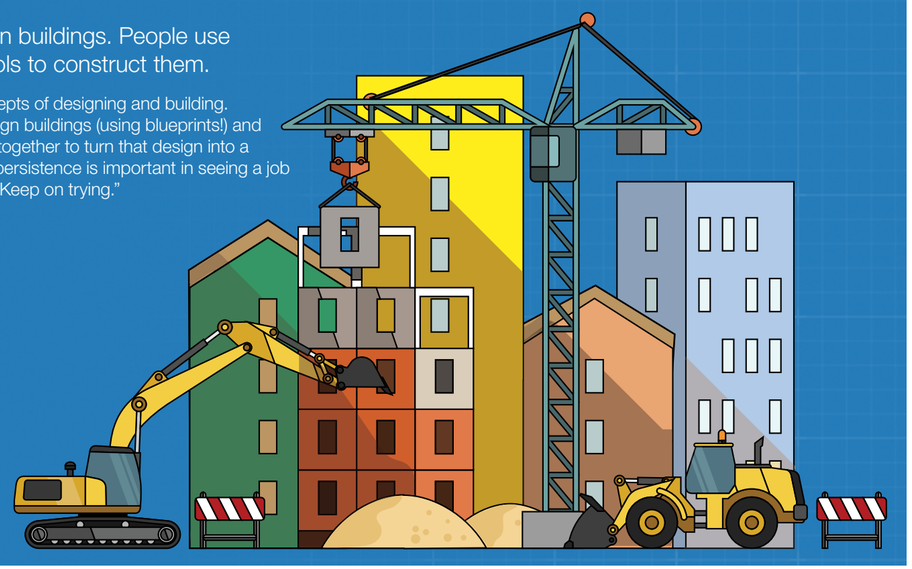
We Are Architects!

How do buildings get made?

What Children Learn

Architects plan and design buildings. People use different materials and tools to construct them.

In this unit, we focus on the concepts of designing and building. Children learn that architects design buildings (using blueprints!) and then many different people work together to turn that design into a building. Children also learn that persistence is important in seeing a job through. We focus on the motto "Keep on trying."



Week	Guiding Question	What Children Learn	Be Sure To…
1	What does an architect do?	Architects plan and design buildings. Buildings can look very different. You can build with lots of different materials.	• Explore and name the attributes of three-dimensional shapes. • Discuss the features of a building and their purposes. • Define "architect." • Highlight common materials such as wood and glass. • Teach the *letter w.*
2	What happens at a construction site?	Many different types of builders turn blueprints into buildings. They all work together! Construction vehicles help too.	• Give children new and interesting materials to explore, compare, and build with. • Discuss different jobs and vehicles at a construction site. • Launch the class book. • Teach the *letter r.*
3	What kinds of things help us build?	Builders use many different kinds of tools to help them build. They also use teamwork!	• Discuss common tools that builders use. • Play math games with children where they stack, count, and compare the size of linking cubes. • Teach the *letter a.*
4	What can we learn about building from stories featuring animals?	It's important to use strong materials when building a house! You should take your time and plan before you build. Working together makes building easier.	• Read and compare stories of animals who build. • Encourage children to plan, build, and test their own house. • Teach the *letter j.*

Unit at a Glance

Week 1
What does an architect do?

In Unit 3, children explored their local communities. This week, children begin looking at the community structures themselves. They learn the names of the parts of buildings and about architects who plan and design buildings. They compare homes and buildings from all over the world to find out what they have in common and how they are different. They examine the qualities of building materials, such as wood and glass, and consider how they might be used. In math, children investigate three-dimensional shapes and practice following "if/then" codes. Feeling confident when experiencing a challenge is also discussed.

Week 2
What happens at a construction site?

Children focus on what happens at construction sites. During read alouds, children learn the names of different jobs, vehicles, and tools that are found at construction sites. They are introduced to the construction site dramatic play center. They investigate child-friendly building materials to learn more about their properties. Also, they continue to discuss the importance of persistence.

Week 3
What kinds of things help us build?

Children explore the function of various construction tools, such as hammers, screwdrivers, and paintbrushes. They sing and pose like tools and sort tools from the classroom toolbox. They practice producing rhyming words and use positional vocabulary to describe the location of different tools. They also work on identifying the beginning sounds of words, and they learn about the *letter a*. In small groups, children work on stacking, counting, and comparing linking cubes.

Week 4
What can we learn about building from stories featuring animals?

Children read and compare two books featuring animal builders. They review the basic elements of a story, sequence story events, and practice retelling. These stories also give children a chance to apply their understanding of building and the properties of building materials. In small groups, children participate in their first design challenge, building a house sturdy enough to withstand being blown on. Children plan, build, test, and improve their own houses, using what they have learned throughout the unit to inform their designs.

Connections to Other Units

Occupations

In Unit 2: "Healthy Kids" children learned about doctors, and in Unit 3: "Exploring Our Local Community" they learned about many occupations in the community. In this unit, we focus on architects and other jobs related to building and construction (plumbers, bricklayers, etc). Children will continue to explore occupations in future themes, such as farmers in Unit 5: "Life on the Farm" and astronauts in Unit 9: "Look Up!"

Buildings

In Unit 3: "Exploring Our Local Community" children talked about places in their community. This unit takes that discussion deeper, as they explore how buildings are made. What shapes are used in building design and construction? What materials are used? How are buildings the same and different? In Unit 5: "Life on the Farm" we look at other structures found on a farm (pens, stables, etc.). In Unit 8: "Animal Architects" we also study how animals build structures for shelter.

Design Process

In this unit, children learn about the steps in the design process: plan, build, and try it out. Children use these steps to respond to a design challenge: building a structure that is strong enough to withstand being blown on. In Unit 5: "Life on the Farm" children use the design process to construct a cow bell. The design process guides one more building project later in the curriculum: nests in Unit 8: "Animal Architects."

Class Book
Our Buildings

Create at least one class book during each unit to which children can contribute. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read this book to the class towards the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).

In this unit, children learn about the tools, jobs, and materials used in construction. As they learn about planning, drawing, and constructing buildings, children contribute to the class book by writing about what they would like to build and drawing a picture of that building. The class book is introduced in Week 2 and can be added to throughout the unit as children make more connections to the content. This book will be read aloud and presented to families during Week 4.

Unit Project:
Design Challenge

Throughout this unit, children learn about the materials and process used in planning and building and also about persistence. They read stories that highlight the problem solving element of construction and learn that problems can have multiple solutions.

During Week 4 children participate in their own design challenge: to build a house that will withstand being blown on. Design challenges are problems that can be approached from different angles and have more than one solution. They follow the cyclical design process that they learned about through their read alouds and hands-on experiences: plan, build, and try it out. Then they start all over again.

An important part of the design process is trying or testing out prototypes, and being willing to keep trying in the face of disappointment. Encourage children to create and try out their designs or prototypes, collect information about prototype tests, revise their design, and retest. You want children to be fearless in the face of "failure." This is a powerful habit of mind that children can cultivate. Revisiting experiences promotes confidence. This teaches a mindset of problem solving and creativity, making the redesign and the retest two of the most important parts of the process.

You have many roles to play as a facilitator of design-based learning. Providing materials and giving children time and space to plan and try out their ideas is crucial. Also, supporting their inquiry while asking open-ended questions using sentence starters such as: what if…or why does… or what could… helps children develop their thinking.

Remember, process is key! In design based learning, the process is more important than the product.

Words We Are Learning

New vocabulary words are drawn from both conversation and read aloud books. These words are often associated with the content of the unit and support children's comprehension. Add these words to the Unit Chart: "Words We Are Learning" as they are introduced. Use the words frequently in the daily life of your classroom. As children hear these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way. Invite multilingual children in your class to share the words they use at home for these ideas, if they are familiar with them (which they may or may not be). Making connections to words they already know and new English terms will support language acquisition. A translation app or website can assist with spelling.

Week	Word	Definition
1	architect	a person who plans how buildings will look
	blueprint	a drawing of what a building will look like
	design	to plan and draw something you want to make
	material	what something is made of
	shelter	to cover and protect
	connect	to link or be held together
	nook	a small, cozy place to be in
2	cement	a special material that gets very hard when it dries
	rigid	does not bend
	transparent	lets light through
	waterproof	does not let water through
	hoist	to lift up something heavy
3	haul	to pull or drag something heavy
	base	the bottom
	aroma	a good smell
4	folktale	a story people have been telling for a long time
	trembled	shook when afraid
	brilliant	very bright; smart

When the unit ends, here are some suggestions for how to "retire" the chart.

- Take a picture and post the photograph in your room for reference (for example, at the writing center).
- Save the chart if you have a place where it can be stored and children can reference it.
- Attach the chart to poster board and make a big book out of it; keep it in your library center.
- Take a picture and send it home to families. Let them know that these words were introduced during the unit. Encourage them to use the words in conversation. Remind them that children are not expected to be able to read the words or explain their definitions. However, exposure through conversation will build their children's oral vocabulary, a precursor to reading.

Anchor Words for Multilingual Learners

New English learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children's home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.

Week	Word
1	building
	build
	plan
	house
2	construction
	job (review)
	dump
	truck
3	tools
4	wolf
	pig

Tip

Blueprint uses the term "home language" as a global term to include all home and tribal languages, dialects, sign languages, and other modes of communications.

Spotlight on Social Emotional Learning

Have you ever seen…

- Children struggling to zip their jackets before going out to recess, getting frustrated, and then asking you to do it for them?
- A child working in the block center all morning, trying to build a structure just right but it keeps falling over, before eventually giving up and moving on?
- A child sitting quietly at lunch, not eating or drinking anything, because they can't open their milk or bag of carrots?

Each of these situations has something in common. Each of these situations requires persistence. Persistence is a big word for children. What is it? And why is it important to teach it?

Persistence is when you continue to persevere even if something is difficult. In each of the above situations, we see a child struggling with something that is difficult. They each have varying responses to the difficult tasks in front of them. Sometimes children ask a teacher or family member to complete a difficult task for them. Sometimes children simply give up and try something easier. Sometimes children don't even know how to ask for help, and so they shut down and don't do anything. None of these responses are what is desired.

Teaching children persistence gives them a variety of ways to solve problems and cope with difficult emotions. Yes, you could zip a child's jacket, open their milk carton, or stabilize a block structure for them, but in the long run they've missed the opportunity to try, fail, and then try again to find a solution to their problem. The difficulties children face may not seem overwhelming to adults, which is why you may feel inclined to step in and take over. But the difficulties children face as they get older will become increasingly more complicated and will require more independence than is required of them now.

Teaching children persistence from a young age sets them up for success in the long run. By providing an environment in which it is safe to take risks and sometimes fail, you give your children the opportunity to develop their persistence skills.

When a child struggles with his jacket, you can build their persistence by offering to show them how to zip the jacket and then encouraging them to try again on their own.

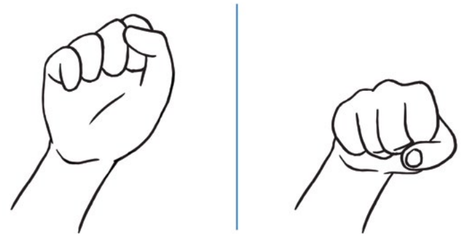
When a child struggles to stabilize a block structure, you can support persistence by asking open-ended questions to help them think about why their structure keeps falling over. ("Why do you think your structure keeps falling over?" "What could we change or add to fix that?" "Have you thought about trying….?" "What can we try next?")

When a child shuts down at lunch, give them language to ask for help. That may be the focus of his persistence skills for a little while. Then once he has mastered asking for help, show him how to open the milk and carrots. Hold their fingers to guide and support fine motor skills.

In all of these situations, always validate progress. Encourage children to keep trying and remind them you will continue to be there to support their efforts.

American Sign Language

Yes



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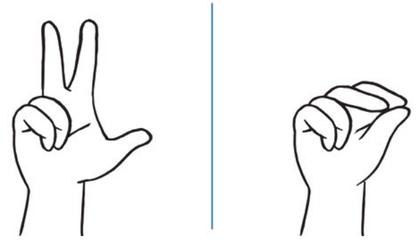
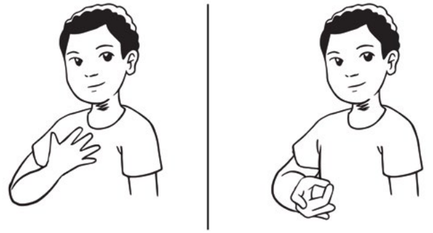
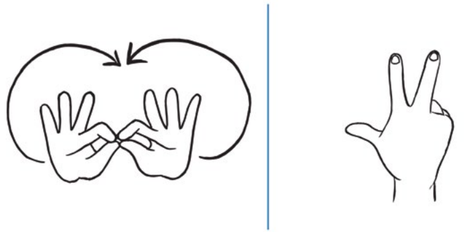


I Like



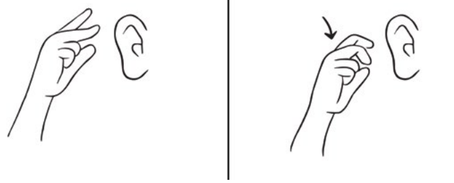
Power of 3



I Predict

I Learned

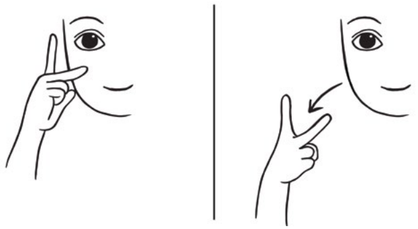
I Hear



I Remember

I Wonder

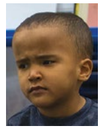
I See



CHARTS

Feelings


happy
feliz


grumpy
gruñón,
gruñona


sad
triste


proud
orgulloso,
orgullosa


silly
loquito,
loquita


upset
molesto,
molesta


calm
calmado,
calmada


glad
alegre


kind
amable


confident
seguro
segura


delighted
encantado
encantada

Cheers

Round of Applause

Kiss Your Brain

Hip Hip Hooray

Catch a Star

Stir It Up

Roller Coaster

The Robot

Readers Can Say

I like

I predict

I remember

I learned

I see

I wonder

We Can Describe

Power of 3

Take Care of Ourselves	Take Care of Each Other	Take Care of Our Environment
Move safely.	Play together.	Put things away.
Say, "I can do it!"	Be helpful.	Handle books and toys carefully.
Calm down.	Act kindly.	Throw away trash.
Keep on trying.		

Anchor Charts

Anchor charts are one of the most effective, engaging, and child-friendly ways to support instruction and reinforce key concepts, skills, and vocabulary that you want to focus on the entire year.

When these are created with children in your classroom, they can be used to capture their thinking and learning. Build anchor charts over time, so they reflect your current instruction.

Use pictures, drawings, children's names, quotations, or photos. Personalizing the anchor charts will lead to greater child investment. Incorporating multilingual children's home languages into instruction helps them learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help. Refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
	Words to be added to your charts				
Already Added	Move safely. Say, "I can do it!" Play together. Be helpful. Put things away. Handle books and toys carefully. Calm down. Act kindly. Throw away trash.	happy sad proud silly grumpy upset calm glad kind	I like I predict I remember I learned I see I wonder	Round of Applause Kiss Your Brain Hip Hip Hooray Catch a Star Stir It Up Roller Coaster	Capture descriptive vocabulary using a graphic organizer. Write "We Can Describe" as the title. Label columns with different categories of descriptive words, such as color words (red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls). This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
In This Unit	Keep on trying.	confident delighted		The Robot	
To Add in Future Units	Treat living things carefully. Think about how others feel.	caring		Happy Horse	

Unit Charts

Unit charts will be created as well. These reflect each unit's specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly

Unit Charts:

- "How Do Buildings Get Made?"
- "Words We Are Learning"
- "How to Design"

Tip

Supporting Multilingual Learners

Incorporating multilingual children's home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

CENTERS

An essential part of your day is Center Time. Center Time supports the development of children's creative, social, cognitive, and language skills.

Each unit has its own suggested theme related activities and a timetable for introducing them. Offer other choices as well that reflect your children's interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for "Keep It Going" tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. When interacting with children at centers, use the strategy of "Layered Questioning." This involves scaling the discussion to each child's language ability, so they can respond anywhere from using gestures to one word responses to more open ended ones. This will build their confidence and stretch their language skills.

Art

Week 2 | Touch and Texture Art
Children experiment with different textured materials while making a collage.

Creative Arts: Visual Arts

Materials	Directions
Textured fabrics and objects (sandpaper, bubble wrap, faux fur, smooth rocks, aluminum foil, fabric, paper, etc.)	Invite children to build a collage with different textured materials. When they are done, they can share their art work with their peers by having their peers both look at the art and touch it.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to one of the materials you are going to add to the collage. Show me another object you are going to add. Point to where you want to add it.
- Yes/No: Do you want to add this [fabric/object]? Are you going to add more [fabrics/objects] to your collage?
- Either/Or: Are you going to add this [fabric/object] or this one?
- Open-ended: How will you know when your collage is done? What other [fabrics/objects] would you like to use?

Week 3 | Tool Painting
Children use tools from read aloud to create paintings.

Creative Arts: Visual Arts

Materials	Directions
Tempera paint, paper, paper plates, plastic toy tools (hammers, screwdrivers, screws, wrenches, saws, flyswatters, combs etc.)	Put dollops of paint on paper plates. Invite children to dip the tools in the paint and spread the paint on the paper, or make prints on the paper.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [tool]. Point to the paint color you want to use.
- Yes/No: Is this the [tool]? Do you want to use the [color] paint?
- Either/Or: Is this the [tool] or [tool]? Do you want to use [color] or [color] paint?
- Open-ended: Which tool is easiest to paint with? Which is the most difficult to paint with? Which tool do you like painting with best? Why? How would you describe your painting? What shapes do you see? What other tools could we use to paint?

Blocks

Week 1 | Building Plans

Children draw out plans before building with blocks.

Science: Engineering and Technology

Materials	Directions
Blue paper, clipboards, white chalk, cut-outs of basic shapes (triangles, squares, circles, etc.)	Download and print examples of blueprints from the *Blueprint* website. Review how architects create special drawings called blueprints, which show how they think a building should look. Encourage children to use the blue paper and white chalk to draw their own blueprints before building with the blocks. They can create windows and other details on their drawings. Provide them with shape cut-outs to trace if they need guidance.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [structure] in your blueprint. Point to the type of block you want to use today.
- Yes/No: Do you want to build a [house, school, library, etc.]? Do you want to use the [wooden blocks, foam blocks, etc.] to build?
- Either/Or: Do you want to build a [example of a structure] or [different example of a structure]? Do you want to use [wooden blocks, for example] or [foam blocks, for example] to build today?
- Open-ended: What do you want to build today? What type of block will you use to build? What block shapes do you need? How did drawing a plan first help your building process?

Blocks

Week 3 | Tools for Building

Children use construction tools to help them build their structures.

Science: Engineering and Technology

Materials	Directions
Plastic toy tools (such as hammers, screwdrivers, screws, wrenches, saws, etc.).	Put the toy tools in a tub and place the tub in the block area. Encourage children to use the toy tools while building in the block area.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [tool]. Show me how to use the [tool].
- Yes/No: Is this the [tool]? Can you use the [tool] for ?
- Either/Or: Is this the [tool] or [tool]? Do you use the [tool] for [example of an action] or [different example of an action]? Do you use the [tool] or [tool] to [put a nail in a piece of wood, cut a piece of wood, tighten a bolt on a bicycle, etc.]?
- Open-ended: Do you know what tool this is? Do you know how to use it and what it's used for? What will you use the [tool] for? What other things could you do with the [hammer, screwdriver, saw, etc.]? Have you seen anyone at home use one of these tools? What did they use it for? What should people do to stay safe when they use these tools?

Week 4 | Tall, Taller, Tallest

Children build block towers using tape lines as guides.

Math: Measurement and Data

Materials	Directions
Painter's tape	On a wall near the block center, put up three strips of tape in ascending order [tall, taller, tallest]. Begin each tape line level with the floor. If space allows, you can put up more than one set of three tape lines. Invite children to build up, along the strips of tape.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the tallest tower. Point to the shortest tower.
- Yes/No: Is this [point to a tower] the tallest tower? Is this [point to a tower] the shortest tower?
- Either/Or: Is this [point to a tower], or is this [point to a tower] the tallest tower? Is this [point to a tower] taller or shorter than this [point to a tower]?
- Open-ended: Which type of block is easiest to build the tallest tower with? Why? Which type of block is hardest to build the tallest tower with? What other things could we use to build [tall, taller, and tallest] buildings with?

Dramatic Play

Week 2 | Construction Site

Children engage in dramatic play to explore a construction site.

Creative Arts: Dramatic and Performance Art

Materials	Directions
Construction site props such as caution tape, traffic cones; construction gear such as bright vests, hard hats, goggles, and gloves; various tools such as tape measures and levels; building materials such as boxes, painters tape, and paper towel tubes; toy vehicles such as bulldozers, cement mixers, and crane trucks	Involve families by requesting examples of relevant props they may have available. Include children in design conversations. Encourage them to make signs and add props. Discuss what children might do at the construction site.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the hard hat. Show me the safety vest. Show me the [construction tools, uniform/safety gear, etc.].
- Yes/No: Is this the [tool]? Can you use the [tool] for [hammering, sawing, etc.]? Are you building a [building type or location]?
- Either/Or: Is this the [tool] or [tool]? Do you use the [tool] for [name action] or [name action]? Do you use the [tool] or [tool] to [name action]?
- Open-ended: What are you building at the construction site today? Tell me about your blueprint/plans. What job/role do you have on the construction site? Tell me about your tools and uniform.

Tip

Documenting Dramatic Play

Remember to take photographs of children at the dramatic play center. Invite children to help decide what needs to be documented with a picture. They love to see themselves in action!

Library

Week 3 | Construction Book Basket

Children read and explore stories about building and construction.

Literacy: Literate Attitudes and Behaviors

Materials	Directions
Books	Gather books related to this topic. These can include books about construction tools, vehicles, building, and architecture. Share the titles with the children to build their excitement. Give children an opportunity to read and explore the stories.

Tip

Puppets

Include different types of puppets in your library center such as puppets children make themselves, finger puppets, stick puppets or face puppets. Puppets are especially fun for children to use when they can retell a familiar book that has lots of dialogue, and dialogue that repeats.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the book you would like to read. Point to [tool]. Point to [building].
- Yes/no: Would you like to read the book about [subject]? Have you ever seen [subject]?
- Either/Or: Would you like to read about [subject] or [subject]?
- Open-ended: Which tools do you recognize in this book? What do you think the problem is in this book? Which character's job would you like to try? Why?

Math and Table Toys

Week 1 | Hardware Patterning
Children practice building their own patterns.
Math: Patterns and Attributes

Materials	Directions
Nuts, bolts, and washers	Invite children to use the nuts, bolts, and washers to create their own patterns.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the piece that comes next in the pattern. Point to the bolt. Point to the screw. Point to the [material].
- Yes/No: Does the [material] come next in the pattern? Is this pattern correct?
- Either/Or: Does the [material] or [material] come next in the pattern?
- Open-ended: How would you describe your pattern? What comes next in the pattern? How do you know? What other materials can you use in your pattern?

Tip

Shape Orientation

All two dimensional shapes are defined by their attributes – NOT by their orientation. When working with children at the math center, be sure to model sliding, flipping and rotating these types of shapes to show that they remain the same. Ask children to explain how they know the shape remains the same.

Week 1 | Patterning with Cubes
Children recognize and recreate linking cube patterns.
Math: Patterns and Attributes

Materials	Directions
Linking cubes, index cards, markers	Preparation: On each index card draw a picture of a linking cube pattern the children can make. Draw one pattern per card. Invite children to use linking cubes to copy the patterns on the index cards. Encourage them to make their own patterns.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the pattern you want to make today. Point to the cube that comes next in the pattern.
- Yes/No: Does [color] come next in the pattern?
- Either/Or: Does [color] or [color] come next in the pattern?
- Open-ended: How would you describe your pattern? What comes next in the pattern? How do you know? What other materials can you use in your pattern?

Science

Week 2 | Hardware Music
Children use tools to make music.
Science: Physical Sciences

Materials	Directions
Plastic containers with lids, nuts, bolts, washers, wing nuts, buckets, sticks, etc.	Invite children to use the nuts, bolts, and other loose parts to turn the plastic containers into shakers. Buckets and sticks can be used to create other percussive sounds.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the container you want to use. Show me the material [nuts, bolts, etc.] you want to use.
- Yes/No: Do you want to use [material] to make an instrument? Does this one make a loud sound? Can you use [material] to make a [instrument]?
- Either/Or: Do you want to use [material] or [material] to make an instrument? Does this one make a loud or quiet sound? Can you use [material] or [material] to make a [instrument]?
- Open-ended: How would you describe the sound the [bolts, sticks, buckets, etc.] make? What tools would you use to make a [drum, tambourine, shakers, etc.]?

Week 2 | Touch and Texture Lab
Children explore various textured objects and materials.
Science: Physical Sciences

Materials	Directions
Different pieces of fabric, high-interest tactile objects (sandpaper, faux fur, smooth rocks, aluminum foil, etc.)	Invite children to use their sense of touch to investigate these items. Introduce or review the words "smooth" and "rough," and encourage children to sort the materials.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to a material that is [smooth, rough, soft, bumpy, etc.].
- Yes/No: Does the [sandpaper, fabric, etc.] feel smooth? Does it feel rough?
- Either/Or: Does the [sandpaper, fabric, etc.] feel smooth or rough?
- Open-ended: What does the [sandpaper, fabric, etc.] feel like? Which objects feel similar? Which texture do you like best? Why?

Week 3 | Create a Tool
Children apply simple machine concepts to create their own tools.
Science: Physical Sciences

Materials	Directions
A collection of upcycled materials such as cardboard boxes, cardboard tubes, bubble wrap, Popsicle sticks, ribbon, empty (cleaned) plastic containers, etc. To connect or join the materials, add play dough/clay, stickers, twist ties, and pipe cleaners.	Invite children to use the gathered materials to design and create their own tools.

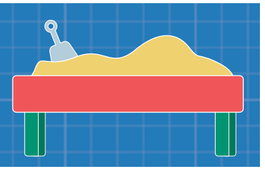
Tip

It may be helpful to prepunch some holes or cut some slides in the materials because it can be difficult (and sometimes risky) for children to cut them.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to a picture of the tool you want to make today. Show me the materials you want to use.
- Yes/No: Do you want to make a [tool]? Do you want to use [material]?
- Either/Or: Do you want to make a [tool] or a [tool]? Do you want to use [material] or [material]?
- Open-ended: What kind of tool will you make today? What materials will you use? How will you put the materials together? What will the tool be used for? What other materials from our classroom could you use to make a tool?

Sensory Table



Week 1 | Building Sandcastles
Children create their own castle structures using sand.

Science: Physical Sciences

Materials	Directions
Spray bottles, sand pails, sand molds, plastic trowels, etc.	Fill spray bottles with water. Place materials at the sand table and invite children to make their own buildings out of sand. They can use the molds or build something new.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to something we can use to pick up the sand.
- Yes/No: Does the sand hold together? Is the sand soft? Is the sand hard?
- Either/Or: Is wet sand easier or harder to build with? Is it easier to make round or flat surfaces?
- Open-ended: What do you notice about the difference between the wet and the dry sand? How often do you have to spray the sand? What shapes are easier to make?

Week 2 | Building Pipes
Children use PVC pipe pieces and structures to carry water.

Science: Engineering and Technology

Materials	Directions
Short lengths or pieces of PVC pipe and elbow joints	Put the PVC pipe in the water table. Explain to the children that PVC is used when building a house and it carries water through a building. Invite children to pour water through the lengths of the pipe.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to something we can use to pour the water.
- Yes/No: Does the water move quickly through the pipe? Does the water move slowly through the pipe? Could you pour sand through the pipe?
- Either/Or: Does the water move quickly or slowly through the pipe? Could you pour sand or blocks through the pipe?
- Open-ended: What do you notice about the PVC pipe? How does the water move through the PVC pipe? What else do you think PVC pipe could be used for? What other materials would move easily though PVC pipe?

Technology

Week 1 | Blueprint Shapes
Children will explore and create blueprints.

Science: Technology

Materials	Directions
Tablet or computer, writing or drawing app	Direct children to open and explore a variety of blueprint plans available online. Use a search engine of choice to find blueprints or images of blueprints (search ahead of time and then guide children to find the ones you have found). Show children how to save images from the internet and paste into a word document. Encourage children to write/name shapes found in the blueprint images. Remind children how to open writing and drawing apps to create their own blueprints.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the app we use to draw. Point the cursor at the image of a blueprint. Point to a [shape] in the blueprint.
- Yes/No: Is this the app we use to draw [point to an app]? Is this a [shape] in the blueprint? Do you want to make a blueprint of [location/building type]?
- Either/Or: Do we use this app or this app to draw? [Point to two different apps, one of which is used to draw.] Do you see a [shape] or [shape] in this blueprint? Do you want to make a blueprint of [location/building type] or [location/building type]?
- Open-ended: What do you notice about this blueprint? What shapes do you see in the blueprint? What do you think this is a blueprint for? How can you tell? What can you make a blueprint for? What features do you need to include? How will you use technology to create them?

Writing

Week 2 | Stamp Letters

Children recreate letters, names and other words using stamps.

Literacy: Phonological Awareness

Materials	Directions
Ink pads, letter stampers, paper, index cards	Place the supplies out. Invite children to use the stamps to make their names, their classmates' names and other familiar words.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the letter . Show me a letter in your name.
- Yes/No: Is this the letter [example]? Is the letter [example] in your name? Is this letter in your name?
- Either/Or: Is this the letter [example] or [example]? Is this letter [point to a letter in child's name] or this letter [point to a letter not in child's name] in your name?
- Open-ended: What words can you stamp with these letters? Can you stamp your name? Look around the room, what other words do you see that you could make using the stamps?

Week 4 | I See Tools

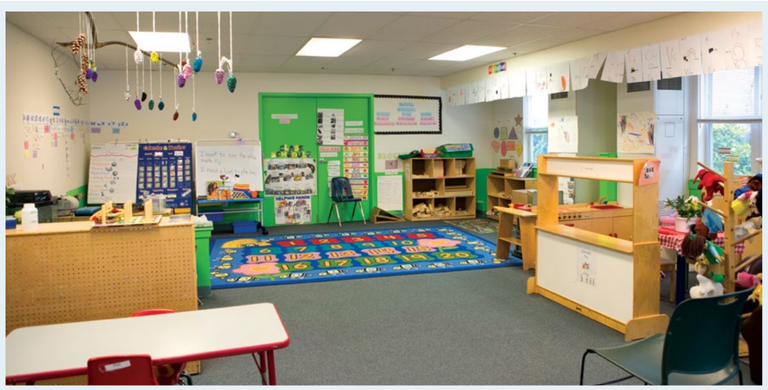
Children explore their classroom environment.

Literacy: Writing

Materials	Directions
Paper, crayons, pretend glasses, stapler	Fold paper and staple together to make a booklet for each child. Tell children that they can write books about the tools they see in the classroom. Encourage them to put on the toy glasses to look around. Next, encourage them to draw illustrations in their own booklets and label the pictures.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [tool] you drew. Show me the letters you wrote.
- Yes/No: Is this the [tool]? Do you hear the [example] sound at the beginning of the word [tool]? [Examples: does hammer start with the letter t? Do you hear the /h/ sound at the beginning of the word hammer?]
- Either/Or: Is this [point to tool] or this [point to different tool] the [name tool]?
- Open-ended: What tools do you see? How will you write or draw that tool?



Writing

Week 4 | Toothpick Letters

Children recreate familiar letters and words using craft materials.

Literacy: Writing

Materials	Directions
Modeling clay, toothpicks or craft sticks, magnetic letters	Flatten modeling clay so it makes a mat. Invite children to build letters by pressing toothpicks into the surface of the clay. Use magnetic letters for reference.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the letter [example]. Point to a letter with straight lines. Point to a letter with curved lines. Point to the letter you want to build.
- Yes/No: Is this the letter [example]? Does this letter have straight lines? Does this letter have curved lines?
- Either/Or: Is this the letter [example] or [example]? Does this letter have straight or curved lines? Does the letter [example] or [example] have straight lines?
- Open-ended: What letters will you try to build today? Look at the magnetic letters; what shapes do you need to use to make that letter? What other materials from the classroom could we use to build letters?

Tip

Celebrate Children's Writing

Celebrate children's writing by giving them the opportunity to share their work with other members of the classroom community. Be sure to post their work where everyone can see it.

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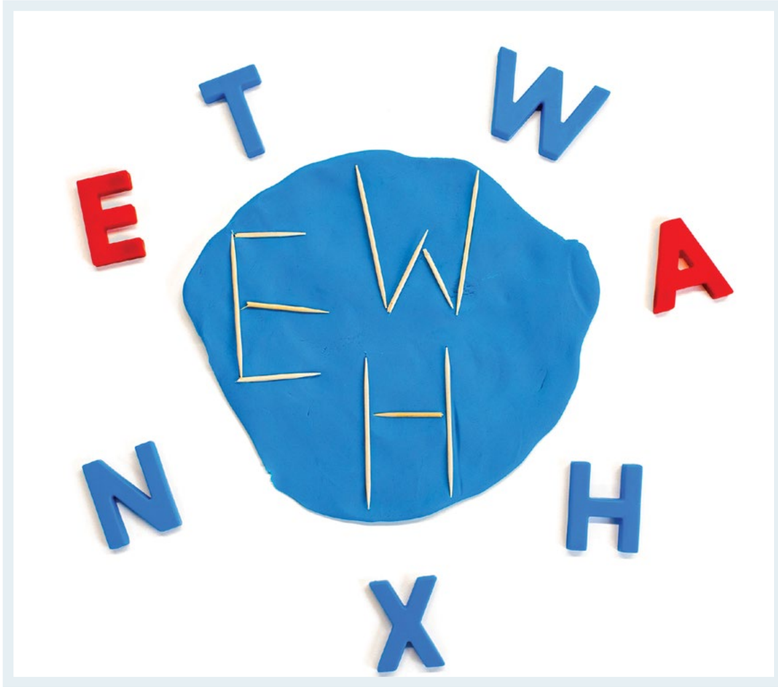
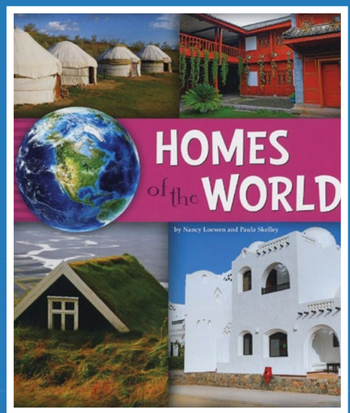
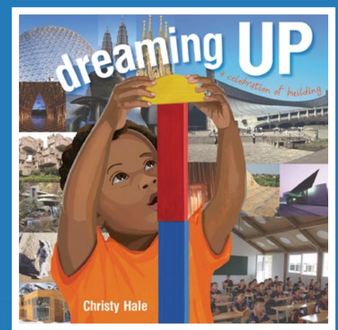
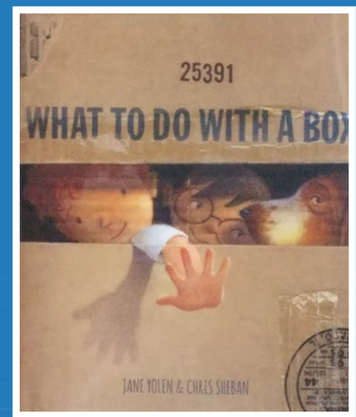
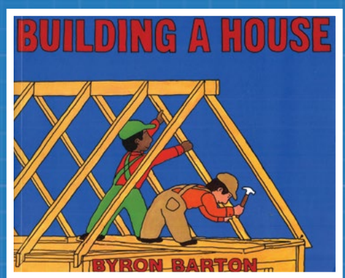


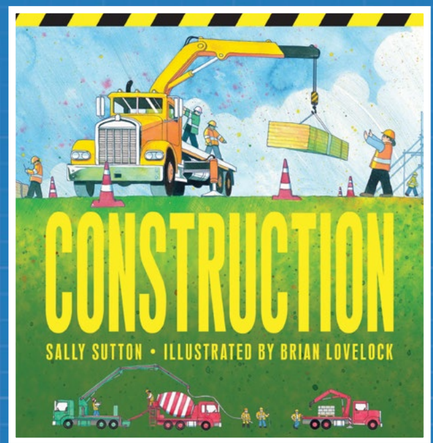
BOOKS

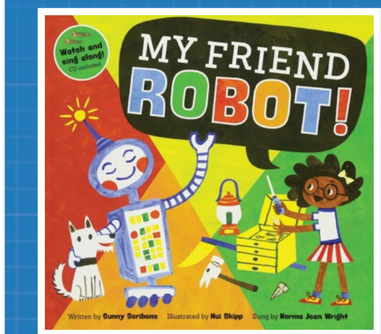


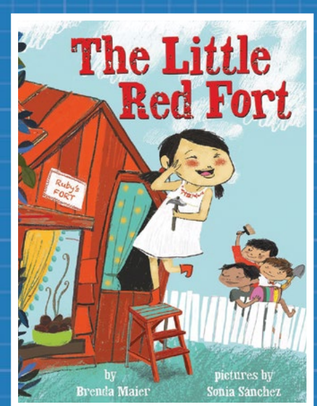


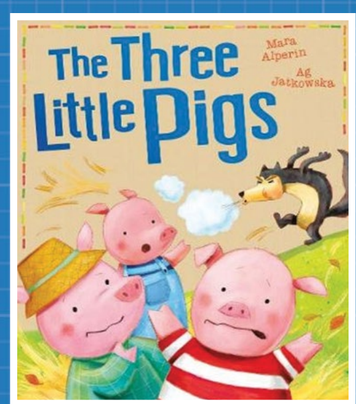


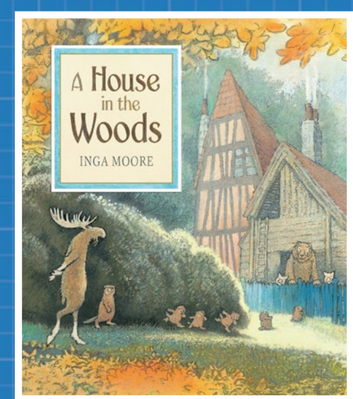












The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

Descriptions

Homes of the World

- Written by Nancy Loewen and Paula Skelley
- Photographs from various sources
- Capstone Press, 2016

This photographic tour of homes introduces children to the materials, sizes, and shapes people use to build homes around the world. During read alouds, children point out structures that they recognize from their own community, as well as designs that are unfamiliar. As they build these connections, children learn what elements homes everywhere have in common.

Vocabulary

- shelter: to cover and protect
- material: what something is made out of

Building a House

- Written and illustrated by Byron Barton
- Greenwillow Books, 1990

After exploring how we imagine, plan, and design buildings, this book introduces children to the building process. Carpenters, electricians, and plumbers all do their part, encouraging children to think about different jobs and elements needed to construct a building. Readers can focus on the step-by-step process of building, as the structure turns into a house.

Vocabulary

- cement: a special material that gets very hard when it dries

The Little Red Fort

- Written by Brenda Maier
- Illustrated by Sonia Sánchez
- Scholastic Press, 2018

Ruby wants to build her own fort, but will anyone help? This updated version of *The Little Red Hen* illustrates how working together helps us achieve our goals, while the design process Ruby follows invites children to make predictions about what she will do next. Children join in on repeated phrases and review identifying and inferring emotions.

Vocabulary

- aroma: a good smell
- fort: a special place where you can go inside to feel safe and have fun
- delighted: very happy or excited

Dreaming Up: A Celebration of Building

- Written and illustrated by Christy Hale
- Lee & Low Books, 2012

This book connects children's imaginative play with the fundamentals of architecture, building, and design. Illustrations of children making forts, playing with blocks, and building sand castles are shown next to pictures of famous structures that use similar shapes or concepts. The text, written as concrete poetry, reflects the elements of design shown in the pictures.

Vocabulary

- connect: to link or be held together

Construction

- Written by Sally Sutton
- Illustrated by Brian Lovelock
- Candlewick, 2016

Filled with vivid action and sound words, this fun, rhyming book invites children to participate in the construction of a new library. The book shows the massive machines and hand held tools used to dig, pour concrete, saw, hammer, and lift. Children continue to learn about the jobs involved in construction, and consider what gear workers must wear and why. Read alouds allow children to practice making predictions as the mysterious building is slowly revealed.

Vocabulary

- hoist: to lift up something heavy

The Three Little Pigs

- Written by Mara Alperin
- Illustrated by Ag Jatkowska
- Tiger Tales, 2014

This version of the well-known book provides an introduction to the genre of folktales. Children join in on repeated phrases of the book, promoting fluency. Children learn about the effectiveness of different building materials, as well as the importance of working with others and persevering. Emphasizing the importance of sturdiness in building, this tale provides a springboard to children's first design challenge.

Vocabulary

- trembled: shook when afraid

What To Do With a Box

- Written by Jane Yolen
- Illustrated by Chris Sheban
- Creative Editions, 2016

This book shows how you can use your imagination to design and create. The list of possibilities for what a cardboard box can become is endless. Children are encouraged to think about designing something all their own.

Vocabulary

- nook: a small, cozy corner to sit in

My Friend Robot!

- Written by Sunny Scribens
- Illustrated by Hui Skipp
- Barefoot Books, 2017

A young girl builds a robot, who then helps a group of friends build a treehouse. This singalong book showcases important construction tools, encouraging children to think about what tools are used in building and how they make each job easier. Children are introduced to simple machines like wedges and pulleys, while the group effort to build the treehouse emphasizes the importance of working together.

Vocabulary

- base: the bottom
- haul: to pull or drag something heavy

A House in the Woods

- Written and illustrated by Inga Moore
- Candlewick, 2011

The story begins in a familiar way: two Little Pigs have built themselves a pair of humble homes in the woods. But when they discover that their small abodes cannot accommodate their dear larger friends, Bear and Moose, the entire group decides to construct a house that they all can live in together. They even recruit a team of knowledgeable and ever-handy Beaver Builders to lead the project! Children make predictions about how the builders solve their problem, and discuss how this diverse bunch of friends takes care of each other from beginning to end.

Vocabulary

- brilliant: very bright; smart

UNIT 4

WEEK 1

Be Sure To…

- ☐ Explore and name the attributes of three-dimensional shapes.
- ☐ Discuss the features of a building and their purposes.
- ☐ Define "architect."
- ☐ Highlight common materials such as wood and glass.
- ☐ Teach the *letter w.*

Materials

- Real brick
- Boxes in a variety of shapes and sizes

Books

- *Homes of the World*
- *Dreaming Up*
- *What To Do With a Box*

Charts

- Anchor Charts
  - "Readers Can Say"
  - "We Can Describe"
  - "Power of 3"
  - "Feelings"
- Unit Charts
  - "Words We Are Learning" (make)
  - "How Do Buildings Get Made?" (make)
- Unit 3 Chart: "Ways to Say Hello"
- Unit 3 Project: Community Map

What does an architect do?

Architects plan and design buildings. Buildings can look very different. You can build with lots of different materials.

In Unit 3, children explored their local communities. This week, children begin looking at the community structures themselves. They learn the names of the parts of buildings and about architects who plan and design buildings. They compare homes and buildings from all over the world to find out what they have in common and how they are different. They examine the qualities of building materials, such as wood and glass, and consider how they might be used. In math, children investigate three-dimensional shapes and practice following "if/then" codes. Feeling confident when experiencing a challenge is also discussed.

Keep in Mind

- You will be adding the word "confident" to the Anchor Chart: "Feelings" during Day 3: Talk Time. Take a photograph of a child modeling this facial expression to add to the chart. If you have multilingual children, ask their families to help you create this label in their home language. A translation app or website can also help you make the chart multilingual.
- In Week 2, you will need to create a materials collection box. This box should contain materials with various properties for children to explore (e.g. waterproof, translucent). Begin gathering materials, such as tin foil, yarn, craft sticks, fabric pieces, faux fur fabric, felt, pipe cleaners, cellophane, ribbon, etc.
- Remember to keep a copy of the "Letter and Numeral Formation Guide" near your Message Time Plus board. It can be downloaded from the Blueprint website. As you pause to focus on letters and numerals to teach and/or review, consult this document for clarity and consistency. Repetition of these descriptions will support children as they learn letter names, sounds, and begin forming letters in their own writing. It will also support children as they learn numerals and form numerals in their own writing.

Words We Are Learning

architect
a person who plans how buildings will look

blueprint
a drawing of what a building will look like

design
to plan and draw something you want to make

material
what something is made of

shelter
to cover and protect

connect
to link or be held together

nook
a small, cozy place to be in

Anchor Words for Multilingual Learners

- building
- build
- plan
- house

Working with Families

Let families know via text or email that children are studying materials used in building. Invite them to discuss what their apartment building or home is constructed from. Extend the conversation by talking about what other things are made out of (the table, the bookcase, the door handle, etc.).

From the Songbook

"Building Up a Home"
[Sung to the tune of "Over the River and Through the Wood"]

- Copy the lyrics, and send home to families.
- Encourage choral singing and have children sing all of the song together. Point to the words in the songbook, as they are singing.
- Ask children to point out the items from the song that they see in the classroom.
- Invite children to think of other structures they can build. A firehouse? A skyscraper? Change the words accordingly.

