

# Unit Four: Where We Live

Interdisciplinary Unit of Study  
NYC DOE

## EXPLORE

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# I. Unit Snapshot

## Unit Topic:

Where We Live

## Essential Question

Where do the people and animals around me live?

## Focus Questions

- Where do I live? Where do my family members live?
- Where do people and animals live?
- What types of homes do the people in my city (NYC) live in?
- How do people and animals make homes?

## Student Outcomes

Enduring understandings that the student should have by the end of the unit:

- Homes are the places where we live.
- Animals and people have many different types of homes.
- Some animals live with people.
- People and animals make homes.

## Connected Academic Vocabulary

This list should be adapted to best fit the needs of individual programs and classrooms.

address	farm	tools
apartment	fire	upstairs
architect	floor	window
attic	floor plans	wood
backyard	garage	
basement	glass	
bedroom	habitat	
blueprints	hibernate	
borough	hive	
bricks	home	
brownstone	homeless	
build	house	
builder	metal	
burrow	near	
castle	neighborhood	
cement	nest	
city	pet	
concrete	roads	
construction	roof	
den	shelter	
door	shingles	
downstairs	skyline	
elevator	skyscraper	
escape	stairs	
exit	straw	
façade	street	
far		

## Focus Standards

### From the Prekindergarten Foundation for the Common Core (PKFCC)

#### Domain 1: Approaches to Learning

PK.ATL.5: Demonstrates persistence.

#### Domain 2: Physical Development and Health

PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

#### Domain 3: Social and Emotional Development

PK.SED.4: Develops positive relationships with their peers.

#### Domain 4: Communication, Language and Literacy

Approaches to Communication

PK.CLL.4: Demonstrates his/her ability to express ideas using a variety of methods.

Reading Standards for Literature

PK.CLL.1: With prompting and support ask and answer detail(s) about a text.

Reading Standards for Informational Text

PK.CLL.9: With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).

Writing Standards

PK.CLL.5: With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.

Speaking and Listening

PK.CLL.6 Demonstrate an emergent ability to express thoughts, feelings and ideas.

#### Domain 5: Cognition and Knowledge of the World

Mathematics

PK.CKW.1 (Geometry): Analyze, compare and sort two and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size and shape).

Science

PK.CKW.5 Observes and describes characteristics of living things.

Social Studies

PK.CKW.1: Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.

PK.CKW.3: Demonstrates knowledge of the relationship between people, places and regions.

PK.CKW.5: Demonstrates an understanding of roles, rights and responsibilities.

## The Arts

PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.

## Technology

PK.CKW.2: Explores and uses various types of tools appropriately

## II. Introduction

Welcome to Unit 4: Where We Live, Pre-K for All's fourth Interdisciplinary Unit of Study. In Unit 3: All About Us, children explored ideas of identity and belonging as they learned about themselves and the people around them. In Unit 4: Where We Live, children move from inquiring and thinking critically about themselves, their classmates and their family to the spaces that those people inhabit. This unit is designed to reflect the diverse places where people live in neighborhoods across New York City. There are opportunities throughout the unit for you to tailor discussions and activities to reflect the children and communities you serve. Additionally, in this unit children inquire and learn about the homes of animals, both pets living in homes with the children and those animals that create their own homes.

Children begin this unit by investigating themselves and the people important to them by considering the first week's focus questions, "Where do I live? Where do my family members live?" They will read about different kinds of homes, including apartments, houses, etc. and discuss where different members of their families live. After children consider the different kinds of homes in which they and the people they know live, they will start to consider animals and investigate a more abstract concept: animal homes. Through this structure we mirror the process by which young children explore and understand the world; starting with themselves then moving outwards and from

concrete to abstract. Based on the interests of the children, some classrooms may choose to focus on one animal, while others will draw connections between many animals and the types of homes in which they live.

In this unit, children develop a concept and awareness of the diversity of living environments and explore how New Yorkers live in many types of homes and buildings. This unit provides an opportunity to explore a wide variety of living environments and reiterate Pre-K for All's commitment to including and embracing all children and families by ensuring all students feel represented in the classroom. It is possible that issues may arise about several specific topics regarding homes, homelessness and safety. You may have families and children in your classroom who live in shelters or transitional housing. Children may also have questions about or want to discuss their observations of people who have different kinds of living situations. Issues may arise around events that might damage or make homes unsafe. Children and families may have experience with weather conditions or other safety hazards and may have had to leave their homes. Additionally, some children frequently transition between homes and/or identify some place as a home that is not where they currently live (such as a relative's home or a former home). Due to transitional home experiences, also be prepared that some children will not be comfortable speaking about their homes

at all or may want extra opportunities to talk and share about their experience of home. Get to know your families and your children well so that you can proactively prepare for their needs and make the classroom a safe place for them to play and learn. In Section IX, there are some websites and resources for teachers on various topics. These resources can also be shared with families as needed. Although we encourage discussion about all kinds of places that people live, please respect the privacy of children and families who are living in transitional housing and do not disclose the housing status of any children and families. Contact your DECE Instructional Coordinator, Social Worker or Field Office for additional guidance.