Trips & Visitors

Take a field trip around the school building. Guide children to closely observe the school building. Walk around both the inside and the outside of the building. Count doors or windows. Point out various materials and shapes used to design the building. See if you can find out who the building's architect is.

Remember | https://cliblueprint.org/resources
You can find downloads, videos and more on the Blueprint website.

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Time	Children chant and stack hands with a partner. *Creative Arts: Creative Movement and Dance*	Children chant and stack hands with a partner from the ground up. *Creative Arts: Creative Movement and Dance*	Children chant and stack hands as if they were bricks. *Creative Arts: Creative Movement and Dance*	Children chant and stack hands as if they were cups. *Creative Arts: Creative Movement and Dance*	Children choose a material to chant about and stack hands. *Creative Arts: Creative Movement and Dance*
Movement Time	Children learn the game "If/Then." *Science: Engineering and Technology*	Children combine two "if/then" codes. *Science: Engineering and Technology*	Children follow "if/then" codes in an ABB pattern. *Science: Engineering and Technology*	Children follow "if/then" codes in an AABB pattern. *Science: Engineering and Technology*	Children follow "if/then" codes that are not in a pattern. *Science: Engineering and Technology*
Talk Time	Children compare two fire stations. *Approaches to Learning: Initiative and Curiosity*	Children learn what an architect does. *Social Studies: Being a Community Member*	Children discuss challenges and feeling confident. *Approaches to Learning: Persistence and Attentiveness*	Children learn about blueprints. *Science: Engineering and Technology*	Children contribute to creating a blueprint. *Science: Engineering and Technology*
Message Time Plus	Children learn about the *letter w.* *Literacy: Phonological Awareness*	Children name the basic parts of their classroom's structure. *Social Studies: Geography*	Children discuss and explore items made of glass. *Science: Physical Sciences*	Children discuss and explore items made of wood. *Science: Physical Sciences*	Children find two out of three pictures that rhyme. *Literacy: Phonological Awareness*
Intentional Read Aloud	Children observe different homes. *Social Studies: Self and Society*	Children identify the parts of a building. *Social Studies: Geography*	Children observe and discuss buildings' shapes and materials. *Creative Arts: Visual Arts*	Children compare buildings to their toy replicas. *Creative Arts: Visual Arts*	Children discuss being creative. *Creative Arts: Visual Arts*
Small Group	Children investigate prisms. *Math: Geometry and Spatial Relations*	Children investigate cylinders and spheres. *Math: Geometry and Spatial Relations*	Children sort three-dimensional shapes. *Math: Patterns and Attributes*	Children look for three-dimensional shapes in the classroom. *Math: Geometry and Spatial Relations*	Children use an empty box to build. *Science: Scientific Inquiry and Practices*
Reflection Time	Why are buildings important?	If Architect Zaha visited our classroom, what would you ask her?	What material would you like to build with? Why?	What kind of building can you dream up?	What does an architect do?

Centers to Launch

See Pages **14-25**

Block Center | Building Plans

Math Center | Patterning with Cubes

Math Center | Hardware Patterning

Sensory Table | Building Sandcastles

Technology Center | Blueprint Shapes

Greeting Time

Children chant and stack hands with a partner.

Creative Arts: Creative Movement and Dance

ASK children to name buildings in the community. REFER to the Unit 3 Project: Classroom Map.

There are many places in a community. Our school building is one place. What are other buildings in our community?

MODEL with another adult how to stack hands. INTRODUCE the chant "Stack Your Hands."

Let's build a pretend building! Watch as [adult] and I stack our hands, placing them one on top of the other.

Stack your hands
Stack your hands
Everybody stack your hands!

GUIDE children to stack hands with a partner. ENCOURAGE them to say the chant and greet each other. REFER to Unit 3 Chart: "Ways to Say Hello."

Are you ready to build? Stand facing your friend. Take turns stacking your hands. When your hand is on the bottom, place it on top. Keep stacking as we chant!

When your building is above your heads, greet your neighbor. There are many ways to say hello!

Movement Time

Children learn the game "If/Then."

Science: Engineering and Technology

EXPLAIN that we will play a game of following an "if/then" code.

We just built a pretend building with our hands. Who likes to build with blocks?

Let's play a game using building blocks. The game is called "If/Then."

MODEL and INVITE children to practice two "if/then" codes: if the block is vertical, [or standing up], then they jump. If the block is horizontal [or lying down], then they squat.

If you see this block standing up vertically [show], then jump up one time like this [demonstrate]. Let's try that…

If you see the block lying down horizontally [show], then squat down like this [demonstrate]. Let's try that…

Let's practice these "if/then" codes again. I'll place a block on this ledge. If you see it standing up, then you will… If you see the block lying down, then you will…

Talk Time

Children compare two fire stations.

Approaches to Learning: Initiative and Curiosity

SHOW a photo of your local fire station and a photo of the Vitra Fire Station. ASK children to compare them.

We learned about many places in our community. Here is a photo of our local fire station [show]. What do you notice?

Here is a photo of another fire station. This one is in a community in Germany [show on map]. How is this building the same as the one in our community? What is different about these two buildings?

DISCUSS what children know and wonder about buildings. USE a few questions from the list below. CHART children's responses on a new Unit Chart: "How Do Buildings Get Made?"

Both of these fire stations are buildings.

- What else do you know about buildings?
- What are buildings be made of?
- Are buildings always the same size?
- Are buildings always the same shape?
- Who builds buildings?
- Who plans how they will look?
- What questions do you have about buildings?

You know a lot about buildings, and we are going to learn even more!

Materials

- Unit 3 Project: Community Map
- Unit 3 Chart: "Ways to Say Hello"

Remember…

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

Materials

- Two rectangular prisms

Supporting Multilingual Learners

Explicitly teach the words "build" and "building" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language (use an online translation tool). This will support their comprehension of the thematic content.

Make & Prepare

- Mark the page in the book *Dreaming Up* of the Vitra Fire Station. Or, download and print a photo of it.
- Mark or be prepared to point out Germany on a world map or globe.
- Begin a new unit chart titled "How Do Buildings Get Made?"

Additional Materials

- Photo of the fire station in your local community from Unit 3
- Chart paper and markers

Reflection Time | Why are buildings important?

Children learn about the *letter w*.

Before

REVIEW the letters on the letter ring in a different order. ASK children what the letter name is and what sound the letter makes. Then NAME parts of the school building.

In our community, we have lots of buildings. One of the most important buildings is our school! Look around our classroom. We have walls. Some walls have windows. These are all parts of a building.

FOCUS on words that begin with the /w/ sound.

Window, walls, we. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /w/. Does anyone in our class have a name that begins with the /w/ sound?

DESCRIBE how to form the *letter w* as you write the letters in the corner of your board. INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter w* makes the /w/ sound. To write an uppercase *letter W*, I start at the top and slide down. Then I slide up, slide down, and slide up. Now you write it with your finger in the air. This is the lowercase *letter w*. I slide down, slide up, slide down and slide up. Now you try it. While I write today, please look for the *letter w*. We are going to learn how to read it together.

During

DRAW a picture of a window. DESCRIBE what you are doing and thinking as you draw. INVITE children to contribute.

I want to draw the window and wall in our classroom. Where should I put the window?

Suggested message: "We see windows and walls."

PAUSE to focus on phonological awareness (/w/ in the word "We").

I hear the /w/ sound in the beginning of the word "We." The *letter w* makes the /w/ sound. Watch me as I write the uppercase *letter W*. I start at the top and slide down. Then I slide up, slide down, and slide up. Now you try it.

REPEAT with the lowercase *letter w* in the word "windows." INVITE children to reread the message with you.

After

INVITE children to find all the *letter w's* in the message. CIRCLE them.

Let's find all the *letter w's*. Put on your "I spy" goggles like this [demonstrate], and look for the *letter w*! Who wants to point to one in the message?

PLAY "Sort for the Sound." PLACE two sorting mats on the floor. ASK children to sort objects into two groups: those that begin with the /w/ sound, and those that do not.

Look at this collection of objects. Let's sort them into two groups [point to the two mats]. We can place objects that begin with the /w/ sound on this mat [point]. We can place objects that do not begin with the /w/ sound on this mat [point]. Here is a wand, /w/. Does the word "wand" begin with the *letter w*? Yes. This wand belongs with the /w/ group. Who wants to select the next object for us to sort?

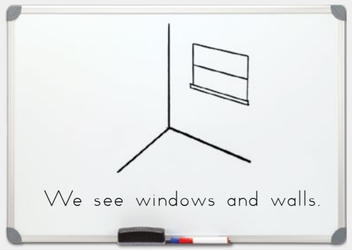
CONTINUE playing. RESTATE the names of all the objects in the *letter w* group. Then RESTATE the name and sound of the *letter w*.

Today we listened to the sound the *letter w* makes, talked about what it looks like, and found it in our message. We created a group of objects that begin with the /w/ sound.

REREAD the message one more time.

[Transition] ASK children to imagine washing a window and say the sound /w/.

Let's pretend we are washing the window. Wash it, wash it, wash it. Say, /w/, /w/, /w/ window!



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter w* on the *Blueprint* website.
- Letter ring – write the uppercase *letter W* on one side of an index card and the lowercase *letter w* on the other side; add this to the letter ring after the lesson.
- Collect familiar objects that begin with *letter w* (e.g., watch, wagon, wand, wood) and some that do not.

Additional Materials

- Two pieces of different color construction paper to be used as sorting mats

Letter Formation

- Uppercase *letter W*: slide down, slide up, slide down, slide up
- Lowercase *letter w*: slide down, slide up, slide down, slide up

Voiced vs. Voiceless Sounds

Some sounds are voiced, which means if you put your hand gently on your voicebox, you can feel it vibrate. Other sounds are considered voiceless. Your voicebox should not vibrate when you say it.

Pronouncing the Sound

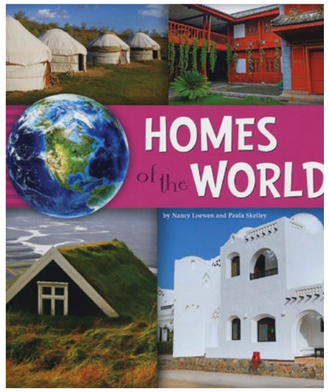
When you make the /w/ sound, you round your lips like you are going to blow out a candle. Then turn on your voice and push the sound through your lips slowly. Be careful not to say /wuh/ or /wah/. This sound is voiced.

Keep It Going

- Gather children in a small group. Tell them that they are going to go on a "treasure hunt" with you. Invite them to walk around the room searching for the *letter w*. Can they find the label on windows and point to the *letter w*? Can they find *the letter w* on your alphabet chart? Is there a color chart? Can they find the *letter w* in the word white? Encourage them to show you the *letter w* and write the letter in the air. Together say the word and the beginning sound.

1 Intentional Read Aloud
Social Studies: Self and Society

Children observe different homes.



Make & Prepare

- Several photos of houses or apartment buildings typical of your local community
- Start a unit chart titled "Words We Are Learning."

Words We Are Learning

material: what something is made of

Supporting Multilingual Learners

Explicitly teach the word "home" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language (use an online translation tool). This will support their comprehension of the thematic content.

Sensitivity About Homes

This lesson focuses on the structure and design of homes around the world. Take care to be sensitive to children's feelings when discussing homes. Sometimes children live in situations that may be stressful. Give them an opportunity to express their feelings, and make time to provide appropriate emotional support.

Reading Critically

Raise children's awareness of how non-Western locales are portrayed. For instance, in this book several images of Africa show what are considered "traditional" homes. But like anywhere, homes in African countries can be built out of materials produced both locally and globally. Homes are also located in all different types of communities from rural to suburban to urban. Ask children questions such as: Do you think all homes in [country] look like this? Do you think homes in [country] can be made of different materials? Encouraging children to think through these kinds of questions, and to ask their own questions, helps them become critical readers.

Before

ACTIVATE children's knowledge about homes.

We are learning about buildings. There are different kinds of buildings. At Talk Time we compared two fire stations. Now we are going to look at homes. What is a home? What do we do in our homes?

SHOW photos of various homes from your community. INVITE children to share what they notice.

Here are some photos of homes in our local community. What do you notice about them?

ASK children what they notice about the homes in the photos on the front cover of the book.

Today we are going to read a book about homes all over the world! Look at the photos on the front cover of *Homes of the World* by Nancy Loewen and Paula Skelley. These homes are in all different communities. Do you see one that looks like a home in our community? What do you notice about these homes?

Let's read to learn about different homes in communities around the world.

During

PAUSE to point out each chapter heading. Briefly PREVIEW the content of each section. After reading the section, INVITE children to share what they observe about the different homes.

PAUSE after reading and pointing to the chapter heading "Materials." DEFINE "material." ADD the word to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

The next few pages are going to teach us about the materials that different homes are made out of. What is a material? A material is what something is made of. People use different materials, such as brick and wood, to make different homes. Let's add "material" to the list of words we are learning. Do you know any words that mean the same thing?

As we read about materials, look and listen for the different materials used to build these homes.

What materials are these homes made of?

CONTINUE to pause before reading each section. POINT OUT each chapter heading: size, shapes, location. Briefly PREVIEW the content. INVITE children to share what they notice.

After

RECAP that homes and other buildings can be made of different materials, be different sizes, have different shapes, and be in different locations.

Wow, homes can look so different! Buildings can be made of different materials, be different sizes, have different shapes, and be in different locations.

INVITE children to turn and talk about which house they would want to visit.

Take another look at the houses on the front cover. Which of these houses would you like to go visit?

Let's turn and talk about it! When it is your turn to talk, tell your partner which one you would like to visit.

Small Group 1
Math: Geometry and Spatial Relations

Children investigate prisms.

Build Interest

REFER to the book *Homes Around the World*. REREAD the shapes section.

We are reading this book [show] and learning about different homes and buildings around the world. Let's look at this section on shapes [show]. I'll read it to you again. Look at the pictures and listen as I read it. Think about what the book is teaching us.

ASK children to share their thinking.

What did that section teach us? Yes, homes are made of different shapes. In these pictures the shapes look flat. But when we build, we use three-dimensional shapes. Three-dimensional shapes are not flat. They take up space, like this rectangular prism [show].

GIVE each child a rectangular prism. INVITE them to share what they know about them. REFER to the Anchor Chart: "We Can Describe."

- Let's look at this rectangular prism closely. You can use the "We Can Describe" chart to help you describe what you see.
- What do you notice about it?
- How have you built with this shape in our block center?

What can you do with it? Can you roll it? Can you stack it? Why or why not?

Build Understanding

SUMMARIZE what children shared.

I heard you say…

POINT to each attribute—edge, face, and corner —as you talk about it.

Let's talk about some special words we use to describe three-dimensional shapes.

Corner: Let's touch the corners on the rectangular prism like this [demonstrate]. How do they feel? Yes, they are pointy!

Edge: Run your finger along the edge. What do you notice? Yes, the edge is straight.

Face: The side is called the face [point] just like your face [point]. What do you notice?

DISTRIBUTE the cubes. GIVE children time to explore the cubes. DISCUSS the corners, edges, and faces on the cube.

Build Experience

ASK children to compare the rectangular prism and the cube. USE what you know about each child's language skills to include and extend their participation.

Let's look at and compare the rectangular prism and cube.

- Gesture: Point to the [shape]. Point to the corner on the [shape]. Trace the edge of the [shape].
- Yes/No: Is this a [shape]? Are all the faces of the [shape] the same size? Does the [shape] have corners? Can you stack with a [shape]?
- Either/Or: Is this a [shape], or is it a [shape]? Is it the same as [shape], or is it different? Are all the faces of the [shape] the same size, or are some of them bigger/smaller?
- Open-ended: What is this shape? Is the [shape] a three-dimensional shape? How do you know? How is it the same as the [shape]? How is it different? What do you feel?

GIVE children time to build with both shapes. INVITE them to share any other thinking or learning they have during this investigation.

What are you discovering about these shapes?

RESTATE the attributes discovered during this investigation.

Today we explored some three-dimensional shapes that are used in building: the cube and the rectangular prism. We discovered…

Make & Prepare

- Have the book *Homes Around the World* ready. Mark the section on shapes.

Additional Materials

- Rectangular prisms and cubes from the blocks center (one per child)
- Anchor Chart: "We Can Describe"

Build Background Knowledge

Connect to building with shapes in the block center. Give children time to share and describe the blocks they like to build with.

Stretch Their Thinking

Invite children to trace the face of the shape to see the two-dimensional shapes.

Listen/Look For

- What do children know about three-dimensional shapes?
- What do children say and do as they explore and compare the three-dimensional shapes?

Prisms

In this lesson we are comparing two types of prisms. Rectangular prisms are three-dimensional. They have six sides. All sides meet at 90-degree angles, like a box. Just like squares are a special type of rectangle, cubes are a special type of rectangular prism; all sides of a cube are the same length.

Supporting Vocabulary Development

Face is a word with multiple meanings. In math, a face is a two-dimensional shape that makes up one surface of a three-dimensional shape. Make sure to clarify its different usages.

Supporting Multilingual Learners

We use the strategy of "Layered Questioning" in the "Build Experience" section of the lesson. This strategy involves scaling the discussion to each child's language ability. Children who are still focusing on understanding English will be able to show what they know through actions and gestures. Others who are more proficient will be able to answer increasingly more complex questions, or just chime in with their ideas.

Multiple Meaning Words

The word "prism" has multiple meanings. In this lesson, we focus on the geometrical meaning to describe shapes. But prisms are also special pieces of plastic or glass that bend light and allow us to see the different colors that compose it. Use real objects, photos or gestures to clarify children's understanding.

Greeting Time

Children chant and stack hands with a partner from the ground up.

Creative Arts: Creative Movement and Dance

MODEL a variation on stacking hands with a partner: start sitting or squatting, rise up to stand, and then stand on tiptoes.

We are learning about different kinds of buildings. Let's use our hands to build with a partner! Watch as [adult] and I start squatting and then slowly stand until we are all the way on our tiptoes. Why don't we say our chant as we build?

Stack your hands

Stack your hands

Everybody stack your hands!

GUIDE children to stack hands with a new partner. ENCOURAGE them to chant and greet each other when their hands are above their heads. REFER to the Unit 3 Chart: "Ways to Say Hello."

Meet with a partner. Are you ready to build from the ground all the way up? When your building is above your heads, choose a way to say hello to your partner. Let's chant!

Material

- Unit 3 Chart: "Ways to Say Hello"

Keep It Going

- Have children stack items they find in nature. Change the lyrics to the song. For example:

  Stack your leaves

  Stack your leaves

  Everybody stack your leaves!

Movement Time

Children combine two "if/then" codes.

Science: Engineering and Technology

REVIEW the directions: if the block is standing up, then jump once. If the block is lying down, then squat.

We just built with our hands. Now let's use blocks to build a pattern in our game "If/Then."

If the block is standing up vertically [show], then what do you do? Yes, then you jump once. You try!

If the block is lying down horizontally [show], then what do you do? Yes, then you squat. You try!

PROMPT children to stand facing forward so they can "read" the blocks from left to right. PLACE two blocks in an AB pattern: the first standing up, the second lying down. GUIDE children to combine the two codes.

Now let's put these two codes together! Here are two blocks. The first one is standing…? Up. The next one is lying…? Down. So, what will we do first with this block standing up? Jump! And what will do next with this block lying down? Squat!

Let's follow both codes together: the first one and then the next one…

ADD more blocks in this same pattern until there are at least six blocks.

Materials

- At least six rectangular prism blocks

Early Coding Skills

The game "If/Then" helps children develop early coding skills. Computer programmers use these types of simple commands to build more complex functions. Children will combine the same two codes in different ways to create several kinesthetic, or movement-based, patterns.

Talk Time

Children learn what an architect does.

Social Studies: Being a Community Member

SHOW the photo of the Vitra Fire Station.

When you play the "If/Then" game, you think [point to temple] about the position of the block. You think [point to temple] about how to move. That's a lot of thinking!

When you want to make a building, you also need to do some thinking [point to temple]. Remember this fire station [show]? Before it was built, someone had to think about how it was going to look!

DEFINE "architect." ADD the word to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

A person whose job it is to plan what a building will look like is called an architect. Can you find the syllables or beats in the word "architect"? Ar-chi-tect. Let's add "architect" to the new list of words we are learning. Do you know any words that mean the same thing?

INTRODUCE Architect Zaha.

This is Architect Zaha [show photo]. She planned what the Vitra Fire Station would look like. She thought about the size of the building, the shapes for the building, and what materials to use.

Can you say hello to Architect Zaha? Do you have any questions to ask her?

Make & Prepare

- Download and print a photo of Architect Zaha Hadid. It will be referred to often.
- Mark the page in the book *Dreaming Up* of the Vitra Fire Station or use your downloaded copy of it.

Additional Material

- Unit Chart: "Words We Are Learning"

Words We Are Learning

architect: a person who plans how buildings look

Supporting Multilingual Learners

Teach the word "plan" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language. This will support their comprehension of the thematic content.

Reflection Time | If Architect Zaha visited our classroom, what would you ask her?

Children name the basic parts of their classroom's structure.

Before

CONNECT to learning about what architects do.

In Talk Time, we talked about someone that has a very interesting job! Architect Zaha [show photo]! We learned that an architect plans what buildings will look like when they are built. Someone, an architect, had to plan all the buildings in our community, including our school!

INVITE children to think about and name parts of their classroom.

Our classroom is part of our school building. What are the parts of our classroom that the architect had to plan? Look around. What do you see? Yes! There are walls, a door, and windows. These make up our classroom.

Watch as I draw and label the parts of our classroom in the message today.

During

DRAW a picture of your classroom (adapt the elements of this lesson so it matches how your room looks). DESCRIBE what you are doing and thinking as you draw. INVITE children to contribute.

I want to draw parts of our classroom. What should I draw? Where should I draw the door? Is the window next to it? Is the clock above it?

Suggested labels: "door," "window," "ceiling"

PAUSE to focus on phonological awareness (/d/ in the word "door").

Doors. Say that with me: door. What sound do you hear at the beginning of the word "door?" /d/. What letter makes the /d/ sound? Yes, the *letter d* makes the /d/ sound. When I write the lowercase d, I curve around and drop down. Now you try writing it with your finger in the air.

FINISH LABELING the message. INVITE children to reread the labels with you.

After

INVITE children to find the labels in the message. DRAW a box around each word.

I just drew and labeled the parts of our classroom. Who can find the word "door?" How did you know?

ENGAGE the group in a discussion about the parts of the classroom. COUNT out the number of each part. INVITE children to think about why structures are built the way they are.

We know that there are different parts of our classroom! But how many are there of each part? How many did the architect plan? Let's count.

- How many doors does our classroom have?
- We counted three doors in our room. Why do you think there are three? Should we have more doors? Zero doors? Why or why not?

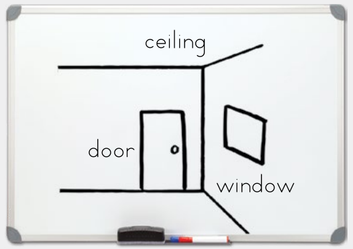
RESTATE the parts of the classroom and how many there are.

Today we talked about the parts of our classroom. Our classroom has windows, a door, and walls. We noticed there are…

REREAD the message one more time.

[Transition] INVITE children to pretend to open a door, as they leave the rug.

The door is one part of the design of our classroom! As you leave the rug, stand up and pretend to open the door.



Material

- Photo of Architect Zaha

Label the Classroom

If you haven't already, now would be a great time to label the parts of the classroom in English and in children's other home languages. Make labels visible and clear. Include visuals. Invite children to participate in where to place the label.

Scaffolding in MTP

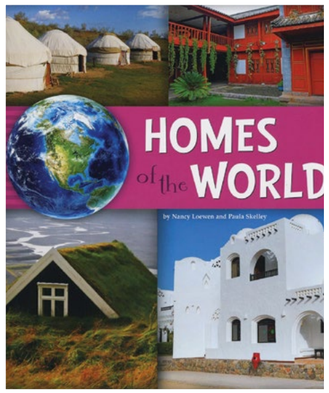
We often encourage you to invite children to the board to find a letter or a word in the message. You can extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. Of course, if they do not know the answer to a question you ask, offer them the support they need.

Keep It Going

- Gather children in a small group. Talk about how some parts of the classroom were designed by an architect (where the door is, the number of windows) and some items were added after the classroom was constructed such as the furniture. Chart both types.
- Invite children to continue to think about the design of the classroom by asking open-ended questions such as:
  - Why is the door here?
  - What is on the other side of the wall?
  - Why does this wall have no windows?
  - Are the walls all the same length? Height? How can we find out?
  - Why do you think the classroom was designed this way?
  - Do all classrooms have these parts? How can we find out?

2 Intentional Read Aloud
Social Studies: Geography

Children identify the parts of a building.



Materials

- Unit Chart: "Words We Are Learning"
- Unit Chart: "How Do Buildings Get Made?"

Words We Are Learning

shelter: to cover and protect

Keep in Mind

Architects focus on the "big picture" of a building, especially the artistry of its design (e.g. shape and color). Engineers, on the other hand, make sure this vision comes to life. They make sure the building can be constructed safely.

Growing Scientists

Even if children may not grasp some of the deeper connections between the form and function of the building parts, the scientific skill of asking "why" after making an observation is important to practice.

Adapt the Lesson

Add a house-building activity. Have a small cardboard box and scissors. Invite children to help "design" the house. Children suggest where to put in doors and windows, and you cut them out. Put it in the art center where children can decorate it.

Supporting Multilingual Learners

In the past, it was thought that asking a new language learner to repeatedly echo words in English, or to speak more in general, would help them learn. In fact, this actually increases their stress and anxiety, which prevents them from learning.

Before

RECAP how homes can be designed using different sizes, materials, shapes, and locations.

Homes of the World has photos of all kinds of homes. Architects can choose different sizes, materials, shapes, and locations for each building they design.

ASK children to look at the cover and find the parts of the homes that are the same. FOCUS on windows, doors, roofs, and walls. INVITE multilingual children to share the words they use at home.

While these houses look different, some things are the same about them. Look at the cover. What is the same about some of these houses?

Yes, lots of houses have windows [point]… doors [point]… a roof [point]… and walls [point].

SET THE FOCUS: Look closely at the photos to find the parts of the buildings that are the same.

As we reread *Homes of the World*, look closely at the photos. See if you can find the important parts of these buildings that are same.

During

PAUSE on the title page. DISCUSS the different doors.

Look at all these doors! How are they the same? How are they different? Why do you think they were designed and built like that? What do they do?

Yes, doors open and close. They allow us to enter and exit a house.

PAUSE after page seven. THINK ALOUD about the different roofs.

Both of these homes have roofs. This one is flat [page six], but this one is angled [page seven]. Why do you think that is?

PAUSE after page 13. FOCUS on the concept of shelter or protection from the elements. ADD "shelter" to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

What parts of these houses are the same?

Yes, they both have walls, doors, and roofs. These homes "shelter" people. They protect and cover the people inside them. Let's add "shelter" to the list of words we are learning. Do you know any words that mean the same thing?

Why do people need homes to shelter them? How do roofs protect people, for example?

Yes, when it rains, people can stay dry inside their homes.

PAUSE after page 25. DISCUSS how these homes provide shelter for the people who live in them.

Look at this home in the sandy dune. How do you think it shelters, or protects, the people who live inside?

What about the homes in the mountaintops? What do these homes shelter, or protect, people from?

After

SUMMARIZE that many homes share the same features.

This book taught us that homes can look different. But lots of homes have the same parts such as doors, windows, and roofs.

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 2
Math: Geometry and Spatial Relations

Children investigate cylinders and spheres.

Build Interest

INTRODUCE the cylinder. GIVE each child one and invite them to share what they know.

We started to investigate three-dimensional shapes, shapes that take up space. Let's continue.

GIVE each child a cylinder. INVITE them to share what they know about them. REFER to the Anchor Chart: "We Can Describe."

Let's look at this cylinder. You can use the "We Can Describe" chart to help you describe what you see.

What do you notice about it?

How have you built with this shape in our block center?

What can you do with it? Can you roll it? Can you stack it? Why or why not?

Build Understanding

SUMMARIZE what children shared during their exploration.

I heard you say…

POINT to each attribute—edge, face, and corner —as you talk about it.

Let's continue to explore this three-dimensional shape.

- Corner: Does a cylinder have any corners? No, it does not!
- Edge: Does a cylinder have any edges? Yes, it has two. Run your finger along the edges. What do you notice?
- Face: Does a cylinder have any faces? How many? How would you describe them?

DISTRIBUTE the spheres. GIVE children time to explore them. DISCUSS the presence (or absences) of corners, edges, and faces on the sphere.

Build Experience

ASK children to compare the cylinder and the sphere.

How are the shapes the same? How are they different?

GIVE children time to explore and build with both shapes. INVITE them to share any other thinking or learning that they have during this investigation.

What are you discovering about these shapes?

RESTATE the attributes discovered during this investigation.

Today we explored more three-dimensional shapes: the cylinder and the sphere. Let's think about what we discovered. The cylinder and sphere both have rounded parts. But the cylinder has flat faces. A sphere is round all over.

Materials

- Cylinders and spheres from the blocks center (one per child)
- Anchor Chart: "We Can Describe"

Build Background Knowledge

Pass around the rectangular prism and cube for further exploration and discussion, as children learn about three-dimensional shapes.

Stretch Their Thinking

Invite children to trace the face of the shape to see the two-dimensional shapes.

Listen/Look For

- What do children know about cylinders and spheres?
- What do children say and do as they explore and compare the three-dimensional shapes?

Supporting Vocabulary Development

As you discuss shapes, model the use of technical vocabulary, like prism and cylinder. While some children may continue to call a sphere a ball or a prism a block, through repeated exposure other children may begin to use these terms.

Keep It Going

- While outside, invite children to go on a sphere treasure hunt. Encourage them to look for spherical shaped objects in the playground such as balls and for natural spheres and circles (such as seeds, acorns, flowers, and rocks).
- Talk to children about the shape of the food they eat. Oranges are spheres, but are apples? Children can talk about how an apple is like a sphere. In what ways is it like a sphere? In what ways is it different? This discussion can encourage children to be precise with definitions (an important math practice), while also expanding their abilities to think critically and communicate their reasoning.

3 Gathering Times

Creative Arts, Science, Approaches to Learning

Greeting Time

Children chant and stack hands as if they were bricks.

Creative Arts: Creative Movement and Dance

INVITE children to feel and describe a real brick.

Architects like Architect Zaha [show] plan how buildings look and what they are made of. They can choose different building materials. Some architects plan buildings made out of bricks like this [show]. Let's carefully pass it around. How does it feel?

MODEL stacking your hands as if they were heavy.

As you build with a partner, imagine your hands are heavy bricks. Let's change the words of our chant to match!

Stack your bricks

Stack your bricks

Everybody stack your bricks!

GUIDE children to stack hands with a new partner. ENCOURAGE them to chant and greet each other. REFER to the "Ways to Say Hello" chart.

Are you ready to build? When your building is above your heads, greet each other. You can say hello in another language! Let's chant about stacking heavy bricks!

Make & Prepare

- Bring in a real brick. You will use this again in Week 4.

Additional Materials

- Photo of Architect Zaha
- Unit 3 Chart: "Ways to Say Hello"

Using Concrete Materials

In order to stack their hands like heavy bricks, children need to feel a real brick. We revisit bricks in Week 4 when reading the folktale *The Three Little Pigs*.

Movement Time

Children follow "if/then" codes in an ABB pattern.

Science: Engineering and Technology

REVIEW the "if/then" codes: If the block is standing up, then jump. If it is lying down, then squat.

We just pretended our hands were bricks. Now let's build patterns with these blocks.

It's time to play our game "If/Then!" If the block is standing up vertically, then you…? Show me. Jump! If the block is lying down horizontally, then you…? Show me. Squat!

INVITE children to stand facing forward, so they can "read" the blocks from left to right. PLACE at least six identical blocks in an ABB pattern: lying down, standing up, standing up. GUIDE children to follow the codes in an ABB pattern: squat, jump, jump.

Now let's put these codes together. Watch as I make a pattern with the blocks. Can you read the pattern? How did you know?

Yes, we squat, jump, jump.

Let's try following the codes in this pattern together…

Materials

- At least six rectangular prism blocks

Growing Mathematicians

"If/then" statements expose children to repeated experiences with patterns and basic coding principles. They begin to see, look for and predict what will come next, or what they will do if they see or hear a certain instruction.

Talk Time

Children discuss challenges and feeling confident.

Approaches to Learning: Persistence and Attentiveness

ASK children what they think about the game "If/Then."

If you think the game "If/Then" is fun, sign "yes" [demonstrate]. If you think the game is a little tricky or challenging, sign "yes."

USE a puppet to talk about dealing with a challenging task. INVITE children to give advice, and share their own stories.

Elijah wants to share about something that was challenging for him:

"Friends, I was stacking wooden blocks. But my building kept falling down. I feel like I will never be able to make a building!"

What can Elijah do? When something is tricky or hard, how do you feel? What do you say? What do you do?

REFER to the Power of 3: Take Care of Ourselves. REVISIT saying, "I can do it!"

When something is challenging, we can take care of ourselves. Let's look at our "Power of 3." One way we take care of ourselves is to say "I can do it!"

DEFINE "confident." ADD "confident" to the "Feelings" chart.

When we say "I can do it," we feel confident. Can you say "confident?" Confident means you believe in yourself. Even if something is tricky, you believe you can do it!

Make & Prepare

- Write "confident" on a sentence strip and print a matching photo for the Anchor Chart: "Feelings".
- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- Sayeh and/or Elijah, the social emotional puppets
- Anchor Chart: "Power of 3"
- Anchor Chart: "Feelings"

Executive Function

To support children's growing self-regulation skills, use both explicit teaching (i.e. saying "I can do it! when frustrated by a challenging situation) and implicit teaching (i.e. encouraging a frustrated child in the moment).

Reflection Time | What material would you like to build with? Why?

Children discuss and explore items made of glass.

Message Time Plus 3

Science: Physical Sciences

Before

INVITE children to think about why buildings have windows and what they are made of. USE some of the questions below to facilitate a discussion.

We have been talking about the parts of our classroom and the parts of houses. Let's think more about the windows in our classroom.

- What do you notice about them?
- Why does our classroom have windows?
- What are some windows made of?
- Are there other objects in our classroom that are made of glass? How do you know?

RESTATE children's thinking. FOCUS on how some windows are made of glass.

I heard you say some things about windows. Some windows allow us to look and see what is on the other side. That is because some windows are made of the material glass. Sometimes you can see through glass. Some glass is clear.

Watch as I write about what the windows in our class are made of in the message today.

During

DRAW a picture of a window in your classroom. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw one of the windows in our classroom. What shape should I draw?

Suggested message: "Some windows are made of glass."

PAUSE to focus on concepts of print (concept of a word).

I am going to write, "Some windows are made of glass." That would match my picture. Help me count how many words I am going to write. [Count and hold up one finger for each word.] Six words! I am ready to write.

WRITE the message. Then POINT to the words, and count them again. INVITE children to reread the message with you.

After

INVITE a volunteer to find the word "glass" in the message. DRAW a box around it.

I just wrote about glass. Who can find that word in the message? How did you know that was the word "glass?"

PLAY the game "Is It Made of Glass?" Children sign "yes" if an object is made of glass and "no" if it isn't. ENCOURAGE them to explain their thinking.

We know that some windows are made of glass. Sometimes glass is clear so we can see through it. Let's play the game "Is It Made of Glass?" I'll show you an object from this collection [show]. Think about whether or not it is made of glass. Sign "yes" like this [demonstrate] if it made of glass. Sign "no" like this [demonstrate] if you do not think it is made of glass.

What is this? Is it made of glass? How do you know?

CONTINUE to play. Then DISCUSS safety.

Glass is breakable. How can we be safe when handling items made from glass?

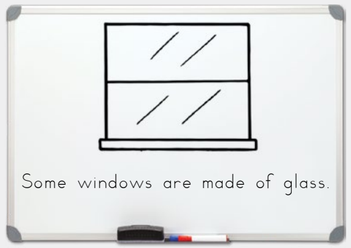
RESTATE that some materials are made of glass.

We are discovering that some objects are made from the material glass. We observed glass is clear and… [restate some observations from children's discussion].

REREAD the message one more time.

[Transition] ASK children if they think it's a good idea if walls were made of glass.

What if all the walls of our school were made of glass? Do you think that would be a good idea?



Make & Prepare

- Create a collection box of familiar classroom items. Some items should be made of glass or have parts made of glass. Some items should be made of wood for MTP: Day 4. Items can include a magnifying glass, a picture frame, jars, Popsicle stick, wooden blocks, cotton ball, fabric, tin foil, marbles, old eyeglasses, glass measuring cup, and pencils.
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Remember to Save

- Save the collection box for Day 4: MTP.

Responding to Children

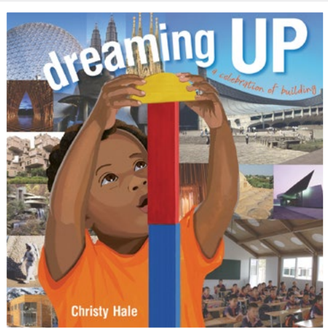
As children discuss the materials, invite them to share their thinking. If they say an object is made of glass when it is not, ask them to place their hand behind it. Then prompt by asking, "Can you see through this?" We will explore transparency again later in this unit.

Keep It Going

- Today is an exploration of glass, a common material used by architects in their designs. The other major materials are wood (which will be the topic of MTP Day 4), plastic, and metal. Draw children's attention to materials throughout the unit. Create a "Materials Museum" where children can collect and sort items made of these materials (be careful with glass; you might just want to use photographs of items they point out).
- While children are playing outside, encourage them to observe their surroundings for glass. Do they see buildings with glass windows? Invite them to share what they find with you.

3 Intentional Read Aloud
Creative Arts: Visual Arts

Children observe and discuss buildings' shapes and materials.



Make & Prepare

- Download pictures of some of architects and their buildings featured in the book *Dreaming Up* to post in the blocks center.

Additional Materials

- Photo of Architect Zaha
- Unit Chart: "Words We Are Learning"

Words We Are Learning

connect: to link or be held together

Christy Hale

The author of this book has a website you can explore, http://christyhale.com. It includes suggested activities and teacher guides as well as links to her other works.

Teaching Letters

It is common practice to teach uppercase letters before lowercase letters. Yet children see more lowercase letters in books and other environment print. Therefore, we teach both at the same time for a more authentic literacy experience. However, based on observations and assessments of your own children, you may choose only to focus on the uppercase form of the letter.

Keep It Going

- Invite children to create their own models of familiar buildings from the community or from the book. Be sure to have photographs for reference. Ask children to talk about the shapes and the features of the three-dimensional objects that they are using. Key words may include: sphere, rectangular prism, pyramid, cylinder, face, edge, corner, round, straight, flat, curvy, etc.

Before

STATE that the photos in the book show different buildings designed by architects.

Architects like Architect Zaha [show photo] plan buildings using different sizes, shapes, and materials. We are going to read *Dreaming Up* by Christy Hale. This book shows photos of buildings all over the world [point to buildings on the front cover]! Each building was "dreamed up," or imagined and designed by an architect.

TAKE a picture walk. EXPLAIN that on each page is a picture of children using classroom materials to create similar designs.

In this book, next to each photo of an architect's building is a picture of children like you "dreaming up" their own buildings! They are designing and building with shapes and materials that you know. What is the child on the cover using to build?

SET THE FOCUS: To observe the architects' and children's buildings.

As we read, look closely at both the architects' buildings and the children's buildings. Let's find out what they are "dreaming up!"

During

READ the first half of the book. PAUSE after each page. GUIDE children to observe, describe, and compare the buildings. For example, after: "Cup on cup… growing taller!" DISCUSS the buildings.

Look closely at the children's building and the architects' buildings. What do you notice?

What are the children using to build? Yes, they are stacking cups.

What's the same between the two buildings? Yes, there are bigger cups on the bottom, and the cups get smaller at the top. The building is thicker at the bottom and gets skinnier at the top; it even has a point.

What do you notice about the shape of the words on this page? They look kind of like the buildings too! They are wider at the bottom and come up to a small point at the top.

PAUSE after: "Hear the click." DEFINE "connect." ADD the word to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

Do you use blocks like these to build? These blocks connect in a stack. Can you say the word "connect?" Let's find the syllables or beats in that word: con-nect. What does "connect" mean? When things connect, they link, or are held together. Do you see how the blocks connect to each other? Let's add "connect" to the list of words we are learning. Do you know any words that mean the same thing?

STOP reading for today.

After

ENCOURAGE children to imitate these buildings and/or "dream up" their own designs. POST photos of some of the architects and buildings in the blocks center.

Just like the children in this book, you can be architects and design your own buildings! Let's post some pictures of these buildings and the architects who planned them in our blocks center! You can use different shapes and materials to create buildings like the ones in the photos! You also can "dream up" your own designs!

Small Group 3
Math: Patterns and Attributes

Children sort three-dimensional shapes.

Build Interest

SHOW the three-dimensional shapes. INVITE children to discuss what they know about them. REFER to the Anchor Chart: "We Can Describe."

We've been working with three-dimensional shapes, just like architects do! What do you know about them? How are they the same? How are they different? You can use the "We Can Describe" chart [point] to help you describe them.

Build Understanding

SUMMARIZE what the children shared.

I heard you say…

INVOLVE children in choosing one feature to sort shapes by (e.g. shapes with faces, shapes without faces).

We can sort our three-dimensional shapes, or put them into groups, based on the features you noticed. Let's choose one way to sort these shapes. What should we choose?

Ok! Let's sort the shapes into two groups. One group will be the shapes with faces [show]. The other group will be the shapes that do not have faces [show].

CREATE two yarn circles on the table.

I'll make two circles on the table with yarn [show]. Into which circle should we put the shapes with faces? What about the shapes without faces? Okay learners, let's sort these shapes together!

GIVE children time to carefully sort the shapes. ASK guiding questions. COUNT and LABEL the groups.

- Why did you put that shape in that circle?
- How many shapes are in each sorting circle?
- Are the two groups equal? Which group has more shapes? Which has less?
- Let's label each group to describe the ways we sorted the shapes. How should we label each group?

Build Experience

CONTINUE to sort. INVITE children select a different feature to sort by (you may need more than two circles). USE what you know about each child's language skills to include and extend their participation. COUNT and COMPARE the number of shapes in each sorting circle.

We just sorted the shapes into two groups: shapes with faces, and shapes without faces. There are many more ways we can sort our shapes! Who has another idea?

Let's try it! Tell us which shapes we should put in each circle. After we sort, we can count and label the groups.

- Gesture: Point to a shape with this [feature]. Point to a shape that does not have this [feature].
- Yes/No: Does this shape have [feature]? Is this shape [feature]? Are these shapes the same? Are they different?
- Either/Or: Does this shape have [feature], or does this shape [feature]? Are these shapes the same, or are they different?
- Open-ended: How do you want to sort the shapes? What feature do you want to choose? Which circle should we put the shapes in? How many shapes are in each group? Which group has more shapes? How do you know?

RESTATE that to sort objects, including shapes, you choose a feature or attribute.

There are so many ways to sort the shapes. When we organize objects, like our shapes, into groups it is called sorting! Today we chose… [summarize the ways the group sorted the shapes].

Make & Prepare

- A collection of three-dimensional shapes (blocks or other materials that are the following shapes): cubes, prisms, cylinders, and spheres.
- Cut two lengths of yarn that are long enough (approximately three feet) to create two circles for sorting the shapes.

Additional Material

- Anchor Chart: "We Can Describe"

Remember to Save

Collection of three-dimensional shapes for Day 4: Small Group

Build Background Knowledge

Give children more time to explore the shapes with their hands.

Stretch Their Thinking

If children are ready, adapt the activity in Build Experience to a game of "Guess My Rule." Invite children to sort the shapes without explaining how. Give the rest of the group time to guess the rule the child used in sorting and to explain why they think that is the rule.

Listen/Look For

- What features do children suggest sorting by?
- How do children explain their thinking when sorting?

Foolers!

With this and other shape activities, include objects that:

- are the target shape
- are clearly not the target shape
- objects that are similar but still not quite right – foolers!

This makes children focus on what it really means to be that shape. Foolers can lead children to think deeply about the characteristics of the target shape.

Growing Mathematicians

In this activity, we ask children to explain their sorting rules. In explaining their ideas, they provide an "argument" based on their evidence and their sorting decisions. For example, "Look. These two shapes are in this group because they have flat edges, and all the shapes in the other group do not." Constructing viable arguments is one of the key practices in learning and doing math.

Children discuss and explore items made of wood.

Greeting Time

Children chant and stack hands as if they were cups.

Creative Arts: Creative Movement and Dance

SHOW picture of a child stacking cups in *Dreaming Up*. PASS around real plastic cups. INVITE one to three children to stack them.

Just like Architect Zaha [show photo], we make buildings out of different materials. On this page in *Dreaming Up*, what is this child using to make a building? Yes, plastic cups like these. Who can stack these cups?

MODEL how to stack cupped hands. CHANGE the words of the chant.

As you build with a partner, imagine that your hands are cups. You can even cup your hands like this [demonstrate]. Let's change the words of our chant to match.

Stack your cups
Stack your cups
Everybody stack your cups!

GUIDE children to stack hands like cups. ENCOURAGE them to take turns, chant, and greet each other. REFER to the Unit Chart: "Ways to Say Hello."

Get ready to build! When your building is above your heads, greet each other in any language! Let's chant about stacking cups!

Make & Prepare

- Have the book *Dreaming Up* ready. Mark the page that begins "cup on cup…" with a sticky note.
- Several plastic cups

Additional Materials

- Unit 3 Chart: "Ways to Say Hello"
- Photo of Architect Zaha

Movement Time

Children follow "if/then" codes in an AABB pattern.

Science: Engineering and Technology

REVIEW the codes: If the block is up, then jump. If it is down, then squat.

We just built by stacking our hands like blocks. Now we are going to build more with codes. It's time to play our game "If/Then."

PLACE at least 12 blocks in an AABB pattern: up, up, down, down. PROMPT children to stand facing forward to "read" the blocks from left to right. GUIDE children to follow the codes in an AABB pattern: jump, jump, squat, squat.

Watch as I make another pattern with the blocks. Can you read this pattern? How did you know it?

Yes, the pattern is: jump, jump, squat, squat.

Let's try following the codes in this pattern together!

Materials

- At least 12 rectangular prism blocks

Modifying the Movement

If children need more practice with following the codes, repeat the AB pattern. You can try this more complex AABB pattern when children are ready.

Responding to Children

Are children able to recognize a simple pattern using manipulatives that vary in size, shape, and color? If so, ask them to find or make patterns of more complex types (e.g. AAB). If not, provide repeated experience over time with objects that focus on one attribute such as color.

Talk Time

Children learn about blueprints.

Science: Engineering and Technology

REVIEW an architect's job.

You know how to follow codes. You also know about architects like Architect Zaha [show photo]. What is an architect's job?

Yes, architects plan how a building will look. When Architect Zaha thinks about a building, she plans its size, what shapes to use, and what materials it will be made of.

DEFINE the word "blueprint." ADD the word to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

When Architect Zaha designs a building, she draws a picture of it. This drawing is called a blueprint. Can you say the word "blueprint?" Let's add the word "blueprint" to the list of words we are learning. Do you know any words that mean the same thing?

SHOW one to three examples of blueprints.

Here are some blueprints for different buildings. What do you notice? What size are the different buildings? What shapes do you see? Can you tell what materials are used?

The architect and builders can look at their blueprint to remind them how to make the building.

Make & Prepare

- Download and print examples of blueprints. These will be used frequently in the unit.

Additional Material

- Unit Chart: "Words We Are Learning"

Words We Are Learning

blueprint: a drawing of what a building will look like

Did You Know?

There are several types of blueprints. Our books show elevation and floor plan blueprints. Elevation view is how a building looks at eye level, as if standing across the street. This is what most children will draw. Floor plans show how things look from directly above.

Reflection Time | What kind of building can you dream up?

Before

INVITE children to think about why buildings have doors and what they are made of. USE some of the questions below to facilitate a discussion.

We have been talking about the parts of our classroom and the parts of houses. Let's think more about the doors in our classroom.

- What do you notice about them?
- Why does our classroom have doors?
- What are some doors made of?
- Are there other objects in our classroom that are made of wood? How do you know?

RESTATE children's thinking. FOCUS on how some doors are made of wood.

I heard you say some things about doors. Some doors are hard and thick. Sometimes you can't see through them [unless it has a window]. Our door is made of the material wood. Wood comes from trees. Our door is brown but not all doors are brown. Have you ever seen wood in different colors?

Watch as I write about what the door in our class is made of in the message today.

During

DRAW a picture of a door in your classroom. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw the door of our classroom. What shape should I draw?

Suggested message: "Some doors are made of wood."

PAUSE to focus on phonological awareness (/s/ in the word "some").

Some. Say that with me: some. What sound do you hear at the beginning of the word "Some?" /s/. What letter makes the /s/ sound? Yes, the *letter s* makes the /s/ sound. When I write the uppercase *letter S*, I curve around and curve around. Now you try writing it with your finger in the air.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word "wood" in the message. DRAW a box around it.

I just wrote about wood. Who can find that word in the message? How did you know that was the word "wood?"

PLAY the game "Is It Made of Wood?" Children sign "yes" if an object is made of wood and "no" if it isn't. ENCOURAGE them to explain their thinking.

We know that some doors are made of wood. Wooden doors are usually hard. Usually, you cannot see through them.

Let's play the game "Is It Made of Wood?" I'll show you an object from this collection [show]. Think about whether or not it is made of wood. Sign "yes" like this [demonstrate] if it made of wood. Sign "no" like this [demonstrate] if you do not think it is made of wood.

What is this? Is it made of wood? How do you know?

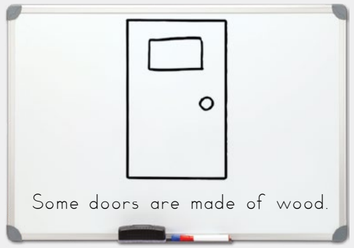
RESTATE that some materials are made of wood.

We are discovering that some objects are made of the material wood. Wood is hard; you cannot see through it. Sometimes it is brown in color. We also observed… [restate some observations from children's exploration of the materials].

REREAD the message one more time.

[Transition] ASK children if wood is good for windows.

Imagine if you were designing a building. Would you make the windows out of wood?



Make & Prepare

- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Material

- Collection box

Adapt Your Lesson

If your doors are not made of wood, choose something else that is.

Support Vocabulary Development

Ask children about the horizontal and vertical lines in the illustration. How many are there? Can they trace their fingers over a horizontal line? A vertical line?

Connecting MTP Lessons

Today you will write the *letter w* when you write the word "wood." If you highlight a different letter today or any day, consult the "Letter and Numeral Formation Guide" on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children's phonological awareness. You can also circle the letter to reinforce letter awareness.

Family Engagement

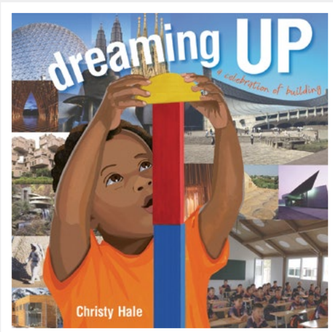
Help families support children's understanding of materials at home. Print the "What Is Made of Wood?" treasure hunt card from the *Blueprint* website.

Keep It Going

- While children are writing, invite them to think about the pencil they are using. Is it made out of wood? How do they know? How is it different from a crayon or marker? Encourage them to share what they think.
- Join the children at the block center. Invite them to use the blocks to make a building. Can they make a tall building? Or a wide building? Are they able to talk about what material the blocks are? Are they made of wood? How do they know?

4 Intentional Read Aloud
Creative Arts: Visual Arts

Children compare buildings to their toy replicas.



Material

- Unit Chart:" How Do Buildings Get Made?"

Connection to Other Units

We will return to this book and others from this unit when we explore animal architects in Unit 8. Children will make connections and build on their knowledge of how people design and build when they explore how various animals living in nature also design and build their homes and other structures.

Keep It Going

- As children walk through the halls, go outside, or take field trips, invite them to notice the parts of other classrooms, buildings, structures, or familiar places. Compare and contrast similarities and differences in various buildings. They may remark on their classroom size or shape and its parts compared to the gym, cafeteria, or another classroom in the building. Is there a room with glass walls, such as the office? Take a walk by it!
- Encourage children to look for things that have been built on the playground (playground equipment, shed, etc.). Then look for things that have been built by animals (nests, ant hills, spider webs, etc.). How are these things different?

Before

SUMMARIZE an architect's process: imagine a building, plan the details, and draw a blueprint.

Before a building can be built, architects like Architect Zahav [show photo] need to dream it up! What do architects need to think about? How do architects plan out their buildings?

Architects imagine what the building will look like. They think about the size, shapes, and materials. Architects draw a picture of their plan called a blueprint [show].

REVIEW the images on the pages that were read on Day 3. RECAP how the photos show buildings designed by architects, and the pictures show children using classroom materials to create similar designs.

We began reading *Dreaming Up*. Let's look through the pages we read. These are the buildings designed by architects [point], and these are the buildings designed by children [point] like you!

Let's continue reading. Remember to look closely at both the children's buildings and the architects' buildings. Get ready to think and talk about the buildings they are "dreaming up!"

During

RESUME reading on the page that shows Vitra Fire Station. REMIND children that Architect Zaha designed it.

We know this fire station! Which architect designed this building? Architect Zaha! Let's read about more architects' designs.

CONTINUE reading. After each page, GUIDE children to compare the children's and architects' buildings. For example, after: "Easy peasy… one, two, three!" DISCUSS the buildings.

- Look closely at the picture of the children's building and at the photo of this building. What do you notice?
- What materials are the children using? Yes, toothpicks, which are little, thin wooden sticks. How are they holding the toothpicks together? They are sticking them into gumdrops, which are small chewy candies.
- What shapes do you notice on these buildings? Yes, the sticks form lots of triangles on both buildings. The architect's building looks like a huge sphere, or ball. Look how much bigger it is than the tree next to it.
- What do you notice about the shape of the words on this page? They are written in the shape of triangles, just like the ones on the buildings!

After

SHOW the pictures and biographies of the architects and the buildings they designed at the end of the book. REMIND children that they can be like architects. ENCOURAGE them to use their own blueprints.

Here are the architects who designed the buildings in this book. We already added some photographs of them next to pictures of the buildings they designed at the blocks center.

You can be like these architects. You can make up your own designs. Draw a blueprint, then look at your plan, and try to create it.

Be confident: believe in yourself. If you can dream it up, then you can build it!

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 4
Math: Geometry and Spatial Relations

Children look for three-dimensional shapes in the classroom.

Build Interest

TELL a story about using an object that resembles a three-dimensional shape you have been investigating. ADAPT for your children.

We have done a lot of thinking and exploring with three-dimensional shapes [show].

Listen to this! I was drinking water from this water bottle [show] at snack time. I paused, and I had a thought about the shape of it. Does this bottle look like one of these three-dimensional objects?

Yes! The water bottle looks like a cylinder. I realized shapes are everywhere!

Build Understanding

CONNECT to the idea that objects in our environment resemble three-dimensional shapes.

I wonder…can we find other objects that are like the three-dimensional shapes we have been exploring?

INVITE children to choose one three-dimensional shape. DISCUSS what children know about it.

What three-dimensional shape should we look for first?

How will we know if something looks like that shape? What will we see?

Ok, let's go find examples of it in our classroom!

Build Experience

LOOK for objects that are similar to the chosen shape together. ASK questions to support children's thinking. USE what you know about each child's language skills to include and extend their participation.

- Gesture: Point to the [shape] you found.
- Yes/No: Point to the [shape] you found. Is this a [shape]? Is it exactly a [shape]? Is it a bit different? Point to what is the same/different.
- Either/Or: Is this a [shape], or is it a [shape]? Is it exactly a [shape], or is it a bit different? Point to what is the same/different.
- Open-ended: What did you find? Is it exactly a [cylinder]? Is it like a [cylinder]? How do you know? If it doesn't have the same attributes, think about how is it almost like a [cylinder]. What would you need to change to make it a [cylinder]?

CONTINUE to look for objects that are similar to another shape that children choose. Then RESTATE that three-dimensional shapes are all around us.

Today we discovered that three-dimensional shapes are all around us. The objects that we use every day, like books and mugs, look like or are similar to three-dimensional objects.

Materials

- Water bottle
- Collection of three-dimensional shapes (cubes, prisms, cylinders, and spheres)

Build Background Knowledge

Give children time to linger with the water bottle and cylinder. Be specific in comparing these two items.

Stretch Their Thinking

Invite children to make shape collections in the classroom. They can gather and label groups of objects that are specific three-dimensional shapes. For example, a marble, orange, and a ping-pong ball in the group "spheres."

Listen/Look For

- What objects do children notice in the classroom that look like their chosen three-dimensional shape?
- What do children say when they explain their thinking? How do they describe how the shape is the shape or almost like it?

Vary the Lesson

Each child can search for the same shape, or they can search for different shapes. As a group you can search for one shape and discuss what you find. Then you can search for a second shape and a third, etc. Invite children to bring one object from the classroom back to the group. Then as a group, discuss what shape is it most like.

Following Up

This lesson focused on shapes. Observe children when they are in the math or blocks centers. How do they talk about shapes? Do they use or confuse the names of the shapes?

Greeting Time

Children choose a material to chant about and stack hands.

Creative Arts: Creative Movement and Dance

INVITE children to brainstorm building materials that stack. PAGE through *Dreaming Up* for ideas.

We have been making pretend buildings by stacking our hands. We imagined our hands were different materials, like heavy bricks [show] and plastic cups [show]. What else could we stack to make a building?

Let's look at the pictures in *Dreaming Up* for some ideas…

PROMPT children to change the words of the chant to say the material they choose.

Today when you meet with your partner, choose a building material to stack. Change the words of our chant to say the material that you choose!

Stack your _____

Stack your _____

Everybody stack your _____!

ENCOURAGE children to take turns, chant, and greet each other. REFER to the Unit 3 Chart: "Ways to Say Hello" chart.

Keep stacking until your building is above your heads. Then greet each other, maybe in another language!

Make & Prepare

- Bring a real brick and a plastic cup.

Additional Materials

- The book *Dreaming Up*
- Unit 3 Chart: "Ways to Say Hello"

Movement Time

Children follow "if/then" codes that are not in a pattern.

Science: Engineering and Technology

PROMPT children to stand facing forward to "read" blocks from left to right. PLACE down four blocks in a random order. GUIDE children to follow the codes.

We just built by stacking our hands like different materials. Now we are going to build with codes. It's time to play our game "If/Then." But let's make it more tricky or challenging!

When I put the codes together, they won't be in a pattern. Do you think you will be able to follow them?

Let's stand up and try…

PLAY again, increasing the number of blocks if children are ready. INVITE children to put codes together.

Who would like to line up the blocks for us to follow?

INVITE children to compare playing the game when blocks are in a pattern to when they are not.

Was it easier or harder to follow the code today? Why do you think so?

Materials

- At least 12 rectangular prism blocks

Interacting with Children

Children enjoy new challenges, especially when you say you are going to try to trick them. When you make an activity fun and playful, children usually respond positively!

Talk Time

Children contribute to creating a blueprint.

Science: Engineering and Technology

REVIEW what an architect does. DEFINE the word "design." ADD the word to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

Playing the game "If/Then" really makes us think [point to your temple]. Architects like Architect Zaha [show] also do a lot of thinking! What do architects think about?

Yes, they think about what their building will look like. How big it will be. What shape it will be. And what materials they want to make their building out of. When architects make plans of what their building will look like, they are designing it. Let's add the word "design" to the list of words we are learning. Do you know any words that mean the same thing?

SHOW sample blueprints.

Architects make drawings of their plans. What are the drawings called? Yes, blueprints like these [show]. Why don't we make a blueprint together?

CREATE a blueprint of a building with children.

- What kind of building should we make?
- What will it be used for?
- Where will it go?
- What shapes should it be made out of?
- What materials should it be made out of?

Now that it is complete, how can we use this blueprint?

Materials

- Photo of Architect Zaha
- Examples of blueprints
- Large chart paper and markers

Additional Material

- Unit Chart: "Words We Are Learning"

Words We Are Learning

design: to plan and draw something you want to make

Reflection Time | What does an architect do?

Children find two out of three pictures that rhyme.

Before

CONNECT to the read aloud *Dreaming Up*. REVIEW how the words on the page matched the shape of the building.

We read the book *Dreaming Up* [show]. We noticed how the words on the page matched the shape of the buildings [show]! That makes the book very special.

FOCUS on rhyming words.

You know what else is special about this book? It has many words that rhyme in it. How do you know if two words rhyme?

Yes, when words rhyme, they sound the same at the end, like bat and cat.

READ the line with the first rhyme on the marked page. INVITE children to make the "I hear" sign when they hear the rhyming words.

Listen for the rhyming words, as I read from *Dreaming Up*. Make the "I hear" sign [demonstrate] when you hear the rhyming words! Then we will say them. Which rhyming words did you hear? Yes, "top" and "hop" rhyme.

TELL children you are going to write a rhyme.

Some parts of our classroom are special because they rhyme! We are sitting on the….floor. We go into the hallway through the….door! "Floor" and "door" rhyme.

Listen as I write a sentence with these two rhyming words.

During

DRAW a picture of a room with a floor and a door. DESCRIBE what you are doing and thinking. INVITE children to contribute.

Here is our floor. Which door should I draw? The classroom door? The bathroom door?

Suggested message: "Our room has a floor and a door."

PAUSE to focus on phonological awareness (identifying the rhyming word).

I'm ready to write the word that describes another part of the room. It rhymes with the word "floor." What is the word [give children a moment to say the word]? Yes! The word "door" rhymes with "floor."

FINISH WRITING the message. After, INVITE children to reread the message with you.

After

PLAY "Find the Rhyme." SHOW three pictures. ASK children to find two pictures that rhyme.

I just wrote two words that rhyme. Listen as I read the message again. What are the two rhyming words [pause for children to share their thinking]? Yes! "Door" and "floor" are the rhyming words.

Let's play a game. I'm going to show you three pictures. We will say what we see in the pictures. Two of these words will rhyme. One word will not rhyme. Are you ready to play "Find the Rhyme"?

Here are the pictures [for example, house, mouse, cat]. Say the words. Which two words rhyme? Whisper those words into your hand like this [demonstrate].

ASK a volunteer to point out the pictures that rhyme and explain their thinking. ENGAGE the rest of the group by asking them to sign "yes" if they agree or "no" if they have a different idea.

Who wants to come up and show us the two words that rhyme? How do you know?

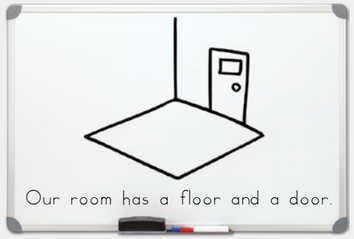
CONTINUE to play. RESTATE that words that sound the same at the end are rhyming words.

Today we practiced finding pictures of rhyming words. Remember, words that rhyme sound the same at the end.

REREAD the message one more time.

[Transition] INVITE children to name another word that rhymes with door.

Can you think of another word that rhymes with "door" or "floor"?



Make & Prepare

- Have the book *Dreaming Up* ready. Mark the page that begins "Open the top" with a sticky note.
- Download and print Unit 4: "Rhyming Picture Cards"
- Review the ASL signs for "I hear," "yes," and "no" on the *Blueprint* website.

About the "Pause to focus on…"

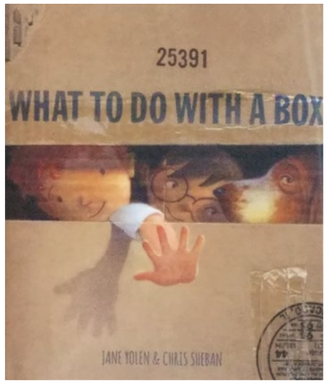
Message Time Plus® gives you an opportunity to focus on a variety of literacy skills during an authentic reading and writing experience. The "Pause to focus on..." generally focuses on four areas of literacy: phonological awareness, concepts of print, vocabulary, and writing structure. These are important foundational areas for emerging readers and writers to be exposed to on a regular basis. We offer a suggested topic for the "Pause to focus on…" for each lesson. Adapt this to meet the needs of your individual learners.

Keep It Going

- While children are in line, tell the children they are going to play a rhyming game with you. Encourage them to listen closely for the two words that rhyme and the one word that does not. Say three words (ex. hat, bat, log) and invite the children to tell you the two rhyming words and the word that does not rhyme.
- Gather children in a small group. Tell them they are going to play a memory game with you. Place pictures of rhyming pairs face down. Invite children to pick up two cards and read the picture. Do they rhyme? If they do, the child keeps the pair. If not, they flip the pictures over, and the next child gets a turn.

5 Intentional Read Aloud
Creative Arts: Visual Arts

Children discuss being creative.



Make & Prepare

- Gather a few cardboard boxes in a variety of shapes and sizes.
- Have the book *Dreaming Up ready. Mark the page that begins "Open the top and in I hop…" with a sticky note.*

Additional Material

- Unit Chart: "Words We Are Learning"

Words We Are Learning

nook: a small, cozy space to be in

Jane Yolen

The author of this book has a website that you can explore, http://janeyolen.com. It includes teacher guides and links to her other works.

Reusing Materials

Highlighting how to reuse materials, such as boxes, is related to Earth and Space Science in terms of caring for our earth. In every unit we suggest ways to reuse common materials. In Unit 10, we focus on recycling and reusing materials as one way to take care of the Earth.

Keep It Going

- Check out Design Squad on PBS Kids for lots of videos on design and engineering.

Before

ACTIVATE children's knowledge around building with cardboard boxes. SHOW and REREAD the marked page in *Dreaming Up.*

When we read *Dreaming Up*, we looked at buildings that different architects designed. We also looked at children designing and building, like you. Let's reread this page.

What do you notice about this children's building? What is it made of?

INVITE children to imagine and share what else they could do with a box. CONNECT to how architects use their imagination and get ideas.

I wonder what else you could build with this box. What would you do with it?

You used your imagination to "dream up" what you want to create. That's what architects do! They imagine how a building will look.

We are going to read a book called *What To Do With a Box* by Jane Yolen and Chris Sheban. Let's read to find out how the children in this book use their imagination to design and create!

During

PAUSE after: "or nook." DEFINE "nook." ADD it to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

The children are using their imagination to make the box into different buildings. For example, they made it a library, a palace, and now a nook. Can you say that word "nook"? Have a look at this picture of the nook they built. What do you think a nook is?

A nook is a small, cozy space to be in. Let's add "nook" to the list of words we are learning. Do you know any words that mean the same thing? Would you like to use a box to make a nook?

PAUSE after: "sand, and sky." DISCUSS what the children in the book are imagining the box to be.

What are the children doing with the box here? How did they create it? How are they using their imagination?

They are imagining the box is outdoors at the beach. They painted a sun and clouds in the sky. One friend is pretending to lay in the sand on a beach ball. What is the other friend doing? Why?

PAUSE after: "All around a dirt track." DISCUSS what the children are imagining the box to be.

How are the children using the boxes now? Do you think they will they imagine the boxes as other kinds of vehicles?

After

INVITE children to think about why the author says a box is magical.

One of my favorite lines in this book is this: "A box! A box is a wonder indeed. The only such magic that you'll ever need." Why do you think the author says that a box is the only magic that you'll ever need?

Small Group 5
Science: Scientific Inquiry and Practices

Children use an empty box to build.

Build Interest

BROWSE through the book *What To Do With a Box*.

We read *What To Do With a Box* [show]. In this book, children took a box and imagined that it could become something different. Let's take a picture walk through the book and think about what the children created with their box.

- What did they make?
- What did they imagine their box to be?
- What are some of your favorite ways they used the box from the book?

ASK children what they would do with a box and chart their ideas.

What would you do with a box?

Build Understanding

RESTATE children's thinking from the discussion.

You had some great ideas of what you would do with a box. I heard you say…

GIVE each child (or pair of children) time to plan.

Let's make your ideas come alive! Let's use our special blueprint paper [distribute] to create a blueprint or a plan for what you would do with a box.

USE what you know about each child's language skills to include and extend their participation.

- Gesture: Show me what you plan on making the box. Oh look, I see that you are...
- Yes/No: Is this the top of the box? Will your box have a door? Will you color your box?
- Either/Or: Will you put anything inside or outside your box? Will your box have a window or a door?
- Open-ended: What are you thinking about turning your box into? Why? What is your plan? Where did you get your idea from?

Build Experience

GIVE children time to use their plans and build with their box. INVITE multilingual learners who speak the same language to work together in their home language.

Let's get started! I can't wait to see what your box becomes.

RESTATE that a box can become anything you imagine.

It is fun to use our imaginations! Today, we dreamed of different ways to use a box. We thought a box could become… [name ways children created with their box today].

Make & Prepare

- Download and print blank blueprint paper (at least one per child).
- Collect boxes (one per child or partnership).

Materials

- Chart paper and markers
- Scissors
- Tape
- String
- Writing and drawing tools

Build Background Knowledge

Talk about things you have seen children create in the classroom. Focus on everyday objects that transform into something new. Refer back to the dramatic play center and adding ordinary materials like fabric and paper bags. What have children created with those objects?

Stretch Their Thinking

Add other empty boxes and containers to the art center. Invite children to transform those too.

Listen/Look For

- What do children say when browsing the book?
- What ideas do children have for their box?
- What do children do with their box?

Responding to Children

What if children struggle to find an idea or they don't feel free to be creative? Take time to be positive. Affirm their feelings. Refer to the books you read for ideas. Emphasize that there is no "wrong" way to work on this project.

Persistence

What happens when the idea for the box doesn't turn out like the child expects? Refer to the Power of 3. Remind children that one way to take care of themselves is to have an "I can do it!" attitude. Refer to the "Feelings" chart and the new idea of "confidence." Your social emotional puppets can come in handy here as well. Let the child talk to them about their feelings. Ask the child, "What would Sayeh or Elijah tell you to do?"

UNIT 4
WEEK 2

Be Sure To…

- ☐ Give children new and interesting materials to explore, compare, and use to build.
- ☐ Name and discuss different workers and vehicles at a construction site.
- ☐ Launch the class book.
- ☐ Teach the *letter r.*

Materials

- Small sample of loose gravel in a clear plastic cup or bag
- Variety of cardboard tubes (paper towel tubes, toilet paper tubes, wrapping paper tubes, etc.)
- Magazines/brochures that feature buildings

Books

- *Building a House*
- *Construction*
- *Dreaming Up*
- *Blueprint Songbook*

Charts

- Anchor Charts
  - "Readers Can Say"
  - "We Can Describe"
  - "Power of 3"
- Unit Charts
  - "Words We Are Learning"
  - "How Do Buildings Get Made?"

What happens at a construction site?

Many different types of builders turn blueprints into buildings. They all work together! Construction vehicles help too.

Children focus on what happens at construction sites. During read alouds, children learn the names of different jobs, vehicles, and tools that are found at construction sites. They are introduced to the construction site dramatic play center. They investigate child-friendly building materials to learn more about their properties. Also, they continue to discuss the importance of persistence.

Keep in Mind

- Begin preparing your dramatic play center "The Construction Site" for Day 8: Talk Time.
- Go to your local home building store or a nearby construction site to ask for scrap wood and other authentic materials. Children can build, explore, sand it, etc.
- In Week 3, we focus on tools. Prepare a toolbox with common (and safe) tools to share with children.

Words We Are Learning

cement
a special material that gets very hard when it dries

rigid
does not bend

transparent
lets light through

waterproof
does not let water through

hoist
to lift up something heavy

Anchor Words for Multilingual Learners

- construction
- job
- dump
- truck

From the Songbook

"I Am a Dump Truck"
This poem will be featured in Greeting Time. Copy it and send home to families.

Working with Families

Children are exploring familiar materials. Via email or text, suggest that families continue this exploration at home. They can give their children some common kitchen items, such as wax paper or plastic wrap. Then talk to children about what they notice. Discuss the shape, size, texture, and material the tool is made of. Using descriptive language expands children's vocabulary.

Trips & Visitors

Invite family or community members who work in construction-related jobs to visit the classroom. Invite any bricklayers, carpenters, plumbers, electricians, painters, etc. to come share more about their jobs with the class. Also, encourage children to share what they know about these construction jobs. Of course, if there's a nearby construction site, children would enjoy visiting it.

Remember | https://clibluepint.org/resources
You can find downloads, videos and more on the Blueprint website.

	Day 6	Day 7	Day 8	Day 9	Day 10
Greeting Time	Children learn a dump truck poem. *Literacy: Literate Attitudes and Behaviors*	Children think of something the dump truck can carry. *Literacy: Literate Attitudes and Behaviors*	Children think of something new the dump truck can carry. *Literacy: Literate Attitudes and Behaviors*	Children say a poem about a new construction vehicle. *Literacy: Literate Attitudes and Behaviors*	Children say a poem about a different construction vehicle. *Literacy: Literate Attitudes and Behaviors*
Movement Time	Children pass a block over their heads. *Physical Development: Gross Motor Skills*	Children pass a block under their legs. *Physical Development: Gross Motor Skills*	Children pass a block over and under. *Physical Development: Gross Motor Skills*	Children pass a block by twisting. *Physical Development: Gross Motor Skills*	Children pass a block by twisting left and right. *Physical Development: Gross Motor Skills*
Talk Time	Children discuss construction sites. *Social Studies: Being a Community Member*	Children launch the construction site dramatic play. *Creative Arts: Dramatic and Performance Art*	Children play "Who Can Help?" *Social Studies: Being a Community Member*	Children discuss how to be persistent. *Approaches to Learning: Persistence and Attentiveness*	Children practice "Quiet Space." *Social Emotional: Self-Awareness and Self-Concept*
Message Time Plus	Children learn about the *letter r.* *Literacy: Phonological Awareness*	Children use clues to solve a construction job riddle. *Literacy: Comprehension*	Children share ideas on how to use cardboard tubes in dramatic play. *Approaches to Learning: Initiative and Curiosity*	Children begin work on a class book. *Literacy: Writing*	Children learn the word "hoist." *Literacy: Vocabulary*
Intentional Read Aloud	Children observe how a house is built. *Literacy: Comprehension*	Children learn about different jobs at a construction site. *Social Studies: Being a Community Member*	Children share what they wonder about the construction site. *Literacy: Comprehension*	Children echo construction sounds. *Literacy: Fluency*	Children act out construction work. *Social Studies: Being a Community Member*
Small Group	Children sort building materials. *Math: Patterns and Attributes*	Children investigate materials to determine which ones are rigid. *Science: Physical Sciences*	Children investigate materials to determine which are transparent. *Science: Physical Sciences*	Children investigate materials to determine which are waterproof. *Science: Physical Sciences*	Children build using the materials collection. *Approaches to Learning: Initiative and Curiosity*
Reflection Time	Would you like to visit a construction site? Why or why not?	What job would you like to try out at a construction site? Why?	What is another material you are interested in exploring?	Construction sites are noisy. What is the strangest sound you can make?	What happens at a construction site?

Centers to Launch

See Pages **14-25**

Art Center | Touch and Texture Art
Dramatic Play Center | Construction Site
Science Center | Hardware Music
Science Center | Touch and Texture Lab
Sensory Table | Building Pipes
Writing Center | Stamp Letters

6 Gathering Times

Literacy, Physical Development, Social Studies

Greeting Time

Children learn a dump truck poem.

Literacy: Literate Attitudes and Behaviors

SHOW the page in *Building a House* that says "a machine digs a hole." ASK children what they notice. STATE that construction workers use vehicles.

After an architect plans a building, what happens next? Yes, it's time to build the building! Here is a picture of a construction site where builders are making a building. What do you notice?

Yes, there are some vehicles. One kind of construction vehicle is a dump truck [point].

INTRODUCE the poem "I Am a Dump Truck." MODEL and INVITE children to do actions to match the words (e.g. bounce as if on a bumpy ride, and toss your hands over your shoulders as if dumping out a load).

Would you like to drive a dump truck at a construction site? Hold your steering wheel and bounce along the bumpy ground.

I am a dump truck on the road.
I am hauling a heavy load.
My wheels keep turning as I go
Bump, bump, bump, bump.
Whoa, whoa, whoa!
I am a dump truck off the road.
I am dumping my heavy load..

Can you say the poem "I Am a Dump Truck" along with me?

Make & Prepare

- Have the book *Building a House* ready. Mark the page that shows a dump truck with a sticky note.
- Familiarize yourself with the chant "I Am a Dump Truck" on the *Blueprint* website.

Additional Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Explicitly teach the words "dump," "truck," and "construction" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language (use an online translation tool). This will support their comprehension of the thematic content.

Movement Time

Children pass a block over their heads.

Physical Development: Gross Motor Skills

MODEL how to play "Pass the Block" with three volunteers: stand in a line and pass the block overhead to the person behind you (you may have to kneel).

Dump trucks and other vehicles help builders at a construction site. Why don't we play a helping game? I need three friends to help me.

Let's all face forward [use both hands on either side of your face to signal "look this way"], as we stand in a line. I am going to pass this block over my head to the person behind me. They will pass it over their head to the person behind them. We pass it to the end. When the last person has the block, they will say "Got it!" Then we will sit down right where we are!

Your job is to help each other move the block from the beginning of your line to the end.

GUIDE children to form three lines, standing one behind the other. Give a block to the first person in each line.

Are you ready to play? Let's form three lines of builders. Face this direction [use both hands on either side of your face to signal "look this way"].

INVITE children to play "Pass the Block."

Make & Prepare

- Gather three wooden blocks so each line of children has one to pass.

Executive Function

Turn-taking games, such as "Pass the Block," are a terrific way to help children develop self-regulation. When waiting for a turn, they learn impulse control.

Talk Time

Children discuss construction sites.

Social Studies: Being a Community Member

DISCUSS what children know and wonder about construction sites. USE a few questions from the suggested list below. ADD children's ideas to the Unit Chart: "How Do Buildings Get Made?"

That block game is fun. Many of us also like to build with blocks. Have you ever seen builders making a building in your community?

- What did you see at the construction site?
- Who works at a construction site?
- What materials did you notice them using?
- What vehicles did you observe?
- Were they using any tools?
- What sounds do you hear at a construction site?
- What questions do you have about construction sites?

Construction sites sure are busy places! We are going to talk and learn more about them!

Material

- Unit Chart: "How Do Buildings Get Made?"

Building Background Knowledge

Children may not have a lot of background knowledge about construction sites, especially if they have never seen one in their local community. As the unit progresses, and children are exposed to more information through books and hands-on activities, their responses to these same questions may changes.

Reflection Time | Would you like to visit a construction site? Why or why not?

Children learn about the *letter r*.

Message Time Plus 6

Literacy: Phonological Awareness

Before

REVIEW the letters on the letter ring in a different order. ASK children what the letter name is and what sound the letter makes. Then CONNECT to the read aloud *Building a House*. SHOW the cover and discuss the purpose of a roof.

We have been learning that architects plan how a building will look. After the plans are drawn, builders build the house. Here is the cover from the book we will be reading later called *Building a House* [show]. Here the construction workers are building the roof of a house [point]. The wood beams are being raised [use gesture to show lifting] to make the roof. A roof helps keep out rain. We can stay dry inside a house, in part, because of the roof.

FOCUS on words that begin with the /r/ sound.

Roof, raised, rain. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /r/. Does anyone in our class have a name that begins with the /r/ sound?

DESCRIBE how to form the letter book as you write the letters in the corner of your board. INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter r* makes the /r/ sound. To write an uppercase *letter R*, I start at the top and drop down. Then I bump out and slide down. Now you write it with your finger in the air. This is the lowercase *letter r*. I drop down and make a little curve. Now you try it. While I write today, please look for *the letter r.* We are going to learn how to read it together.

During

DRAW a picture of a house with a roof. DESCRIBE what you are doing and thinking as you draw. INVITE children to contribute.

I'm going to draw a house with a roof on it. I am also going to draw rain. What else should I draw?

Suggested message: "Rain falls on the roof."

PAUSE to focus on phonological awareness (/r/ in the word "Rain").

I hear the /r/ sound in the beginning of the word "Rain." The *letter r* makes the /r/ sound. Watch me, as I write the uppercase *letter R*. I start at the top and drop down. Then I bump out and slide down. Now you try it.

REPEAT with the lowercase *letter r* in the word "roof." After, INVITE children to reread the message with you.

After

INVITE children to find all the *letter r's* in the message. CIRCLE them.

Let's find all the *letter r's.* Put on your "I spy" goggles like this [demonstrate], and look for the *letter r*! Who wants to point to one in the message?

PLAY "Sign for the Sound." ASK children to sign "yes" if a word you say begins with the /r/ sound or "no" if it does not.

We are becoming experts in the *letter r*. Let's practice listening for words that begin with the /r/ sound. I'll say a word. If the word starts with the sound /r/, sign "yes." If the word does not begin with the /r/, sign "no." Let's try one together: the word is "rainbow." What should we do? Yes, the word "rainbow" does begin with /r/ so we should all sign "yes."

CONTINUE playing. Then RESTATE the name and sound of the *letter r*. Invite children to name other words they know that begin with /r/.

Today we listened to the sound the *letter r* makes, talked about what it looks like, and found it in our message. We learned that "roof" begins with the /r/ sound.

REREAD the message one more time.

[Transition] INVITE children to put their arms over their head in the shape of a roof and make the sound /r/.

We can raise our arms over our head in the same shape as the roof. As you raise your arms, make the /r/ sound!

Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter r* on the *Blueprint* website.
- Familiarize yourself with the ASL signs for "yes" and "no" on the *Blueprint* website.
- Letter ring – write the uppercase *letter R* on one side of an index card and the lowercase *letter r* on the other side; add this to the letter ring after the lesson.
- Have the book *Building a House* ready. Mark the page in the book that begins "They build a roof" with a sticky note.

Letter Formation

- Uppercase *letter R*: drop down, bump out, slide down
- Lowercase *letter r*: drop down, make a little curve

Pronouncing the Sound

When you make the /r/ sound, you open your mouth just a little bit. Then take the side of your tongue and touch the sides of your top teeth with them. Curl your tongue tip back and say /r/. Be careful not to say /ruh/ or /rah/. This sound is voiced.

Did You Know?

Did you know that there are 32 variations of the /r/? The production and placement of the /r/ sound changes depending on where it is in a word (initial/medial/final) and what vowel follows it. As a result, this sound is extremely hard and much later developing. Some children may have it early, but it is normal for it not to have developed yet (even by first grade).

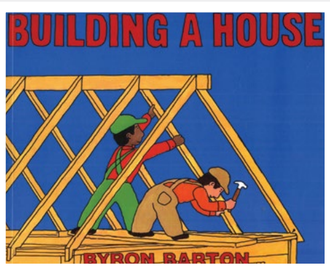
Keep It Going

- Gather children in a small group. Provide pictures of some objects that begin with the /r/ sound and some that do not. Have children say the words and sort them into groups: words that begin with /r/, and words that do not.

6 Intentional Read Aloud

Literacy: Comprehension

Children observe how a house is built.



Materials

- Anchor Chart: "Readers Can Say"
- Unit Chart: "Words We Are Learning"

Words We Are Learning

cement: a special material that gets very hard when it dries

Supporting Multilingual Learners

Explicitly teach the word "tool" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language (use an online translation tool). This will support their comprehension of the thematic content.

Picture Walk

The words in this text are relatively simple and direct. However, the pictures tell the story, too! Taking a picture walk before reading the words allows children to spend extra time studying the details in the illustrations. This powerful reading strategy gets children's minds ready to read because it activates their background knowledge and sparks curiosity about the content.

Keep It Going

- This book helps children to think about how houses are made of parts and how we put things together to make new things. Give children the opportunity to do the reverse: take apart objects they don't usually get to take apart (such as old telephones and keyboards to explore how parts make up the whole).
- While outside, invite children to go on a cement search. Look for cement sidewalks or walls near your school and give children experience recognizing and feeling them.

Before

CONNECT designing to building.

After an architect plans how a building will look and draws the blueprint, what happens next? Yes, it's time to build it!

SHOW the blueprint on the title page. TAKE a picture walk.

Today we are going to read this book *Building a House* by Byron Barton. Before we read the words, let's take a picture walk.

What's this? Yes, it is the blueprint that the architect drew. The builders use this plan to build the house.

INVITE children to share what they notice. ASK questions, such as the examples below:

- What are the builders doing? What are they using?
- What part of the building are they working on?
- What are materials are they using?
- What vehicles do you notice?
- What tools do you see?

STATE that we learned about building from the pictures and that we can now learn more from the words.

That picture walk helped us notice a lot about what the builders do. Now let's read the words to find out even more about building a house!

During

As you read, point to the builders or objects in the pictures to help children connect the pictures to the words. For example, on the page that says "Builders hammer and saw," point to the hammer and saw in the picture.

PAUSE after "A cement mixer pours cement." DEFINE "cement." ADD it to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

This vehicle is a cement mixer [point]. Have you ever seen a vehicle like this around your community? What is the cement mixer doing?

Cement is a special material. First, it is a powder that is mixed [use gesture] with water. It can be poured out [use gesture]. But when cement dries, it gets super hard. The sidewalk outside is made of cement. Let's add "cement" to the list of words we are learning. Do you know any words that mean the same thing?

PAUSE one to three times to connect to what children noticed in the picture walk. For example:

These builders are building parts of the house step by step. They started at the bottom by building the floor. Next, they put up the walls, and now they're raising the roof on top.

After

INVITE children to turn and talk about what they learned from the book. ENCOURAGE them to use the sentence stem "I learned…"

These builders did a great job of turning the blueprint [show] into a new house for the family!

In this book, both the pictures and the words taught us a lot about building a house. Think about what you learned from this book.

In a moment, we will turn and talk about it. When it is your turn to talk, you can say, "I learned…"

Learning about building is fun!

Small Group 6

Math: Patterns and Attributes

Children sort building materials.

Build Interest

TAKE a picture walk through the book *Building a House*. TALK about the materials the workers use, such as wood and bricks.

Builders use many tools and materials when they work. Let's take a picture walk through our book *Building a House* and talk about the materials they use when they build.

TELL children they are going to explore materials that they can use to build. SHOW children the building materials collection box. DISCUSS what they notice. REFER to the Unit Chart: "We Can Describe."

We noticed that some workers use wood and some workers use bricks. We have our own building materials that we can use in our classroom. Here is a collection of materials. Take a look.

Choose one of the materials. Look at it closely. What do you notice about the material? How is it the same as the other materials? How is it different? You can use the "We Can Describe" chart [point] to help you describe the materials.

Build Understanding

RESTATE the features that children observed. Then INVOLVE children in choosing one feature to sort materials by (e.g. smooth, bumpy).

We can sort our materials, or put them into groups, based on the features you noticed. Let's choose one way to sort these materials. What should we choose?

Let's sort the materials into two groups. One group will be the materials that feel smooth [show material]. The other group will be the materials that feel bumpy [show material].

CREATE two yarn circles on the table.

I'll make two circles on the table with yarn [show]. Which circle should we put the materials in that feel smooth? What about the materials that are bumpy? Okay learners, let's sort these materials together!

GIVE children time to carefully sort the materials. ASK guiding questions. COUNT and LABEL the groups.

- Why did you put that material in that circle?
- How many materials are in each sorting circle? Are the two groups equal? Which group has more materials? Which has less?

Build Experience

CONTINUE to sort. INVITE children to select a different feature to sort by (you may need more than two circles). USE what you know about each child's language skills to include and extend participation. COUNT and COMPARE the number of materials in each sorting circle.

We just sorted the materials into two groups: materials that are smooth, and materials that are bumpy. There are many more ways we can sort our materials! Who has another idea?

Let's try it! Tell us which materials we should put in each circle. After we sort, we can count and label the groups.

- Gesture: Point to a material with this [feature]. Point to a material that does not it [feature].
- Yes/No: Does this material have [feature]? Is this material [feature]? Are they the same?
- Either/Or: Does this material have [feature], or does this material have [feature]? Are these materials the same, or are they different?
- Open-ended: How do you want to sort the materials? What feature do you want to choose? Which circle should we put the material in? How many materials are in each group? Which group has more materials? How do you know?

RESTATE that to sort objects, including materials, you choose a feature or attribute.

There are so many ways to sort the materials in our collection. When we organize things, like our materials, into groups, it is called sorting! Today we chose… [summarize the ways the group sorted the materials].

Make & Prepare

- Gather items for a classroom building materials collection box, for example: tin foil, yarn, craft sticks, fabric pieces, faux fur fabric, felt, pipe cleaners, cellophane, ribbon, etc.
- Cut two lengths of yarn that are long enough (approximately three feet) to create two circles for sorting the materials.

Additional Materials

- The book *Building a House*
- Anchor Chart: "We Can Describe"

Remember to Save

- The building materials collection box will be used for Days 7 through 10: Small Groups.

Building Background Knowledge

Invite children to look closely at one material together to build their vocabulary around its features.

Stretch Their Thinking

Invite children to sort materials by two features (for example, shiny and smooth materials).

Listen/Look For

- What do children notice about the features of the materials?
- How do children suggest sorting?
- Are children able to explain how they sorted?
- How do children count and compare quantities of materials sorted?

Robust STEM Activities

One big idea in STEM is exploring and describing the properties of materials. This lesson (and others that follow) gives children the freedom to investigate at their own pace and make choices about tools they want to use to find out more. Feel free to adapt this lesson to meet your children's needs and interests. You might choose to compare the materials. (Are they all magnetic? Which is the heaviest?) And, of course, choose other materials that children are interested in exploring.

Vocabulary Development

During this exploration you may find children searching for vocabulary to explain what they are noticing. Provide support by offering and charting rich, descriptive language. For example, if children choose foil to explore first, you might offer words such as shiny, flexible, metallic, reflective, crumpled, etc. Continue to add new vocabulary to the Anchor Chart: "We Can Describe" for children's reference. Encourage multilingual learners to share descriptive words from their home language.

7 Gathering Times

Literacy, Physical Development, Creative Arts

Greeting Time

Children think of something the dump truck can carry.

Literacy: Literate Attitudes and Behaviors

INVITE children to say and do the actions for the first verse of the poem "I Am a Dump Truck"

Construction workers use vehicles to help them build. Let's be construction workers! Hold on to your steering wheel. Get ready to bounce and dump, as we say our poem "I Am a Dump Truck" again!

I am a dump truck on the road.

I am hauling a heavy load.

ASK children to offer suggestions for what the dump truck is carrying (e.g. dirt, rocks). INVITE them to repeat the actions and say the rest of the poem.