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*This unit provides an opportunity to explore a wide variety of living environments and reiterate Pre-K for All's commitment to including and embracing all children and families by ensuring all students feel represented in the classroom.*

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In the third week of this unit, children will explore the question, “What types of homes do the people in my city live in?” This adds a layer of observation and inquiry by prompting children to consider the buildings in and around their neighborhoods and throughout the city. This is an opportunity to develop new vocabulary through words such as skyscraper and brownstone, and build on children’s observational skills. In the last week of the unit, children look more closely at how both animals and people make homes. Here they will observe, plan, ponder, discuss and problem solve together as they study blueprints as well as building and floor plans before drawing their own and then use these plans as a guide for building in the Block/Construction area. During this time, provide feedback that expands learning and understanding and encourages continued participation; ask children guiding questions to encourage them to analyze why their constructions fell or were sturdy, or plan for future redesigns to reflect new ideas. These activities develop skills around planning and implementation that are essential for pre-K as well as later schooling and can ultimately be used in a variety of careers.

Opportunities to develop children’s literacy skills are interwoven throughout the unit. There are many opportunities to enjoy literature, engage in discussions around books, retell and act out stories the children have read. Additionally, there are many opportunities for children to practice writing and observe teaching staff writing. In Unit 3: All About Us, we focused children on exploring the letters and sounds in their own names. In this unit we continue to generate excitement for letters by highlighting a few letters that frequently come up in books,

discussions and other activities. For example, for the neighborhood walk activity, you will create a chart on homes. Title the chart, “Homes,” point to the “H” and say the letter name. You can also select other letters to highlight that are relevant or interesting to the children. There are examples throughout the unit.

# III. Unit Framework

## Essential Question

This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.

## Focus Questions

These represent the major inquiries of the unit. They build over time and require children to make connections across all content areas. Each focus question is designed to take about one week to explore.

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*These are key components of each Pre-K for All Unit of Study.*

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## Foundational Learning Experiences

These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children’s understanding of the Focus Questions.

## Foundational Texts

*PK.CLL.5 (Reading Standards for Literature):  
Students interact with a variety of common types of texts.*

These are a combination of literary and informational texts that can be read throughout the unit. See Section XI for text-based critical thinking questions to support the read aloud experience.

Engaging, informative and literary texts provide opportunities for exploring content, expressing ideas using one’s imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children build a deeper understanding of content, make meaningful connections between content and other concepts or experiences and builds their confidence as learners and as future readers.

## Key Vocabulary

These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

## Family and Community Engagement

These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. Each activity is aligned to the **Pre-K for All Program Quality Standards**.

See Section IX: Supporting Resources for more information about Family Engagement Practices.

## Culminating Celebration

This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

### Unit Three: Where We Live

#### Essential Question: Where do the people and animals around me live?

	Week One	Week Two	Week Three	Week Four
Focus Questions	Where do I live? Where do my family members live?	Where do people and animals live?	What types of homes do the people in my city (NYC) live in?	How do people and animals make homes?
Foundational Learning Experiences	<p><b>Whole Group</b></p> <p>Read, <i>A House Is A House For Me</i>, by Mary Ann Hoberman, to introduce homes and living spaces to the children. After reading, invite children to share something about where they live with a partner.</p> <p>PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).</p> <p>See page 42 for lesson plan</p>	<p><b>Learning Centers</b></p> <p>After reading, We're Going on a Bear Hunt, by Michael Rosen, take the children on a pretend search for animal homes. Search high and low. Ask the children what animals to look for and discuss where they live and where you might find them on your search. What will you do if you find the animals you are looking for?</p> <p><i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></p> <p>See page 47 for lesson plan.</p>	<p><b>Whole Group</b></p> <p>Take the children on a neighborhood walk looking at the types of homes in the area. Bring a picture chart of the typical kinds of homes in the area and tally the homes the children see. Title the chart, "Homes" highlighting the letter "H." After the walk is completed the class can count the tallies together and compare how many of each type of home they saw using language such as more, less or equal.</p> <p><i>PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching</i></p>	<p><b>Small Group</b></p> <p>Invite children to look at blueprints and then create their own using blue paper, white chalk and rulers. After children create their blueprints they can hang them in the Block/Construction area and try to create buildings based on the blueprints they drew.</p> <p><i>PK.CKW.2 (Technology) Explores and uses various types of tools appropriately.</i></p> <p>See page 55 for lesson plan.</p>