What should we carry in our dump truck? Okay, let's make the words about hauling and dumping rocks!

I am a dump truck on the road.
I am hauling a big rocky load.
My wheels keep turning as I go
Bump, bump, bump, bump.
Whoa, whoa, whoa!
I am a dump truck off the road.
I am dumping my big rocky load.

Movement Time

Children pass a block under their legs.

Physical Development: Gross Motor Skills

INVITE children to suggest ways to pass the block. MODEL and have children practice the action of passing it under their legs.

We pretended to dump out our load over our shoulders [demonstrate]. When we played "Pass the Block," we passed a block overhead [demonstrate]. Who has an idea for how we can pass the block today?

Okay, let's pass it under our legs like this [demonstrate]. You try it.

GUIDE children to stand in three lines. REVIEW how to pass a block down the line under their legs.

Let's form three lines of builders. Face this direction [use both hands on either side of your face to signal "look this way"]. Imagine that you are working at a construction site. Work together to pass the building block under your legs, one by one, until it gets to the end of your line.

When the last builder gets the block, what will you do? Yes, the last builder says, "Got it," and everyone sits down.

Get ready to work together and pass the block under your legs!

GIVE a block to the first child in each line. INVITE them to play "Pass the Block."

Talk Time

Children launch the construction site dramatic play.

Creative Art: Dramatic and Performance Art

INVITE children to brainstorm what they might need to set up a construction site in the dramatic play center. LIST their ideas.

- We all worked together in the game "Pass the Block." How would you like to work together more at a construction site? Let's create a construction site at our dramatic play center!
- What are some items we might need? How could we get them?
- What signs will we need? Who will create them?
- Who is going to manage the supplies?
- How should we divide up the work?

SHARE some of the items you have. Then DISCUSS what children might do at the new dramatic play center.

- How can you use these items?
- How might you work with each other?
- What job might you pretend to have?
- It's exciting to have our own construction site!

Material

- *Blueprint Songbook*

Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than "bilingual" because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki'che' with their grandparents, and is learning in English at school). We use the term "new English learners" to refer to multilingual children who are new to learning English. They might speak, read, write and/or think in more than one language at home. But in school, they are beginning to learn English.

Materials

- Three wooden blocks (one per line of children)

Position Words

Positional vocabulary is a key understanding for children, as they observe the world around them. Continue to play games using positional words and encourage children to use them throughout the day.

Make & Prepare

- Make space for the new construction site dramatic play center. Collect some items to launch it but leave room for children to co-design it. See Centers: "Dramatic Play" (page 18) for suggested items.

Additional Materials

- Chart paper and markers

Launching Dramatic Play

Know that when you set up a new dramatic play, children will be focused on exploring materials. They may not be in productive play. Simply start out with a few materials, and set it up again if the materials are used up. Add more items over time. Importantly, invite children to add more items as well, so they become co-builders in their classroom environment.

Reflection Time | What job would you like to try out at a construction site? Why?

Children use clues to solve a construction job riddle.

Message Time Plus 7

Literacy: Comprehension

Before

FOCUS on jobs at the construction site. SHOW the marked page from Building a House. ASK children what job it is.

We've been talking about what happens at a construction site [show book]. There are lots of workers that help to build a house. Not everyone does the same thing. There are different jobs at a construction site. Look at this page from *Building a House*. Here is one job at a construction site [point]. What is the job in the picture? How do you know?

REVIEW what clues are and how they help you figure out something.

Yes! These workers are bricklayers. You said one of the clues that helped you was the picture of these bricks here [point].

TELL children they are going to use clues to guess a different job on a construction site.

In the message today, I'm going to draw and write clues about another job at a construction site. Remember, clues are pieces of information that help you figure something out. I'll draw some pictures and write a sentence. You will use these clues to guess the construction job I'm describing. Ready?

During

DRAW a picture of a sink and some pipes leading to it. DESCRIBE the picture as you draw it. INVITE children to contribute.

I'm going to draw clues to a job on a construction site. Here is a sink. Should I draw a sink that is round, like a circle or in the shape of a rectangle? Here are the curved pipes that bring water to the sink.

Suggested message: "I put in pipes for water."

PAUSE to focus on concepts of print (spaces between words).

I just finished writing the word "put." Before I write the next word, I want to leave a finger space. We don't want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word "in."

FINISH writing the message. INVITE children to reread the message with you.

After

ASK the children to guess the job you described in your picture.

Who thinks they know what job I was describing? I drew some picture clues [point]. I wrote some word clues [sweep your finger under the words]: "I put in pipes for water." Take a moment to think about what job I just described. Now whisper in your hand and say the job you think I was describing.

GIVE children time to share.

Yes, it was a plumber. How did you know? What are some other things plumbers do?

INVITE children to come up to the board to draw some more clues. REVIEW why this is an important job at a construction site.

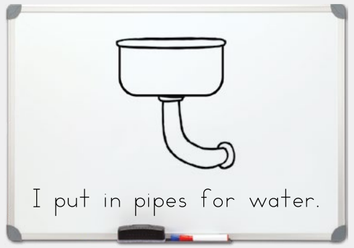
What else could I have drawn to give you a clue that the job was a plumber? Who wants to come up and draw another clue?

Why do you think being a plumber is an important job at a construction site?

REREAD the message one more time.

[Transition] INVITE children to pretend to put in pipes like a plumber.

Imagine you are a plumber at a construction site. Hold a piece of pipe in your hand. Pretend you are screwing it in to the sink. Let's check if the sink works. Turn it on! Now off! Being a plumber is an important job at the construction site.



Make & Prepare

- Have the book *Building a House* ready. Mark the page that says "Bricklayers lay large white blocks" with a sticky note.

Supporting Multilingual Learners

Children who are beginning to learn English may know a variety of workers and what they do but are still developing the vocabulary to name them. To encourage participation, you may find it useful to play charades. New English learners can act out the jobs while more proficient English speakers call out the workers' names. As always, remember to invite multilingual children to share the words they use at home for these workers.

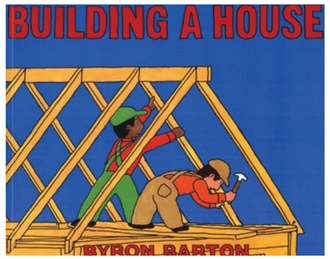
Keep It Going

- Children love PVC pipes. If you were able to procure some, give children lots of time to explore them and use them at centers.
- Join children at the dramatic play center, the construction site. Pretend to put in a lightbulb. Tell children that you are putting in a lightbulb. Can they guess what job you do at the construction site? An electrician! Can they find gear and tools that an electrician might use? Together talk about what other jobs they might do with the tools and clothes at the center.
- Talk with children about how working at a construction site can be dangerous. Ask them how construction workers take care of themselves and others. Do they use special tools to keep safe? Wear special clothes and/or gear?

7 Intentional Read Aloud

Social Studies: Being a Community Member

Children learn about different jobs at a construction site.



Make & Prepare

- Create necklaces that feature each of the workers from the book: bricklayer, carpenter, plumber, electrician, and painter. Download the images from the Blueprint website.

Additional Material

- Unit Chart: "How Do Buildings Get Made?"

Remember to Save

- Save the necklaces for Day 8: Gathering Time.

Connection to Other Units

In Unit 6, we return to looking at cement trucks and cement, as we study mixtures in more depth.

Keep It Going

- Take children on a treasure hunt around the building to see if they can find evidence of the parts that make up their own building. Pipes under the sink? Pipes in basement? Light switches connected to what? Roof or chimney? Can they find evidence of what materials were used to build their building?

Before

REVIEW how each person's job helps in some way. PROMPT children to notice the different jobs in the book.

We read *Building a House*. What do you recall?

Yes, many community helpers were working on building this one house! We know that everyone's job is important because it helps in some way. Well, there are different kinds of jobs that help to build a house.

As we reread *Building a House* today, let's notice the different jobs that construction workers do.

During

PAUSE to highlight different jobs construction workers do. MODEL and INVITE children to act out the tasks. For example, PAUSE after:

"A cement mixer…" [point]. Some of the construction workers drive special vehicles. Here is a cement mixer. Can you pretend to drive it like this [demonstrate]? Vrooom! When the workers pour out the thick, liquid cement, what sound do you think it makes? Let's all say: glump!

"They build a roof." What material do carpenters [point] use to build? Yes, they build with wood. What parts of the building can carpenters build out of wood? What tools do they use with the wood? Make believe you are using a hammer to tap in a nail into the wood: tap, tap!

"A plumber…" [point]. Plumbers work with pipes [point]. Imagine you are a plumber working with pipes. Do you hear them clanking together? Clank, clank! What goes through pipes? Yes, pipes carry water. Water flows to your bathtub [point]. Where else does water flow in your house?

"An electrician…" [point]. An electrician works with wires. Wires carry electricity. Listen to the electricity flowing through the wires: buzz! The electricity makes the lights go on [point]. What else uses electricity in your house?

"Painters…" [point]. Grab your paintbrush! What part of the house are you painting? What color paint are you using?

After

SHOW the job necklaces. ASK children to name the job. INVITE a child to wear each necklace and act out the job. ENCOURAGE the other children to act it out too.

There are many different jobs that people do in order to build a house! Here are some of their pictures.

Which job is this? How do you know?

Yes, this is the plumber because he is working with pipes. Who would like to show us how to be a plumber?

Let's all pretend to be plumbers too!

REPEAT for other workers. Then RECAP how each job helps to build the house.

Why are all of these jobs important? Yes, because they all work together. Each one helps to build the house!

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 7

Science: Physical Sciences

Children investigate materials to determine which ones are rigid.

Build Interest

CONNECT to learning about construction sites. SHOW the marked page from *Building a House*. FOCUS on the walls. INVITE children to share what they know about walls.

We've been discussing what happens at a construction site. Here's the book *Building a House* [show]. Take a look at this page where the builders are building the wall. Why are walls important? How do they help us?

INVITE children to walk over and touch one of the walls in the classroom. ASK them what they notice.

Let's walk over to a nearby wall and touch it. How does it feel? What do you notice?

Build Understanding

SUMMARIZE children's responses. Then DEFINE the word "rigid."

You said the walls of our classroom were hard. You also said they do not bend. If something does not bend, you can say it is rigid. Say that with me: rigid. Let's stand up and count the beats or syllables: rig-id.

ADD "rigid" to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

Let's add "rigid" to the list of words we are learning. Do you know any words that mean the same thing?

SHOW the classroom building materials collection box. INVITE children to browse the materials, looking for ones that would be good for the wall.

We may not have the same materials that real construction workers use to build walls out of, but we have our own building materials that we can use in our classroom. Here is our collection box of materials. If you were building a house using the materials in our collection box, which ones do you think would be good for the wall? Why?

ASK children how they can determine if the building materials are rigid and do not bend.

I wonder how we can find out which materials in our collection box are rigid like our classroom walls. Which do not bend? How can we test them to find out?

GIVE children time to share their ideas. SELECT one way they suggested to test the materials. An example is provided below.

You had lots of ways you thought we could test the materials to see if they are rigid. One idea you had was to bend them. If they bend, they might not be the right materials to make walls out of. If they bend, they are not rigid. Let's try it!

INVITE children to choose a material from the collection. WORK TOGETHER to test and then determine if this material is hard and rigid.

Which material from our classroom collection should we test first?

Let's predict. Do you think it will bend?

What is happening to the material? Does it bend?

Build Experience

GIVE children time to test other materials to determine which are rigid and do not bend. INVITE children to choose a material, make a prediction, test, and observe.

Let's continue to explore our building materials. We want to find out which ones are hard and rigid. Choose another material and make a prediction. Then test and observe.

REFLECT on testing the building materials to determine which are rigid.

We are exploring our classroom building materials collection. We were wondering which of these materials would be good for building a wall out of. We wanted to determine which were rigid. Let's discuss:

Which materials are rigid? Which materials bend? Did you have any questions as you tested and observed?

DISTRIBUTE science journals. INVITE children to record their thinking.

Make & Prepare

- Download, print, and add a copy of "Materials Investigation #1" to children's science journals (one per child).
- Have the book *Building a House* ready. Mark the page that begins "They put up walls…" with a sticky note.

Additional Materials

- Classroom building materials collection box
- Science journals
- Writing tools
- Unit Chart: "Words We Are Learning"

Words We Are Learning

rigid: does not bend

Building Background Knowledge

Give children more time to explore the classroom building materials collection and describe the features.

Stretch Their Thinking

Invite children to sort the rigid materials from the collection and observe. Ask them what is the same and different about these materials?

Listen/Look For

- What observations and questions do children make as they test the materials to determine if they are rigid?
- What descriptive words did they use or needed support with in order to explain their observations? Were there any words confused or misused?
- Were there any actions taken by new English language learners while exploring that needed narrating?

Growing Scientists

Acknowledge children's questions and wonderings during open-ended exploration. Notice children's actions and reactions, including the particular ways they go about exploring and using materials. Write down what you notice, and then have a discussion about ways they can answer their questions or find out more about what interests them. Budding scientists (and builders!) can continue their work in the science center, in science journals, and at home with your support and guidance.

8 Gathering Times

Literacy, Physical Development, Social Studies

Greeting Time

Children think of something new the dump truck can carry.

Literacy: Literate Attitudes and Behaviors

INVITE children to say and do the actions for the poem "I Am a Dump Truck."

Construction workers use vehicles to help them build. It's time to say our poem "I Am a Dump Truck." Hold on to your steering wheel!

I am a dump truck on the road
I am hauling a heavy load.

ASK children to offer suggestions for what the dump truck is carrying (e.g. dirt, rocks). INVITE them to repeat the actions and say the rest of the poem.

What should we carry in our dump truck today? Okay, let's make the words about hauling and dumping dirt!

I am a dump truck on the road.
I am hauling a big dirt load.
My wheels keep turning as I go
Bump, bump, bump, bump.
Whoa, whoa, whoa!
I am a dump truck off the road.
I am dumping my big dirt load.

Material

- *Blueprint Songbook*

Choice

Choice allows children to explore their growing independence. It gives them a sense that they have some power and control. If children find making choices tricky at times, give them options. You can say, "Do you want to use dirt or rocks in the song today?"

Movement Time

Children pass a block over and under.

Physical Development: Gross Motor Skills

EXPLAIN how to pass the block in a pattern: over and under.

Can we keep pretending to work on a construction site? Let's play "Pass the Block." How have we passed the block so far?

Let's combine both ways!

The first person will pass the block over their head and say "over." The next person will pass it under their legs and say "under." Then the next person will pass it over their head and say "over." When the last person has the block, they say, "Got it," and everyone sits down.

INVITE four volunteers to model the activity. Then GUIDE children to form three lines and play.

Who can show us how to play?

Now let's form three lines…

Materials

- Three wooden blocks (one per line of children)

Use the Calm Corner

Are children excited after passing their blocks? Select an activity from the Calm Corner such as a Mindful Moment to help them focus and get ready for the next activity.

Talk Time

Children play "Who Can Help?"

Social Studies: Being a Community Member

HOLD UP each necklace, reviewing the name of each job. INVITE five children to wear a necklace and stand in a line.

Construction workers do different jobs. Here are some workers we read about in *Building a House* [show]. This is the bricklayer. Who wants to wear the bricklayer necklace?

PLAY the game "Who Can Help?" INVITE children to name each job. PROMPT children wearing necklaces to sit when their job is named.

Let's play the game "Who Can Help?" I'll describe a job that needs to get done, and you name who can help!

- We need to stack up big bricks. Who can help? [Bricklayer]
- We need to build the walls out of wood. Who can help? [Carpenter]
- The house needs pipes under the sink. Who can help? [Plumber]
- The house needs wires so the lights go on. Who can help? [Electrician]
- It's time to paint the inside and outside of the house. Who can help? [Painter]

Each of these jobs helps to make a building! Which job would you like to do? Lean in and tell a partner!

Materials

- Construction worker necklaces from Day 7: Intentional Read Aloud
- The book *Building a House*

Keep It Going

- Add the necklaces to the dramatic play center. Encourage children to use the available gear, tools, and materials to act out these different jobs at the construction site.

Reflection Time | What is another material you are interested in exploring?

Children share ideas of what to do with cardboard tubes in dramatic play.

Message Time Plus 8

Approaches to Learning: Initiative and Curiosity

Before

GENERATE excitement about the new dramatic play center. SHOW cardboard tubes that you are going to add to the construction site dramatic play center.

Put on your hard hats [make a gesture like you are putting on a hat] because we transformed our dramatic play into a construction site! Architect, plumber, and electrician: these are some of the jobs you might find at the construction site. There are lots of different tools and materials they might use. What are some things we are using in our construction site dramatic play?

GIVE children time to share.

I was about to recycle some cardboard tubes when I realized we could use them in dramatic play. Let's add these cardboard tubes to our construction site.

- What shape are these?
- What can these cardboard tubes be?
- How could we use them at the construction site?

Today we are going to make a list of all the ways we can think of to use cardboard tubes at the construction site dramatic play. Watch as I begin our list. Then you'll get to share all your creative ideas!

During

[Draw and write on chart paper.]

DRAW a picture of one cardboard tube. INVITE children to contribute. DESCRIBE what you are doing and thinking as you draw.

Here is a cardboard tube. What shape is it most like? Soon, this cardboard tube will turn into all your great ideas!

Suggested title: "A cardboard tube can be…"

PAUSE to focus on writing structure (creating a list).

Today we are going to write a list of your ideas. Our list needs a heading! At the top of the paper, I'm going to write the words, "A cardboard tube can be…" Then you can share all the wonderful ideas you have about the cardboard tube, and I will write them underneath.

INVITE children to reread the title with you.

After

PASS around some cardboard tubes. INVITE children to share what they can do with them in the dramatic play store.

Let's pass these cardboard tubes around. What could you use these for at the construction site? What do you imagine that they can become?

CHART children's responses.

I'm going to write down all your ideas here [gesture to the list].

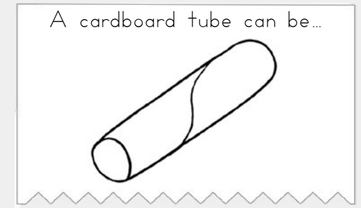
RESTATE that we can use our imaginations to think of creative ways to make cardboard tubes useful.

Today we made a list of the ways we can use these cardboard tubes in the construction site dramatic play. Cardboard tubes can become anything you imagine!

REREAD the message one more time.

[Transition] TELL children that the chart of ideas will be in dramatic play.

Let's keep this chart in the dramatic play center, so you can use it to remember all your wonderful ideas.



Note: The message should be written on chart paper, so you can keep it as a reference tool.

Materials

- Several different cardboard tubes, such as paper towel tubes, toilet paper tubes, and wrapping paper tubes
- Chart paper
- Markers

Interacting with Children

When children develop cognitive flexibility, they "think outside the box." This kind of thinking prepares them to be problem solvers. Use sentence stems, such as "What's another way…" or "How else could we…" as we think about other ways we could use paper towel rolls in this lesson. These stems promote this kind of flexible thinking.

Did You Know?

A tube is shaped like a cylinder and can be made of different materials. Tubes inside buildings that hold water are usually called "pipes."

Supporting Language Development

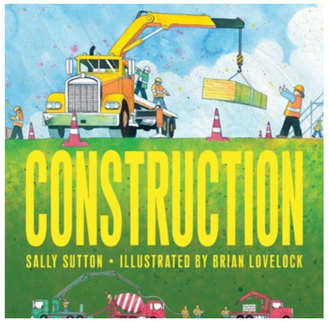
This message contained a compound word (cardboard). Compound words are words that are made up of two (or more) smaller words that combine to make a new word with a new meaning. Develop children's understanding of these words through word play. For example, give children two small words, such as "sun" and "light" and ask them to combine them to make a new word. Or, do the opposite. Say the word "sunlight" and ask children to remove the word "sun." What word is left?

Keep It Going

- Join children at the dramatic play center, construction site. Together, read the chart from the MTP lesson to review ideas. Invite children to share how they are using the paper towel roll. Are they using an idea from the MTP lesson? Did they come up with another idea? If so, add it to the chart.
- Gather children in a small group. Using different types of tubes, talk about which tube is the shortest or the longest. Invite children to line up the tubes shortest to longest.

8 Intentional Read Aloud
Literacy: Comprehension

Children share what they wonder about the construction site.



Make & Prepare

- Review the ASL sign for "I wonder" on the *Blueprint* website.

Additional Materials

- The book *Building a House*
- Anchor Chart: "Readers Can Say"
- Unit Chart: "Words We Are Learning"

Words We Are Learning

hoist: to lift up something heavy

Sound Words

This book features words that capture the sounds you may hear at a noisy construction site. Be sure to read these exciting words with a louder, more expressive voice. Welcome children to chime in, as you read them! Encourage children to continue playing with sound words, especially at the construction site dramatic play center.

Scaffolding Children

In this lesson, we suggest that you share your questions before asking children to share theirs. "Thinking aloud" like this scaffolds children's learning by providing a model for how to think and talk.

Responding to Children

Some children may struggle to express what they wonder. One strategy is to scaffold their expressive language. Invite them to find the page and point to the picture of what makes them wonder. Next, ask supporting questions such as: What do you want to know about this…? Why do you think…? What if…? Then support children in framing their own question. For example, "So, you wonder what would happen if the wood fell down. Can you ask that question? I wonder…"

Before

CONNECT to *Building a House*. SHOW the cover of *Construction*. REVIEW the sign "I wonder." THINK ALOUD about what the workers might be building. USE the sentence stem, "I wonder."

In the book *Building a House* [show], we read about busy workers at a construction site. What were they building? Yes, they were building a house in their community. Today we are going to read another building book called *Construction* written by Sally Sutton and illustrated by Brian Lovelock.

Look at the front cover. I wonder what these construction workers are building. Will it be a house? I'm signing, "I wonder." Can you sign, "I wonder" [demonstrate]? When we read books, we can wonder and ask questions. One thing we can say is "I wonder…"

INVITE children to ask questions. ENCOURAGE them to use the sign and sentence stem, "I wonder."

When you look at the cover, what do you wonder? If you would like to share your question, sign, "I wonder." You can say, "I wonder…"

Let's read *Construction* to find out the answers to some of our questions.

During

PAUSE after: "Thonk! Clonk! Clap!" DEFINE the word "hoist." ADD "hoist" to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

Look at these busy workers at the construction site! They use big vehicles to get the ground ready and special tools to build. Here they are using a crane truck [point] to hoist wood to build the frame. What do you think "hoist" means?

Yes, hoist means to lift something heavy. Let's pretend to hoist some wood [demonstrate]. Whew, that wood is heavy! Let's add "hoist" to the list of words we are learning. Do you know any words that mean the same thing?

MODEL sharing what you wonder using the sign and stem, "I wonder…"

This page makes me think of some questions. I'm going to use my "I wonder" sign. I wonder what the building will look like when it is all done? I wonder what other materials the workers will use? I wonder what other shapes we will see? I wonder what colors it will be?

PAUSE one to two times. INVITE a few children to share their questions. PROMPT them to use the sign and sentence stem, "I wonder…"

Readers, are you thinking about a question? If you would like to share what you are wondering, sign "I wonder." Say, "I wonder…"

PAUSE after: "Scrape! Thump! Rustle!" RECAP what the workers have done. ASK children to tell what kind of building it is.

The construction workers have raised the roof, built the sides, added doors and windows, set up pipes and wires, and painted the walls. Now they are filling the rooms with chairs, tables, shelves, and books. I wonder what kind of building they have constructed. What do you think? Why?

After

MODEL asking another "I wonder" question. INVITE children to turn and talk about their questions. ENCOURAGE them to use the sentence stem, "I wonder…"

It was interesting and exciting to watch the construction workers build the library, step by step. But I wonder: what they will build next? What else you are wondering? Let's turn and talk about our questions. When it is your turn to talk, you can say, "I wonder…"

Small Group 8
Science: Physical Sciences

Children investigate materials to determine which are transparent.

Build Interest

CONNECT to investigating classroom building materials. SHOW the marked page from *Construction*. FOCUS on windows. INVITE children to share what they know about windows.

We've been investigating our collection of classroom building materials and how we might use them when we build. Let's think about another part of a building—the windows! We read the book *Construction* [show]. Take a look at this page where the builders are lifting the windows into place.

- Do most buildings have windows? Why are windows important?
- What would happen if you could not see out of a window?
- What kind of materials would be good to build a window out of? Why?

SHOW the classroom building materials collection box. INVITE children to browse the materials, looking for ones that would be good for windows.

You said the windows of a building should be see through.

We may not have the same materials that real construction workers use to build windows out of, but we have our own building materials that we can use in our classroom. Let's take a look at our collection box of building materials. If you were building a house using the materials in our collection box, which ones do you think would be good for the windows? Why?

Build Understanding

SUMMARIZE the discussion. Then DEFINE the word "transparent."

When a material lets light through, we say the material is transparent. Say that with me: transparent. Let's stand up and count the beats or syllables: trans-par-ent.

ADD "transparent" to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

Let's add "transparent" to the list of words we are learning. Do you know any words that mean the same thing?

ASK children how they can determine if the building materials are transparent.

I wonder how we can find out which materials in our collection box are transparent. Which materials would be good for making windows out of? What do you think?

INVITE children to choose a material from the collection and a flashlight. WORK TOGETHER to test and then determine if this material is transparent.

- Which material from our classroom collection should we test first?
- Let's predict. Is this transparent? How can you use the flashlight to test the material?
- What is happening to the material? Is it transparent? How do we know?

Build Experience

GIVE children time to test other materials to determine which are transparent. INVITE children to choose a material, make a prediction, test, and observe.

Let's continue to explore the building materials in our classroom collection. We want to find out which ones are transparent. Choose another material and make a prediction if you think it is transparent. Then test and observe.

REFLECT on testing the building materials to determine which are transparent.

We are exploring our classroom building materials collection. We were wondering which of these materials would be good for building windows out of. Today we wanted to determine which are transparent, so we used a flashlight to test. Let's discuss:

- Which materials are transparent? How did you know?
- What about the other materials? What happened when you shined the flashlight on them?
- Did you have any questions, as you tested and observed?
- How would you use the materials that let are transparent when you build?

DISTRIBUTE science journals. INVITE children to record their thinking.

Make & Prepare

- Download, print, and add a copy of "Materials Investigation #2" to children's science journals (one per child).
- Have the book *Construction* ready. Mark the page that begins "Build the sides" with a sticky note.

Additional Materials

- Classroom building materials collection box (replenish materials as needed)
- Flashlights (one per child or per partnership)
- Science journals
- Writing tools
- Unit Chart: "Words We Are Learning"

Words We Are Learning

transparent: lets light through

Building Background Knowledge

Discuss what children are learning about materials. Give them time to look at their science journals to recall what they have discovered so far.

Stretch Their Thinking

Invite children to sort the materials that are transparent from the collection and observe. Ask them what is the same and different about these materials?

Listen/Look For

- What observations and questions do children make, as they test the materials to determine if they are transparent?
- What descriptive words did they use or needed support with in order to explain their observations? Were there any words confused or misused?
- Were there any actions taken by new English language learners while exploring that needed narrating?

Supporting Multilingual Learners

Assess whether new English learners recorded in their journals any observations that were not verbally shared with the group. Offer to help describe their drawings and recordings.

Science Journals

Science journals offer children another way to communicate their ideas. But writing should feel like play, not work. Therefore, be playful when inviting children to use their science journals. One way to engage children is to share your own excitement. For example, you can say, "Did you see what happened? I have to draw a picture to remember it! I think I'll draw... I can write...."

9 Gathering Times

Literacy, Physical Development, Approaches to Learning

Greeting Time

Children say a poem about a new construction vehicle.

Literacy: Literate Attitudes and Behaviors

INVITE children to name other trucks you might see at a construction site and what they might carry (an example is provided below). REFER to illustrations in the book *Building a House* to activate their knowledge.

Construction workers use vehicles to help them build. We have been saying a poem about one kind of vehicle—a dump truck. But that's not the only truck you see at a construction site. What other trucks might you see?

- Which truck should we choose today?
- What is that truck carrying?
- What does the truck do with its load? Dump? Pour?

GUIDE children to say the new version.

Imagine you are driving a cement mixer at a construction site. Get ready to bounce on the bumpy ground, and then pour out the cement.

I am a cement truck on the road.
I am hauling a cement load.
My wheels keep turning as I go
Bump, bump, bump, bump.
Whoa, whoa, whoa!
I am a cement truck off the road.
I am pouring my cement load.

Materials

- *Blueprint Songbook*
- The book *Building a House*

Supporting Multilingual Learners

Asking children to perform an action for each new vocabulary word (such as "pour") is a helpful technique used to support new language learners.

Movement Time

Children pass a block by twisting.

Physical Development: Gross Motor Skills

GUIDE children to stand in three lines.

Can we keep pretending to work on a construction site? It's time to pass our building blocks! Let's form three lines. Face this direction [use both hands on either side of your face to signal "look this way"]. Can you twist your upper body from side to side [demonstrate]?

MODEL and have children practice twisting to the left. NAME a spot in the classroom to support children's understanding of directions (i.e. twist toward the windows).

Now twist to the left, towards the windows, [point] and freeze. What do you see? [Name the spot.]

GUIDE children to pass the block by twisting to the left.

Face forward. Pretend to pass the block by twisting left again. Get ready to pass the block [demonstrate] to the end of your line. When the last builder says, "Got it," just freeze.

ASK the last child to move to the front of the line. REPEAT the game, this time twisting to the right.

Can the last builder in each line walk to the front of the line? We are still facing this way.

Now let's twist to the right, towards the door [point] and freeze.

Materials

- Three wooden blocks (one per line of children)

Learning Left and Right

Young children are not expected to know their left from right. But having them hear and say the terms "left" and "right" appeals to their auditory learning. Identifying visible markers in the classroom (i.e. twist to the door, etc.) supports more visual learners. The action of twisting their bodies allows for a kinesthetic experience.

Talk Time

Children discuss how to be persistent.

Approaches to Learning: Persistence and Attentiveness

USE one of the social emotional puppets to talk with children about what they do when something is hard for them.

Say hello to Elijah! He wants to talk to us about the game we just played.

- Was waiting for your turn to pass the block easy for you, or was it a little tricky? Why?
- Was twisting challenging for you? How did that make you feel?

Sometimes things are challenging for me, too! When that happens, I try to be confident and believe in myself. I say to myself, "I can do it!"

But sometimes when I'm having a hard time, I feel like quitting or giving up. Have you ever felt that way?

Instead of giving up though, I remind myself to keep on trying! When we keep on trying we are taking care of ourselves.

ADD the responsibility "Keep on trying."

Thank you, Elijah! We can all take care of ourselves this way. Let's add this responsibility to our Power of 3. Can we all read it together?

Make & Prepare

- On a sentence strip, write "Keep on trying."
- Download, print, and attach the corresponding image to the sentence strip.

Additional Materials

- Elijah or Sayeh, the social emotional puppets
- Anchor Chart: "Power of 3"

Teaching Persistence

Teaching persistence from a young age sets children up for success in the long run. By providing an environment in which it is safe to take risks and sometimes fail, we give children the opportunity to develop their persistence skills.

Reflection Time | Construction sites are noisy. What is the strangest sound you can make?

Children begin work on a class book.

Message Time Plus 9

Literacy: Writing

Before

CONNECT to learning and reading about construction. DISPLAY the final pages of building from the read alouds *Building a House* and *Construction*.

We've been reading and talking about how buildings get made.

What did they build in the book *Building a House* [show]?

What did they build in *Construction* [show]?

There are many kinds of buildings you could build. Architect Zaha [show] designed a fire station.

What are other buildings in our community?

If you were an architect or a builder, what would you want to build? I think I would build a school.

If you could build something, what would it be? [Give children time to share.]

TELL children they are going to make a class book.

Writers, we are going to create a class book about what building we would like to build. All of you will get a page to draw and write about what you would build. Watch me show you how I would make my page in our class book.

During

PLAN ALOUD and then DRAW a picture of a school. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I would like to build a school. I'll make my school shaped like a rectangle. How many sides should I draw? What other parts of the building should I add to my drawing?

Suggested message: "I would build a school."

PAUSE to focus on concepts of print (using a period).

I just finished writing the sentence. To show that the sentence has ended, I am going to add a period. Watch as I write a period. A period is a dot. Now you try writing a period with your finger in the air.

FINISH writing the message. INVITE children to reread the message with you.

After

GIVE children time to brainstorm and plan. INVITE children who speak the same home language to share with each other in their home language as a support. REFER to images from the read alouds if children need ideas. SHARE other resources.

Writers, it is your turn to begin your page of our class book. Remember how I got started. First, I thought about what I would build. What would you build?

Then I planned what I was going to draw. What will you draw?

Last, I wrote about my drawing. What will you write?

DISTRIBUTE clipboards with paper and crayons. INVITE children to work on their page. CIRCULATE and ASSIST as necessary. If children need more time, let them know that they can finish their page at the writing center.

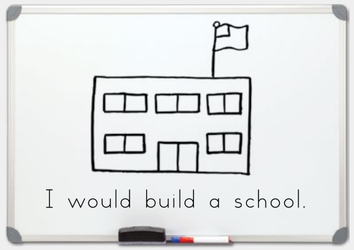
RESTATE that our class book will tell us about the different building we would build.

By making this class book, we will learn what each of us would build. I can't wait to find out what you would build!

REREAD the message one more time.

[Transition] INVITE children to continue writing on the topic at the writing center.

You can continue to write about what you would build at the writing center.



Make & Prepare

- Download and print images of other buildings children may want to consider, such as fire stations, skyscrapers, museums, etc.

Additional Materials

- Clipboards (one per child)
- Blank paper for writing
- Writing tools
- Magnetic letters
- Read alouds featuring buildings: *Building a House, Construction, Dreaming Up*
- Resources such as magazines or brochures that feature buildings children can cut out

Using Environmental Print

Invite children to use the room to help them write. Reference anchor charts, the class-made alphabet, and class books. Guide children to make the connection that words don't change just because they are located in different places. For example, if a child is trying to spell "construction," they might see the word on the cover of the read aloud and on a chart.

Class Book: Our Buildings

Children can continue to add pages to this book as the unit progresses, and they explore this topic. Plan on inviting families to hear the class book on Day 16.

Family Engagement

Download and print "Featured Class Book." Send home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.

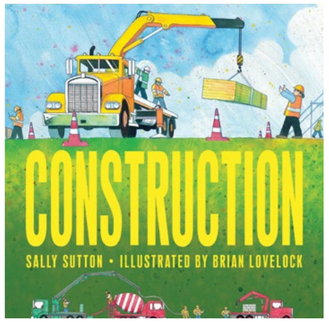
Keep It Going

- Join children at the block center. Talk to them about the structures they are building. Encourage them to write about these structures in the class book throughout the unit.

9 Intentional Read Aloud

Literacy: Fluency

Children echo construction sounds.



Growing STEM Skills

Children might (and probably will!) ask you STEM-related questions you may not know the answer to. Model how everyone is a learner! Ask them, "How can we find out?" Show them how you use books and online resources to find out answers. Work together to set up an experiment to find out the answer to their question. Reach out to an expert in the field to find out the answer.

Promoting More Equity

When selecting other books to share with your children, look closely at the illustrations. Illustrations should be engaging and vibrant, drawing children into the visual world of the book and complementing the text. Look for stereotypes and tokenism. Pay attention to who is visible and who is missing. Is a group rendered invisible because it is not depicted on the pages of the book?

Keep It Going

- Play an audio recording of construction work sounds. Invite children to try to identify and/or imitate what they hear.
- Learning about the properties of materials is an important STEM concept. Although mixing actual cement may not be a good fit for children, what other mixes could children work with that might make the idea of cement come to life for them? Clay? Mud (like the mud hut, in the *Homes of the World* book)? How can children explore the properties of mortar, the material bricklayers use between bricks? How is glue like mortar?

Before

PAGE briefly through some of the pictures.

We are going to reread the book *Construction*. Let's take a quick picture walk to refresh our memories about the book. What do you see?

Yes, we see many construction workers using different materials, tools, and vehicles to build a library.

INVITE children to cup their hands behind their ears and imagine that they are listening to the construction site in the book. ASK them how they think the site sounds and why.

We just talked about what we saw [point to your eyes] at the construction site. But what about the way construction sites sound [point to your ears]?

Cup your hands behind your ears [demonstrate], and imagine you are listening to the construction site in this book. What do you hear? Is it quiet or loud? Why?

Yes, all of the workers, construction vehicles, and building tools make lots of loud noises!

EXPLAIN why the author writes sound words. POINT them out on a few pages. INVITE children to listen for and echo the sound words in the book.

The author of *Construction*, Sally Sutton, writes special sound words to help us imagine what the construction site sounds like. She even made the sound words look loud on the page!

Today as we read, look and listen for these sound words. After I read them, let's all say them again together. Can we make our classroom sound like a noisy construction site?

During

PAUSE after "Slip! Slap! Thud!" POINT OUT the sound words. ASK children what they think is making the sound. Then REREAD the words. PROMPT children to repeat them with you.

Readers, what sound words did you hear? "Slip! Slap! Thud!" What do you think is making those sounds? Why? I am going to reread the words that help us imagine the sound of these construction vehicles digging big holes in the ground. Then let's all say them again together: "Slip! Slap! Thud!"

CONTINUE inviting children to repeat the sound words with you. MODEL and GUIDE children to read them in a strong voice and expressive tone.

PAUSE after "Scrape! Thump! Rustle!" INVITE children to reflect on the sound words they made. PROMPT them to lean and tell a partner what sound words they liked.

Wow, a construction site sure is a noisy place! Think about all of the sound words we have read together. What sound words did you like best? Lean and tell a partner!

After

ASK children how they think it sounds inside the completed library and why.

The construction workers have finished building the new library! Look at all of these readers just like you! Imagine that you are inside the new library building. Cup your hands behind your ears and listen [demonstrate].

How does the library sound? Why? How is the finished library different from the construction site? Why do you think it is important for the library to be a quiet and calm place?

Small Group 9

Science: Physical Sciences

Children investigate materials to determine which are waterproof.

Build Interest

CONNECT to investigating building materials. SHOW the marked page from *Construction*. FOCUS on the roof. INVITE children to share what they know about roofs.

Builders, you've been hard at work learning about construction sites and investigating building materials. Here is the book *Construction* [show]. Take a look at this page where the builders are building the roof.

- Do most buildings have a roof?
- Why is a roof important?
- What would happen if a roof had a hole in it?
- What kind of materials would be good to build a roof out of? Why?

SHOW the classroom building materials collection box. INVITE children to browse the materials, looking for ones that would be good for a roof.

You said the roof of a building should not leak or let water seep through.

We may not have the same materials that real construction workers use to build roofs, but we have our own building materials. Here is our collection box of materials. If you were building a house using the materials in our collection box, which ones do you think would be good for the roof? Why?

Build Understanding

SUMMARIZE the discussion. Then DEFINE the word "waterproof."

When a material keeps out water and does not allow water to pass through it, we say the material is waterproof. Say that with me: waterproof. Let's stand up and count the beats or syllables: wa-ter-proof.

ADD "waterproof" to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

Let's add "waterproof" to the list of words we are learning. Do you know any words that mean the same thing?

ASK children how they can determine if the building materials are waterproof.

I wonder how we can find out which materials in our collection box are waterproof. Which materials would be good for making a roof out of? What do you think?

INVITE children to choose a material from the collection and some tools, such as the tub of water, eye droppers, and spray bottles of water. WORK TOGETHER to test and then determine if this material is waterproof.

Which material from our classroom collection should we test first?

- Let's predict. Is this waterproof? What tool [point] should we use to test it?
- What is happening to the material? Is it waterproof? How do we know?

Build Experience

GIVE children time to test other materials to determine which are waterproof. INVITE children to choose a material, make a prediction, select a testing item, test, and observe.

Let's continue to explore our building materials. We want to find out which ones are waterproof. Choose another material and make a prediction if you think it will be waterproof or not. Then select how you will test it, using either the eye dropper or spray bottle of water. Test and observe.

REFLECT on testing the building materials to determine which are waterproof.

We are exploring our classroom building materials collection. We were wondering which of these materials would be good for building a roof out of. Today we wanted to determine which were waterproof, so we used eye droppers and spray bottles of water to test. Let's discuss:

- Which materials are waterproof? How did you know?
- Did you have any questions as you tested and observed?
- How would you use the waterproof materials in building?

DISTRIBUTE science journals. INVITE children to record their thinking.

Make & Prepare

- Download, print, and add a copy of "Materials Investigation #3" to children's science journals (one per child).
- Have the book *Construction* ready. Mark the page that begins "Raise the roof" with a sticky note.

Additional Materials

- Classroom building materials collection box (replenish materials as needed)
- Tub of water (one or two per group)
- Eyedroppers (one or two per group)
- Spray bottles filled with water (one or two per group)
- Science journals
- Writing tools
- Unit Chart: "Words We Are Learning"

Words We Are Learning

waterproof: does not let water through

Building Background Knowledge

Browse and share drawing and writing from science journals. Invite children to share something new they discovered.

Stretch Their Thinking

Invite children to sort the waterproof materials from the collection and observe. Ask them what is the same and different about these materials?

Listen/Look For

- What observations and questions do children make as they test the materials with water?
- Were there any actions taken by new English language learners while exploring that needed narrating?

Experiencing Science through the Eyes of Children

As you guide children in these scientific inquiries, engage yourself to experience science through the eyes of the children. Delight in the wonder of new discoveries. ("Wow! Look what happens when I place the fabric in water!") Participate in the inquiry and be playful alongside children.

Did You Know?

A material is waterproof if water sits on top of it and is not absorbed. If water spreads out and goes into the material, then the material is considered absorbent.

10 Greeting Time

Literacy, Physical Development, Social Emotional

Greeting Time

Children say a poem about a different construction vehicle.

Literacy: Literate Attitudes and Behaviors

INVITE children to name other construction vehicles and what they might carry (an example is provided below). REFER to the illustrations in the book *Construction* to activate their knowledge.

Construction workers use different types of vehicles to help them build. Which kind of construction truck should we say our poem about today?

- What is that truck carrying?
- What does the truck do with its load? Dump? Pour?
- How should we act it out?

GUIDE children to say and act out the new version.

Okay, imagine you are driving a front loader truck at a construction site carrying gravel. Get ready to bounce on the bumpy ground, and then pour out your gravel load.

I am a front loader on the road.
I am hauling a gravel load.
My wheels keep turning as I go
Bump, bump, bump, bump.
Whoa, whoa, whoa!
I am a front loader off the road.
I am pouring my gravel load.

Materials

- *Blueprint Songbook*
- The book *Construction*

Shared Songs and Chants

When teaching children other songs, poems, and chants, such as the Pledge of Allegiance, be sure to model how to say it. Speak slowly and clearly so children hear each word. Encourage them echo you (you say a line, then they repeat it) until they are able to say it themselves. If there are associated movements, such as placing your hand over your heart, model these actions as well.

Movement Time

Children pass a block by twisting left and right.

Physical Development: Gross Motor Skills

GUIDE children to stand in three lines. REVIEW twisting to the left and the right. Use the same visual markers in the classroom (i.e. twist toward the windows, the door, etc.).

Let's keep working together at a construction site. Form three lines. Face forward [use both hands on either side of your face to signal "look this way"].

We are going to pass the block by twisting again. Can you twist your upper body from side to side?

Twist to the left [point] and freeze. What do you see? [Name the marker.] Face forward.

Twist to the right [point] and freeze. What do you see? [Name the marker.] Face forward.

EXPLAIN how to alternate twisting left and right to pass the block.

For "Pass the Block" we are going to take turns twisting left and right. The first builder will twist left [point and name the marker]. The next builder will twist right [point and name the marker].

As we twist, let's say which way we are facing. This will help us go left, right, left, right, to the end of the line. When the last builder says, "Got it," we can all freeze.

EXTEND the movement by changing the order of children in line and start again.

Materials

- Three wooden blocks (one per line of children)

Modify the Movement

If children are not ready to alternate twisting left and right, repeat Day 9's Movement Time activity, in which everyone twists left, and then everyone twists right.

Talk Time

Children practice "Quiet Space."

Social Emotional: Self-Awareness and Self-Concept

SHOW the picture of the library at the end of *Construction*. REFER to the quiet atmosphere.

You worked together to pass the block. The builders in our book *Construction* also worked together to build the library. Look at the library they built [point]. How did we say that it sounds in a library? Why do you think libraries should be a quiet and calm place?

GUIDE children to do "Quiet Space." Then ADD the card to your Mindful Moment basket.

Sometimes it's fun to make and hear different loud noises. And sometimes it's nice to have quiet time, too. Let's find a quiet, calm place inside of ourselves. This Mindful Moment is called "Quiet Space" [show card].

Make your body comfortable. Close your eyes and let your hands rest on your lap. Notice the sounds around you.

Now feel your breath coming in through your nose… and feel your breath going out of your nose. Listen to the soft, quiet sound of your breath… coming in… and going out…

Slowly open your eyes. How do you feel?

Make & Prepare

- Download and print the "Quiet Space" card.

Mindful Moment

After guiding children to practice "Quiet Space," remind them that this mindful practice is always available to us. Especially when we feel overstimulated, it can be helpful to take a few mindful breaths and return to a calm, peaceful state of mind.

Reflection Time | What happens at a construction site?

Children learn the word "hoist."