	Week One	Week Two	Week Three	Week Four
Focus Questions	Where do I live? Where do my family members live?	Where do people and animals live?	What types of homes do the people in my city (NYC) live in?	How do people and animals make homes?
			and counting strategies (up to 5 objects). See page 51 for lesson plan.	
Foundational Texts	<i>The Big Orange Splot</i> by Daniel Manus Pinkwater	<i>A House for Hermit Crab</i> by Eric Carle	* <i>The Three Little Pigs and the Somewhat Bad Wolf</i> by Mark Teague  Note: This version of the classic tale The Three Little Pigs does not glorify violence or show violence in a graphic or frightening way.	<i>Iggys Peck Architect</i> by Andrea Beaty
Key Vocabulary	address, borough, city, far, home, near, neighborhood, roads, street	bedroom, burrow, den, downstairs, habitat, hibernate, hive nest, pet, upstairs	attic, apartment, basement, brownstone, castle, door, elevator, façade, farm, floor, garage, house, roof, skyline, skyscraper, shelter, skyline, stairs, window	architect, backyard, blueprints, build, builder, bricks, cement, concrete, construction, exit, fire escape, floor plans, floor plans, glass, metal, shingles, straw, tools, wood
Family and Community Engagement	Invite families to count the number of squares they can find at home. Repeat with other shapes.  <i>PQS 3.1: Capacity-Building: Primary Teacher</i>	Invite families to observe the homes around them as they walk together outside. Tell families you did a similar activity in class. Children can compare what they saw in the walk with the class to what they see when they walk with their families. Families and children can discuss what types of homes they see. Do they see	Invite families in during center time to build homes/buildings familiar to them with children in the Blocks/Construction area.  <i>PQS 2: Two-way Communication.</i>	Encourage families to safely observe a construction site. Provide questions to consider such as: What do they notice? How do the people who work there stay safe? What do they think the building will look like when it is done?  <i>PQS 3.1: Capacity-Building: Primary Teacher</i>

	Week One	Week Two	Week Three	Week Four
Focus Questions	Where do I live? Where do my family members live?	Where do people and animals live?	What types of homes do the people in my city (NYC) live in?	How do people and animals make homes?
		people homes or animal homes? What do they notice about the homes? Are they apartments? Houses? Do they have many windows? How many floors do they think there are in each building?  <i>PQS 3.1: Primary Teacher</i>		
<b>Culminating Celebration</b>	<p>Create a class mural depicting an array of homes for people and animals. Invite children to reflect on and discuss the different types of homes and buildings the class studied. Have them create representations ranging from the types of homes they live in to the homes people in other places live in to animal homes, depending on what they found most interesting during this study. Consider a variety of mediums for this mural including collage, drawing and painting.</p> <p>OR</p> <p>Invite children to use recycled materials, tape, glue, etc. to make three-dimensional representations of buildings in their neighborhoods and across New York City. Encourage children to be intentional about the buildings they create as well as the materials they use. Display the buildings together as a representation of the program neighborhood or the city.</p>			

## IV. Ideas for Learning Centers

Learning centers should be used to advance the unit's essential and focus questions and enduring understandings as well as reflect the needs of your children. In this study on living spaces, it is especially important to consider the population and neighborhood you serve. As you make choices about what to include in your centers consider where the children in your class live. Think critically about the materials recommended here and select the ones that most closely match their homes or living situations. Additionally, consider what other materials you might need to add to make sure your centers accurately reflect the home lives of your children. The following suggestions supplement the standard materials you have in each center such as blocks in the Blocks/Construction Area, paper and a variety of writing utensils in the Writing Center, etc. As you plan your learning centers, also consider how you will provide multiple entry points into the materials for all children in your classroom. The suggested materials and activities are intended to be relatable and fun! This is not an exhaustive list of materials and can be supplemented by other materials per your knowledge of your classroom.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. Program Quality Standard (PQS) Eight, "Engaging Children in Meaningful

Activity," highlights the necessary balance between adult and child-initiated learning experiences as well as some ways teaching staff can enhance children's learning in center play. When teaching staff interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk and asking open-ended questions that deepen engagement and inquiry while developing problem solving and critical thinking skills. As you invite children to build buildings and homes throughout this unit you have the opportunity to help build these skills by helping them make a plan for the building prior to beginning construction, considering what went wrong when their structures collapse and what to do differently next time.

Play is an important vehicle for developing a variety of skills outlined in the PKFCC and is woven into many of the Program Quality Standards. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them they have some of the essential supports necessary for their play to continue developing in complexity. The play-based learning that happens in centers addresses Prekindergarten Foundation for the Common Core (PKFCC) Standard PK.AL.1 (Actively and confidently engages in play as

a means of exploration and learning). This same play helps children develop the background knowledge articulated in PKFCC Standard PK.CLL.4 (Demonstrates s/he is building background knowledge), which is essential for making connections and deepening children's understanding of the world around them. For these reasons, teachers should ensure that children have access to and can choose from a variety of learning center materials for one-third of the pre-K day, and support children's engagement in play during center time, making adjustments to the daily schedule to weave in small and whole group activities without infringing on that time. PKFCC standards are included for all of the activity suggestions here and opportunities for assessment are embedded. Text suggestions that compliment these materials and activities are also included.