Message Time Plus 10

Literacy: Vocabulary

Before

CONNECT to the book *Construction*. FOCUS on the word "hoist." INVITE children to make the "I hear" sign when they hear the word "hoist."

Thonk! Conk! Clap! A construction site is a noisy, busy place! Look at this page from our book *Construction*. The author, Sally Sutton, uses a special word to describe how the crane [point] moves the wood. She uses the word "hoist" [point to the word on the Unit Chart: "Words We Are Learning"].

Look at the picture and listen as I read this page to you. Make the "I hear" sign [demonstrate] when you hear the word "hoist."

ASK children to describe what the word means. COUNT the beats in the word.

What does the word "hoist" mean?

Yes, "hoist" means to lift something heavy. The crane is hoisting the wood, or lifting the heavy wood.

Let's stand up and count the beats or syllables: hoist [touch head]. The word "hoist" has one beat.

Look for the word "hoist" in the message today.

During

DRAW a picture of a pile of wood being hoisted up. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw a picture of a load of wood being hoisted, or lifted, up. How many pieces of wood should I draw?

Suggested message: "Hoist the wood!"

PAUSE to focus on vocabulary (the word "hoist").

I want to write the word that means to raise or lift something up. What word do I want to use? [encourage children to recall the word "hoist"] Yes, "hoist" means to lift something heavy.

FINISH writing the message. Then INVITE children to reread the message with you.

After

INVITE a volunteer to find the word "hoist" in the message. DRAW a box around it to emphasize the concept of a word. ASK children to define the word.

Who would like to come point to the word "hoist" in the message?

How do you know that is the word "hoist?" What does it mean?

SHOW the materials. PUT children into two groups. EXPLAIN how each person will get a chance to hoist the heavy backpack. MONITOR children so they do not injure themselves.

Let's practice what it looks like and feels like to hoist something. Here are two backpacks that I filled with heavy books. I am going to try to lift one, but it's so heavy I need to "hoist" it up like this [demonstrate how to lift it, elbows bent, up to your chest].

Let's break into two groups, and we can each get a turn hoisting the backpacks.

How do your muscles feel when you are hoisting the backpack?

Did you feel your face change too?

REVIEW the meaning of the word "hoist" again.

Today we learned the word "hoist." The word hoist describes something heavy being lifted or raised up.

REREAD the message one more time.

[Transition] INVITE children to think about how they would "teach" the vocabulary word to someone at home.

When you go home, why don't you teach someone in your family what the word "hoist" means? Let's rehearse what you might say and do. Tell your partner what hoist means.

Make & Prepare

- Have the book *Construction* ready. Mark the page that begins "Hoist the wood" with a sticky note.
- Review the ASL sign for "I hear" on the *Blueprint* website.

Additional Materials

- Fill two backpacks with some books.
- Unit Chart: "Words We Are Learning"

Supporting Language Development

Learning synonyms assists language development, as children group words with similar meanings. In a similar vein, invite multilingual children to think of the words they know from their home language for these ideas.

Growing Writers

Message Time Plus provides you an opportunity to model writing. What do you notice about children's own writing? Are they beginning to use letters and letter strings? If so, support their continued development. Play games that foster letter-sound correspondence. Generate lists of words that begin with the same sounds. Draw attention to initial sounds and beginning letters in books, messages and other print

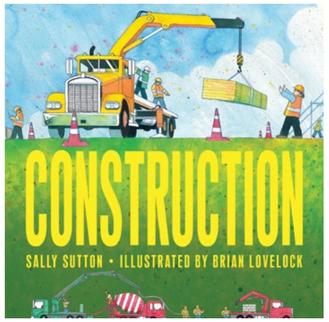
Keep It Going

- Visit the construction site dramatic play center where you can demonstrate using the word "hoist" in pretend play.
- Give children practice hoisting objects outside (such as the bag of playground balls or the lunchbox bin).

10 Intentional Read Aloud

Social Studies: Being a Community Member

Children act out construction work.



Make & Prepare

- If you can get real construction worker gear, like safety vests, it would make the learning more concrete and authentic. If not, gather construction gear from the dramatic play center. Give children time to see and try on a vest, work gloves and boots, safety goggles, etc. For items you cannot get, show the diagram of a construction worker at the back of the book and other pictures of workers wearing gear.

Additional Materials

- Anchor Chart: "Power of 3"
- Unit Chart: "Words We Are Learning"
- Unit Chart: "How Do Buildings Get Made?"

Supporting Multilingual Learners

Children who are starting to learn English need repeated exposure to these action words and phrases. Providing opportunities to use them will further help them acquire the new vocabulary. Photocopy some of the pages from this book and place them in the dramatic play center. This will remind children to perform these actions and encourage them to use the language while playing.

Interacting With Children

Generally, researchers categorize praise into two areas: person praise (where you praise a person) and process praise (where you praise a person's effort or action). Research shows that process praise is more effective – it leads to higher self-esteem and long-term academic benefits, such as reading and math achievement. Process praise also helps children develop persistence.

Before

REVIEW how construction workers do different jobs. CONNECT to the Power of 3: "Keep on trying."

In this book *Construction* [show], the workers are busy doing different jobs to build the library! Do you think that building the library is quick and easy? When their work is challenging, how can construction workers take care of themselves? They can keep on trying, just like we do as part of our Power of 3!

STATE that we will pretend to work on the site by doing the workers' actions.

As we read *Construction* today, let's join the construction workers in doing their jobs. We can pretend we are at the site building the new library.

MODEL and GUIDE children to act out putting on construction safety gear.

Why don't we start by putting on our gear? Wear a bright yellow vest so other workers can easily see you. Wear gloves to keep your hands safe and boots to keep your feet safe. Put on safety glasses to protect your eyes from dirt and earmuffs on to protect your ears from all of the loud noises. Don't forget to protect your head with a hardhat in case something falls down. Ready to get to work?

During

INVITE children to echo the repeated first line on each page. MODEL and ENCOURAGE them to join in doing as many of the actions as you think is appropriate. INVITE multilingual children to share the words they use at home for these actions. Here are some suggested actions:

- "Dig the ground." Scoop your hand like a big shovel.
- "Fill the holes!" Use your hand to pour concrete in a hole and spread it out.
- "Hoist the wood." We know "hoist" means to lift up something heavy. It's on our chart of "Words We Are Learning" [refer to chart]. Make your arm straight and hook your hand. Slowly lift your arm up. Swivel it to the side and slowly lower it back down.
- "Cut the planks." Push a saw forward and back.
- "Build the frame." Hold a hammer, and tap in a nail.
- "Raise the roof." Look up and hold a drill above your head as if working on the ceiling.
- "Build the sides." Press your palm out in front of you and slide it to the side.
- "Lay the pipes." Turn a wrench around.
- "Spread the paint." Move your arm up and down as if using a paint roller.
- "Fill the rooms." Carry a bookshelf from one side of your body to the other.

After

CONNECT to the construction site dramatic play center.

What busy, active construction workers! You had to keep on trying to get such a big job done. Remember, you can act out these jobs in the construction site dramatic play center!

GUIDE children to rest quietly for a moment after a busy day at the construction site.

You must be tired after working so hard. How can you take care of yourself now that the job is done? Let's take a mindful moment to rest. Be still, quiet, and calm. Take a deep breath in, and let it out.

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 10

Approaches to Learning: Initiative and Curiosity

Children plan and build using the materials collection.

Build Interest

DISTRIBUTE science journals. USE them to reflect on the material investigations.

We made some interesting discoveries about the materials we have been exploring. Let's look through our science journals to refresh our memories.

- What did you learn about our classroom building materials collection?
- What do you know about materials that are rigid?
- What do you know about materials that are transparent and let light through?
- What do you know about materials that are waterproof?

COLLECT science journals.

Build Understanding

INVITE children to brainstorm how they would build with the materials. INVITE children to contribute their thinking and learning. Below are some suggested questions to guide your discussion:

- Do you think you could build with these materials?
- What would you make?
- How would you use them together?
- Do they stick together? Do you need something to connect them?

GIVE each child (or pair of children) time to plan.

Let's make your ideas come alive! Let's use our special blueprint paper [distribute] to create a blueprint or a plan for what you would do with these materials.

Build Experience

GIVE children time to use their plan and the materials to build. OBSERVE how children work together and what discussion unfolds from this open-ended building experience.

Let's get started! I can't wait to see what you make!

REFLECT on the building experience.

Today we built with our materials. Let's discuss:

- What was it like to build with the materials?
- What worked? What didn't work?
- How many different materials did you use?
- What did you use them for?
- Was it hard or easy to use the materials in building?

Materials

- Classroom building materials collection (make sure to replenish materials, especially those that got wet)
- Joining/connecting material, such as tape, twist ties, pipe cleaners, modeling clay, etc.

Remember to Save

- Classroom building materials collection for Week 4

Build Background Knowledge

Ask children to think about how they build at the block center. Invite them to think about the materials. Can the new materials be stacked like blocks? How do these materials fit together in a way that is different than how blocks fit together?

Stretch Their Thinking

Invite children to think about why certain materials are better for specific jobs. For example, is tin foil good for walls? Why or why not?

Listen/Look For

- What do children do with the materials?
- How do they incorporate multiple materials?
- What are they wondering?

Co-Investigate

Remember to be flexible while children explore and build with materials. Let children's curiosity and questions guide the work.

Praise Efforts

Learning persistence is a long-term goal. In today's building activity, things might not go as children desire. As you work and play with children, praise their efforts and encourage them to "keep on trying."

UNIT 4

WEEK 3

Be Sure to...

- ☐ Discuss and explore common tools builders use.
- ☐ Play math games where children stack, count, and compare the size of linking cubes.
- ☐ Teach the *letter a*.

Materials

- Golf tee
- Piece of foam
- Toolbox with common (and safe-to-handle) tools such as: hammer, screwdriver, screws, wrench, nuts and bolts, etc.
- Piece of wood
- Crate
- Rope

Books

- *Building a House*
- *My Friend Robot!*
- *The Little Red Fort*
- *Dreaming Up*
- *Blueprint Songbook*
- *Blueprint Yoga*

Charts

- Anchor Charts
  - "Cheers"
  - "We Can Describe"
  - "Power of 3"
  - "Readers Can Say"
  - "Feelings"
- Unit Charts
  - "Words We Are Learning"
  - "How Do Buildings Get Made?"
  - "How to Design" (make)

What kinds of things help us build?

Builders use many different kinds of tools to help them build. They also use teamwork!

Children explore the function of various construction tools such as hammers, screwdrivers, and paintbrushes. They sing and pose like tools and sort tools from the classroom toolbox. They practice producing rhyming words, and use positional vocabulary to describe the location of different tools. They also work on identifying the beginning sounds of words, and learn about the *letter a*. In small groups, children work on stacking, counting, and comparing linking cubes.

Keep in Mind

- Create a toolbox with common household tools. Make sure that any real tools are safe and without sharp points.
- In Week 4, you have two opportunities to invite families into the classroom to celebrate children's learning. They can come listen to the class book and celebrate the learning across the unit. Send out invitations so families can prepare accordingly. Create your own or download and print samples from the *Blueprint* website.

Words We Are Learning

haul
to pull or drag something heavy

base
the bottom

aroma
a good smell

Multilingual Learners Anchor Words

- tool

From the Songbook

"We Are Building"
[Sung to the tune of "Skip to My Lou"]

This song will be featured in the Greeting. Copy the lyrics and send home to families.

Working with Families

Let families know via email or text that children are learning about tools. Invite them to share their tools and/or toolboxes at home. They can talk about the tools they have, how they use them, and guide their children to hold and (safely) use them.

Trips & Visitors

Invite the school custodian or caretaker to visit the classroom and share their tools.

Take a trip to a hardware or home improvement store or invite an employee from one of these businesses to your classroom.

If one (or more) of the children have a handy family member, suggest they visit and share their stories of working on projects (maybe they can even demonstrate using tools and/or building something with the children).

Remember | https://clblueprint.org/resources
You can find downloads, videos and more on the Blueprint website.

	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children sing about hammering a nail. *Creative Arts: Music*	Children sing about twisting a screw. *Creative Arts: Music*	Children sing about climbing a ladder. *Creative Arts: Music*	Children sing about sawing wood. *Creative Arts: Music*	Children sing about painting with a brush. *Creative Arts: Music*
Movement Time	Children practice hammer pose. *Creative Arts: Creative Movement and Dance*	Children practice screwdriver pose. *Creative Arts: Creative Movement and Dance*	Children practice ladder pose. *Creative Arts: Creative Movement and Dance*	Children practice saw pose with a partner. *Creative Arts: Creative Movement and Dance*	Children choose a tool pose to practice. *Creative Arts: Creative Movement and Dance*
Talk Time	Children identify and discuss common building tools. *Science: Engineering and Technology*	Children identify the beginning sound of tool names. *Literacy: Phonological Awareness*	Children play "Which Tool Can Help?" *Science: Engineering and Technology*	Children encourage a puppet to "Keep on trying." *Approaches to Learning: Persistence and Attentiveness*	Children chart steps in the design process. *Science: Engineering and Technology*
Message Time Plus	Children play the game "Where Is the Hammer?" *Math: Geometry and Spatial Relations*	Children learn the word "haul." *Literacy: Vocabulary*	Children practice producing rhyming words (-ay). *Literacy: Phonological Awareness*	Children learn about the *letter a*. *Literacy: Phonological Awareness*	Children learn the word "delighted." *Literacy: Vocabulary*
Intentional Read Aloud	Children learn how tools help people build. *Science: Engineering and Technology*	Children discuss how friends take care of each other. *Social Emotional: Social Awareness and Relationships*	Children make predictions. *Literacy: Comprehension*	Children infer how the character feels. *Literacy: Comprehension*	Children join in saying repeated phrases. *Literacy: Fluency*
Small Group	Children sort building tools. *Math: Patterns and Attributes*	Children roll dice and build stacks of linking cubes. *Math: Numbers and Number Sense*	Children put stacks of linking cubes in size order. *Math: Measurement and Data*	Children compare the size of a stack of linking cubes to classroom objects. *Math: Measurement and Data*	Children measure objects with linking cubes. *Math: Measurement and Data*
Reflection Time	If you had a robot, what would you ask it to help you build?	What tool do you wish we could have in the classroom?	If you were building a fort, what would it look like?	What does it mean to be helpful? Why is it important?	What kinds of things help us build?

Centers to Launch

See Pages **14-25**

Art Center | Tool Painting

Block Center | Tools for Building

Science Center | Create a Tool

Greeting Time

Children sing about hammering a nail.

Creative Arts: Music

ASK children what tool they see on the cover of *Building a House*.

We read this book *Building a House* [show]. What tool [point] do you see on the cover?

SHOW a real hammer, golf tee, and foam. MODEL hammering a "nail" into the foam.

Yes, a hammer. Look how a hammer works [demonstrate]. What did you notice?

MODEL and INVITE children to curl their hands into fists and gently tap one on top of the other.

Let's pretend one of our fists is a hammer and the other fist is a nail. What's a gentle way we can use our "hammer" to tap the "nail?" Who can show us? Practice gently tapping one fist on top of the other, like a hammer on a nail. Tap! Now switch hands. Tap! Keep going… Here's a song we can sing!

INTRODUCE the song "We Are Building." INVITE children to do the tapping action and sing along.

Hammers, nails, drills and screws
Hammers, nails, drills and screws
Look at all the tools we use
When we are building!

Make & Prepare

- Familiarize yourself with the tune of "We Are Building" on the *Blueprint* website.
- Bring a hammer, golf tee, and piece of foam..

Additional Materials

- The book *Building a House*
- *Blueprint Songbook*

Remember…

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

Movement Time

Children practice hammer pose.

Creative Arts: Creative Movement and Dance

REFER to hammer pose in the book *Blueprint Yoga*.

Most yoga poses imitate animals and other parts of nature. But sometimes we can pose like other things too. How would you describe this hammer [point]? How would you like to pose and move like a hammer?

MODEL hammer pose.

Watch as I do hammer pose. I start standing with my feet wide apart and bend my knees a little. Next, I reach both arms up and connect my hands together. Then I take a deep breath in, and, as I breathe out, I swing my arms down and through my legs. Do I look like a hammer tapping in a nail?

GUIDE children to practice hammer pose. INVITE them to count five swings down.

Now it's your turn to practice hammer pose. Make sure there's enough space around your body. Stand with your feet wide apart and bend your knees. Reach both arms up and connect your hands. Take a deep breath in, and, as you breathe out, swing your arms down and through your legs. Do you feel like a hammer?

Let's tap our hammers up and down slowly five times. Count along with me. Arms up, breathe in, and one…

Make & Prepare

- Familiarize yourself with how to do hammer pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Yoga Poses

Traditionally, yoga poses invite us to imitate animals and other parts of nature. However, we also can adapt and create other poses that imitate inanimate objects, such as tools. When we practice these poses, we are still thinking and moving creatively. Children imagine and embody what it might be like to be someone or something else.

Talk Time

Children identify and discuss common building tools.

Science: Engineering and Technology

BEGIN a discussion about tools.

We know that architects plan what buildings will look like. Then construction workers build them.

Do you know what tools help construction workers do their jobs?

What other tools do you know?

PAGE through *Building a House*. INVITE children to name tools they see. POINT OUT a few, such as a hammer, saw, bucket, ladder, wrench, and paintbrush.

Let's page through *Building a House* and see what other tools help construction workers do their jobs.

What tool is this? Do you know what it helps builders to do?

SHOW a toolbox full of common tools.

Even if you are not a construction worker, you can still use building tools. Check out our class toolbox. Let's explore some of the tools inside. Who would like to choose a tool?

We are going to learn more about tools, as we keep on talking about building!

Make & Prepare

- Bring in a toolbox. Fill it with common (and safe-to-handle) tools such as a hammer, screwdriver, nuts and bolts, level, sandpaper, and paintbrush. Be careful not to let children handle small pieces without an adult's supervision.

Remember to Save

- The toolbox will be used throughout the unit. It can be housed in the dramatic play center with supervision.

Safety First

Bring in real objects so children get authentic experiences. However, certain tools are better experienced as toy versions for safety's sake, such as tools with sharp blades. Even with tools such as hammers and screwdrivers, please use your discretion in keeping children safe.

Reflection Time | If you had a robot, what would you ask it to help you build?

Children play the game "Where Is the Hammer?"

Before

PLACE a hammer on top of the class toolbox where everyone can see it. TELL children you need a hammer for the activity. INVITE them to describe where it is located.

Can you help me? I need the hammer for our activity today, and I can't find it! Where is that hammer? Can you describe where it is?

FOCUS on the positional words used to describe the location of the hammer.

I heard you say, "The hammer is on top of the toolbox." When you used the words "on top of," then I knew the exactly where the hammer was located. Thank you for helping find the hammer!

Watch as I write about where the hammer was.

During

DRAW a toolbox with a hammer on top of it. DESCRIBE what you are doing and thinking as you draw. INVITE children to contribute.

Here is a drawing of our classroom toolbox. I want to show where the hammer was located. Where should I put it?

Suggested message: "The hammer was on top of the toolbox."

PAUSE to focus on vocabulary (the positional words "on top of").

The next word I write is going to describe the location of the hammer. What tells where the hammer was? Yes, "on top of" tells where the hammer was located.

FINISH writing the message. Then INVITE children to reread the message with you.

After

CONTINUE playing "Where Is the Hammer?" INVITE children to take turns moving the hammer to different locations in and around the toolbox. ASK the rest of the group to describe where the hammer is. RESTATE the positional words children suggest.

Let's keep playing "Where Is the Hammer?" We can take turns moving the hammer to different locations around the toolbox. Then the rest of the group will describe where the hammer is.

Who would like to move the hammer to a new place around the toolbox? Hmm…where is the hammer? Yes! The hammer is in front of the toolbox. The words "in front of" tell us where the hammer is.

REVIEW ways children described where the hammer was.

Today we used our classroom toolbox and a hammer to play the game "Where Is the Hammer?" We moved the hammer around the toolbox and used different words to describe where the hammer was, such as in front of the toolbox [use gestures], next to the toolbox [use gestures], and beside the toolbox [use gestures]. These are some words that helped tell the location of the hammer.

REREAD the message one more time.

[Transition] INVITE children to high five the person sitting next to them.

Give the person sitting next to you a high five like this [demonstrate].

Materials

- Hammer
- Class toolbox

Responding to Children

Often, there is more than one way to describe where an object is, especially in relation to the objects around it. The hammer may be in front of the toolbox, but it is also could be on top of the rug. Acknowledge these different ways to describe the location of the hammer and other objects.

Responding to Children

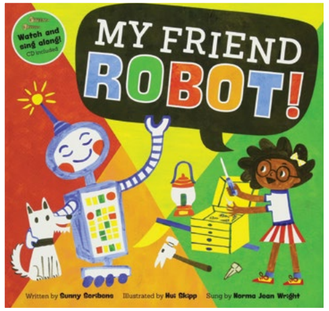
Are children able to identify the position of an object using appropriate language (e.g., in/out, over/under, inside/outside, etc.)? If yes, challenge them to follow more than one spatial direction ("Can you find the toy that is next to the car and under the puzzle?"). If not, play games, especially using gross motor opportunities, where children find objects and talk about spatial words ("Can you find the toy under the slide?").

Keep It Going

- While on the playground, encourage children to use positional words when describing where they are on the equipment. Are they under the slide? Are they sitting on top of the swing? Are they standing next to the stairs? Invite them to share with you.
- Join children at the blocks center. Are the children drawing blueprints of their buildings? Encourage them to share their blueprints with you and the different types of buildings. Can they use positional words when describing their blueprints? Is their house next to or across from the grocery store? Is the park near their house? Is the second floor on top of the first floor? Model using positional words to describe the blueprints if the children needs assistance. Invite them to think about how these words are important to builders/architects.
- When working with children at centers, talk about how materials are stored using these positional words. Pencils are kept inside the can. The recycling bin is under the table. The plastic fruits are in a basket on the shelf.

11 Intentional Read Aloud
Science: Engineering and Technology

Children learn how tools help people build.



Make & Prepare

- If possible, bring in real or toy examples of some tools shown in the book: wedge, wagon, screws, hammer, ladder, and pulley.
- Write "The Robot" on a sentence strip.
- Download and print the corresponding image for the cheer, and attach it to the sentence strip.
- Familiarize yourself with the cheer on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Cheers"
- Unit Chart: "Words We Are Learning"

Words We Are Learning

haul: to pull or drag something heavy

Singing the Words

In today's read aloud we are pausing to discuss the tools. You can choose to read the words or to model singing them. Children may naturally join in singing the words, too. The song is sung to the tune of "London Bridge." Feel free to play the included CD for children before or after today's lesson, and encourage them to sing along!

Keep It Going

- Explore the concept of wedges with children. Help children see that the sharp point of a wedge makes it easier to separate or cut items. Invite children to make a ball with modeling clay. Can they cut it in half with their hand? It's not so easy. Have them try it using one of the wooden blocks shaped like a wedge in your classroom (e.g a triangular wooden block with a point). They should find it much easier to separate the clay using the point of the wedge.

Before

RESTATE that people who are not construction workers can still build. SHOW the front cover.

Even if being a construction worker is not your job, you can still build! We all are builders! Today we are going to read a book about some friends who are builders like us. They want to build their own tree house!

One of the friends is this robot [point]! The title of the book is *My Friend Robot!* written by Sunny Scribens and illustrated by Hui Skipp.

ASK children how the robot will help the friends build. INVITE children to name the building tools they see. SET THE PURPOSE: To find out how different tools help the friends build.

How do you think the robot will help the friends build their tree house?

What tools might the robot use?

How do you think these tools will help the friends build the tree house?

Let's read to find out how tools help these builders!

During

PAUSE before reading the first page. POINT OUT the blueprint.

The friends are getting ready to build. What are they using? Why?

Yes, here is their blueprint where they planned out their tree house. Like architects, they drew a picture of how they want their building to look. What are they going to do next? Let's read on!

PAUSE after "…with a wedge!" POINT and EXPLAIN how the wedge helps Robot split the wood.

What tool is Robot using [point]? Yes, Robot is using a wedge. Do you know what a wedge is?

Robot sticks the sharp, pointy end of the wedge into the wood. When he hits it with this other tool, a mallet, it splits or cuts the wood into two pieces. What do you think the friends are going to do with these pieces of wood?

PAUSE after: "…with a wagon!" DISCUSS how the wagon helps. DEFINE "haul." ADD it to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing [in English or their home language].

What tool are they using [point]? What does the wagon help them do? How?

The wheels on the wagon make it roll when the friends pull it. So the wagon helps them haul their heavy materials from one place to another. Can you say "haul"? Haul means to pull or drag something heavy. Let's add "haul" to the list of words we are learning. Do you know any words that mean the same thing?

PAUSE after "…with a pulley." REVIEW "hoist" from the Unit Chart: "Words We Are Learning." EXPLAIN how the pulley helps hoist the flag.

What tool are they using [point]? What does the pulley [point] help them do? How?

The pulley helps them hoist, or lift up, the flag. We learned the word "hoist" [point to chart]. See how high the flag is? The flag is attached to this rope. The rope loops over this small wheel at the top of the pole. When Robot pulls down on this other end of the rope, it rolls over the wheel [point] and hoists the flag.

After

TEACH children the cheer "The Robot." ADD it to the Anchor Chart: "Cheers."

The friends used different tools to help them build their treehouse. Which tool would you want to try out?

Let's celebrate with a new cheer. It's called "The Robot." Move your arms stiffly [demonstrate]. Now make your voice talk like a robot: Way–to–go!

Children sort building tools.

Small Group 11
Math: Patterns and Attributes

Build Interest

CONNECT to learning about tools. INVITE children to choose a tool from the toolbox. DISCUSS what they notice. REFER to the chart "We Can Describe."

We took a look inside our class toolbox during Talk Time. We named some of the tools and talked about what they help builders do. Let's look more closely at the tools now.

Carefully take one tool from our toolbox. What do you notice about the tool? How is it the same as the other tools? How is it different? You can use the Anchor Chart: "We Can Describe" [point] to help you describe the tools.

Build Understanding

RESTATE the features children observed.

Some of tools are the same and some are different. I heard you say….

INVOLVE children in choosing one feature to sort tools by (e.g. tools with metal, tools without metal).

We can sort our tools, or put them into groups, based on the features you noticed. Let's choose one way to sort these tools. What should we choose?

Let's sort the tools into two groups. One group will be the tools with metal [show]. The other group will be the tools that don't have metal [show].

CREATE two yarn circles on the table.

I'll make two circles on the table with yarn [show]. Which circle should we put the tools with metal into? What about the tools with no metal? Okay learners, let's sort these tools together!

GIVE children time to carefully sort the tools. ASK guiding questions. COUNT and LABEL the groups.

- Why did you put that tool in that circle?
- How many tools are in each sorting circle?
- Are the two groups equal? Which group has more tools? Which has less?
- Let's label each group to describe the ways that we sorted the tools. How should we label each group?

Build Experience

CONTINUE to sort. INVITE children to select a different feature to sort by (you may need more than two circles). USE what you know about each child's language skills to include and extend their participation. COUNT and COMPARE the number of tools in each sorting circle.

We just sorted the tools into two groups: tools with metal, and tools without metal. There are many more ways we can sort our tools! Who has another idea?

Let's try it! Tell us which tools we should put in each circle. After we sort, we can count and label the groups.

- Gesture: Point to a tool with this [feature]. Point to a tool that does not have this [feature].
- Yes/No: Does this tool have [feature]? Is this tool [feature]? Are these tools the same? Are they different?
- Either/Or: Does this tool have [feature], or does this tool [feature]? Are these tools the same or are they different?
- Open-ended: How do you want to sort the tools? What feature do you want to choose? Which circle should we put the tools in? How many tools are in each group? Which group has more tools? How do you know?

RESTATE that to sort objects, including tools, you choose a feature or attribute.

There are so many ways to sort the tools in our toolbox. When we organize objects, like our tools, into groups it is called sorting! Today we chose… [summarize the ways the group sorted the tools].

Materials

- Classroom toolbox
- Cut two lengths of yarn that are long enough (approximately three feet) to create two circles for sorting the shapes.
- Anchor Chart: "We Can Describe"

Building Background Knowledge

Invite children to look closely at one tool together to build their vocabulary around its features.

Stretch Their Thinking

Invite children to sort tools by less common features (such as function).

Listen/Look For

- What do children notice about the features of the tools?
- How do children suggest sorting?
- Are children able to explain how they sorted?
- How do children count and compare quantities of tools sorted?
- What descriptive words did they need support with?

Supporting Individual Children

Does the presence of lots of materials make it difficult for some children to focus? Give children clear directions so they know exactly what to expect. For example, when you show the toolbox, you might say, "There are lots of objects you want to see in this box. But for now we will look at only one object at a time."

Responding to Children

Are children able to identify small quantities of up to 3-5 items, without counting? If so, increase the number of items or vary the arrangement of items. If not, reduce the number of items and practice their verbal number sequence.

Greeting Time

Children sing about twisting a screw.

Creative Arts: Music

SHOW the picture of screws in *My Friend Robot!* SHOW real screws and screwdriver. MODEL screwing a screw into a piece of wood.

What tools do you see on this page of *My Friend Robot!*

A screw is like a nail, but instead of tapping it with a hammer, builders turn it around with a screwdriver like this one [demonstrate].

MODEL and INVITE children to curl their hands into fists and twist their wrists in opposite directions.

Let's pretend one of our fists is a screwdriver and the other is a screw. Can you twist your fists like this?

INVITE children act out using the tools and sing along to "We Are Building."

Can you hammer nails and twist screws as we sing about tools?

Hammers, nails, drills and screws
Hammers, nails, drills and screws
Look at all the things we use
When we are building!

Movement Time

Children practice screwdriver pose.

Creative Arts: Creative Movement and Dance

REFER to the screwdriver pose in the book *Blueprint Yoga*. ASK children what they notice.

Look at this picture of a screwdriver. What do you notice? Here is a screwdriver yoga pose. What do you think it would feel like to move like a screwdriver? Why?

MODEL screwdriver pose.

To do screwdriver pose, I start standing and reach my arms up, pressing my hands together to make the handle. Next, I stand on my tiptoes to make a pointy tip. I imagine I'm sticking the tip into a screw beneath my feet. Then I slowly turn around, trying to keep my feet on the screw. Do I look like a screwdriver?

GUIDE children to practice the pose. Then PROMPT them to turn around the other way.

Now it's your turn to practice screwdriver pose. Make sure there's enough space around your body. Stand up, lift your arms overhead, and press your hands together to make a handle. Come onto your tiptoes, and imagine sticking your pointy tip into a screw beneath your feet. Slowly start to turn around. Try to keep your feet on the screw.

Now let's try turning the other way! How does it feel to move like a screwdriver?

Talk Time

Children identify the beginning sound of tool names.

Literacy: Phonological Awareness

LAY OUT the tools from the toolbox. PROMPT children to name each one as you take it out.

Why don't we play another game with tools? Here are some tools from our toolbox. Can you name each one as we take it out?

PLAY "What's That Sound?" SAY the initial sound of one of the tool's names. INVITE a child to point to or hold up the tool that begins with that sound. ENCOURAGE children to act out using each one. For example:

I'm thinking of a tool that begins with the /h/ sound?

- What tool is it?
- Can you think of another word that starts with the same beginning sound?
- Whose name also begins with that sound?
- Do you know what letter makes that sound?
- How does it look when someone uses that tool?

CONTINUE playing. Then ASK children to put away the tools.

Who can help put these tools back in our toolbox?

Make & Prepare

- Bring a screwdriver, screw, and piece of wood.
- Have the book *My Friend Robot!* ready. Mark the page where they use screwdrivers with a sticky note.

Additional Material

- *Blueprint Songbook*

Make & Prepare

- Familiarize yourself with how to do screwdriver pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Keep It Going

- Investigate the playground. Look for evidence that tools were used to build the equipment. Are there nails? Screws? Nuts and bolts? Photograph what children find and make a display or class book about their discoveries.

Material

- Class toolbox

Tricky Beginning Sounds

We ask children to identify tools based on the beginning sound. Be intentional about selecting examples that have a clear beginning sound, such as hammer, nut, bolt, and paintbrush. Consider avoiding the words "screwdriver" and "screw" since they begin with a triple blend of "scr" and it may be difficult for children to isolate just the /s/. Also note that if you include "wrench" avoid asking what letter makes the beginning sound /r/ since the *letter w* is silent. Just focus on the initial sound.

Reflection Time | What tool do you wish we could have in the classroom?

Children learn the word "haul."

Before

CONNECT to the book *My Friend Robot!* FOCUS on the word "haul." INVITE children to make the "I hear" sign when they hear the word "haul."

In the book *My Friend Robot!* the children and Robot work together to build a tree house. The author uses a special word to describe how the robot is moving the wood for the treehouse. She uses the word "haul" [point to the word on the chart].

Look at the picture and listen as I read a page from the book. Make the "I hear" sign [demonstrate] when you hear the word "haul."

ASK children to describe what the word means. COUNT the beats in the word "haul."

The robot is going to haul it out. What does the word "haul" mean? Yes! The robot is pulling the heavy wood with a wagon. The word "haul" means to pull or drag something heavy.

Can you say "haul?" Let's stand up and count the beats or syllables: haul [touch head]. The word "haul" has one beat.

Look for the word "haul" in the message. I'll use it to describe how the robot pulled the heavy wagon.

During

DRAW a picture of a wagon. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw a picture of a wagon with the wood inside. How many pieces of wood should I add to the inside of the wagon?

Suggested message: "Let's haul the wood!"

PAUSE to focus on vocabulary (the word "haul").

I want to write the word that means to pull or drag something heavy. What word do I want to use? [encourage children to recall the word "haul"] Yes, "haul" means to drag or pull something.

FINISH writing the message. INVITE children to reread the message with you.

After

INVITE a volunteer to find the word "haul" in the message. DRAW a box around it to emphasize the concept of a word. ASK children to define the word.

Who would like to come point to the word "haul" in the message? How do you know that is the word "haul?" What does it mean?

SHOW the empty crate.

Let's practice what it looks like and feels like to haul something. Here is a crate. The empty crate is not heavy. I can easily drag it [demonstrate].

ADD books to the crate. PUT children into two groups. EXPLAIN how each person will get a chance to haul the crate across the floor from one group to the next. MONITOR children so they do not hurt themselves.

But when I fill it with some books [add books], it gets heavier. To move it, you will need to haul it, or pull or drag it, across the floor. I attached a rope to it so you can haul it across the floor. Let's break into two groups, and we can haul the crate back and forth.

REFLECT on the activity. REVIEW the meaning of the word "haul" again.

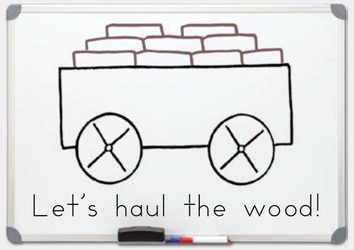
How does it feel to haul something heavy? How do your muscles feel?

Today we learned the word "haul." The word "haul" means to pull or drag something heavy.

REREAD the message one more time.

[Transition] INVITE children to think about how they would "teach" the vocabulary word to someone at home.

When you go home, why don't you teach someone in your family what the word "haul" means? Let's rehearse what you might say and do. Tell your partner what "haul" means.



Make & Prepare

- Have the book *My Friend Robot!* ready. Mark the page that begins "Now we've got to haul it out…" with a sticky note.
- Attach a rope to and empty crate or bring in a towel.
- Review the ASL sign for "I hear" on the *Blueprint* website.

Additional Materials

- Unit Chart: "Words We Are Learning"
- Books (to add to the crate or the towel for children to haul)

Supporting Individual Children

Recognizing letter sounds and connecting them to the letter shape is an ongoing process that children will learn at different rates.

Did You Know?

Children first develop control over the muscles closer to the center of their body such as their shoulders and arms, and then control over the smaller muscles further from their body such as their hands. As a result, for children to eventually learn how to hold a pencil or crayon correctly, they need to participate in activities that strengthen their shoulder and arm strength such as creeping, crawling, climbing and pushing.

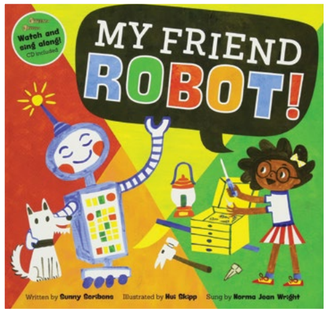
Keep It Going

- While reading with children in the library center, encourage them to look closely at the illustrations in the book *Construction*, which was used in previous lessons. Are there any machines hauling wood or another heavy object? What is being used to haul the wood? Can they use the word "haul" as they describe what is happening in the illustration?
- Join children in the science center. Together round up different objects (heavy and light) to haul, like books, blocks, craft sticks, etc. Encourage children to haul the objects using the towel or bin from the lesson and use their new vocabulary word "haul." For example, "I can haul the books." Together talk about which object was the heaviest. If the books were the heaviest and you removed some, what would be the heaviest now? What is the lightest?

12 Intentional Read Aloud

Social Emotional: Social Awareness and Relationships

Children discuss how the friends take care of each other.



Make & Prepare

- Play the CD of the song in the book so children are familiar with the tune and words.

Additional Materials

- Anchor Chart: "Power of 3"
- Unit Chart: "Words We Are Learning"
- Unit Chart: "How Do Buildings Get Made?"

Words We Are Learning

base: the bottom

Using Books to Extend Number Sense

Even if you are reading a book that is not a counting book, you can use it to support children's counting skills. You can ask children to identify a certain number of representations of an object. For example, you can open up *My Friend Robot!* to the title page and ask children, "Can you find two of anything in this illustration?"

Read the Class Book *Our Buildings*

To celebrate children's writing and to encourage children to continue working on the class book, read what's been written so far.

Before

ASK children what would happen if the robot were building the treehouse all alone.

In *My Friend Robot!* what do the friends build? Yes, a tree house! Building a tree house is fun, but it also is a lot of work. What if the robot were trying to build the tree house all by himself? Would it be easy or hard? What do you think would happen?

TALK about how the friends work together. CONNECT to Power of 3: "Take Care of Each Other."

Just like construction workers work together to make a building, these friends each help each other to build their tree house. Working together is one way of taking care of each other.

SET THE FOCUS: notice how the friends take care of each other. INVITE children to sing along with the book.

As we reread *My Friend Robot!* today, notice how the friends take care of each other. And please sing along!

During

SING the words at a pace that is slow enough for children to join in.

PAUSE after "…with screws!" DEFINE "base." ADD it to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

The builders need to make a strong base for the tree house. The base is the bottom of something. Let's add "base" to the list of words we are learning. Do you know any words that mean the same thing?

DISCUSS how the builders are taking care of each other. POINT to examples in the pictures as you recap.

Look at these four steps for building the base of the tree house. Who is doing all this work? How are these friends taking care of each other?

Yes, they all are working together. The robot is using a screwdriver to twist the screws into the wood [point]. This friend is holding the wood in place [point]. And this friend is bringing over the next piece of wood [point]. Here another friend is helping the robot to twist in more screws [point]. These builders sure are being helpful to one another!

PAUSE after "Like this, Robot!" DISCUSS how they are taking care of each other.

The friends worked together to build the treehouse. Now that their building is made, how are the friends taking care of each other?

Yes, the puppy was feeling a little shy, and the robot didn't know how to help. The other friends show the robot how to pet the puppy in a gentle way to make him feel better. They are acting so kindly!

After

ASK how the friends will take care of each other after the story ends.

The friends worked together to build their tree house. They were being helpful and acting kindly. Now that their tree house is built, what can they do next? How can they keep taking care of each other?

They can have fun and play together in the tree house! That's another way to take care of each other.

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 12

Math: Numbers and Number Sense

Children roll dice and build stacks of linking cubes.

Build Interest

CONNECT to learning about buildings. INVITE children to build with linking cubes.

Hello Builders. We are learning how buildings get made. In our classroom, we like to build too. Sometimes we build with linking cubes [point]. Let's make some linking cube buildings!

Who would like to share what they built? How many linking cubes did you use to build? Let's count!

RETURN the linking cubes to the tub.

Build Understanding

EXPLAIN the activity. TELL children they will build a stack of linking cubes by rolling dice and counting out that many cubes.

Today we are going to build stacks of linking cubes. First, we will roll dice and count the number of dots on the top. Then we will count out that many linking cubes. I wonder how many linking cubes will be in your stack. Let's roll and build some stacks together!

WORK together to roll, count, and build a stack of cubes.

Who would like to roll the dice one time? Everyone look: how many dots do you see? How do you know?

Yes, there are four dots. Who would like to count out the same number of linking cubes? We can all count together. One, two, three, four. The last number tells us how many. Four linking cubes! Now let's make a tower with the cubes. Stack these cubes.

ASK children to guide the group through building another stack.

- What should we do first? Yes! Roll the dice.
- What number did you roll? How many dots do you see? How do you know?
- Now what should we do? Yes! Count out that many linking cubes.
- Finally, what should we do with the cubes? We can build another stack.

INVITE children to compare the two stacks of linking cubes.

Hmm… let's compare these stacks of cubes. Let's stand them up side by side. What do you notice? Are they the same size? Which one is taller? Which one is shorter? How do you know? How much taller is this one?

COLLECT the materials.

Build Experience

DISTRIBUTE cups of linking cubes and mats. GIVE children time to roll, count out cubes, and build two stacks. ENCOURAGE children to compare their stacks. USE what you know about each child's language skills to include and extend participation.

Now each of you will have a turn to roll your dice and build two stacks. Then you can compare them.

- Gesture: What number did you roll? Show me with your fingers. Let's count... Now show me how many linking cubes you need. Let's count them... Show me how to make a stack...Let's do it again! Roll the dice...etc. Show me which one is taller/shorter.
- Yes/No: Did you roll a [number]? Do you have [number] cubes? Is this stack taller than the other? Is it shorter? Are they the same?
- Either/Or: Did you roll a [number], or did you roll a [number]? Is this stack taller than the other, or is it shorter? Are they the same or are they different?
- Open-ended: What do you notice about your stacks? Which is taller? Shorter? Are they the same? How do you know? How many stacks will you build?

SUMMARIZE the activity.

Today you used dice to roll a number, count that many cubes, and build a stack. What was the tallest stack you built today?

Make & Prepare

- Fill a cup with 12-24 linking cubes [depending on how many dice you give each child] (one per child).

Additional Materials

- Tub of linking cubes
- Dice (enough for each child to have one or two depending on their skill level)
- Construction paper or mats

Build Background Knowledge

Spend time rolling dice and identifying numbers. Give children time to compare which number is bigger with a partner.

Stretch Their Thinking

Have children roll dice and make three stacks of linking cubes to compare.

Listen/Look For

- Can children accurately tell how many dots are on the dice? Can they tell how many without counting (subitizing)?
- Can children make a stack of linking cubes that match the number on the dice?
- How do children describe their work?

Growing Mathematicians

When rolling dice, it is common practice to say "What number did you roll?" It's good practice, though, to unpack this idea a bit so children are clear about what we are doing when we "roll a number." We can do that by being explicit as in the examples in the lesson. This will be especially valuable for children who are still working on counting and number sense with small numbers, and/or for those children for whom dice are less familiar math tools.

Following Up

This lesson focused on counting. Observe children when they are doing or talking about math. How do they count? Do they have one-to-one correspondence? Look for resources on the *Blueprint* website to support your assessment of children's numeracy skills.

Keep It Going

- Talk about what the linking cubes are made of. Invite children to explore other math manipulatives. What are they made of?
- Invite children to create two groups of another classroom manipulative to compare. Discuss the experience of using a different item, such as counting bears, to compare groups. What did children do differently? The same?

Greeting Time

Children sing about climbing a ladder.

Creative Arts: Music

REVIEW the song "We Are Building."

We know a song about tools that builders use. Let's sing it and act it out.

SHOW the picture of a ladder in *My Friend Robot!* ACTIVATE children's knowledge about how to use it.

What tools do you see the builders using on this page of *My Friend Robot!* What do ladders help builders do?

A ladder has rungs [point] that we grab with our hands and step on with our feet. It helps us climb higher than we can reach.

COLLABORATE on creating a new verse about ladders. An example is shown below.

Let's change the words of our song to be about using a ladder. What should we sing? How should we move?

Rungs on ladders help us climb
Rungs on ladders help us climb
Look at all the tools we use
When we are building!

Make & Prepare

- Bring a real ladder, stepladder, or stepstool.
- Have the book *My Friend Robot!* ready. Mark the page where they use ladders with a sticky note.

Additional Materials

- *Blueprint Songbook*

Keep It Going

- If you have a slide with a ladder or other climbing equipment outside, sing today's version of the song "We Are Building" while children climb.

Movement Time

Children practice ladder pose.

Creative Arts: Creative Movement and Dance

REFER to the picture of a ladder and ladder pose in the book *Blueprint Yoga*. ASK children what they notice.

Look at this picture of a ladder. What do you notice? Here is a picture of a ladder yoga pose. What do you think it would feel like to pose like a ladder? Why?

MODEL ladder pose. Then INVITE children to practice the pose. GUIDE them to lean forward and back, and side to side.

To do ladder pose, I start standing with my feet beneath my hips and my legs straight. Next, I reach my arms straight up. If someone needed to climb my rungs, I must be straight and strong to support them. Do I look like a ladder that a builder could climb safely?

Now it's your turn to practice ladder pose. Stand with your feet beneath your hips and your legs straight. Reach your arms above your shoulder with your arms straight.

Try to keep your body straight as you lean on a building in front of you. Can you stay straight and strong as you lean back a bit? What if you lean to this side [point left/right and mirror children's movement]?

Make & Prepare

- Familiarize yourself with how to do ladder pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Material

- *Blueprint Yoga*

Yoga Pose Cards

Remember, in addition to the book *Blueprint Yoga*, you can download and print cards of these poses from the *Blueprint* website. Add them to a basket or ring, and make them accessible throughout the day. Use them to take yoga breaks and invite children to do the same.

Talk Time

Children play "Which Tool Can Help?"

Science: Engineering and Technology

ASK children which tool would be helpful if you needed to reach the ceiling. ADAPT the question for your classroom layout.

What if we needed to change the lightbulb on the ceiling [point]? How could we reach it?

Yes, a ladder could help us! Tools help us!

Let's play the game "Which Tool Can Help?"

LAY OUT the tools from the toolbox. PROMPT children to name each one, as you take it out.

Here are some tools from our toolbox. Can you help me name each one as we take it out?

PLAY "Which Tool Can Help?" DESCRIBE a need or problem. ASK children to name the tool that can help.

We need to nail two pieces of wood together. Which tool can help?

Yes, the hammer! Who can find the hammer? Everyone, let's pretend to tap a nail with a hammer! Tap, tap!

CONTINUE to play a few rounds.

Wow, using tools helps us solve problems!

Material

- Class toolbox

Keep It Going

- Point out tools you use throughout the day. When you write, you use a marker. When you cut, you use scissors. Ask children to notice the tools they use. What tools do you use to eat with? To drink with? To draw and write with?

Reflection Time | If you were building a fort, what would it look like?

Children practice producing rhyming words (-ay).

Before

CONNECT to the read aloud *My Friend Robot!* INVITE children to share what they know about words that rhyme.

We have been singing along with *My Friend Robot!* [show]. This book is a rhyming book. Who would like to share what they know about rhyming words? Yes! Rhyming words sound the same at the end.

READ the marked page from the book. INVITE children to make the "I hear" sign when they hear the rhyming words.

Listen for the rhyming words, as I read from *My Friend Robot!* Make the "I hear" sign [demonstrate] when you hear the rhyming words! Then we will say them.

Which rhyming words did you hear? Yes, "way" and "day" rhyme.

GENERATE another word in the –ay family.

I can think of another word that rhymes with "day" and "way." Lay! These words all sound the same at the end. Listen as I write a sentence using the word "lay."

During

DRAW a picture of a dog in a basket. DESCRIBE what you are doing and thinking as you draw. INVITE children to contribute.

Here is the dog. The children want him to lay in the basket so he can join them in the tree house. Should I add a blanket to the basket for the dog?

Suggested message: "Lay in the basket."

PAUSE to focus on phonological awareness (identifying the word that rhymes with "way" and begins with /l/).

I want to write the word that rhymes with "way" and begins with the /l/ sound. What word should I write? Yes, the word "lay."

FINISH writing the message. INVITE children to reread the message with you.

After

ASK children to whisper the word that that rhymes with "way" from the message.

In the message today, I included a word that rhymes with "way" and "day." I'm going to reread the message to you again, and I want you to listen closely. When I'm done, I want you to whisper into your hand the word that sounds the same at the end as "way" and "day." [Read the message.] Everyone, what word rhymes with "way" and "day"? Yes, "lay." They all have the same ending sound.

INVITE children to think about other words that rhyme with "lay." Then they should turn and talk with a partner and name the words they are thinking of.

We know that "way," "day," and "lay" all rhyme because they sound the same at the end. Can you think [point to your temple] of another word that rhymes with these words?

Turn to your partner and name other words you can think of that rhyme with "way," "day," and "lay." Make sure they sound the same at the end.

ASK children to share their ideas with the group. Then RESTATE that rhyming words are words that sound the same at the end.

Today you thought of other words that rhymed with "way" and "day." One way to check if two words rhyme is to say both words and listen carefully to the ending sound. They should sound the same at the end.

REREAD the message one more time

[Transition] ASK children if they are having a fun day.

Are you having a fun day? If you are say, "Yay!" If you aren't say, "No way."

Make & Prepare

- Have the book *My Friend Robot!* ready. Mark the page that begins "Pet him in a gentle way…" with a sticky note.
- Review the ASL sign for "I hear" on the Blueprint website.

Responding to Children

As children learn to generate rhymes, their attempts at applying phonological rules may vary. The following are ways to support and guide them. If a child:

- Says a word with the same beginning sound. For example, if you are asking for a word that rhymes with "way," and they say win, point out how the beginning sound /w/ is the same. Offer two that do rhyme, such as "day" and "say" and then add "win." Help direct them to notice that the ending sounds differ.
- Says a word with a different rhyme pattern spelling. For example, if you are asking for a word that rhymes with "way," and they say "neigh," which shares the targeted ending sound though spelled differently, consider their phonological understanding accurate.
- Says a "silly" word. For example, if you are asking for a word that rhymes with "way," and they say "zay" acknowledge that the two words do sound the same at the end. However, even though "zay" does rhyme, we do want to let children know that "zay" is a silly word, not actually a real word.

Following Up

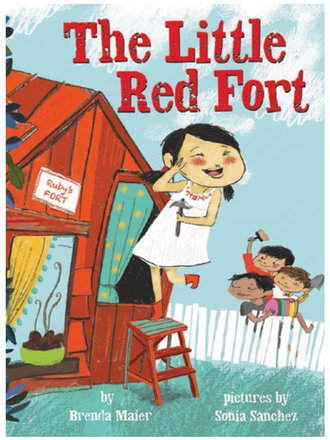
This lesson focused on rhyme. Use your assessments to determine your next steps. Who needs to continue to practice identifying rhymes? Do they need picture support? Who can generate rhymes?

Keep It Going

- Gather children in a small group. Explain that you will be making some rhyming words. Say the word "may" and have children repeat the word. Ask them to orally change the beginning sound /m/ to /b/ and say the new rhyming word, "bay." Continue to change the beginning sound to create rhyming words. Suggested letters include: l, m, r, and w.

13 Intentional Read Aloud
Literacy: Comprehension

Children make predictions.



Make & Prepare

- Mark the page in the book *Dreaming Up* where children make a pillow fort.
- Review the ASL sign for "I predict" on the *Blueprint* website.

Additional Material

- Anchor Chart: "Readers Can Say"

Folktale Variations

The Little Red Fort is another version of the classic folktale *The Little Red Hen*. Read the original story to children, or if they are already familiar with the original story, you can compare the two versions. In Week 4 of this unit, we will be reading a traditional version of the folktale *The Three Little Pigs*. In Unit 7: "Let's Eat!" we read and compare two versions of the folktale *The Enormous Potato*.

Keep It Going

- Children may be inspired to build forts after reading this book. If you are able to procure a refrigerator box, collaborate on building a life-size fort.

Before

CONNECT to *Dreaming Up*. READ and show the marked page. ACTIVATE children's knowledge about forts.

In *Dreaming Up* [show] we saw children making buildings out of ordinary objects in their environment. Look at this picture and listen to the poem about it…

What did the children build? Yes, a fort. Do you know what a fort is? Have you ever tried to build one? What did you use? What did you do inside your fort?

INTRODUCE the read aloud.

Today we are going to read a book about building a fort. The title is *The Little Red Fort* written by Brenda Maier and illustrated by Sonia Sánchez.

In this book, Ruby [point] wants to build a fort, a special place to feel safe and have fun. Let's read to find out how she builds her fort.

During

PAUSE on the title page to point out the blueprint.

Look, a blueprint! We know architects draw blueprints! Then builders use blueprints to make buildings.

PAUSE after the page that ends "Ruby shrugged. Then I'll learn." THINK ALOUD about your prediction.

I'm surprised Ruby's brothers don't want to help. But I'm delighted that Ruby is confident that she can learn! I predict Ruby will learn how to build!

PAUSE after Ruby asks, "Who wants to help me draw the plans?" ASK children to share their predictions. PROMPT them to sign and say, "I predict."

Do you think Ruby's brothers are going to help? Why? If you would like to share your prediction, sign "I predict…" You can say, "I predict…"

CONTINUE to pause after Ruby asks her brothers for help, and INVITE children to tell if they think Ruby's brothers will help.

PAUSE after "Who wants to play in my fort? She called." INVITE children to think and talk about whether Ruby will let her brothers play.

Now it is time to try out the fort by playing in it. Do you think the brothers want to play? Do you think Ruby should let them join her? Why?

PAUSE after "We do! the boys said." EXPLAIN the idiom "clean this plate." INVITE children to predict whether or not they think Ruby will let them eat the cookies.

For her party Ruby baked delicious cookies. She asks if her brothers want to help her "clean the plate." Have you ever heard someone say that before? What does it mean? "Clean the plate" could mean to wash the plate with soap and water. But "clean the plate" also is a way to say eat all the cookies so the plate they're on is empty!

Do you think Ruby will share the cookies with her brothers? Why or why not? Make the "I predict" sign if you would like to share you prediction. Say, "I predict..."

After

DISCUSS why Ruby and her brothers changed by the end.

At first Ruby did not want to let her brothers play in the fort because they didn't help her build it. Why do you think she shared her cookies at the end?

- What do you think Ruby's brothers learned about helping and working together?
- What would you would have done? Why?

Small Group 13
Math: Measurement and Data

Children put stacks of linking cubes in size order.

Build Interest

DISTRIBUTE dice. INVITE children to roll their dice and compare numbers with a partner.

We are going to play another game using dice today. Let's practice rolling the dice and comparing the numbers we roll.

Roll your dice. Then turn to a partner. Did you roll the same number? Who rolled the higher number? Who rolled the lower number? How do you know?

Build Understanding

TELL children that today they will make more stacks and then line them up in size order.

We are going to use our dice to make stacks again. When the stacks are built, we will line them up in size order.

ASK each child to roll their dice and create a stack with that number of linking cubes.

Roll your dice once and look at the number of dots on the top face to figure out what number we got. Then build a stack with that number of cubes.

SUGGEST children line up the stacks in size order. DISCUSS how to compare fairly.

Everyone has a stack. What if we wanted to line all the stacks up in size order? What does that mean?

Yes, that means we are going to line up our stacks by their height, from shortest to tallest [use gestures].

How should we line up the stacks to make it a fair comparison? Like this [put one stack on a cup]? Like this [hold one stack above the table]? Like this [lay one stack on the table while the others are standing up]?

How can we make it fair? [children share ideas]

Yes, we can make sure all the stacks are standing on the table in the same way.

WORK TOGETHER to put the stacks in size order. USE size words (equal, taller, shortest, etc.).

Which would go first? Why? Then what should we do? Let's work together to put these stacks in order.

INVITE children to reflect on what to do if two stacks have the same number of cubes.

These two stacks are the same height. They are both three cubes tall. What should we do?

COLLECT the materials.

Build Experience

DISTRIBUTE cups of linking cubes and mats. GIVE children time to roll, count out cubes, and build stacks. Then INVITE children to compare their stacks and line them up in size order.

Now it's your turn! Roll your dice, count cubes, and build a stack. Do this a few times. You will want to make more than two stacks. How many stacks do you think you'll make? When your stacks are built, remember to compare fairly as you line them up in size order.

ENCOURAGE children to explain their work:

- How many stacks did you build today?
- Did you line them up in size order? How?
- What did you discover as you worked?

SUMMARIZE the activity. FOCUS on comparative vocabulary used to put linking cube stacks in size order.

Today we built several linking cube stacks. After we made a few stacks, we put them in size order. This means we lined them up from the shortest to the tallest. We noticed that the short stacks had fewer cubes. The tall stacks had more.

Make & Prepare

- Fill a cup with 12-24 linking cubes [depending on how many dice you give each child] (one per child).

Additional Materials

- Dice (enough for each child to have one or two depending on their skill level)
- Construction paper or mats

Build Background Knowledge

Give children a few minutes to explore working with and counting linking cubes.

Stretch Their Thinking

Invite children to compare their stacks of cubes with someone sitting nearby. Ask them to determine the tower that is the tallest and the tower that is the shortest out of all their towers.

Listen/Look For

- What do children notice as they compare their stacks of cubes?
- Are children using comparison words correctly?
- Do they compare fairly?

Encouraging Choice

In this lesson, you ask children to build a few stacks. Encourage children to determine how many they will build. Have a conversation with a child who wants to continue building. Ask them if they think they have enough to put them in size order.

Robust STEM Activities

Children often arrange objects in groups according to different attributes. In addition to grouping, children also organize objects in increasing or decreasing order. This is called seriation. In this lesson, children use size (shortest to tallest) to organize their stacks. Look for or model opportunities to place items in an increasing or decreasing order using other attributes such as length, shades of color, or weight.

Growing Mathematicians

Add measuring tools. such as rulers or tape measures, for children to use during this lesson and at other times throughout the day. Items such as these are authentic measuring tools used in construction. Children can use them to compare the lengths of their jumps outside, the height of a building they make at block center, how far a car travels down a ramp, etc. It's not important that they read these tools accurately but a growing familiarity with their purpose and function is worthwhile.

Greeting Time

Children sing about sawing wood.

Creative Arts: Music

REVIEW the song "We Are Building."

We know a song about tools that builders use. Let's sing it and act it out…

SHOW the picture of Ruby sawing in *The Little Red Fort*. TALK about why it has a sharp blade.

In this part of *The Little Red Fort* [show], Ruby needs to cut these boards of wood. Which tool can help her? Why? Yes, that tool is called a saw. A saw has a very strong and sharp metal blade. Why do you think that Ruby's mom is helping her to use the saw? They are being safe.

MODEL and INVITE children to move their arm back and forth as if sawing wood.

If we wanted to use a saw to cut wood like Ruby, how should we move it? We can use one hand to hold down the wood. And we can use the other hand to slide the saw back and forth like this. Let's try it.

COLLABORATE on creating a new verse for the song using what children learned about saws. An example is shown below.

Let's change the words to our song and sing about using a saw to cut wood. What should we sing? How should we move our bodies?

Saws help us cut through wood
Saws help us cut through wood
Look at all the tools we use
When we are building!

Make & Prepare

- Have the book *The Little Red Fort* ready. Mark the page where Ruby uses the saw with a sticky note.

Additional Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Words that have multiple meanings like saw (the tool) and saw as in "to see (past tense)" can cause confusion. Use pictures and gestures to provide context for children. Also invite them to share the words they use at home to clarify meaning.

Movement Time

Children practice saw pose with a partner.

Creative Arts: Creative Movement and Dance

REFER to the saw pose in the book *Blueprint Yoga*. POINT OUT the saw's pattern of going back and forth.

We just slid our saws back and forth, back and forth, in a pattern. What is a pattern? A pattern repeats again and again. Let's move in this pattern, like a saw cutting wood.

MODEL doing saw pose with a partner.

Watch as [name] and I practice saw pose together. First, we sit facing each other like we do for turn and talk. Next, we hold hands. Then we take turns slowly leaning back to gently pull each other forward. See how we move back and forth? Do we look like a saw cutting through wood?

GUIDE children to do saw pose in partnerships.

Now it's your turn to practice saw pose with a partner. Sit facing each other and hold hands. Take turns leaning back as your partner leans toward you. Imagine you are cutting through a piece of wood. Keep sliding your saw in the pattern: back and forth, back and forth…

Make & Prepare

- Familiarize yourself with how to do saw pose on the *Blueprint* website. Be ready to model it with a partner (another adult or child), or prepare another partnership to do so.

Additional Material

- *Blueprint Yoga*

Keep It Going

- There are many online videos of people using various types of saws. Preview them and show children how saws are used in jobs around the world.

Talk Time

Children encourage a puppet to "Keep on trying."

Approaches to Learning: Persistence and Attentiveness

USE one of the social emotional puppets to act out sawing wood and think aloud about how the work is challenging.

Just like Ruby, our friend Sayeh wants to build her own fort! It is time for her to cut the wood. Which tool can help? Yes, Sayeh is using the saw.

"I need so many pieces of wood to build my fort. This saw will make my work easier. Let me quickly cut all the wood. I want to get to playing in my fort! [Act out sawing the wood for ten seconds without talking.] Hey, this is challenging. It's taking me a long time to cut this one piece of wood. And I have lots more pieces to cut. What should I do?"

INVITE children to share their ideas with the puppet. Then have the puppet RECAP their responses. REFER to the Power of 3: "Keep on trying."

"Even though this work is hard and it is taking more time than I would like, I want to get the job done. I can just give up and not build the fort. Or I can take care of myself and keep on trying! I feel confident [point to "Feelings" chart]. I know I can do it! I will keep on trying!"

Sayeh is taking care of herself just as we do when we keep on trying! That's the Power of 3.

Materials

- Sayeh or Elijah, the social emotional puppets
- Anchor Chart: "Power of 3"
- Anchor Chart: "Feelings"

Executive Function

When using puppets, include time for the puppets to think (and narrate their thinking) before they respond and take action. Modeling this type of behavior supports children's own executive function development.

Reflection Time | What does it mean to be helpful? Why is it important?

Children learn about the *letter a*.

Before

REVIEW the letters on the letter ring in a different order. ASK children what the letter name is and what sound the letter makes. Then CONNECT to the book *The Little Red Fort*. SHOW the page you marked.

In the book, *The Little Red Fort* [show] Ruby works hard to make her fort. After she builds the fort, her brothers join her inside and enjoy a snack. Take a look. Here are the children at the fort! They look like they are eating cookies. If Ruby asked me to bring a snack to the fort, I think I would bring apples!

FOCUS on words that begin with the /a/ sound.

Apples, at. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /a/. Does anyone in our class have a name that begins with the /a/ sound?

DESCRIBE how to form the letter, as you write the letters in the corner of your board. INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter a* makes /a/ sound. To write an uppercase *letter A*, I start at the top and slide down and slide down. Then I make a bridge. Now you write it with your finger in the air. This is the lowercase *letter a*. I curve all the way around and then drop down. Now you try it. While I write today, please look for the *letter a*. We are going to learn how to read it together.

During

DRAW a plate of apples. DESCRIBE what you are doing and thinking as you draw. INVITE children to contribute.

I am going to bring a plate of apples to the fort to eat. How many apples should I bring?

Suggested message: "Apples at the fort seem good."

PAUSE to focus on phonological awareness (/a/ in the word "Apples").

I hear the /a/ sound in the beginning of the word "Apples." The *letter a* makes the /a/ sound. Watch me as I write the uppercase *letter A*. I start at the top and slide down and slide down. Then I make a bridge. Now you try it.

REPEAT with the lowercase *letter a* in the word "at." After, INVITE children to reread the message with you.

After

INVITE children to find all the *letter a's* in the message. CIRCLE them.

Let's find all the *letter a's*. Put on your "I spy" goggles like this [demonstrate], and look for the *letter a*! Who wants to point to one in the message?

PLAY "Sign for the Sound." ASK children to sign "yes" if a word you say begins with the /a/ sound or "no" if it does not.

We are becoming experts in the *letter a*. Let's practice listening for words that begin with the /a/ sound. I'll say a word. If the word starts with the sound /a/, sign "yes." If the word does not begin with the /a/, sign "no." Let's try one together: the word is "alligator." What should we do? Yes, the word "alligator" does begin with /a/ so we should all sign "yes."

CONTINUE playing. Then RESTATE the name and sound of the *letter a*. Invite children to name other words they know that begin with /a/.

Today we listened to the sound the *letter a* makes, talked about what it looks like, and found it in our message. We learned that "apple" begins with the /a/ sound.

REREAD the message one more time.

[Transition] INVITE children to pretend to eat an apple and say the /a/ sound.

As you leave the rug today, pretend you are eating apples at the fort with Ruby and her brothers. Take a big bite and tell us the sound you hear in the beginning of "apple," /a/.

Make & Prepare

- Review the standard pronunciation of the *letter a* short vowel sound on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter a* on the *Blueprint* website.
- Familiarize yourself with the ASL signs for "yes" and "no" on the Blueprint website.
- Letter ring – write the uppercase *letter A* on one side of an index card and the lowercase *letter a* on the other side; add this to the letter ring after the lesson.
- Have the book *The Little Red Fort* ready. Mark the page that begins "And they did" with a sticky note.

Letter & Numeral Formation Book

- Uppercase *letter A*: slide down, slide down, make a bridge
- Lowercase *letter a*: curve all the way around, drop down

Did You Know?

All vowels have at least two sounds: the short sound, and the long sound. When children learn to read, they are typically first taught easily decodable words that follow the consonant-vowel-consonant pattern such as "cat" and "bed." The vowels that are emphasized in these words are short vowels. However, vowel sounds change depending on where they appear in a word and what letters are next to them. The *letter a*, for example, can be silent in the word "goat" or sound like a short e in the word many. Children's names may include various vowel sounds, some that follow traditional spelling rules and some that don't. Their names can be a good basis for exploring how vowel sounds change.

Responding to Children

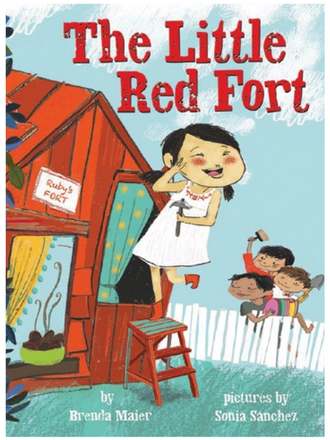
Focus on words that begin with the vowel sound, as children are accustomed to listening for the beginning sound. If children say a word with the vowel sound in a different position in the word, acknowledge it and then slowly say the word, lingering a bit on the vowel sound so other children can hear it.

Keep It Going

- Play "I Spy" with letters. Name a letter that has been reviewed. Invite children to find the letter around the room.

14 Intentional Read Aloud
Literacy: Comprehension

Children infer how the character feels.



Make & Prepare

- Write the word "delighted" on a sticky note to add to the Anchor Chart: "Feelings."

Additional Material

- Anchor Chart: "Feelings"

When Children Turn and Talk

In this lesson, we suggest giving children time to think before they turn and talk to each other. This strategy slows children down so that they don't necessarily say the first thing they think of. Use this strategy when working with children at any time of the day. You can say, "Think about…" Then pause before you ask children to turn and talk about it.

Supporting Vocabulary Development

In this book, Ruby asks her brothers, "Who wants to help me clean this plate?" "Clean this plate" is an idiom. Figurative language or word play like this can be new or confusing to children, so be sure to explore what these expressions mean. We explicitly addressed "clean this plate." But you might also talk about "fort-warming party." Continue to look for figurative language in the books you read and be sure to talk about what they mean.

Keep It Going

- Here we add "delighted" as a synonym for "happy" on the "Feelings" chart. In Unit 3, we also added "glad." Feel free to add more synonyms that come up in the life of your classroom. You can also add synonyms for other feelings words on the chart.

Before

ASK children how Ruby is feeling in the picture on the cover. SET THE FOCUS: To notice how Ruby feels throughout the book. REFER to the Anchor Chart: "Feelings."

Look at Ruby in the picture on the front cover. How do you think she is feeling? How do you know?

She looks really happy and excited. Can you make an expression like hers?

As we reread *The Little Red Fort*, let's think more about Ruby's feelings. You can use the "Feelings" chart to help you. Notice how her feelings change throughout the book.

During

DISCUSS how Ruby feels at different points in the book. REFER to the Anchor Chart: "Feelings." For example:

PAUSE after the first page that says "And she did." TALK about feeling confident.

How does Ruby feel now? Look at the "Feelings" chart to help you. Do you think she feels confident? Why?

Yes, Ruby feels confident because she believes in herself. She knows that she can learn how to build her fort. Can you show how your face looks when you feel confident like Ruby?

PAUSE after "'Fine,' said Ruby. 'I'll cut them myself.'" TALK about feeling grumpy.

How does Ruby feel now? Yes, maybe she feels a little upset or grumpy or frustrated. How do you know?

Look at her expression. Her eyebrows are down and her mouth is frowning. Can you make a grumpy face, too?

Why does she feel grumpy? Yes, she keeps asking her brothers to help with the work, but they always say no.

PAUSE after "Soon Ruby's creation was complete." TALK about feeling proud.

How do you think Ruby feels now that her fort is complete, or all done?

She feels proud of herself because she worked really hard on building that fort. She had to plan it, gather materials, and build it. She kept on trying, and she did it! That makes her feel so good inside.

You can feel proud of yourself or someone else. When you feel "wow" inside your body, you feel proud. Can you feel that feeling of "wow" inside? Show how your face looks when you feel proud inside!

PAUSE after "Ruby was delighted." DEFINE "delighted." ADD the word to the Anchor Chart: "Feelings" next to the word "happy."

There is no picture of Ruby on this page, but how do you think she feels? How do you know?

Yes, "delighted" is another word for happy [point to chart]. She's delighted, or really happy, because her brothers finally are helping her work on the fort.

There are lots of words that mean "happy," such as "glad" [point]. Now we know another one: "delighted." How do you think Ruby's face would look if there were a picture of her here? Can you show a delighted expression?

After

GIVE time for children to reflect on and turn and talk about how Ruby feels at the end of the book.

Think about how Ruby feels at the end of the book…

Imagine you were Ruby. How would you feel if you were her? Turn and talk about it with a partner…

Ruby has lots of feelings just like us!

Small Group 14
Math: Measurement and Data

Children compare the size of a stack of linking cubes to classroom objects.

Build Interest

DISTRIBUTE dice. INVITE children to roll and create a stack.

Builders, we will need stacks of linking cubes today. Please roll the dice, count the number of dots on top, and count out the same number of cubes. Then stack them.

How many linking cubes are in your stack?

ASK children to place the stacks on the table.

Now that you have built your stack, place them on the table. We will need them soon.

Build Understanding

INVITE children to explore the objects that you collected for this investigation.

Today, we are going to compare the stack we just made to other objects in our classroom. Look at this box of objects. Let's explore what's inside it.

SELECT an object such as a paintbrush and place it alongside your stack. ASK children how they compare.

I'm going to pull out something from the collection box and compare it to my stack. Look, here's a paintbrush. How can I compare the height of the paintbrush and my stack fairly? Should I hold one on the table and the other in the air like this [demonstrate]? Who can show me how to compare these two objects fairly?

Yes, when you compare the size of objects, you want to make sure you are being fair. To make a fair comparison, we can rest them both so they are standing flat on the table.

So, is this paintbrush the same size as my stack? How do you know?

Build Experience

GIVE children time to use the collection box to find objects that are taller than, shorter than, or the same size as their stack of cubes. USE what you know about each child's language skills to include and extend their participation.

Now it is your turn! Pick up your stack of cubes and fairly compare your stack to some objects in our collection box. Find at least one object that is taller than your stack.

- Gesture: Show me your stack. Show me something that is taller than your stack.
- Yes/No: Is this your stack? Is this taller than your stack? Is this shorter than your stack?
- Either/Or: Is this taller than your stack, or is this shorter than your stack?
- Open-ended: What did you find that was taller than your stack? How do you know?

SUMMARIZE children's findings. GIVE children time to explain their work.

Today we compared our linking cube stacks to other objects. We were looking for objects that were taller than our stacks. What did you find?

Make & Prepare

- Prepare a collection box of materials from the classroom that vary in size (paintbrush, toy cards, markers, block, puzzle piece, etc.).

Additional Materials

- Dice (enough for each child to have one or two depending on their skill level)
- Linking cubes

Remember to Save

- Collection box of materials for Small Group Day 15

Build Background Knowledge

Give children time to browse through the collection box. Talk about and compare the size of objects.

Stretch Their Thinking

Invite children to combine their stack of cubes with another child's stack. Ask them to find new objects that are longer than their combined stack.

Listen/Look For

- Do children measure fairly?
- How do children compare their stack of cubes to other objects? Do they find something taller? Shorter?

Comparing Lengths

Comparing the lengths of two objects is a foundational skill. Children need to develop vocabulary around comparing, such as "longer than" or "shorter than."

Responding to Children

Are children able to compare quantities in two sets of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, etc.). If so, give them larger quantities to compare. If not, practice comparing quantities using a number line. Continue to practice their verbal number sequence.

Greeting Time

Children sing about painting with a brush.

Creative Arts: Music

REVIEW the song "We Are Building."

We know a song about tools that builders use. Let's sing it and act it out…

SHOW the marked page in *The Little Red Fort*. ASK what tools the brothers are using. SHOW a real paintbrush (and bucket). INVITE a volunteer to show how to use these tools.

In *The Little Red Fort*, when Ruby's brothers finally help her, what do they do? What tools do you see them using? Just like Jose, builders can paint by dipping a brush like this one into a bucket of paint. Who can show us how they would paint a wall with this brush?

MODEL and GUIDE them to move the paintbrush up and down and side to side.

How else could we move a paintbrush? Sometimes we paint up and down. You try. Other times we paint side to side. You try. Let's move our brush up and down, and then side to side like this [demonstrate].

COLLABORATE on creating a new verse for the song using what children learned about paintbrushes. An example is shown below.

A paintbrush helps us paint the walls
A paintbrush helps us paint the walls
Look at all the tools we use
When we are building!

Make & Prepare

- A bucket
- A paintbrush
- Have the book *The Little Red Fort* ready. Mark the page that ends "Ruby was delighted" with a sticky note.

Additional Material

- *Blueprint Songbook*

Keep It Going

- Bring out buckets of water and paintbrushes or rollers, and invite children to "paint" the playground with water.

Movement Time

Children choose a tool pose to practice.

Creative Arts: Creative Movement and Dance

SHOW the book *Blueprint Yoga*. ASK children to name tool poses.

A paintbrush is one tool that builders use. We have practiced being different tools. Which yoga tool poses do we know? Have a look at our yoga book to help you. Yes, we can practice hammer, screwdriver, ladder, and saw poses. Think about which of these poses you would like to practice today…

INVITE children to choose which tool pose to practice to complete an imaginary fort. ASK a child to model the selected pose. PROMPT children to practice the pose.

Imagine we are putting the finishing touches on a fort. Which tool should we use to complete our forts? Which tool yoga pose should we practice? Who can show us how to do it? Let's all do the pose.

ENCOURAGE children to pretend to paint their forts.

Now that your fort is complete, it's time to paint it. Grab your paintbrush. Choose what color you will paint your fort. Dip your brush in the paint, and start to brush. You can brush up and down or side to side.

Material

- *Blueprint Yoga*

Family Engagement

Invite children to do yoga at home with their families. Send copies of the yoga poses that you practiced home. Directions are located in the back of this unit guide.

Talk Time

Children chart steps in the design process.

Science: Engineering and Technology

SHOW the pictures of Ruby doing each step in the design process. INVITE children to sequence the pictures. DISCUSS each step: Plan, build, try it out. ADD each step to a new chart called "How to Design."

The little red fort was painted red when it was complete. But Ruby did a lot of work to plan and build the fort. Here are pictures of Ruby working. Take a look, and think about what she is doing in each one…

Which picture shows what Ruby does first? Yes, she plans. Like an architect, she draws a blueprint of how she wants her fort to look. She thinks about how she will build it. Let's put this step first on this chart: plan.

After she draws a plan for the fort, which picture shows what Ruby does next? Yes, she builds it! She works with materials and tools to put together the fort. Let's add this next step to our chart: build.

Once the fort is built, Ruby's brothers help her put on some finishing touches. Then what do they do in this picture? Yes, they try out the fort by having fun in it! Let's add this last step to our chart: try it out!

Just like Ruby, you can design buildings. Let's read the steps for how to design: plan, build, try it out!

Make & Prepare

- Begin Unit Chart: "How to Design." Set it up as a circular chart, connecting each step with arrows.
- Download and print three images for the new chart: plan, build, try it out.

The Design Process

In Week 4, children will move step by step through the design process as they build houses just like in *The Three Little Pigs*. Children will have more experience moving through the design process in the next unit, so be sure to keep this chart handy.

Reflection Time | What kinds of things help us build?

Children learn the word "delighted."

Before

SHOW the covers of both building books that were read. ASK children to observe the faces of the characters. DEFINE the word "delighted."

We read two books about children that build. Let's look at the covers [show]. What do you notice about the characters faces? How do you think they feel?

Yes! They look happy because they designed and built something special. We learned another word that means happy, and we added it to our "Feelings" chart. Do you remember that word?

Yes, when you feel extra happy, you can say you feel "delighted." Say that with me: delighted. Let's count out the syllables or beats: de-light-ed [touch head, shoulders, knees]. How many beats is that?

READ the marked section from the book. INVITE children to make the "I hear" sign when they hear the word "delighted." ASK children why Ruby felt "delighted."

In *The Little Red Fort*, Ruby feels really happy or delighted. Look at the picture and listen, as I read a page from our book. Make the sign "I hear" [demonstrate] when you hear the word "delighted."

Why was Ruby really happy or "delighted?" Yes! Ruby feels delighted because her brothers are finally helping and her fort is almost ready!" Watch as I write using the word "delighted" in the message.

During

DRAW a picture of Ruby. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw a picture of Ruby when she felt delighted. How can I show how she feels?

Suggested message: "Ruby was delighted."

PAUSE to focus on vocabulary (the word "delighted").

I want to write the word that describes feeling happy. But it is more than just feeling happy. It is when you feel really happy about something. What word do I want to use? [encourage children to recall the word "delighted"] Yes, "delighted" is a word that describes feeling very happy.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word "delighted" in the message. DRAW a box around it to emphasize the concept of a word. ASK children to define the word.

Who would like to come point to the word "delighted" in the message?

How do you know that is the word "delighted?" What does the word "delighted" mean?

USE a social emotional puppets to share about a time she felt delighted. INVITE children to tell their stories.

Sayeh wants to talk about a time that she felt delighted!

"Friends, I know Ruby felt delighted when her brothers helped her. I felt delighted when I played at the blocks center. I built a very tall tower, the tallest I ever built. Building was so much fun that I felt very happy!"

Do you have a story about feeling delighted?

REVIEW the meaning of the word "delighted."

Today we learned the word "delighted." The word "delighted" describes a feeling that is extra happy.

REREAD the message one more time.

[Transition] INVITE children to think about how they would "teach" the vocabulary word to someone at home.

When you go home, why don't you teach someone in your family what the word "delighted" means? Let's rehearse what you might say and do. Tell your partner what it means to be delighted.

Make & Prepare

- Have the book *The Little Red Fort* ready. Mark the page that begins "So they huddled, whispered, and got straight to work" with a sticky note.
- Review the ASL sign for "I hear" on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Feelings"
- The book *My Friend Robot!*
- Sayeh or Elijah, the social emotional puppets

Adapt the Lesson

Has a child in your class been delighted over something that they can do? Happily surprised by a gesture that a friend made? Or something they recently accomplished? Incorporate this personal classroom connection into this lesson.

Family Engagement

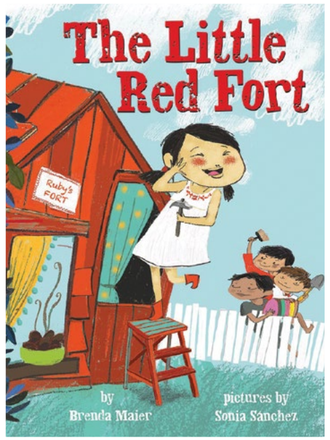
Encourage children and families to use the word "delighted" at home. Print the Building Vocabulary: "Delighted" card from the *Blueprint* website.

Keep It Going

- Do any of the children have a time they were delighted? While at the art center, suggest children draw a picture about it. Encourage them to share their picture with you. How did they show you they were really happy in the drawing? Invite them to take their drawing home to show their family their new word, "delighted."
- Gather children in a small group. Talk about the word "delighted." Invite them to show you their delighted faces. Together create a T-chart that lists words that mean the same as delighted, such as happy, joyful, and thrilled, and words that mean the opposite, such as sad, disappointed, upset.

15 Intentional Read Aloud
Literacy: Fluency

Children join in saying repeating phrases.



Make & Prepare

- Make one two-sided puppet of each of the main characters from the book. On the front, have the character's image; on the back, write what they say.

Additional Materials

- Unit Chart: "Words We Are Learning"
- Unit Chart: "How Do Buildings Get Made?"

Words We Are Learning

aroma: a good smell

Keep It Going

- In the book, each brother's reply rhymes with his name. For example, "Lee" and "me" rhyme in the line: "Oscar Lee says not me." Point out the rhyme and invite children to make up their own (more positive) replies using their own names (e.g. Bill says, "I will!"). They can make their own puppet of themselves with this phrase on the back.

Before

TAKE a picture walk to recap how Ruby draws plans, gathers supplies, and builds the fort.

We read *The Little Red Fort*. What does Ruby do in this book?

- Yes, she builds a fort, step by step.
- First, she draws the plans [show].
- Next, she gathers the supplies [show].
- Then she builds the fort [show].

ASK if her brothers help her.

At each step, who does Ruby ask for help? But do her brothers help her build? They keep saying no!

DIVIDE children into four groups. INVITE three groups to practice saying each brother's reply and the last group to practice saying Ruby's repeating phrase. GIVE one person in each group the puppet to hold.

Today as we reread *The Little Red Fort*, let's join in saying the characters' words.

This first group of readers will join Oscar Lee [show puppet]. You'll say, "Not me." Practice saying that now.

This second group will join Rodrigo [show puppet]. You'll say, "I don't think so." Practice saying that now.

This third group of readers will join Jose [show puppet].You'll say, "No way!" Practice saying that now.

And the fourth group will join Ruby [show puppet] in saying, "And she did!" Practice saying that now.

During

Each time Ruby asks her brothers for help, PROMPT each group of children to join in saying each brother's reply in order by pointing to them. Each time the narrator says, "And she did," PROMPT the last group to join in.

PAUSE after: "Who wants to help me play in my fort?" ASK children why they think the brothers' replies change.

Ruby has completed her fort! Now that it is all finished being built, Ruby asks her brothers if they want to help her try it out by playing in it. Do you think they are going to say their usual replies this time? Why not?

PAUSE after: "Who wants to help me clean this plate?" DEFINE "aroma." ADD the word to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language). INVITE all three groups of children to echo the reply, "We do!"

The brothers follow a delicious aroma, or good smell. Let's add "aroma" to the list of words we are learning. Do you know any words that mean the same thing?

What is causing the aroma? Ruby has cookies in the fort. Imagine you are Oscar Lee, Rodrigo, and Jose. Can you pretend to smell the aroma? Take a deep breath in through your nose… Yum! Do you want to help Ruby eat the cookies? Let's all say their reply: we do!

After

RESTATE the importance of working together.

We worked together to read *The Little Red Fort*! Ruby's brothers learned that it is important to help out and work together too.

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 15
Math: Measurement and Data

Children measure objects with linking cubes.

Build Interest

INVITE children to compare heights.

Is anyone in this group the same size or height? I wonder how we can figure that out.

SUMMARIZE what children did.

We just compared our heights, and we learned…

Build Understanding

CHOOSE an object from the collection box. WORK with children to decide how to measure its height using linking cubes.

I wonder if we can figure out how tall this paintbrush is [show]. How can we find out? Can we use these linking cubes [show]?

You thought someone could hold the paintbrush while someone else builds a stack of linking cubes the same size as the paintbrush. Let's try it!

I can hold the paintbrush. Will someone volunteer to build a stack with the cubes?

Hold one cube next to the paintbrush. Is the paintbrush one cube tall? No, we need more. Let's try two.

Is this paintbrush two cubes tall? No, the cubes are shorter than the paintbrush.

Let's add another. Three cubes all together. Is this paintbrush three cubes tall? No, the paintbrush is still longer than the cubes.

CONTINUE to add linking cubes to the stack until children feel they have built a stack that is the same size as the paintbrush. COLLECT the materials.

Build Experience

GIVE children time to choose an object from the collection box and measure its height using linking cubes. PAIR multilingual learners with a partner who speaks the same language so that they can use both/all of the languages they know to learn. INVITE discussion and reflection as they measure.

Now it is your turn to work with a partner. Choose an object from the collection box. Use the linking cubes to measure how tall your object is, just like we measured the paintbrush.

- Gesture: How many cubes tall is your object? Show me with your fingers.
- Yes/No: Is it [number] cubes tall? Is this a fair measurement? Do you need to add more cubes? Do you need to take cubes away?
- Either/Or: Is your object [number] cubes tall or [number] cubes tall? Is this a fair measurement, or is it unfair? Do you need to add more cubes, or do you need to take cubes away?
- Open-ended: How many cubes tall is your object? How do you know? Is this a fair measurement? Why?

REFLECT on measuring objects with linking cubes.

Today you measured the objects in our collection box with linking cubes.

- Who would like to share something they discovered as they measuring with the linking cubes?
- What are you noticing about using the cubes to make an exact measurement? Is it easy or hard? Why?
- What did you learn about measuring?
- How would you explain measuring to someone?

Materials

- Linking cubes
- Collection box of classroom items of varying size from Day 14: Small Group.

Building Background Knowledge

Invite children to make stacks of cubes, one through five, and put them in size order. Ask them to observe how the stacks grow in size.

Stretch Their Thinking

Invite children to go on a hunt to find objects that are a specified number of linking cubes long.

Listen/Look For

- What do children do as they measure with linking cubes?
- What do children discover as they work?

Vary the Lesson

Children have been focusing on the height of objects. However, they might find it easier to compare lengths of objects to the linking cubes if they lay them flat on the table. The goal of learning to measure using non-standard tools will still be met.

Supporting Multilingual Learners

All multilingual learners, whether they are new English language learners or completely fluent in English, will benefit from talking with a partner who speaks the same home language. Thinking and sharing in both of their languages solidifies their learning.

A Note about Exact Measurement

During children's work, they will most likely notice that the linking cubes may not be able to precisely measure the objects from the collection box. Discuss why. Ask children if there is another tool that might be better for measurement. Explore their ideas and invite them to test them out.

Using Non-Standard Measurement Tools

Practice with non-standard measurement tools is important. Children need to learn that the units they use must be identical, have no spaces between, start at one end of object to be measured, and end at the other end. This lays the foundation for understanding standard measurement.

UNIT 4 WEEK 4

Be Sure To...

- ☐ Read and compare stories of animals who build.
- ☐ Encourage children to plan, build, and test their own house.
- ☐ Teach the *letter j*.

Materials

- Real samples of straw, sticks, and brick

Books

- *Homes of the World*
- *Dreaming Up*
- *What To Do With a Box*
- *Construction*
- *My Friend Robot!*
- *The Little Red Fort*
- *The Three Little Pigs*
- *A House in the Woods*
- *Blueprint Songbook*
- Unit 4 Class Book

Charts

- Anchor Charts
  - "Cheers"
  - "Readers Can Say"
  - "Feelings"
  - "We Can Describe"
- Unit Charts
  - "How to Design"
  - "Words We Are Learning"
  - "How Do Buildings Get Made?"

What can we learn about building from stories featuring animals?

It's important to use strong materials when building a house! You should take your time and plan before you build. Working together makes building easier.

Children read and compare two books featuring animal builders. They review the basic elements of a story, sequence story events, and practice retelling. These stories also give children a chance to apply their understanding of building and the properties of building materials. In small groups, children participate in their first design challenge, building a house sturdy enough to withstand being blown on. Children plan, build, test, and improve their own houses, using what they have learned throughout the unit to inform their designs.

Keep in Mind

- Remember to have the class book completed, laminated, and bound by Day 16.
- To prepare for the design challenge, create a Three Little Pigs Building Box. Add several collections of classroom objects to use as building materials (cotton balls, pom-poms, paperclips, craft sticks, pipe cleaners, etc.). It will need replenishing over the course of the design challenge.
- Clear a space in your room where children can store (and later display) the houses they build.
- In Unit 5, Week 1, children need a baby photo of themselves to compare to a current photo. Ask families to send these in.

Words We Are Learning

folktale
a story people have been telling for a long time

trembled
shook when afraid

brilliant
very bright; smart

Anchor Words for Multilingual Learners

- pig
- wolf

Trips & Visitors

Take a virtual field trip to the movies and watch one of the many versions of The Three Little Pigs online.

From the Songbook

"This Little Piggy"
This fingerplay will be featured in Greeting Time. Copy it and send home to families.

Working with Families

Send a text home letting families know you are reading a traditional version of The Three Little Pigs. Suggest they visit their local library to find more versions of this popular folktale to share at home.

Invite families to participate, as you celebrate this unit's learning. During Gathering Time on Day 16 and 20, if families are present, have them join in Greeting Time and Movement Time! Then they can listen as you share the class book (Day 16) and celebrate the learning across the unit (Day 20). See the Blueprint website for examples of invitations.