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*On each page, critical thinking questions/statements and text suggestions (if applicable) are listed in the left column. Activity suggestions, which will change from unit to unit, are listed in the right two columns.*

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## Blocks/Construction

### Critical thinking questions/statements:

Tell me about your work. I notice that you \_\_\_\_\_.  
What are some other things you could add? I wonder what would happen if \_\_\_\_\_. Why? How do you know? How could you build \_\_\_\_\_. What is your conclusion?

### Suggested Text:

*Dreaming Up: A Celebration of Building* by Christy Hale

Encourage the children to create the buildings from the book.

*PK.CLL.3 (Approaches to Communication): Demonstrates that s/he understand what they observe.*

### Homes and Buildings:

Post pictures of different types of homes and buildings and invite children to build the homes in the pictures or similar homes.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### Apartment Buildings:

Use shoe boxes or other cardboard boxes to create an apartment building. Provide pictures of various types of apartment buildings from around New York City for children to reference and facilitate discussions about the important details they notice before they start creating. Allow children to use small people and furniture with this as well. Any furniture that children would like but is not available can be made with recycled materials in the art area.

*PK.CKW.1 (Geometry): Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.*

✓ **Opportunity for Assessment:** As children are creating the apartment building ask position questions such as, "What should go on top of this box?" or, "What did you put on the bottom?" Note the position words the children can use correctly.

### Build:

Provide various types of blocks and building materials for children such as Lincoln Logs, small blocks, big blocks (cardboard or wood), Duplos, etc. that you have available. This may be a good time to rotate building materials. Encourage children to build their own homes or buildings near where they live.

*PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects. .*

### Take Pictures:

Ask children about their structures, take pictures of their work and post them in the Block/Construction area. Allow children to help take the pictures.

*PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.*

### Skyscrapers:

Invite children to build skyscraper apartment buildings. Encourage them to build apartment buildings as tall as they can. Provide children with safety reminders for tall structures such as wearing hard hats when structures are taller than they are, posting a "caution" sign in the area when structures become very tall and verbally warning their peers when working on large structures.

*PK.CKW.5 (Social Studies): Demonstrates an understanding of roles, rights and responsibilities.*

### ***Construction Vehicles:***

Add construction vehicles to the Blocks/Construction area. Invite children to use the vehicles as they build homes from blocks and other building materials.

*PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*

### ***Roofs:***

Add large flat blocks or flat pieces of cardboard for children to use as roofs on the structures they build.

*PK.ATL.1: Actively and confidently engages in play as a means of exploration and learning.*

### ***Tools:***

Add child-safe tools (plastic or wood) and encourage children to use them as they create block structures.

*PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.*

**✓ Opportunity for Assessment:** What tools is the child familiar with? What tools does the child explore? How does the child explore the tools?

## Dramatic Play

### Critical thinking questions/statements:

Who are you going to be today? I wonder what would happen if \_\_\_\_? What will you do next? What do you think about \_\_\_\_? What does that remind you of?

### Suggested Text:

*The Three Little Pigs and the Somewhat Bad Wolf*  
by Mark Teague

After reading this book invite children to act out the story. Children can discuss the similarities and differences between the three types of houses and then create them in the art area. Move the houses into the dramatic play area and invite the children to use them as props and reenact the story.

*PK.CKW.5 (The Arts): Participates in a variety of dramatic play activities to represent fantasy and real life experiences.*

✓ **Opportunity for Assessment:** Is the child able to represent fantasy, real life, imagination and literature through dramatic play? How? What roles does s/he take on?

### *Façades:*

Invite children to create the façade of a home using a very large piece of flat cardboard. The children can draw or paint the details of the home such as windows and doors. After the façade is complete stand it up and if possible secure it in the upright position. Children can create facades for different types of homes (apartment building, house, etc.) throughout the unit.

*PK.ATL.1: Actively and confidently engages in play as a means of exploration and learning.*

### *Castle:*

Create a castle façade and turn the dramatic play area into a castle.

*PK.SED.4: Develops positive relationships with their peers.*

### *Home:*

Set the Dramatic Play area up as a home. Invite children to play in the home. Consider setting the area up as a different room in a home or different type of home throughout the unit.

*PK.CLL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas.*

### *Barn:*

Turn the Dramatic Play area into a barn. Create stalls and add stuffed animals, hay, troughs for feeding and tools for caring for the animals.