Remember | https://clblueprint.org/resources
You can find downloads, videos and more on the Blueprint website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children learn a finger play about pigs. *Literacy: Literate Attitudes and Behaviors*	Children do a finger play with a partner. *Literacy: Literate Attitudes and Behaviors*	Children recite the finger play in a deep voice. *Literacy: Literate Attitudes and Behaviors*	Children change some words in the finger play. *Literacy: Literate Attitudes and Behaviors*	Children make up their own version of the finger play. *Literacy: Literate Attitudes and Behaviors*
Movement Time	Children blow a pom-pom off their hands. *Physical Development: Fine Motor Skills*	Children blow a pom-pom to a partner. *Physical Development: Fine Motor Skills*	Children use a "wolf" breath to blow pom-poms. *Physical Development: Fine Motor Skills*	Children use the wolf's words and breath to blow a pom-pom. *Physical Development: Fine Motor Skills*	Children practice another breathing exercise. *Physical Development: Concepts of Health*
Talk Time	Children listen to the class book *Our Buildings*. *Literacy: Listening and Speaking*	Children discuss how the third pig keeps on trying. *Approaches to Learning: Persistence and Attentiveness*	Children retell the story of *The Three Little Pigs*. *Literacy: Comprehension*	Children make up their own story about little pigs building. *Literacy: Literate Attitudes and Behaviors*	Children discuss what they learned about design and building. *Literacy: Listening and Speaking*
Message Time Plus	Children learn multiple meanings for the word "straw." *Literacy: Vocabulary*	Children distinguish between words that begin with /p/ and /w/. *Literacy: Phonological Awareness*	Children learn the word "trembled." *Literacy: Vocabulary*	Children learn about the *letter j*. *Literacy: Phonological Awareness*	Children give advice about designing and building. *Approaches to Learning: Initiative and Curiosity*
Intentional Read Aloud	Children make predictions. *Literacy: Comprehension*	Children join in saying repeating phrases. *Literacy: Fluency*	Children make predictions. *Literacy: Comprehension*	Children discuss how the animals take care of each other. *Social Emotional: Social Awareness and Relationships*	Children vote for their favorite book from the unit. *Literacy: Literate Attitudes and Behaviors*
Small Group	Children test to see which objects move by blowing on them. *Science: Physical Sciences*	Children draw a blueprint for their house. *Science: Engineering and Technology*	Children build their house. *Science: Engineering and Technology*	Children test their houses. *Science: Engineering and Technology*	Children resume the design process cycle. *Science: Engineering and Technology*
Reflection Time	If you were a little pig, and there was no wolf, what would you build your house out of? Why?	We can use our breath to blow things. What else could we use to blow?	Which animal building story did you enjoy more? Why?	What did you learn about building from the animal stories we read?	How do buildings get made?

Centers to Launch

See Pages **14-25**

Block Center | Tall, Taller, Tallest

Writing Center | I See Tools

Writing Center | Toothpick Letters

Greeting Time

Children learn a finger play about pigs.

Literacy: Literate Attitudes and Behaviors

ACTIVATE children's experience with the finger play "This Little Piggy." INVITE children to share how it goes.

We have been learning about building. Today we are going to do a finger play about some pigs who live in a home together. Have you ever played "This Little Piggy" with your fingers or toes? Who can tell us how it goes?

MODEL doing the finger play. HOLD up all five fingers on one hand. USE the other hand to touch each finger as you say each pig's line. For the last line, tickle your arm up to your shoulder.

Imagine that each of my fingers is a little piggy:

This little piggy went to market.
This little piggy stayed home.
This little piggy had roast beef.
This little piggy had none.
And this little piggy cried wee-wee-wee
All the way home.

INVITE children to do the finger play and join in saying the words.

Can you do the finger play along with me? Please join in saying the words!

Movement Time

Children blow a pom-pom off their hands.

Physical Development: Fine Motor Skills

GUIDE children to stand up and imagine they are holding the cookies from *The Little Red Fort*.

Let's play another game with our hands. Everyone please stand up. Open up your hands but glue your fingers together, and connect your hands [demonstrate]. Imagine you are holding the delicious cookies Ruby baked at the end of *The Little Red Fort* [show].

MODEL and INVITE children to "smell" the cookies by breathing in through their nose, and "cool" them off by breathing out through their mouth. EXAGGERATE your inhales and exhales.

Can you smell their aroma? When we smell, we pull air in through our nose. You try it. What if you want to cool off the cookies? Yes, blow on them by pushing air out of your mouth. Shake out your hands and then set them up again.

PLACE a pom-pom in one child's hand. INVITE them to model with you how to blow it off your hand.

Who wants to help me show how to gently use our breath to blow a pom-pom off our hand? How could you use your breath to gently get the pom-pom off your hands and onto the floor? Take a deep breath in through your nose, and then blow the air slowly out of your mouth!

PLACE a pom-pom in each child's hand. ENCOURAGE them to try it.

Talk Time

Children listen to the class book: Our Buildings.

Literacy: Listening and Speaking

REFER to the Unit Chart: "How Do Buildings Get Made?"

We are learning so much about how buildings get made. We know there are many different types of buildings, such as houses, libraries, and forts that we can design and build.

As we read and talked about buildings, we thought about what we would like to build. You each contributed at least one page to our class book about what kind of building you want to create. Let's read it together.

READ the class book *Our Buildings*. PAUSE one to three times to ASK children what they like. ENCOURAGE them to use the sign and sentence stem, "I like."

Are you enjoying listening to the class book? If so, you can make the "I like" sign [demonstrate]. You can say, "I like…"

CLOSE with a cheer.

Wow, you have such creative ideas about what to design and build! Let's celebrate our designs with a cheer. Who wants to choose one from our cheer chart?

Material

- *Blueprint Songbook*

Supporting Multilingual Learners

Explicitly teach the word "pig" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language (use an online translation tool). This will support their comprehension of the thematic content.

Make & Prepare

- Pom-poms (one per child)

Additional Material

- The book *The Little Red Fort*

Mindful Breathing

Our bodies are breathing all day, every day. But how often do we bring awareness to our breathing? When we pay attention to the physical aspect of our breath, we can breathe in different ways, which results in different effects to our body and mind. For example, slow, deep breathing can be calming, whereas short, sharp breaths may energize us. When highlighting breath work with children, exaggerate your inhales and exhales.

Make & Prepare

- Bring the completed Unit 4 class book *Our Buildings*.
- Review the ASL sign for "I like" on the Blueprint website.

Additional Material

- Anchor Chart: "Cheers"

Keep It Going

- Remind children this book will be housed in the library where they can reread it.

Reflection Time | If you were a little pig, and there was no wolf, what would you build your house out of? Why?

Children learn multiple meanings for the word "straw."

Before

CONNECT to blowing on pom-poms at Movement Time. PASS around a straw. REMIND children to observe only with their hands. ACTIVATE children's knowledge around it.

During Movement Time, we blew pom-poms off our hands [demonstate]. Have you ever used a straw like this [show] to blow or to drink from? What do you notice about this straw?

Yes, it is a tube that is made from plastic. It can also be made of paper.

DISCUSS the other meaning of the word "straw." PASS some around. REMIND children to observe only with their hands.

Did you know that there is another kind of straw, a straw that farmers use? It comes from wheat, a plant. Here is some straw [pass around]. Farmers often use straw to make cozy beds for their farm animals.

Some words have two meanings, like the word "straw." You can blow through or drink through a straw [show]. Or, straw is the part of a plant that farmers use to make cozy beds for their farm animals [show].

Watch how I use both meanings of "straw" in the message today.

During

DRAW a picture of a drinking straw on one side of the board and the dried grain straw on the other side. DESCRIBE what you are doing and thinking. INVITE children to contribute.

Here is the drinking straw. It's a tool we use. I will draw a line down the middle and draw the other type of straw on the other side. Is this type of straw a tool?

Label each side with the word "straw."

PAUSE to focus on writing structure (labeling the drawings with the word "straw").

Now that I drew both pictures of "straw" I am going to label the pictures. Remember, a label is a word or a few words that describe your picture. In both pictures, the word "straw" names what the picture is.

INVITE children to reread the message with you.

After

DISPLAY pictures that show the meaning of both kinds of "straw." INVITE children to think about which meaning of "straw" the picture matches. INVITE a volunteer to add the picture to the correct meaning of "straw" on the board.

Let's continue to think about the two meanings of the word "straw."

I'll show you a picture. Look closely and think if the picture shows something you would use a drinking straw with [point to the side of the board that shows a drinking straw] or if it shows a way a farmer uses straw [point to the side of the board that shows dried grain]. Then we can place the picture on the side of the board that shows the same kind of "straw."

Let's practice together. Here is a picture of a juice box. Does this picture go on the side with the drinking straw or the farmer's straw? How do you know?

Yes, we can place this picture with the drinking straw because that is what you use to drink from a juice box.

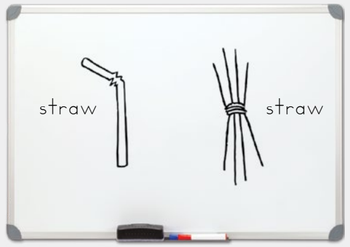
CONTINUE playing. Then RESTATE that some words have more than one meaning.

Learners, some words have more than one meaning. Today we learned two meanings of the word "straw." It can mean a tube of paper or plastic that you drink out of [show]. Or, it is part of the wheat plant that farmers use to make cozy beds for the animals from [show].

REREAD the message one more time.

[Transition] INVITE children to pretend to blow some straw off their hand.

Let's pretend we have some farmer's straw in our hands. Let's take a deep breath in through our nose and then blow the straw off our hand onto the ground. Ready?



Make & Prepare

- Straw you would find on a farm
- Download and print images that show the two different meanings of the word "straw." Examples of pictures for the drinking straw: juice box, glass of water, blowing bubbles in milk. Examples of pictures for grain straw: horse eating straw, bed for baby sheep, hay barrels on a farm.

Additional Materials

- A drinking straw
- A pom-pom

Did You Know?

Straw is a by-product of a grain harvest. For example, when farmers grow wheat, they harvest the grain; the dry plant that remains is straw. Straw is soft and is often used as bedding for animals. It does not have any nutritional value. Hay, which is often confused with straw, does have nutritional value and is often grown to feed livestock.

Supporting Multilingual Learners

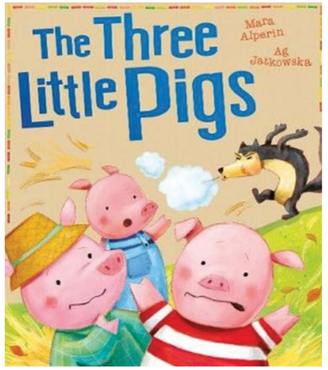
Words with multiple meanings can be challenging for children who are new to learning English. Provide context for these learners to determine how the word is being used. Use demonstrations and real objects to make language more concrete. As always, invite multilingual learners of all English proficiency levels to share words they know for these words and ideas. This helps them make connections and strengthen their learning.

Keep It Going

- Join children at the art center. Encourage them to draw a picture of one of the meanings of their new word, straw. Invite them to share which straw they drew and encourage them to take it home and use it to teach a family member one of the meanings.
- Gather children in a small group. Show them different types of drinking straws (plastic, reusable, paper). Encourage children to think about why using paper or reusable straws helps the environment. Invite them to share their thinking.

16 Intentional Read Aloud
Literacy: Comprehension

Children make predictions.



Make & Prepare

- Real samples of the building materials in the book (straw, sticks, and a brick)
- Review the ASL sign for "I predict" on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Readers Can Say"
- Anchor Chart: "Feelings"
- Unit Chart: "Words We Are Learning"

Words We Are Learning

folktale: a story people have been telling for a long time

Supporting Multilingual Learners

Explicitly teach the word "wolf" to new English learners. Use gestures, pictures, and/or directly translate it into children's home language (use an online translation tool). This will support their comprehension of the thematic content.

Folktales

Folktales are good teaching tools. They often have clear plots that lend themselves to teaching book elements, such as problem and solution. You can use them to teach reading skills such as sequencing and identifying character traits. They also often provide opportunities to discuss decision-making and consequences. However be sensitive to children's feelings. Some children could be frightened by elements of this folktale. If children feel afraid of the wolf or his threats to eat the pigs, have a conversation about it. Honor their concerns, but assure them they are safe. You can also opt to read another book about building.

Keep It Going

- Invite children to make their own pig and wolf puppets. These puppets will be invited to join children in many lessons.

Before

INTRODUCE the folktale genre. ADD "folktale" to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

We did a finger play about piggies who live in a house together. Now we are going to read a story about some little pigs who build their own houses! It is a special kind of story called a folktale. Can you say "folktale?" A folktale is a story that people have been telling for a long time. Let's add "folktale" to the list of words we are learning. Do you know any words that mean the same thing?

SHOW the cover. ACTIVATE children's background knowledge about the folktale.

Since this folktale has been told for a long time, you may know it! The title is *The Three Little Pigs*, and this version is adapted by Mara Aperin and illustrated by Ag Jatkowska. Do you know this folktale? What is it about?

PROMPT children to notice the materials the pigs use and predict what will happen to the homes.

In real life pigs live outside sheltered by plants or in a barn. In this folktale, three little pigs need to build houses to keep them safe from the big, bad wolf. The pigs build their houses out of different materials. Let's read to find out how they build their houses in this folktale.

During

PAUSE after "Horace built a house of straw." SHOW straw. ASK children if they think it will make a good building material and why.

Horace built his house out of straw. Let's pass around some straw. Do you think straw is a good material to build a house out of? Why?

CONTINUE to pause after each new material is introduced (sticks and bricks). PASS them around so children can make informed predictions. Then PAUSE after "Until at last, his brick house stood tall and proud." ASK which material children think is the strongest and why.

Think about the materials the pigs chose. The first pig builds his house out of straw. The second pig builds with sticks. The third pig builds with bricks. Which one do you think is the strongest material for building a house? Why?

PAUSE after "'It's the Big Bad Wolf!' he cried." INVITE children to predict what will happen to the house made of bricks. PROMPT them to use the sign and sentence stem "I predict."

Why was the wolf able to blow down the houses made of straw and sticks? Yes, because the materials were not strong enough. Now the wolf is at the third house made of bricks. Do you think he will be able to blow it down? Why? If you would like to share your prediction, make the sign for "I predict" [demonstrate]. You can say, "I predict…"

PAUSE after "Then he leaped from the pot and ran away as fast as he could." ASK children how they think the wolf feels. REFER to the Anchor Chart: "Feelings."

What happened to the Big Bad Wolf? How do you think the wolf feels? Why? Do you think he will ever come back to the pigs' homes? Why or why not?

After

DISCUSS what the pigs learned, and how the first two pigs could have strengthened their houses.

What do you think the pigs learned about building a house? How do you know?

What could the first pig have done to strengthen his straw house? What could the second pig have done to strengthen his stick house?

Small Group 16
Science: Physical Sciences

Children test to see which objects move by blowing on them.

Build Interest

CONNECT to Movement Time (blowing a pom-pom). SHOW the bowls filled with various objects. INVITE children to practice blowing the pom-pom again.

In Movement Time, we focused on our breathing. We moved the pom-pom off of our hand by blowing on it. Let's practice blowing the pom-pom off our hand again. Would you say it is easy or hard to move the pom-pom off your hand onto the table? Why?

Yes, pom-poms are light. I wonder if that's why they are easy to blow.

Build Understanding

SHOW the collection box. INVITE children to browse the items, looking for ones that would be light like the pom-pom.

Here is a collection of items I gathered. I wonder which items are easy to move by blowing on them, like the pom-pom was. I wonder how we can find out. What do you think?

INVITE children to choose an item from the collection. WORK TOGETHER to determine whether or not the item moves when children blow on it.

Yes, we can test these items to see if they move when we blow on them. Let's test a cotton ball by blowing on it! Who thinks the cotton ball will move off of your hand and onto the table by blowing on it? Who thinks the cotton ball will not move?

As you are blowing, notice what is happening. Is it easy or hard to move the cotton ball? Why? Is it easier to blow the cotton ball or the pom-pom off your hand?

Build Experience

GIVE children time to test the other items to determine which move by blowing on them. INVITE children to choose an item from the collection box, make a prediction, test, and observe. GUIDE children to focus on the difference between heavy and light objects and the shape of the object. PROMPT them to use descriptive vocabulary, such as heavy, light, flat, round, etc. REFER and ADD to the words on the Anchor Chart: "We Can Describe."

Let's continue to explore the items in the collection box. We want to find out which ones are easy to move by blowing on them. Choose another item. Make a prediction. Do you think it will be easy to move? Why or why not? Then test your idea by blowing on it. What do you notice?

USE what you know about each child's language skills to include and extend their participation.

- Gesture: Feel the object. Point to the object that is heavy. Point to the object that is light. Point to the object that will be hard to blow. Point to the object that will be easy to blow.
- Yes/No: Is this object heavy? Is it light? Is it hard to blow? Is it easy to blow?
- Either/Or: Is this object heavy, or is it light? Is it hard to blow, or is it easy to blow?
- Open-ended: Feel the object. Is it heavy or light? Look at the shape. Do you think some shapes are easier or harder to blow? Was that hard to blow or easy? Why do you think so?

SUMMARIZE the experience of exploring and testing objects to see how they move. TELL children you will add these objects to explore at the science center.

We just tested to see if these items could move when we blew on them. We are learning that lighter objects are easier to move than heavier ones. Also, some shapes are easier to blow because they roll.

Let's put these objects at the science center so you can continue to investigate.

DISTRIBUTE science journals. INVITE children to record their thinking and/or respond to the lesson.

Make & Prepare

- Download, print, and add a copy of "Will It Move?" to children's science journals (one per child).
- Create a collection box with a variety of natural and artificial objects that vary in weight and shape. Examples include cotton balls, crayons, paper clips, pattern blocks, toilet paper rolls, acorns or other natural items, and some straw.

Additional Materials

- Science journals
- Writing tools
- Anchor Chart: "We Can Describe"

Building Background Knowledge

Give children extra time observing the items in the collection box and discussing their attributes.

Stretch Their Thinking

Invite children to think about other ways they can make the objects move.

Listen/Look For

- What do children notice about the weight of the materials?
- What predictions do children make?
- Do children adjust their breath in response to the weight of the object?
- Do children persist in the task?

Vary the Lesson

You might set up a line on the table or floor and have children place the items on the tape to see how far they can blow them in one breath.

Family Engagement

Testing how objects move is one step in building children's background knowledge before launching the design challenge. Remember, the design challenge is a very hands-on project. Would an extra pair of hands be helpful? Send home an email asking for volunteers to come in and support children as they plan, build, test, and retest their houses.

17 Gathering Times

Literacy, Physical Development, Approaches to Learning

Greeting Time

Children do a finger play with a partner.

Literacy: Literate Attitudes and Behaviors

REVIEW the finger play, "This Little Piggy." GUIDE children to do it together.

We read the folktale *The Three Little Pigs* [show]. We also know a finger play about little piggies! Who can remind us how to do the finger play, "This Little Piggy"? Let's join in!

MODEL doing the finger play with a partner. POINT OUT using a gentle touch.

Let's do the finger play with a partner. I am going to use gentle hands to touch each of her fingers, and then gently tickle up to her shoulder. Next it's my partner's turn to play "This Little Piggy" on my hand…

PAIR up children. INVITE them to take turns doing the finger play on each other's hands.

Now it's your turn to do the finger play with a partner. Take turns and take care of each other!

Materials

- *Blueprint Songbook*
- The book *The Three Little Pigs*

Vocabulary Development

Children learn words incrementally, getting a more accurate fix on a word every time they see or hear it. Frequency is the key to vocabulary development! Make sure to use repetition in varied, meaningful contexts.

Movement Time

Children blow a pom-pom to a partner.

Physical Development: Fine Motor Skills

REVIEW how to breathe in through your nose and blow out through your mouth.

Now let's play a breathing game with a partner! How did we use our breath to get a pom-pom off our hands?

We took a deep breath in through our nose like this, and then blew the air out of our mouth slowly like this. Can you all practice breathing like that?

GUIDE partners to sit on their hands and knees across from each other (or lie down) with several feet of space between them. GIVE one pom-pom to each partnership. INVITE children to take turns blowing the pom-pom to each other. REMIND them to only use their breath.

For our breathing game today, you will start by sitting on your hands and knees across from your partner like this [demonstrate]. Then you will take turns blowing a pom-pom to each other. Try to move it by only using your breath: in your nose, and out your mouth! Then your partner can blow it back to you!

Do you think the Big Bad Wolf could blow down a house made of pom-poms? Why or why not?

Materials

- Pom-poms (one for each pair of children)

Support Children's Persistence

Children may sometimes be too excited to be persistent. For example, if children are struggling with their zippers before recess and frequently require help, it might be because they are rushing and excited to go outside. If you notice there are things children struggle with, make it a center activity. During centers, children often feel more comfortable and unhurried. Add zippered jackets to the dramatic play center where it feels safer to take their time and try.

Talk Time

Children discuss how the third pig keeps on trying.

Approaches to Learning: Persistence and Attentiveness

DISCUSS how the first and second pigs build their houses. SHOW the relevant pages in *The Three Little Pigs*.

In *The Three Little Pigs*, each pig builds a house with a different material.

Think about the first pig and second pig. Do they choose the strongest building materials they can find? No, they just use the first materials they see—straw and sticks—which are not very strong.

Do the first and second pig take their time to build their houses? No, they are in a rush to finish them.

DISCUSS how the third pig builds his house differently. SHOW the relevant pages in the book. CONNECT to the Power of 3.

What does the third pig do differently?

The third pig doesn't rush. He takes his time to choose the strongest material he can find, bricks. He works carefully day after day. Building a strong house sure is a challenge!

But does the third pig just give up? How does he take care of himself?

Yes, even though it is hard work, he feels confident. He keeps on trying to build a strong house, and he does it! The third pig practices the Power of 3 just like we do!

Materials

- The book *The Three Little Pigs*
- Anchor Chart: "Power of 3"

Interacting with Children

Persistence is an important skill. Model how you correct your own mistakes. Show children that sometimes you have to try again to complete a task and demonstrate how you handle the emotions of not getting it right the first time.

Reflection Time | We can use our breath to blow things. What else could we use to blow?

Children distinguish between words that begin with /p/ and /w/.

Message Time Plus 17

Literacy: Phonological Awareness

Before

INVITE children to name the characters in the book *The Three Little Pigs*. FOCUS on the *letter p*.

We have been reading the book *The Three Little Pigs* [show book]. Who are the characters in this book? Yes, there are three pigs. What sound do you hear at the beginning of the word "pigs?" What letter makes the /p/ sound? Yes, the *letter p*.

DESCRIBE the *letter p* form as you write the uppercase and lowercase letters in the left corner of your board. INVITE children to skywrite the letters. Optionally, review the ASL sign.

The *letter p* makes the /p/ sound. To write an uppercase *letter P*, I start at the top and drop down. Then I bump out at the top. Now you write it with your finger in the air. This is the lowercase *letter p*. I make a tail and bump out. Now you try it.

FOCUS on the *letter w*.

And there is a wolf in the book as well [point].

What sound do you hear in the beginning of the word "wolf?" What letter makes the /w/ sound? Yes, the *letter w*.

DESCRIBE the *letter w* form as you write the letters in the right corner of your board. INVITE children to skywrite the letters. Optionally, review the ASL sign. Then tell children to listen for the /p/ and /w/ sounds.

We know so many letters and sounds! Listen for the /p/ and /w/ sounds in the message. I'm going to write the *letter p* and the *letter w*.

During

DRAW the heads of a pig and a wolf. DESCRIBE what you are doing and thinking. INVITE children to contribute.

First I want to draw a pig. How should I begin? Next, I want to draw the wolf. What else does he need? Ears?

Suggested labels: "pig" and "wolf"

PAUSE to focus on phonological awareness (/p/ in the word "pig," and /w/ in the word "wolf").

The *letter p* makes the sound /p/. I want to write a lowercase *letter p*. First I drop down. Then I bump out. Now you try writing it with your finger in the air. I'll write the rest of the letters in the word "pig" now.

REPEAT with the *letter w* in the word "wolf." INVITE children to reread the labels with you.

After

PLAY the game "Matching Sounds." SHOW a picture of an object. ASK children to identify its beginning sound and match it to one of the targeted sounds (/w/ or /p/). ADD the picture to the side of the board that shows the same letter.

Let's play the game "Matching Sounds." I will show you a picture. We will name what we see in the picture and think about the beginning sound. Does the word start with the same sound as the word "pig" or the same sound as the word "wolf?" Whisper the answer in the palm of your hand like this [demonstrate]. Then we'll add the picture to the board. Let's try one together.

Here's a picture. What is it? What sound does it begin with? Does it begin with the same sound as the word "pig?" Does it begin with the same sound as "wolf?" Whisper your answer in the palm of your hand. Who wants to add it to the board?

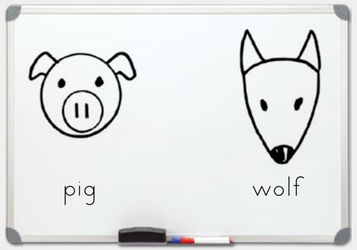
CONTINUE playing. Then SUMMARIZE the activity.

Today we sorted words by whether they began with the /p/ or the /w/ sound. We are learning so many sounds and letters!

REREAD the message one more time.

[Transition] INVITE children to tell you a word that begins with either /p/ or /w/.

Share another word you know that begins with either /p/ or /w/.



Make & Prepare

- Review the standard pronunciation for the *letter p* and the *letter w* on the *Blueprint* website.
- Review the ASL signs for the *letter p* and the *letter w* on the *Blueprint* website.
- Download and print images of words that begin with the *letter p* (pencil, pie, penguin) and the *letter w* (wagon, watermelon, web, window).

Additional Materials

The book *The Three Little Pigs*

Letter Formation

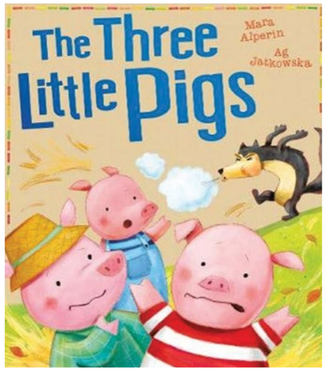
- Uppercase *letter P*: drop down, bump out
- Lowercase *letter p*: make a tail, bump out
- Uppercase *letter W*: slide down, slide up, slide down, slide up
- Lowercase *letter w:* slide down, slide up, slide down, slide up

Keep It Going

- While reading with children at the library center, invite them to point to pictures that begin with the sounds /p/ or /w/. Encourage them to say the name of the picture and the initial sound (ex. p-p-pig). Mark those spots with a sticky note.
- Gather children in a small group. Provide each child with either the magnetic *letter p or w*, or an object that begins with the sounds /p/ or /w/. Invite children to "Find their Partner." Partners should match the correct letter to the object that begins with that sound. Play again, switching materials within the group.
- Point out letters in your classroom environment. For example, highlight letters on computer keyboards. Can children find the first letter of their name?
- Gather children in a small group. Review the pictures from this lesson and sort them again. Ask them to talk about the number of pictures in each group. Which group has more pictures? Which has fewer objects? Ask children how to make the groups equal. Can they take away some pictures? Draw and add their own pictures?

17 Intentional Read Aloud
Literacy: Fluency

Children join in saying repeating phrases.



Make & Prepare

- Draw a pig and a wolf. Laminate and attach them to craft sticks to make puppets.
- Have the repeating parts charted.
- Invite children to bring the pig and wolf puppets they made to the read aloud.

Additional Materials

- Unit Chart: "Words We Are Learning"
- Unit Chart: "How Do Buildings Get Made?"

Remember to Save

- Save puppets for Day 18: Talk Time.

Words We Are Learning

trembled: shook when afraid

Supporting Vocabulary Development

Using robust vocabulary with children is essential to their growth as learners. Incorporate the words you teach in the Intentional Read Aloud during other parts of the day. Don't settle for describing something as big. Is it huge? Is it enormous? Is it gigantic? In today's lesson, you pause to teach the word "trembled." Ask yourself, what other words can you model to vividly describe actions?

Kindness and Empathy

In this lesson, we switch perspectives and consider how the wolf feels. Children discuss alternative solutions that take care of the wolf's feelings. This discussion connects to the social emotional focus in Unit 3 of acting kindly, and it previews the social emotional focus in Unit 5 of having empathy, or thinking about how others feel.

Before

INVITE children to join in reading the repeating parts of the book. REHEARSE both the pigs' and the wolf's repeating lines. ENCOURAGE children to say the lines with expression.

Many of you brought your pig and wolf puppets! Hello, pigs and wolves! It's time to read our folktale about these characters again! Let's use teamwork as we reread *The Three Little Pigs* today. Let's all say the repeating words together.

There's a special part of this book that repeats. The characters say the same things each time [refer to one of the pages].

Do you recall what the little pigs say when they see the big bad wolf? Yes, the pigs say, "It's the Big Bad Wolf!" How do you think they sound when they say that? Let's practice saying that part now: It's the Big Bad Wolf!

Do you recall what the wolf says? Yes, he says, "Little pigs, little pigs, let me in!" How do you think he sounds? Let's practice saying that now: Little pigs, little pigs, let me in!

What do the little pigs reply? Yes, they reply, "Not by the hair on our chinny-chin-chins!" How do you think they sound when they say that? Let's practice: Not by the hair on our chinny-chin-chins!

Then what does the wolf say? Yes, he says: "Then I'll huff, and I'll puff, and I'll blow your house down!" How do you think he sounds when he says that? Let's practice: Then I'll huff, and I'll puff, and I'll blow your house down!

During

PROMPT children to join in reading the repeating lines. GUIDE them to say the lines with appropriate expression. INVITE them to hold up their puppets.

- Hold up your pig puppet: It's the Big Bad Wolf!
- Hold up your wolf puppet: Little pigs, little pigs, let me in!
- Join in, pigs: Not by the hair on our chinny-chin-chins!
- Join in, wolves: Then I'll huff, and I'll puff, and I'll blow your house down!

PAUSE after "'N-n-not by the h-h-hairs on our chinny-chin-chins!' trembled Boris. DEFINE "trembled." ADD it to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language). MODEL and INVITE children to tremble when they say the pigs' lines.

Boris just trembled. Can you say that word "trembled?" What do you think it means? Why?

Yes, Boris was so afraid that he was shaking like this [demonstrate]. Let's add "trembled" to the list of words we are learning. Do you know any words that mean the same thing?

Can you pretend to tremble like Boris? Tremble as you say the pigs' line again!

After

DISCUSS how the pigs could have solved their problem more kindly without hurting the wolf.

Well, I'm glad the pigs are safe and happy in their strong home at the end of the book. But it's too bad that that the wolf got hurt. I wonder if the pigs could have solved their problem without hurting the wolf? How could the pigs have acted more kindly to the wolf?

RETURN to the Unit Chart: "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 17
Science: Engineering and Technology

Children draw a blueprint for their house.

Build Interest

REVIEW the problem in the book *The Three Little Pigs*

Let's talk about the book *The Three Little Pigs* [show]. What is the problem in the book?

Yes, the wolf wants to blow down the pigs' houses! Is he able to? Why or why not?

Yes, he is able to blow down the houses made from straw and sticks. They weren't strong enough. But he couldn't blow down the house made of bricks. It was a strong house.

Build Understanding

INTRODUCE the design challenge.

I have a challenge for you! Can you build a house like the third little pig that is so strong it won't get blown down?

SHOW the Three Little Pigs Building Box materials.

We are going to act like architects and builders. This is the Three Little Pigs Building Box filled with materials we can use. Look through them to get ideas.

REVIEW the Unit Chart: "How to Design."

Let's recall how buildings get made. Let's read the steps on our chart "How to Design." Plan. Build. Try it out!

FOCUS on planning. REVIEW the term "blueprint."

We know that the first step is planning. We need to think [point to temple] about what we want our building to look like. Today we will plan.

We can make a blueprint, a drawing architects make when they plan buildings. Ruby drew one in our book *The Little Red Fort* [show]!

Build Experience

DISTRIBUTE science journals. GIVE children time to plan and draw.

Architects, it is your turn to draw the blueprint of your house. Remember, a blueprint is a sketch of what you want your house to look like. Think about the parts of the house that you are going to build. Think about what shapes the different parts of your house look like. Think about what materials you want to use.

USE what you know about each child's language skills to include and extend their participation.

- Gesture: Where will you put the roof/windows/doors?
- Yes/No: Will your house be [shape]? Will you use [material] for your roof? Will you use [material] for your door?
- Either/Or: Will your house be [shape], or will it be [shape]? Will your roof/windows/door go here, or will it go here? Will you use [material] for your roof or will you use [material]?
- Open-ended: What shape will your house be? How many walls will you build? Will it have a roof? What materials will you use? Will you use different materials for different parts? Will your house be strong and sturdy enough so that, if someone blew on it, it would stay standing? How do you know?

INVITE children to share their plans with the group.

Would anyone like to describe their plans? By creating a plan, you will be better prepared to build your house.

Make & Prepare

- Transform the classroom building materials collection box into the Three Little Pigs Building Box. Refresh and add materials (including new items such as paperclips, cotton balls, and other upcycled materials). Make sure to add joining/connecting material such as glue, tape, twist ties, pipe cleaners, modeling clay.
- Download, print, and add a copy of "House Blueprint" to children's science journals (one per child).

Additional Materials

- The book *The Three Little Pigs*
- The book *The Little Red Fort*
- Unit Chart: "How to Design"
- Science journals
- Writing tools

Remember to Save

- Three Little Pigs Building Box for Days 18-20: Small Group

Building Background Knowledge

Browse pictures of different houses from the books you have read this unit (*Homes Around the World, Building a House, The Three Little Pigs*). Focus on the different parts of the houses, the materials used and/or the shapes.

Stretch Their Thinking

Encourage children to add specific details to their blueprint, thinking though the materials and/or the order they will build their house.

Listen/Look For

- What shapes do children use?
- What parts of the house do they plan?
- What materials do they plan on using?

Design Based Learning

You are leading children through a design challenge: to build a house that is strong and sturdy and won't blow over. Design challenges are problems that can be approached from different angles and have more than one solution. Children learn through the process, as they are cognitively engaged with the work. The process, not the product, is important. Make sure to be flexible with pacing throughout this project. Some children may be more eager than others to work through the stages of planning, creating, testing, redesigning, and retesting. Adjust as necessary to ensure each child works at a pace that allows them to engage with the activity. Be flexible with grouping. You may find children want to work with others or independently.

Greeting Time

Children recite the finger play in a deep voice.

Literacy: Literate Attitudes and Behaviors

REVIEW the finger play "This Little Piggy." GUIDE children to do it together.

Who can remind us how to do the finger play, "This Little Piggy"? Let's all do it together. Please join in saying the words, as we tell the story across our fingers. This little piggy went to market…

INVITE children to brainstorm words that mean the opposite of little. SELECT one. MODEL and INVITE children to recite the finger play in a deep voice to mirror the new size of the piggies.

Who knows a word that means the opposite of "little"?

Yes, "big," "huge," and "enormous" are some words that mean the opposite of "little." Let's use one of those words, instead of the word "little," to describe our piggies. Which one would you like to use?

Okay, huge! How would huge piggies sound? Would they have high voices like this [demonstrate] or deep, low voices like this [demonstrate]?

Let's recite our finger play in low, deep voices and say, "This huge piggy went to market…"

Material

- *Blueprint Songbook*

Fluency

In this lesson we give children practice with expression, changing the tone of their voice. Expression is one part of fluency. Emerging readers need lots of exposure and practice with hearing how rhythm, pace, and expression can change.

Movement Time

Children use a "wolf" breath to blow pom-poms.

Physical Development: Fine Motor Skills

SHOW *The Three Little Pigs*. DISCUSS how the wolf blows down the houses with his breath. REVIEW how to inhale through your nose and blow out of your mouth.

That deep voice reminds me of the Big Bad Wolf. In the folktale of *The Three Little Pigs*, how does the wolf blow down the houses? He uses his breath to move those materials.

MODEL a "wolf" breath: inhale twice through your nose, and then blow out through your mouth.

What if we try moving our pom-poms with a big wolf breath? Watch and listen to my wolf breath. What did you notice? Yes, I breathed in two times. First, I breathed in through my nose; next I breathed in again; and then I blew out through my mouth.

INVITE children to practice the wolf breath. Then DISTRIBUTE pom-poms for children to blow off their hands.

Now you try breathing like the wolf: breathe in, breathe in again, and now blow a bigger and longer breath out! Are you ready to try moving your pom-poms with your wolf breath? Please stand up.

What did you notice about using the wolf breath to blow the pom-poms?

Materials

- Pom-poms (one per child or pair of children)

Additional Material

- The book *The Three Little Pigs*

Keep It Going

- When you are outside, invite children to see how far they can blow items from nature that they find. Acorns, pine needles, pebbles, leaves… which items can they blow and move? Which are too heavy?

Talk Time

Children retell the story of *The Three Little Pigs*.

Literacy: Comprehension

STATE that we will retell the folktale of *The Three Little Pigs*. GIVE four children a stick puppet for each pig and the Big Bad Wolf, or they can use their own puppets.

Now that we all tried breathing like the wolf, let's retell the folktale of *The Three Little Pigs*! I see you have some of the characters from the book! Hello, pigs and wolves!

Here are our stick puppets. Who can come hold the first little pig? Who can be the second little pig? Who can be the third little pig? Who can be the wolf?

ACT as the narrator. GUIDE children to reenact the story. ASK children in the audience to help retell the story. ENCOURAGE everyone to join in the repeating lines and to act out the wolf's breath.

Once upon a time, there were three little pigs.

- What did they need to do?
- How does the first little pig build his house?
- Here comes the wolf! What does he say? What does the pig say?
- What does the wolf do?
- Where does the first little pig go now?
- What does the second little pig use to build his house?

Materials

- The pig and wolf stick puppets from the read aloud
- Children's pig and wolf puppets

Keep It Going

- Add the character puppets to the library center. Invite children to continue using them to retell the story of *The Three Little Pigs*. Encourage them to make up and share their own versions of the folktale, too.

Reflection Time | Which animal building story did you enjoy more? Why?

Children learn the word "trembled."

Before

CONNECT to the book *The Three Little Pigs*. FOCUS on the word "trembled." READ the marked page from the book, making your body and voice tremble as you go. INVITE children to make the "I hear" sign when they hear the word "tremble."

We have been reading the folktale *The Three Little Pigs* [show]. In the book, the author uses a special word to describe how Boris shook when he sees the wolf. She uses the word "trembled" [point to the word on the Unit Chart: "Words We Are Learning"].

Look at the picture and listen as I read this page to you. Make the "I hear" sign [demonstrate] when you hear the word "trembled."

ASK children to describe what the word means. COUNT the beats in the word.

How is Boris feeling? What do you think the word trembled means?

Yes. The word "trembled" describes when your body or voice is shaking slightly. You might tremble when you are nervous, or you might tremble when you are afraid! Say that with me: trembled. Let's count out the syllables or beats: trem-bled [touch head, shoulders]. How many beats is that?

INVITE children to act out the word.

In *The Three Little Pigs*, Boris trembled as he spoke. He was afraid of the wolf who was at the window. Picture in your mind how Boris looked as he trembled. Now let's try it!

I saw your bodies tremble, just like Boris. Listen for the word "trembled" in the message today.

During

DRAW a picture of Boris, the pig. DESCRIBE what you are doing and thinking. INVITE children to contribute.

I want to draw a picture of Boris when he trembled. What did his face look like?

Suggested message: "Boris trembled."

PAUSE to focus on vocabulary (the word "trembled").

I want to write the word that tells how Boris's body moved when he saw the wolf. He was shaking [demonstrate]. What word do I want to use? [encourage children to recall the word "trembled"] Yes "trembled" tells how Boris shook when he was afraid.

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word "trembled" in the message. DRAW a box around it to emphasize the concept of a word. ASK children to define the word.

Who would like to come point to the word "trembled" in the message? How do you know that is the word "trembled?" What does it mean?

USE one of the social emotional puppets to ask children how they would help Boris feel better.

Elijah is here to talk to you: "If Boris was in our classroom, and he was trembling because he was scared, how could we take care of him? What could you say to him? How would you help him calm down?"

REVIEW the meaning of the word "trembled" again.

Today we learned the word "trembled." The word "trembled" describes how your body might shake if you are nervous or afraid.

REREAD the message one more time.

[Transition] INVITE children to think about how they would "teach" the vocabulary word to someone at home.

When you go home, why don't you teach someone in your family what the word "trembled" means? Let's rehearse what you might say and do. Tell your partner what it means to tremble.

Make & Prepare

- Have the book *The Three Little Pigs* ready. Mark the page that says "N-n-not by the h-h-hair…" with a sticky note.
- Review the ASL sign for "I hear" on the *Blueprint* website.

Additional Material

- Elijah or Sayeh, a social emotional puppet
- Unit Chart: "Words We Are Learning"

Interacting with the Message

In this lesson, children were asked to find the word "trembled" in the message. Are there any other words children can find in the message? Invite them up to point out the word. Then draw a box around it. Remember to draw the box yourself (children's writing won't be as precise as yours) to visually reinforce that boxes indicate words. What do children know about the word they found? Can they show you what it means? Do they know any other words that mean the same thing?

Promoting More Equity

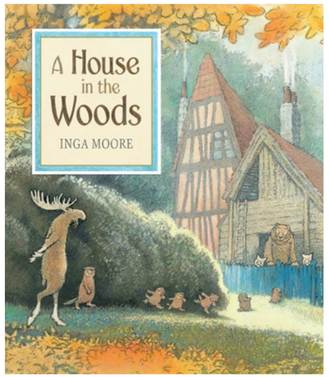
Did a child tell you they feel as if they were treated unfairly? Have you noticed any unfair treatment? Use your social emotional puppets as a tool to work through these and other problems that may arise in your class.

Keep It Going

- Gather children in a small group. Talk about their new vocabulary word "tremble" and how it means when your body or voice shakes a little. Create a word web on chart paper with the word tremble in the middle. Encourage children to think of other words that mean the same thing as tremble. Can they come up with a synonym for tremble? Assist children to think about words like shiver, quiver, twitch, etc. Can anyone come up with an antonym, the opposite of tremble?

18 Intentional Read Aloud
Literacy: Comprehension

Children make predictions.



Make & Prepare

- Review the ASL sign for "I predict" on the *Blueprint* website.

Additional Materials

- The book *The Three Little Pigs*
- Anchor Chart: "Readers Can Say"
- Unit Chart: "Words We Are Learning"

Words We Are Learning

brilliant: very bright; smart

Supporting Vocabulary Development

In this book, the animals' problem is called "a pickle." Figurative language like this can be new or confusing to children, so be sure to explore what these expressions mean. Continue to look for figurative language in the books you read and to talk about what they mean.

Before

CONNECT to The Three Little Pigs. ASK children what the pigs learned about building.

We read the folktale *The Three Little Pigs* [show book]. What did those Little Pigs learn about building?

SHOW the front cover. ASK children what they notice. NAME and POINT to the different animals.

Today we are going to read another story about animals that build a house! The title is *A House in the Woods*, and it is written and illustrated by Inga Moore. Look at the illustration on the front cover. What do you notice?

We see different animals: a moose, some beavers, a bear, and look—not three, but two little pigs!

THINK ALOUD about the story. INVITE children to make predictions. PROMPT them to use the sign and sentence stem, "I predict…"

Do you think all these animals live in this house? Do you think they built it? What do you predict this story will be about?

If you would like to share your prediction, sign "I predict" [demonstrate]. You can say, "I predict…"

Let's read to find out what happens in *A House in the Woods*!

During

PAUSE after: "It really was." EXPLAIN the phrase "This was a pickle." ASK children to identify the characters' problem. INVITE children to make predictions. PROMPT them to use the sign and sentence stem, "I predict…"

This was a pickle? Does that mean the green, crunchy pickle that some people eat? No, sometimes "pickle" is another way of saying "problem." Readers, what is the characters' problem?

Yes, Moose and Bear accidentally wrecked the Little Pigs' den and hut. Now both Little Pigs, Moose, and Bear all need a new house to live in. How do you think they can solve this problem?

If you would like to share your prediction, sign "I predict" [demonstrate]. You can say, "I predict…"

You are predicting how the animals might solve their problem. Let's read on to find out what happens.

PAUSE again after: "Why not build a big house where they could all live together?" DEFINE "brilliant." ADD it to the Unit Chart: "Words We Are Learning." INVITE children to share words they know that mean the same thing (in English or their home language).

Wait, Moose has a brilliant idea for how to solve their problem. What is it? Yes, he thinks that they could build one house that is big enough to fit all the animals! Can you say the word "brilliant"? Let's find the syllables or beats in that word: brill-iant. What do you think "brilliant" means?

"Brilliant" means very bright. Moose's idea is so great that it seems to shine like a bright light! It's very smart! Let's add "brilliant" to the list of words we are learning. Do you know any other words that mean the same thing?

PAUSE after: "…while Moose fitted the windows and doors.'" DISCUSS the building process.

Look at the house that the animals are building together. What parts of the building are they working on making?

Yes, the beavers got the wood to use as their building material. The animals have constructed many important parts of the house. They made the walls around the sides and the roof on top. This house has stairs and chimneys. Now they are working on the windows and doors.

Do you think this is a strong house? Do you think it is big enough to fit Moose, Bear, and the two Little Pigs?

After

RECAP how the animals solved their problem.

How did the animals solve their problem? Yes! They worked together to build a strong house that is big enough for all of them to live in. What a brilliant solution!

Small Group 18
Science: Engineering and Technology

Children build their house.

Build Interest

DISTRIBUTE children's science journals. GIVE them time to review their blueprints.

We are working like architects and builders in order to solve a problem. We are trying to build a strong house that won't get blown down, just like the house made of bricks by the third little pig in this version of *The Three Little Pigs* [show]. Take some time to review the blueprint you drew.

REVIEW the chart "How to Design."

Let's recall how buildings get made. Let's read the steps on our Unit Chart: "How to Design." Plan. Build. Try it out!

We already planned [point to children's blueprints]. Now it's time to build!

We are going to use those blueprints and begin building. Can you build a house that will stay standing even if it gets blown on?

Build Understanding

HAVE the Three Little Pigs Building Box available. GIVE children time to gather supplies and use their blueprints to build their house.

Now it is your turn to use your blueprint to build your house. Which materials do you need from the Three Little Pigs Building Box? Gather your supplies and then start building!

Build Experience

SUPPORT children as they work. Questions you can ask include:

- Do you think the materials you chose will be strong enough?
- How will you connect the materials you are using?
- How do you know if your house is strong and sturdy.

SUMMARIZE the activity after children are finished building, INVITE them to share their house and discuss their building experience.

We are working like architects and builders. We planned a house. Then we built in. Who would like to share?

Tell us about your house.

- What was it like using the materials and building your house?
- What was easy? What was challenging?

Materials

- Three Little Pigs Building Box (replenish materials as needed)
- The book *The Three Little Pigs*
- Unit Chart: "How to Design"
- Science journals
- Writing tools

Remember to Save

- Children's houses for Small Group Day 19

Building Background Knowledge

Give children extra practice using tape or glue to attach two items together.

Stretch Their Thinking

Invite children to talk about changes they made from their blueprint, as they built their house. Ask them to explain their thinking.

Listen/Look For

- How do children use their blueprint to build their house?
- What shapes do children make with the materials?
- What changes do children make from their blueprint?

Design Based Learning

You have many roles to play as a facilitator of design-based learning. Providing materials and giving children time and space to plan and try out their ideas is crucial. Also, supporting their inquiry while asking open-ended questions using sentence starters—such as "What if"…or "Why does"…or "What could"…— helps children develop their thinking.

Supporting Individual Learners

As children look at their blueprint and build, some may find their original idea does not work the way they intended! Validate any frustrations and then engage children in a conversation geared towards a solution. Remind children that builders and architects run into roadblocks as well. Support children by devising solutions, such as adjusting their blueprint sketch, choosing new materials, etc.

Greeting Time

Children change some words in the finger play.

Literacy: Literate Attitudes and Behaviors

CONNECT to reading another story about building. INVITE children to suggest words to replace "market," "roast beef," and "wee" in the finger play. CHART the new version of the fingerplay.

We are reading another story about two *little pigs and more animals who build a house together*. What if we make another version of the finger play "This Little Piggy"?

Instead of the market, where could the first little piggy go? Instead of roast beef, what food could the third little piggy eat? Instead of "wee," what could the last little piggy say on his way home?

MODEL and GUIDE children to do this version of the finger play.

So, our new version of the finger play will go like this:

This little piggy went to [place].
This little piggy stayed home.
This little piggy had [food].
This little piggy had none.
And this little piggy cried [sound-sound-sound]
All the way home.

Can we try this new version of the finger play together?

Movement Time

Children use the wolf's words and breath to blow a pom-pom.

Physical Development: Fine Motor Skills

PRACTICE saying the wolf's words in a kind way: "I'll huff, and I'll puff, and I'll blow this pom-pom to you!"

We made up another version of the finger play. Let's get creative again!

In *The Three Little Pigs* [show book], what does the wolf say before trying to blow down each house?

But let's imagine that the wolf is helpful and kind. What if we change the wolf's words to sound more kind? Let's say: "I'll huff, and I'll puff, and I'll blow this pompom to you!" You try!

REVIEW how to do a "wolf breath."

Now that we said the wolf's words kindly, who can remind us how to breathe like the wolf? Yes, breathe in through your nose; breathe in through your nose again; and then blow out of your mouth! Let's try it!

GUIDE partners to sit on their hands and knees across from each other (or lie on their bellies) and to take turns blowing the pom-pom. ENCOURAGE them to say the wolf's words and use the "wolf breath."

Let's use the wolf's words and breath to play our game. You and your partner will take turns blowing the pom-pom to each other. When it is your turn, kindly say, "I'll huff, and I'll puff, and I'll blow this pom-pom to you!" Then take two breaths in, and blow a long breath out. Keep on trying to get the pom-pom to your partner!

Talk Time

Children make up their own story about little pigs building.

Literacy: Literate Attitudes and Behaviors

INVITE children to make up their own building story. DISCUSS possible titles.

We have read two different stories about animals that build [show books]. Could we make up our own building story? What should we title it [e.g. *The Three Little Beavers*, The Wolf Who Takes Care of Others]?

MODEL how the speaker holds the ball and then rolls it to another person to add onto the book. SHOW children how to open their hands to signal that they would like a turn.

Let's play a game to help us tell the book together! I am going to start the book and hold this ball. If you would like to tell the next part of the book, open your hands like this. When I am done with my part, I'll gently roll the ball to someone with open hands. In this way, we will keep the book going!

START oral storytelling. PROMPT children as needed by asking guiding questions. [Where did they go? What happened next? What if..?]

Once upon a time…

Materials

- *Blueprint Songbook*
- Chart paper and markers

Remember to Save

- Save the new version of This Little Piggy. It will be referenced on Day 20.

Make & Prepare

- Have one pom-pom (or other small, lightweight object) for each pair of children.

Additional Material

- The book *The Three Little Pigs*

Make & Prepare

- Bring a ball that is safe and easy to roll (or another object that can be easily passed across the circle).

Additional Materials

- The book *The Three Little Pigs*
- The book *A House in the Woods*

Executive Function

Oral storytelling, where children need to add onto the plot, helps them develop their attention and working memory.

Reflection Time | What did you learn about building from the animal stories we read?

Children learn about the *letter j*.

Before

REVIEW the letters on the letter ring in a different order. ASK children what the letter name is and what sound the letter makes. Then CONNECT to the book *A House in the Woods*. SHOW the page you marked in the book. DISCUSS the word "junkyard."

We've been reading stories about animals that build. Look at this page from *A House in the Woods* [show]. Do you recall where they are?

Yes, they are at the junkyard. They went to the junkyard to pick out some items they just need to decorate the inside of their house.

FOCUS on words that begin with the /j/ sound.

Junkyard, just. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /j/. Does anyone in our class have a name that begins with the /j/ sound?

DESCRIBE how to form the *letter j*, as you write the letters in the corner of your board. INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter j* makes the /j/ sound. To write an uppercase *letter J*, I start at the top, drop down, and swing up. Now you write it with your finger in the air. This is the lowercase *letter j*. I make a tail, swing up, and make a dot. Now you try it. While I write today, please look for the *letter j*. We are going to learn how to read it together.

During

DRAW a picture of a junkyard. DESCRIBE what you are doing and thinking. INVITE children to contribute.

Here is a picture of a junkyard where the animals will pick out their furniture. Here is a couch the animals can use. What else could they find there?

Suggested message: "Junkyards are just right!"

PAUSE to focus on phonological awareness (/j/ in the word "junkyards").

I hear the /j/ sound in the beginning of the word "junkyard." The *letter j* makes the /j/ sound. Watch me as I write the uppercase *letter J*. I start at the top, drop down, and swing up. Now you try it.

REPEAT with the lowercase *letter j* in the word "just." After, INVITE children to reread the message with you.

After

INVITE children to find all the *letter j's* in the message. CIRCLE them.

Let's find all the *letter j's*. Put on your "I spy" goggles like this [demonstrate], and look for the *letter j*! Who wants to point to one in the message?

PLAY "I Spy." Describe objects in the classroom that begin with the /j/ sound.

So many things in our classroom start with the /j/ sound. Let's put our "I spy" goggles back on. I'm going to describe something in the classroom that starts with the /j/ sound. See if you know what it is! I spy with my little eye…

Something we put on before we go outside when it is chilly. [jacket]

Something that we play with outside; it is long, and you turn it around your body while you hold the handles. [jump rope].

A container that holds _____ in our classroom. [jar]

RESTATE the name and sound of the *letter j*.

Today, we listened to the sound that the *letter j* makes, talked about what it looks like, and found it in our message. We learned that "junkyard" has the /j/ sound at the beginning.

REREAD the labels one more time.

[Transition] INVITE children to do jumping jacks.

We learned how to do jumping jacks together. Let's do some /j/, /j/, /j/ jumping /j/ /j/ /j/ jacks together again. If you're ready, say /j/ j/ /j/.

Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter j* on the *Blueprint* website.
- Letter ring – write the uppercase J on one side of an index card and the lowercase *letter j* on the other side; add this to the letter ring after the lesson.
- Have the book *A House in the Woods* ready. Mark the page that begins "Then they both went with the two Little Pigs…" with a sticky note.

Letter Formation

- Uppercase *letter J*- drop down, slide in, connect, slide out
- Lowercase *letter j*- drop down, slide in, connect, slide out

Pronouncing the Sound

When you make the /j/ sound, you place your tongue tip on the bump behind your teeth and slide your tongue forward as you say /j/. Be sure not to say /juh/ or /jah/. This sound is voiced.

Following Up

This lesson focused on the *letter j*. Use your assessments of children's letter knowledge to determine your next steps. What letters do your children know? Which letters will you review when interacting with children (e.g. at centers or in small group)?

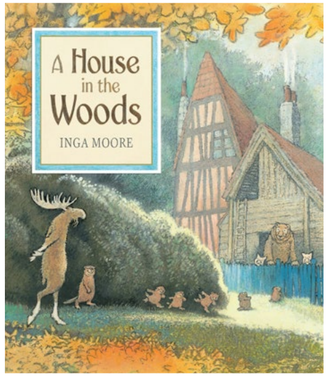
Keep It Going

- Gather children in a small group. Tell them that they are going to go on a letter hunt around the classroom. Show children the *letter j*. Provide each child with a magnetic *letter j* and talk about how the letter looks. Invite children to search the room looking for the *letter j*. Encourage children to share how they knew that was the correct letter.

19 Intentional Read Aloud

Social Emotional: Social Awareness and Relationships

Children discuss how the animals take care of each other.



Materials

- Anchor Chart: "Power of 3"
- Anchor Chart: "Feelings"
- Unit Chart: "How Do Buildings Get Made?"

Picture Walks

You can naturally pique children's curiosity about a book by taking a picture walk. During a picture walk, you slowly show the pages of a picture book to your children without reading the text. You may choose to ask some guiding questions, such as "Who is going to be in the story?" or "Where do you think this story takes place?"

Connection to Other Units

This story portrays animals as people who design and create buildings. In Unit 8, children will explore how real "animal architects," such as spiders who make webs and birds that make nests, design and build their homes in nature.

Before

REVIEW the problem and solution.

We read *A House in the Woods*. The animals were in a pickle! What was the problem in this story? Yes, Moose, Bear, and the two Little Pigs needed a house that was big enough for all of them to live in together.

How did they solve this problem? Yes, they all worked together to build a house!

ASK children what they think would happen if the animals did not work together.

Building a house is a lot of work! What if the animals did not work together? What do you think would happen?

CONNECT to Power of 3. SET THE FOCUS: notice how the animals take care of each other.

Working together is one way of taking care of each other. These animals practice the Power of 3, just like us!

As we reread *A House in the Woods* today, notice how the animals take care of each other.

During

PAUSE after: "No one had any objection." DISCUSS how the animals are taking care of each other.

Moose, Bear, and the two Little Pigs decided to build a house for all of them to live in together. But building a house can be a lot of work. So what did they do?

Yes, they called a team of Beaver Builders. Beavers are excellent builders. Are the Beaver Builders going to live in the new house with the others? No, so why do you think they agree to help the other animals?

The Beaver Builders are acting kindly! Maybe they are thinking about how the other animals feel. The beavers want to help them solve their problem. They are taking care of each other by being helpful.

PAUSE after: "and the work began." DISCUSS how the animals are taking care of each other. POINT out specific examples in the picture.

How are the animals taking care of each other?

Yes, they all are working together! Look at Bear and some of the beavers carrying the wood for their building material. Many animals are using vehicles and tools to help them build different parts of the house. Working together like this is one important way of taking care of each other.

PAUSE after: "Moose and the two Little Pigs climbed the stairs to bed." DISCUSS how the animals are taking care of each other.

Along with the kind and helpful Beaver Builders, the animals worked together to build the house. Now that their building is made, how are the animals taking care of each other?

Yes, they are spending time together. They shared a meal and helped each other clean up. Then they had fun by telling stories to one another. How do you think the animals feel in their new house? You can use the "Feelings" chart to help you.

After

ASK children how they think the animals will continue to take care of each other after the story ends.

The animals worked together to build their new house. They were being helpful and acting kindly. Now that their house is built, what can they do next? How can they keep on taking care of each other?

How about the Beaver Builders? They live in a lodge on the lake. Moose, Bear, and the two Little Pigs got them sandwiches to thank them for all their help. What else can these animals do to take care of them?

RETURN to the unit chart, "How Do Buildings Get Made?" INVITE children to add what they are learning and other questions they have.

Small Group 19

Science: Engineering and Technology

Children test their houses.

Build Interest

REVIEW the Unit Chart: "How to Design."

We are learning how buildings get made. Let's read the steps on our chart "How to Design." Plan. Build. Try it out!

GIVE each child the house they made. ASK them to inspect it to make sure the parts are still together. HAVE the Three Little Pigs Building Box available.

What step are we up to? Yes, we planned and built our houses. Today we are going to try them out. We are going to test to see if our house is strong and sturdy.

Before we get started, inspect or take a close look at your house. This is something builders do. They check their work to see if it anything is missing or needs fixing. Do you need more tape? Are all the pieces together?

Build Understanding

BRAINSTORM with children how they can test their house to see if it will remain standing.

Now that our houses are ready, let's think about how we can test them.

- How can we test our houses to see if they are sturdy and won't blow over?
- What can we use [e.g. our breath]?
- Should we blow softly or hard?
- How many times should we blow on our house?

RESTATE the group's decision. HAVE them practice how they will test their houses [e.g. blow three soft breaths].

We decided to blow three long soft, breaths like this [demonstrate] to test our houses. Let's all practice by blowing on our hand.

If our house remains standing, then we will know that it is strong and sturdy.

Build Experience

GIVE children time to predict the sturdiness of their own houses. ASK children if they want to test their house and how they might feel if their house falls down.

Do you think your house will remain standing when you blow on it three times?

Are you ready to try? How will you feel if the wind blows it down? What can you do if your house falls down? Yes, we can always build another one.

TEST their houses if they are amenable. USE what you know about each child's language skills to include and extend their participation. WRITE down children's responses for reference during Day 20: Small Group.

- Gesture: Point to a house that fell down. Point to a house that is still standing. Point to the house that is stronger. Which material do you think made it strong? Point to it.
- Yes/No: Did your house stay standing? Did your house fall down? Did your house have [material]? Did that make it strong?
- Either/Or: Did your house stay standing, or did it fall down? Did your house have [material], or did it have [material]?
- Open-ended: What happened to your house? Compare the different houses. What did you notice about the materials? Which were stronger and sturdier? What would you do differently? [Discussion]

SUMMARIZE what happened when children tested their house.

Today we tried out our houses to find out if they were strong and sturdy. We found out that…

DISTRIBUTE science journals. INVITE children to record their thinking and/or respond to the lesson.

Make & Prepare

- Download, print, and add a copy of "Trying Out My House" to children's science journals (one per child).

Additional Materials

- Houses children built during Day 18: Small Group
- Three Little Pigs Building Box (replenish materials as needed)
- Unit Chart: "How to Design"
- Science journals
- Writing tools

Remember to Save

- Children's houses for Day 20: Small Group

Building Background Knowledge

Connect to and reread sections from *The Three Little Pigs*. Focus on when the wolf blows on the pigs' houses.

Stretch Their Thinking

Encourage children to test their building with the other ideas they brainstormed. For example, hand out straws and have children blow through them. If you have access to a fan, use it here. Involve children in deciding what speed it should run and how long it should blow.

Listen/Look For

- What do children say when testing their house?
- Do children begin to compare materials? Do they notice which were stronger and sturdier?

Responding to Children

Children may be unsure if they want to test their house. The thought of blowing away their hard work might make them sad. Give them the option of gently blowing on their house or not blowing on it at all.

Cultivating Habits of Mind

An important part of the engineering design process is trying or testing out prototypes and being willing to keep trying in the face of disappointment. Encourage children to create and try out their designs or prototypes, collect information about prototype tests, revise their design, and re-test. We want children to be fearless in the face of "failure." This is a powerful habit of mind that children can cultivate related to engineering as well as to math, as in the math practice, "Make sense of problems and persevere in solving them." If the house walls do not stand up, what material can you use to strengthen them before you try again?

Greeting Time

Children make up their own version of the finger play.

Literacy: Literate Attitudes and Behaviors

REVIEW the new version of the finger play "This Little Piggy."

We made up a new version of the finger play, "This Little Piggy" [point to chart]. Do you remember how it goes? Let's do it together. Please join in saying the words, as we tell the story across our fingers.

This little piggy went to [place].
This little piggy stayed home.
This little piggy had [food].
This little piggy had none.
And this little piggy cried [sound-sound- sound]
All the way home.

PAIR children up. ENCOURAGE them to make up their own version with another place, food, and sound.

Now you and a partner are going to make up your own version of the finger play! Think of a new place instead of market, a new food instead of roast beef, and a new sound instead of "wee." Then do the finger play with each other!

INVITE partners to share their finger play with the group. ENCOURAGE children in the "audience" to look and listen as their classmates perform.

How can we be good audience members? Yes, we can look [point to eyes] and listen [point to ears] as we enjoy each other's performance!

Materials

- *Blueprint Songbook*
- Children's version of "This Little Piggy" from Day 19: Greeting Time

Developing Audience Skills

Encourage children in the "audience" to look and listen as their classmates perform. Ask them how else they can be good audience members. After ask the "audience" members to think about or discuss the performance. What did they like about it? How did they feel?

Movement Time

Children practice another breathing exercise.

Physical Development: Concepts of Health

INVITE children to imagine they are characters from *The Three Little Pigs* and *A House in the Woods*.

You just told different stories with your finger plays! We also have been reading different stories about animals that build [show books]. Let's pretend to be some of the animals from these stories! Please stand up.

REVIEW the wolf breath.

First, let's pretend to be the wolf from the folktale of *The Three Little Pigs*. Who can remind us how to do a wolf breath?

Yes, we breathe in through our nose, breath in again, and blow out through our mouth. Let's all do it!

INVITE children to pretend they are the animals at the end of *A House in the Woods*. GUIDE them to form a roof overhead with their arms, take a deep breath in, and sing the word "home" for as long as they can.

Now imagine you are one of the animals at the end of *A House in the Woods*. Just like Moose, Bear, and the two Little Pigs, you are so delighted to be inside your home that you want to sing the word "home" together!

Let's use our arms to make a roof overhead [demonstrate]. Take a deep breath in through your nose, and then sing "home" for as long as you can. Ready?

Materials

- The book *The Three Little Pigs*
- The book *A House in the Woods*

Talk Time

Children discuss what they learned about design and building.

Literacy: Listening and Speaking

DISCUSS what children have learned about designing and building. REFER to the artifacts you have created in this unit. USE a few questions from the suggested examples below.

ASK guiding questions.

We have talked a lot about homes and other buildings!

Whose job is it to plan how a building will be? Look at the photos of the architects and the buildings they designed. What do architects need to plan?

What happens after an architect plans a building? Look at our construction site. What are some different jobs they do?

Even if you are not a construction worker, you can still design and build! What kinds of tools can help us build? How? What else do you know about building?

We also read stories about animals who design and build houses. What did we learn about building from *these stories*?

CLOSE with a cheer.

It's been fun designing with all of you. Let's celebrate by choosing a cheer!

Materials

- Photos of architects and their buildings in the blocks center
- Construction site materials in the dramatic play center
- Unit Chart: "How to Design"
- Unit Chart: "How Do Buildings Get Made?"
- Anchor Chart: "Cheers"
- Any additional charts and artifacts that reflect children's learning in this unit

Remember to Save

- Anchor Chart: "How to Design" to use in future design challenges (Unit 5 and Unit 8)
- Photo of Architect Zaha and other architects to refer to in Unit 8

Reflection Time | How do buildings get made?

Children give advice about designing and building.

Before

CONNECT to learning about designing and building.

We have been learning a lot about designing and building. As we designed our own houses, we made discoveries about how to build a strong and sturdy house. We sure have a lot to share!

REFER to the book *A House in the Woods*. FOCUS on how the Beaver Builders help.

In the book *A House in the Woods*, Moose, Bear, and two Little Pigs need a house to live in. Who do they call to help them?

Yes, they call the Beaver Builders! The Beavers are experts at designing and building, just like you. Watch as I write about the helpful Beavers.

During

DRAW a picture of a beaver drawing a blueprint. DESCRIBE what you are doing and thinking. INVITE children to contribute.

Here is a picture of one of the Beaver Builders. It is helping Moose, Bear, and the two Little Pigs build a house. Which part of the design process should I draw the Beavers doing?

Suggested message: "We are drawing the plans."

PAUSE to focus on concepts of print (letters make up words).

The. I want to write the word "the." The word "the" has three letters t, h, and e. I write these letters together to make the word "the." Then I leave a space and begin the next word, "plans." After I write "plans," let's count the letters in that word.

INVITE children to reread the message with you.

After

GIVE children time to reflect on what they know about designing and building. ENGAGE them in a discussion and chart their responses [use their names such as "June says…"].

- The Busy Beavers helped the other animals in the book to design and build their house. What if Moose, Bear, and the two Little Pigs called you?
- How would you help them build their house?
- What advice would you give them?
- What would you do first?
- What supplies would you use?

RESTATE that children have a lot of information about designing and building.

You have so much information about planning and building from the work you have done. Today you thought about how you would help Moose, Bear, and the two Little Pigs. You are being so helpful by giving your advice.

REREAD the message one more time.

[Transition] INVITE children to think about something else they can build for the animal characters.

Now that you helped Moose, Bear, and the two Little Pigs build a house, what is the next thing you would like to build for them?

Make & Prepare

- Have the book *A House in the Woods* ready. Mark the page that begins "Well that was a good idea…" with a sticky note.

Letter Formation

Proper letter formation is important, and stroke directionality develops from consistent teacher modeling. All letters should start at the top and go down. It is easier to write when you start at the top and you can write more quickly. Research has shown that children in later grades with incorrect letter formation take twice as long to finish assignments and tests that require writing. Since it requires more effort to constantly push the pencil upward, their muscles become fatigued, which slows them down even further. This also attributes to negative attitudes toward writing.

Connections to Other Units

In Unit 5, you will return to the idea of giving advice when reading *Ragweed's Farm Dog Handbook*. This word will then be added to the Unit Chart: "Words We Are Learning."

Keep It Going

- When children are working at the writing center, invite them to write to one of the pigs and give them building advice. What could the pig do differently next time they build?

20 Intentional Read Aloud

Literacy: Literate Attitudes and Behaviors

Children vote for their favorite book from the unit.

Make & Prepare

- Have one small block per child.
- Review the ASL sign for "I like" on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Cheers"
- Anchor Chart: "Readers Can Say"
- All read-aloud books from Unit 4:
  - *Homes of the World*
  - *Dreaming Up*
  - *What To Do With a Box*
  - *Building a House*
  - *Construction*
  - *My Friend Robot!*
  - *The Little Red Fort*
  - *The Three Little Pigs*
  - *A House in the Woods*

Favorite Book

Each unit, your class will choose a favorite book. You can keep track of this by drawing a copy of the cover, or inviting a child to do so, and displaying it in the library center. Or, you can write the title on your daily calendar.

Displaying Data

Once you collect data, organize and display the results graphically. When you organize data, usually sorting is involved. You could put all the votes for book one as one group, and the votes for book two separately in another group. Another way to display the data collected is in a bar chart. Be sure to create graphs or charts in a way that will facilitate understanding. For example, make it clear that each sticky note, for example, is one vote.

Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children's progress.

Keep It Going

- After children vote, measure the stacks of blocks with linking cubes to reinforce children's measurement skills.

Before

Briefly REVISIT each read-aloud book from Unit 4. PLACE each one in a row.

We have been learning how buildings get made. Let's look at all of the building books that we have read together.

First, in *Homes of the World* we saw that there are so many different ways that buildings can look. *Dreaming Up* taught us that we can be like architects when we design buildings using classroom materials. We can be creative when we think of good ideas and use materials in new ways, just like the children do in *What To Do With a Box*.

Next, we learned about what happens after an architect draws a blueprint. We learned that there are different important jobs at a construction site in *Building a House*. And we joined in on the construction workers' busy actions and noisy sounds in *Construction*.

Then, we read books about builders like us. In *My Friend Robot!*, the friends worked together and used special tools to help them build a tree house. And in *The Little Red Fort*, Ruby taught us about the design process while the brothers learned that teamwork is also important.

Last, we read two stories about animals that build homes. The folktale *The Three Little Pigs* taught us the importance of choosing strong materials when designing and building. *A House in the Woods* showed us how we can take care of each other by working together to build.

GIVE TIME for children to reflect on which book is their favorite. ASK how we can find out which is the class' favorite book. INVITE small groups of children to stack a block in front of their favorite book.

Take a look at each of these books. Think about which one you enjoyed the most. How can we find out what our class' favorite book was? Yes, we can vote! Each of you will place one building block in front of your favorite book. If there is already a block in front of your book, stack yours on top!

ASK children how we can find out which book the most readers chose. GUIDE them in counting and determining which book received the most votes. ACKNOWLEDGE that some children's favorite book may not get the most votes. ASSURE them their favorite will be available in the library.

I wonder which of these books the most readers chose. How can we find out? Which one looks the tallest? How can we check? Yes, let's count the number of building blocks in front of each book. Then whichever book has the most blocks is the one we will reread today! Please count along with me…

During

REREAD the book with the most votes.

PAUSE once to INVITE children to share what they like about the book. PROMPT them to use the sign and sentence stem "I like…"

Readers, think about what you like in this book. If you would like to share what you like, please make the sign for "I like" [demonstrate]. You can start by saying, "I like…"

After

CLOSE by choosing a cheer.

It is important to think and talk about the books that we read together at school. We really have enjoyed reading all about designing and building in this unit. Let's celebrate our learning by choosing a cheer!

Small Group 20

Science: Engineering and Technology

Children resume the design process cycle.

Build Interest

DISCUSS what children observed from blowing on their house. READ children's responses that you jotted down.

We tested to see how strong our houses were. Some of our houses fell down, and some didn't. Listen as I read some things I heard you observe while we tried our houses out. What else do you remember?

REVIEW the Unit Chart: "How to Design."

Let's recall how buildings get made. Let's read the steps on our chart "How to Design." Plan. Build. Try it out!

What happens after "try it out?" Yes, the arrow points us right to the planning again.

INVITE children to brainstorm ways to make their houses stronger and sturdier if their house fell down in the wind.

Taking care of ourselves means, in part, means that we say, "I can do it!" [refer to Power of 3].

If your house fell down, you can work on planning and making it stronger and sturdier today. What are some things we could do to make our houses even stronger and sturdier?

Build Understanding

RESTATE children's ideas.

Some ways we might make stronger and sturdier houses are….

REFER to the "How to Design" chart. OFFER choices on how to work. If children's houses fell, EXPLAIN choices: build a new house, or improve the house you already built and try it again. If children's houses were secure, EXPLAIN choices: help another child, build a new house, or test something else.

If your house fell down, you might want to try to fix up your house. This means you will work to make it better. Or you can build a new house! Use your science journal to draw your ideas or sketch a new blueprint.

If your house stayed up, you might choose to help someone who is fixing or building their house. Ask them if they would like your assistance. Or you can try the design challenge again and build another house. You can test out a new idea or design.

When you are all done building or rebuilding, we will try it out again! We are determined. We will try different ways to find a solution.

Take a moment to think about what you would like to do. [Give children time to think.] Let's share how we are going to work! What will you do?

Build Experience

GIVE children time to work. SUPPORT and assist them as necessary. HAVE the Three Little Pigs Building Box available.

When you are done planning and building or rebuilding, we will try it out again! Let's get to work!

- How is this house different?
- Is this house stronger and sturdier?
- If so, what changes did you make?
- If not, what would you do differently?

REFLECT on children's work. INVITE children to share their experiences.

Today we tried again. Let's share what we did and what happened.

Materials

- Three Little Pigs Building Box (replenish materials as needed)
- Children's houses
- Your notes about children's observations from Day 19: Small Group
- Unit Chart: "How to Design"
- Anchor Chart: "Power of 3"
- Science journals
- Writing tools

Building Background Knowledge

Linger on the concept of repairing or fixing an item. What other experiences with repairing do children have? What have they seen getting repaired?

Stretch Their Thinking

Invite children to use their houses to create a new version of *The Three Little Pigs*. Who lives in this fourth house?

Listen/Look For

- What improvements do children make?
- What observations do children make of their new house?

Robust STEM Activities

In STEM activities, process is key! In design-based learning, the process is more important than the product. Revisiting experiences promotes confidence. This teaches a mindset of problem solving and creativity, making the redesign and retest two of the most important parts of the process.

Supporting Multilingual Learners

Review the vocabulary front loaded in Day 17: Small Group to scaffold the language words that new English language learners will need to describe the improvements made or the materials they want to use this time. Have the book *Dreaming Up* handy to reference.

APPENDIX

Digital Online Resources

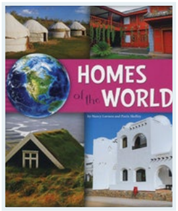
https://clblueprint.org/resources

At the web address above, you will find the following resources and downloads.

- ASL Sign (images & videos)
- Cheer Images
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Power of 3 Images
- Science Journals
- Songs (audio & print)
- Teaching Point Checklist
- Unit 4 Images
- Weekly Materials List

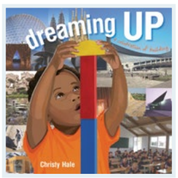
Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



Homes Around the World

- Which of these homes do you wish you could have helped to build?
- What type of home would you like to see a picture of that is not included in this book?
- Why do you think homes in different places look different?



Dreaming Up

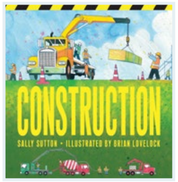
- What other shapes would you use to build?
- What other materials do you think could they use to create this building?
- What is a building in our community that you would like to build? What materials would you use?

What To Do With a Box

- What if the box were long and thin? What would you do with it? What if it were very small?
- This box was once used for something, but the children reused it. Have you ever reused something? How?
- What do you think the children do when they find an empty milk container?

Building a House

- First, the builders dug a big hole. Why?
- Have you seen anyone in your community do any of these jobs?
- What else do you think these builders can make?
- What do you think they will build next?

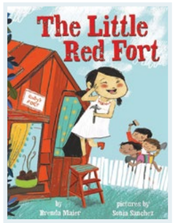


Construction

- If they were building using sticks, what sounds would you hear? What if they were building using rocks?
- Why does the library need electricity? Why does it need plumbing?
- If you lived next to this construction site, would you want to visit it?

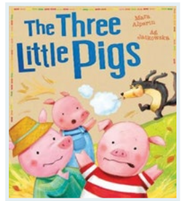
My Friend Robot!

- This robot builds! If you had a robot, what would it help you do?
- Robot doesn't know how to make puppy feel better. What advice would you give him?
- Where would you build a treehouse?



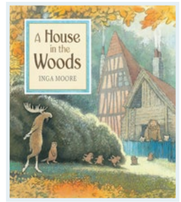
The Little Red Fort

- Ruby taught herself to build a fort. How do you teach yourself new things?
- What would you put in a fort? What would the inside look like?
- If you were playing with Ruby inside the fort, what would you like to do?



The Three Little Pigs

- The pigs worked together to make a new house! What did they change? What stayed the same?
- What do you think the pigs do after the story ends? Why?
- How could the wolf have acted kindly to the pigs?



A House in the Woods

- Why do you think beavers are so good at building?
- When the beavers are not busy building, what else could they do in their lodge on the lake?
- What do you think the animals do the next day when they wake up in their new house?

Coming Up in Unit 5:

"Life on the Farm"

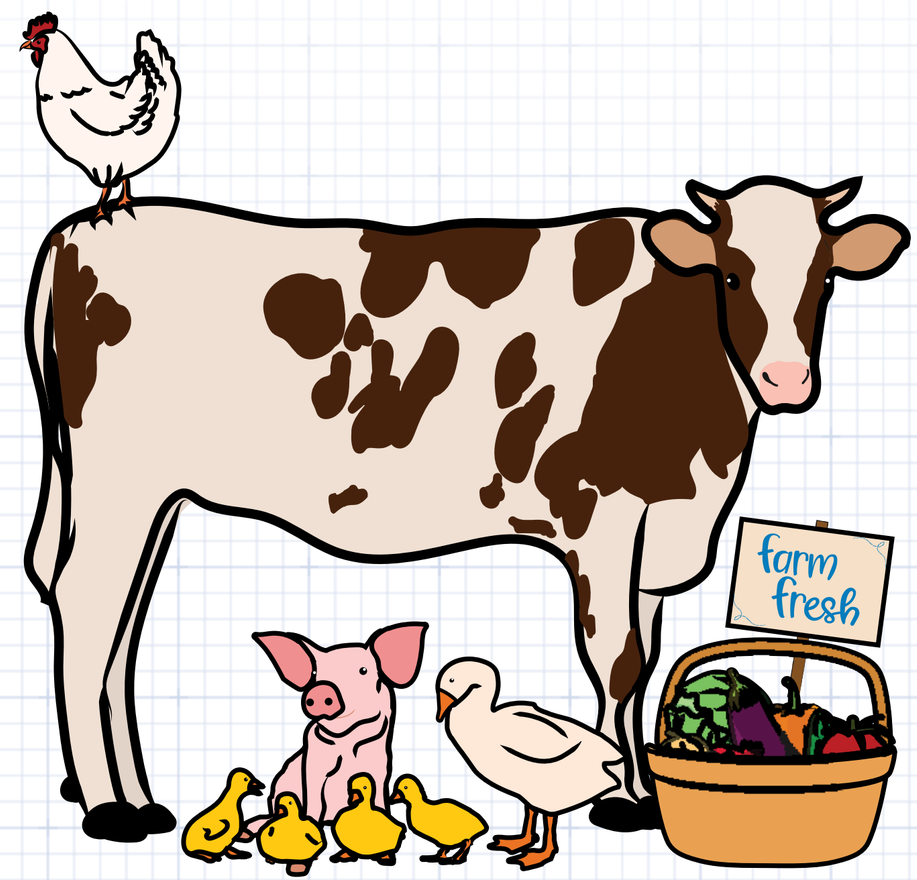
Children have learned about their classroom community, their local community, and how buildings in their community are designed and built. Next children will apply their knowledge of buildings to farm life.

What buildings can be found on a farm? How do these buildings help farm animals? Besides shelter, what else do living things such as farm animals need to be healthy? Are these things similar to the things that healthy kids need?

In Unit 5: "Life on the Farm," children explore what life is like for farm animals. They learn how a farm is home for many animals. They compare baby farm animals to grown farm animals. They focus on one particular farm animal, the goat, to explore its needs and unique characteristics. The unit ends with books that highlight the work different types of farmers do, and gives children another opportunity to participate in a design challenge.

In preparation for Unit 5, collect:

- Clean egg cartons
- Plastic eggs
- Items to create a new dramatic play center—the farm
- Items such as string, yarn, cups, pebbles, marbles, acorns, straws, paper, etc. for the design challenge



BLUEPRINT

We Are Architects!

Teaching Point Checklist

Primary Standard	Teaching Point	Date	Observation Notes
Approaches to Learning: Initiative and Curiosity	Children compare two fire stations.		
	Children share ideas on how to use cardboard tubes in dramatic play.		
	Children plan and build using the materials collection.		
	Children give advice about designing and building.		
Approaches to Learning: Persistence and Attentiveness	Children discuss challenges and feeling confident.		
	Children discuss how to be persistent.		
	Children encourage a puppet to: “Keep on trying.”		
	Children discuss how the third pig keeps on trying.		
Social Emotional: Self-Awareness and Self-Concept	Children practice “Quiet Space.”		
Social Emotional: Social Awareness and Relationships	Children discuss how the friends take care of each other.		
	Children discuss how the animals take care of each other.		
Literacy: Literate Attitudes and Behaviors	Children learn a dump truck poem and create variations (new truck, different verses, etc.).		
	Children learn a finger play about pigs and do variations (change the words, make a new story, etc.).		
	Children make up their own story about animals building.		
	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children listen to the class book *Our Buildings*.		
	Children discuss what they learned about design and building.		

Photocopy as needed.
Also available for download at cliblueprint.org/resources.

BLUEPRINT

We Are Architects!

Teaching Point Checklist

Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Phonological Awareness	Children learn about the *letters w, a, r, and j*.		
	Children find two out of three pictures that rhyme.		
	Children identify the beginning sound of tool names.		
	Children practice producing rhyming words (-ay).		
	Children distinguish between words that begin with /p/ and /w/.		
Literacy: Comprehension	Children use clues to solve a construction job riddle.		
	Children observe how a house is built.		
	Children share what they wonder about the construction site.		
	Children make predictions.		
	Children infer how the character feels.		
	Children retell the story of *The Three Little Pigs*.		
Literacy: Fluency	Children echo construction sounds.		
	Children join in saying repeated phrases.		
	Children join in saying repeating phrases.		
Literacy: Vocabulary	Children learn the word “hoist.”		
	Children learn the word “haul.”		
	Children learn the word “delighted.”		
	Children learn multiple meanings for the word “straw.”		
	Children learn the word “trembled.”		
Literacy: Writing	Children begin work on a class book.		

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Photocopy as needed.
Also available for download at cliblueprint.org/resources.

Teaching Point Checklist

Primary Standard	Teaching Point	Date	Observation Notes
Math: Geometry and Spatial Relations	Children investigate prisms, cylinders, and spheres.		
	Children look for three-dimensional shapes in the classroom.		
	Children play the game “Where Is the Hammer?”		
Math: Patterns and Attributes	Children sort three-dimensional shapes.		
	Children sort building materials.		
	Children sort building tools.		
Math: Measurement and Data	Children put stacks of linking cubes in size order.		
	Children compare the size of a stack of linking cubes to classroom objects.		
	Children measure objects with linking cubes.		
Math: Numbers and Number Sense	Children roll dice and build stacks of linking cubes.		
Science: Scientific Inquiry and Practices	Children use an empty box to build.		
Science: Physical Sciences	Children discuss and explore items made of glass and wood.		
	Children investigate materials to determine which ones are rigid.		
	Children investigate materials to determine which let light through.		
	Children investigate materials to determine which are waterproof.		
	Children test to see which objects move by blowing on them.		

Photocopy as needed.
Also available for download at cliblueprint.org/resources.

Teaching Point Checklist

Primary Standard	Teaching Point	Date	Observation Notes
Science: Engineering and Technology	Children learn the game “If/Then” and follow codes in patterns.		
	Children learn about blueprints.		
	Children contribute to creating a blueprint.		
	Children identify and discuss common building tools.		
	Children play “Which Tool Can Help?”		
Science: Engineering and Technology	Children chart steps in the design process		
	Children learn how tools help people build.		
	Children draw a blueprint for their house.		
	Children build their house.		
	Children test their houses.		
	Children resume the design process cycle.		
Social Studies: Self and Society	Children observe different homes.		
Social Studies: Being a Community Member	Children learn what an architect does.		
	Children discuss construction sites.		
	Children play “Who Can Help?”		
	Children learn about different jobs at a construction site.		
	Children act out construction work.		
Social Studies: Geography	Children name the basic parts of their classroom’s structure.		
	Children identify the parts of a building.		

Photocopy as needed.
Also available for download at cliblueprint.org/resources.

Teaching Point Checklist

Primary Standard	Teaching Point	Date	Observation Notes
Physical Development: Gross Motor Skills	Children pass a block in different ways (over and under, twisting, etc.).		
Physical Development: Fine Motor Skills	Children blow a pom-pom off their hands, to a friend, and using “wolf breaths.”		
Physical Development: Concepts of Health	Children practice another breathing exercise.		
Creative Arts: Music	Children sing about using different tools (hammering a nail, twisting a screw, etc.).		
Creative Arts: Creative Movement and Dance	Children chant and stack hands with a partner with variations (stacking like bricks, stacking like cups, etc.)		
	Children practice tool yoga poses (hammer, screwdriver, ladder, etc.).		
Creative Arts: Visual Arts	Children observe and discuss buildings’ shapes and materials.		
	Children compare buildings to their toy replicas.		
	Children discuss being creative.		
Creative Arts: Dramatic and Performance Art	Children launch the construction site dramatic play.		

Photocopy as needed.
Also available for download at clilblueprint.org/resources.

We Are Architects!

BLUEPRINT

What's Happening Now

Dear Families,

We are beginning to focus on the concepts of designing and building. Children learn that architects design buildings and then many different people and vehicles work together to turn that design into a building. Children also learn that persistence is important in seeing a job through. Keep on trying is a motto we highlight.

Children also:

- Explore buildings from around the world
- Learn the names of common tools and how tools help people
- Explore three-dimensional shapes, such as spheres and cubes
- Explore and compare the properties of a variety of materials, such as wood and fabric
- Design and build a house with common classroom and recycled materials

Keep It Going

Share Learning

Children are learning how architects and builders use different tools to make their work easier. Go on a scavenger hunt around your home to look for examples where tools may have been used in its construction. Do you see any screws? Nails? Take photos of some of these items or your child standing beside them, and send them in!

Share Your Expertise

If you or another family or community member you know works to help design or build buildings, please let us know.

Share Some Supplies

Our classroom is in need of the following items. We hope you are able to share:

- Plastic bottles (milk jugs, water bottles, etc.)
- Cardboard tubes (paper towel tubes, wrapping paper tubes, etc.)
- Cardboard boxes (cereal boxes, tissue boxes, appliance boxes, etc.)
- For the new dramatic play center (Construction Site), we are looking for props such as caution tape; construction gear such as bright-colored vests, hard hats, googles and gloves; and, various tools such as tape measures and levels.

This is a unit letter you can send home to families.
Available for download at clblueprint.org/resources or photocopy as needed.

We Are Architects!

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Keep It Going...At Home

Keep Them Healthy & Active

Children learn several new yoga poses. Continue to do these and other stretches to keep children's developing bones and muscles strong.

Develop Their Emotional Well-Being

We are working on helping children develop an "I can do it!" attitude, but we know that children can get easily frustrated because there is so much they still need to learn how to do. Help them learn how to persist and remain confident. Instead of solving problems for them, ask questions and provide guidance that will lead them to creating a solution on their own.

Help Them Communicate

We read the folktale *The Three Little Pigs*. Many children's books like this one have words or sentences that repeat. When you come to a repeating part in a book, encourage your child to say the words instead of you. This helps build their memories and helps them become future readers.

Explore Their World

Children learn the names and features of common three-dimensional shapes, such as spheres, prisms, and cubes. Together look for examples of items that are like those shapes, such as tissue boxes and basketballs.

This is a unit letter you can send home to families.
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Songs, Poems and Chants

"Building Up a Home"

[Sing to the tune of "Over the River and Through the Wood."]

A roof, a door,
Windows and walls,
We're building up a home,
We'll follow the plan
The best that we can
Learning as we go!

"We Are Building"

[Sing to the tune of "Skip to My Lou."]

Hammers, nails, drills and screws
Hammers, nails, drills and screws
Look at all the tools we use
When we are building!

"The Dump Truck"

I am a dump truck on the road.
I am hauling a heavy load.
My wheels keep turning as I go
Bump, bump, bump, bump.
Whoa, whoa, whoa!
I am a dump truck off the road.
I am dumping my heavy load.

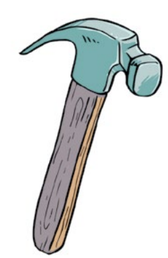
"This Little Piggy"

This little piggy went to market.
This little piggy stayed home.
This little piggy had roast beef.
This little piggy had none.
And this little piggy cried
Wee-wee-wee
All the way home.

Yoga Poses

Hammer Pose

1. Stand with your feet wide apart and bend your knees.
2. Reach both arms up and connect your hands.
3. Take a deep breath in, and then swing your arms down and through your legs.
4. Count your swings.

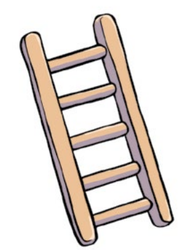


Screwdriver Pose

1. Stand up, lift your arms overhead, and press your hands together.
2. Come onto your tiptoes like a pointy tip.
3. Slowly start to turn around. Try to keep your feet on the screw.
4. Turn around the other way.

Ladder Pose

1. Stand with your feet beneath your hips and your legs straight.
2. Reach your arms above your shoulder with your arms straight.
3. Try to keep your body straight, as you lean your torso slightly forward and then back.
4. Lean to one side and then the other.



Saw Pose

1. Sit facing a partner and hold hands.
2. Take turns leaning back, as your partner leans toward you.
3. Imagine you are cutting through a piece of wood.
4. Keep sliding your saw in the pattern: back and forth, back and forth.

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Children's **Literacy** Initiative

BLUEPRINT

Michele Coulombe - Lead Curriculum Developer

Amy Fatall - Senior Contributor

Erin Zuccaro - Senior Contributor

Brenda Leger - Publisher

Michael Jones - Creative Director

Justin Hudson - Design & Layout

Priscilla Williams - Illustration & Design

Contributors

Katherine Mach

Kate Lafferty

Glennis Lizardo

Kelly Phillips

Guest Contributors

Alissa Lange

Jacky Howell

Academy of Natural Sciences of Drexel University

Emily McCarthy

Julie Marzano

Pilot Programs

Augusta County VA Public Schools
Elizabeth NJ Public Schools
Newark NJ Public Schools
Belmont Academy of Philadelphia

In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.

ISBN 978-1-7345672-1-2

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