*PK.CLL.4 (Approaches to Communication): Demonstrates his/her ability to express ideas using a variety of methods.*

## Art

### Critical thinking questions/statements:

Tell me about your art. What did you notice about \_\_\_\_? I notice that you \_\_\_\_\_. How did you do that? What will you try next? Why? How does this picture, painting, drawing, etc. make you feel?

### Suggested Text:

*ABC NYC* by Joanne Dugan

Encourage children to look for letters throughout the classroom as well as in their artwork and the artwork of their peers.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### *Popsicle Stick Homes:*

Provide children with Popsicle sticks, glue and paper. Invite them to make a home by gluing the sticks onto the paper.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### *Playdough and Sticks:*

Use Popsicle sticks, toothpicks or another type of small sticks and playdough for children to build three dimensional structures. Children can insert the sticks into balls of the playdough to create the structures.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions*

### *Box Homes:*

Supply children with various cardboard boxes such as shoe boxes, shipping boxes, moving boxes, and tape, glue, markers, etc. Children can use writing utensils to transform the boxes into pretend homes for people and animals.

*PK.ATL.3: Approaches task, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.*

### *Nest:*

Provide twigs, string, yarn, Popsicle sticks, etc. to create a bird's nest

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *Shape Homes:*

Provide an assortment of construction paper shapes. Have children talk about and then sort the shapes in order to make purposeful selections and create a home. They can create their own home or a home they might like to live in.

*PK.CKW.1 (Geometry): Analyze, compare and sort two and three dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g. color, size and shape).*

✓ **Opportunity for Assessment:** How does the child describe shapes? What similarities and differences does the child notice between shapes?

### *Miniature Furniture:*

Invite children to create furniture from recycled materials to play with in the apartment building they created in the Blocks/Construction area.

*PK.CKW.1 (Technology): Describes types of materials and how they're used.*

### ***Kitchen Tools Painting:***

Provide various child friendly kitchen tools that do not have sharp or jagged edges such as a potato masher, fork or small rolling pin; allow children to use the tools to paint a picture.

*PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.*

### ***Room Collage:***

Invite children to create collages of items that might belong in different rooms of a house (living room, bedroom, kitchen, etc.) by cutting out and gluing pictures from magazines.

*PK.CLL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas*

### ***The Three Little Pigs:***

Save very large cardboard boxes for children to turn into the homes from the story The Three Little Pigs. A rectangular sponge and red paint can be used to create the brick house. Children can gather sticks from outside and glue them onto the stick house. They can collect cardboard tubes, use very fine paint brushes or string and yellow paint to create thin lines to represent straw for the straw house. When dry, move the houses to the Dramatic Play Area for children to reenact the story.

*PK.SED.4: Develops positive relationships with their peers.*



## Science/Discovery

### Critical thinking questions/statements:

What did you observe here/when \_\_\_\_? What did your sense of \_\_\_\_ tell you about \_\_\_\_? What will you try next? I wonder what would happen if \_\_\_\_? How do you know? How could we find out?

### Suggested Text:

*Home Sweet* (series) by Elizabeth Salzmänn

After reading, invite children to share and/or use their science journals to record something they learned about animals and/or insects.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *Pet or Wild Animal?*

Provide pictures of wild animals as well as typical pets. Invite the children to sort the pictures into two groups: animals who live in homes (pets) and wild animals. Sometimes wild animals are pets; discuss with children.

*PK.AL.5 Demonstrates persistence.*

### *Match the Animal to its Home:*

Provide pictures of animals as well as their habitats. Invite children to talk about the animals and the habitats then to match the pictures and explain why/how they made the matches.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *Building Materials:*

Provide an assortment of building materials such as a shingle, a piece of wood, a brick, etc. and invite children to explore these building materials. They can explore how the materials look and feel and can record their thoughts in their science notebooks.

*PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.*

### *Tools of the Trade:*

Provide an assortment of blunt nails and screws of various sizes and textures as well as containers for sorting. Invite children to sort the materials.

*PK.ATL.5 Demonstrates persistence.*

✓ **Opportunity for Assessment:** Is the child able to maintain focus until all of the objects are sorted?

### *Insect Homes:*

Add small plastic insects as well as found materials such as sticks, leaves, branches, etc. Invite children to create homes for the insects.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *Blueprints:*

Add blueprints and floor plans for children to explore.

*PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.*

## Toys and Games / Math Manipulatives

### Critical thinking questions/statements:

I notice that you \_\_\_\_\_. What do you notice? What happened when you \_\_\_\_? Why do you think that happened? If I want to \_\_\_\_\_, what should I do? Tell me about \_\_\_\_\_. How do you know? Tell me why \_\_\_\_\_.

### Explore:

See your Building Blocks Teacher's Edition for Hands on Math Center activities. Have these activities available for children during Center Time.

### Suggested Text:

*The Mitten* by Jan Brett

Provide a mitten and small animals. Challenge children to see how many animals can fit in the mitten. They can count the animals they put in the mitten and record the number on a piece of paper or graph.

*PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.*

### *Land or Water?*

Provide a square of blue felt to represent water, a green felt square to represent land and an assortment of small animal manipulatives. Invite children to sort the animals based on where they live: on land or in the water. After they have sorted the animals they can use a number card to label how many animals they put in each area.

*PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.*

### *How Many People Live Here?*

Draw outlines of homes on pieces of paper, supply small people figurines and number cards. Have children pick a card, read the number and then put that many people in the home

*PK.CKW.3 (Counting and Cardinality): Understand the relationship between numbers and quantities to 10; connect counting to cardinality.*

✓ **Opportunity for Assessment:** Is the child able to place the correct number of people in each home? Does the child understand that the last number counted tells how many?

### *Homes Memory:*

Create a set of cards that have animals on one card and their habitats on the other card. Turn all the cards face down and invite children to turn over the cards to find the matches.

*PK.AL.5 Demonstrates persistence*

### *Farm Animals:*

Add a barn and small animals for children to explore. Talk with the children about which animals live on a farm.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *Lego Homes:*

Add small Legos or other small-scale building materials and invite children to build homes

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

## Sand and Water / Sensory

### Critical thinking questions/statements:

What happens when \_\_\_\_? How do you think that works? How could you change that? What does that remind you of? What would happen if \_\_\_\_? Tell me more.

### Suggested Text:

*Following Papa's Song* by Gianna Marino

Add plastic whales to the table and encourage children to use them to retell this story.

*PK.CLL.1 (Approaches to Communication): Demonstrate that they are motivated to communicate.*

### Houseboats:

Fill the Sensory Table with water and add toy boats; invite children to pretend they are houseboats. Prompt critical thinking with the children through questions such as, "How do you think people who live on houseboats get food?" and "What do you think they do when it rains?"

*PK.CKW.1 (Geography): Develops a basic awareness of self as an individual, self within the context of family and self within the context of community.*

### Sand Castles:

Add sand castle molds to the sand table. Add a small amount of water to create damp sand and invite children to build sand castles. Be careful when adding water to the sand. Keep the lid off the table when finished to prevent mold growth.

*PK.ATL.1 Actively and confidently engages in play as a means of exploration and learning.*

### Construction Jobs:

Add construction vehicles to the pourable materials (e.g. sand) in the Sensory Table. Invite children to pretend to be construction workers.

*PK.CKW.1 (Social Studies): Develops a basic awareness of self as an individual, self within the context of a family and self within the context of community.*

✓ **Opportunity for Assessment:** What does the child understand about the role of construction workers in the community?

### Fish Habitat:

Add fish, plastic seaweed, and other underwater materials to create a fish habitat. Invite the children to play with the fish and set up the water table as desired to create a home for the fish.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### Wash the Dishes:

Add soap, sponges or washcloths and small plastic dishes to the water in the sensory table. Invite children to wash the dishes.

*PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.*

### Laundry:

Add soap and small items of clothing or doll clothes as well as a clothesline and clothes pins for drying the clothes. After children wash the clothes, have them wring them out and then hang them on the clothesline. Invite children to predict how long it will take the clothes to dry and graph their predictions.

*PK.CKW.2 (Science): Tests predictions through exploration and experimentation*

***Insect Habitats:***

Fill the table with dirt. Add sticks, leaves, bark, acorns, etc. and invite children to create homes for the insects.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

## Library

### Critical thinking questions/statements:

Tell me about this book. What do you like about it? What is your favorite part of this book? Why? What do you notice? What do you think is happening? What will happen next? Does that remind you of anything? Would you recommend this book to a friend? Why or why not?

### Note:

Add books from the Foundational and Supporting Text list in Section V to your classroom library to create a collection of books that deepen children's understanding of the unit.

### Flannel Board Homes:

Provide pieces of flannel cut to represent parts of homes such as roofs, windows, doors, etc. to go with specific stories (i.e. *The Three Little Pigs and the Somewhat Bad Wolf* by Mark Teague or *The Napping House* by Audrey Wood). Invite children to use these materials to create homes and tell stories about them or the people who live in the homes. Add a few felt letters such as "H" for home or "A" for apartment or other letters that children show interest in.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions*

### Compare and Contrast:

Invite children to look at two non-fiction books on the same topic such as *Home Sweet Den* and *Home Sweet Nest* by Elizabeth Salzmänn. Encourage them to compare and contrast the two books.

*PK.CLL.9 (Reading Standards for Informational Text): With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).*

## Cooking and Mixing

*(As needed)*

### Critical thinking questions/statements:

Why do you think we are adding \_\_\_\_? What would happen if \_\_\_\_? What do you notice as we do this? How does it smell? How does it feel? What does it look like? How does it taste? What does this remind you of?

### Note:

Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.

Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to make sure children's nutritional needs are met.

Children must always wash hands before and after cooking experiences.

*PK.PDH.7: Demonstrates personal care and hygiene skills.*

### Playdough:

Make playdough with the children. Invite them to select colors they would like to use to create different types of homes.

*PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world*

### Playdough Letters:

After making playdough with the children, provide written examples of the letter, for example "H" for home and "L" for live. Encourage children to roll their playdough into strands and then mold into letters.

*PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.*

### Ants on a Log:

Invite the children to fill the hollow of a celery stick with peanut butter, cream cheese or other spread and top with raisins to create ants on a log. Discuss where ants live. For more information about where ants live visit

<http://www.biokids.umich.edu/critters/Formicidae/> or <https://en.wikipedia.org/wiki/Ant>.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

✓ **Opportunity for Assessment:** What does the child know about where ants live?

## Computer/Technology

Content should be free of product placement/advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program. Prescreen images and videos to make sure they are appropriate for children and not frightening or explicit. Do not use personal devices and ensure that you have signed permission before taking photographs of children.

### Critical thinking questions/statements:

I notice that you \_\_\_\_\_. How did you figure that out? What will you do next? What if you try \_\_\_\_\_? How could you \_\_\_\_\_?

### ***Floorplans, Building Plans and Blueprints:***

Use an internet search engine to pull up a few floor plans, building plans and blueprints from the internet for children to investigate. Encourage children to look for things that are the same and different in the plans and discuss what they notice.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### ***Addresses and Street Signs:***

Pull up pictures of the addresses on homes and street signs on streets. If possible, pull up pictures of locations in the program neighborhood.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### ***New York City Buildings:***

Use an internet search engine to pull up pictures of buildings throughout New York City such as the Empire State Building, Chrysler Building, etc. Print, label and post these pictures in the Blocks/Construction area. Ask children which building they would like to try to build and talk about how they plan to make the structures.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

## Outdoors / Playground

### Critical thinking questions/statements:

I saw you \_\_\_\_\_. What will you do next? If you try \_\_\_\_\_, what do you notice? How did you do \_\_\_\_\_? How does it feel outside today? What do you see?

### Suggested Text:

*We're Going on a Bear Hunt* by Michael Rosen

Read this book with the children then take them on a pretend search for animal homes. Search high and low. Ask the children to name which animals to look for and discuss where these animals live and where you might find them on your search. What will you do if you find the animals you are looking for? See Section X for lesson plan.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *What Do You See?*

Look at the homes visible from the outdoors/playground area. Can children see homes for people? What do children notice about the homes? Can they see windows? How many? Can they see doors? How many? What are the homes made of? What similarities and differences do they notice when they look at the homes?

*PK.ATL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.*

### *Insect Hunt:*

Invite the children to look for insects. If you do not find any insects help them consider why. Where do insects live? Who makes homes for insects? Are there insects around when it is warmer outside? Where do insects go when it is cold outside?

*PK.CKW.5 Observes and describes characteristics of living things.*

### *Homes:*

If there are structures on the outdoors/playground area that children can pretend are a home, invite them to imagine the space is a home and pretend they live in the home with their peers. Before they play in the space invite them to share why it will make a good home.

*PK.ATL.1: Actively and confidently engages in play as a means of exploration and learning.*

### *Animal Homes:*

Invite children to pretend they are animals and find or build homes in the outdoors/playground space. Consider bringing large boxes outside for children to use.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*



## Writing

### Critical thinking questions/statements:

I notice that you \_\_\_\_\_. That reminds me of \_\_\_\_\_.  
What if you try \_\_\_\_\_? How could we find out \_\_\_\_\_?

### Suggested Text:

*The Jolly Postman* by Janet and Allen Ahlberg

After reading this book, invite children to write letters to the characters from the book, *The Three Little Pigs and the Somewhat Bad Wolf* by Mark Teague.

*PK.CLL.6 (Speaking and Listening): Demonstrate an emergent ability to express thoughts, feelings and ideas.*

### Coupons:

Encourage children to discuss ways they help at home or school and think of an additional way they can be helpful (e.g. "I will help fold the laundry" or "I will help clear the dishes"). Provide a coupon-sized piece of paper for them to write their ideas on (assist as necessary or allow children to dictate thoughts to a teacher). Explain to the children they can offer the coupon to someone at home or school and help with the task. Highlight letters that are relevant, for example the letter "H" for "help."

*PK.CLL.1 (Reading Standards: Foundational Skills); Demonstrate understanding of the organization and basic features of print.*

✓ **Opportunity for Assessment:** Does the child understand that spoken words are represented in written language by specific sequences of letters?

### Addresses:

Explain to children that homes have addresses to help people identify them. Show picture examples of addresses on homes. Invite children to create an address for their cubby/hook (using both letters and numbers as they are ready). Provide appropriately sized pieces of paper as well as writing utensils and assist children with writing as necessary. Attach the address cards on or near the children's cubbies/hooks.

*PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.*

### Blueprints:

Provide sample floor plans, blueprints and/or building plans for children to observe (See Section XI: Appendices). Tell children floor plans show how a home looks from above and help people understand where all of the rooms are in a home. Point out the text on the prints. After children have had a chance to investigate the documents invite them to create their own. They can create a floor plan of their own home, someone else's home or a home they might like. Invite children to add letters and/or words to their floor plans as they are ready so other people will be able to read their plans.

*PK.CKW.2 (Technology): Explores and uses various types of tools appropriately*

### Mail:

After children have added addresses to their cubbies/hooks invite them to create mail and deliver it to each other. They can include addresses on their mail and place it in another child's cubby or hook area. Alternatively have children place their mail in classroom mailboxes. Be sure children understand mailboxes are a means for getting paper messages delivered to the home.

*PK.CLL.5 (Writing Standards): With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.*

## Music and Movement

### Critical thinking questions/statements:

I see you moving like this. I heard you \_\_\_\_\_. I saw you \_\_\_\_\_. Tell me about that. Let's try playing the music loud (or soft, fast, slow). Can you try this? How does this music make you feel? Have you heard music like this before? Where?

### Suggested Text:

*Max Found Two Sticks* by Brian J. Pinkney

Invite children to try to make music with two sticks like Max.

*PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.*

### *Buzz Like a Bee:*

Invite children to pretend to be a bumble bee. Ask them to buzz like a bee as they walk, run and/or dance around the Music and Movement area. As they buzz and move around the space ask children to put their hands on their faces, point out the soft, vibrating feeling they may feel throughout their faces. Invite children to buzz into the "hive" as you gather them together. Explain to children that bees live in a hive. Practice buzzing loudly, softly and calmly and breathing in deeply between buzzes to calm their bodies and relax. Consider repeating with various other insects or animals.

*PK.CKW.5 (Science): Observes and describes characteristics of living things.*

### *Music from Home:*

Invite families to share music they enjoy at home that has child-appropriate language. Play the music and encourage children to dance or simply listen.

*PK.CKW.2 (Social Studies): Demonstrates awareness and appreciation of their own culture and other cultures.*

✓ **Opportunity for Assessment:** Is the child able to share information about the music s/he brought from home? Why did s/he choose to bring this music?

## V. Foundational and Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. Books can be incorporated throughout the room and enhance children's learning through play. Some books are read repeatedly throughout the unit. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts compliment focus questions and areas of interest or may be related to the essential question or enduring understandings of the unit. Select the books that seem most relevant to your classroom community. Additionally, the following list is not exhaustive and can be supplemented by similar books. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors and address *PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).*

*\*Books with an asterisk are also available in languages other than English*

### Foundational Texts

***The Big Orange Splot*** by Daniel Manus Pinkwater: Mr. Plumbean's house is splashed with bright orange paint and he decides that is just fine.

***A House for Hermit Crab*** by Eric Carle: Hermit Crab grows out of one house after another.

***Iggly Peck Architect*** by Andrea Beaty: Iggly has one passion: building. When his second-grade teacher declares her dislike of architecture, Iggly faces a challenge.

***The Three Little Pigs and the Somewhat Bad Wolf*** by Mark Teague: When the wolf cannot blow down the third pig's brick house, everyone comes together and the fun begins!

Note: This version of the classic tale *The Three Little Pigs* does not glorify violence or show violence in a graphic or frightening way.

### How to Use Foundational Texts

When you have a text that draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking:

- Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.

- Write down and post children's responses to questions with more than one possible answer.
- Ask children to make predictions based on what they know so far and ask them to explain their thinking.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.
- As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words.
- Compare and contrast books with similar content, themes or structures.
- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing something inspired by the text, or creating puppet shows.

## Supporting Texts

***The ABC Book of American Homes*** by Michael Shoulders: The only thing American homes all have in common is the shelter and comfort they provide.

***ABC NYC*** by Joanne Dugan: An alphabet tour of New York City.

***Animals at Home*** by David Lock: Text and pictures show how animals construct their homes.

***\*Animal Homes*** by Angela Wilkes: An introduction to the different places and spaces that animals choose to call home.

***Annie and the Wild Animals*** by Jan Brett: Annie becomes lonely and sets out to find another animal friend after her beloved cat wanders away.

***April's Kittens*** by Clare Turlay Newberry: Three new kittens are too many for a one-cat apartment, but Daddy finds a solution to the problem.

***\*Bear in a Square*** by Stella Blackstone: Share the adventures of Bear as he wanders through all sorts of familiar environments, discovering different shapes along his way.

***Block City*** by Robert Louis Stevenson: A child creates a world of his own which has mountains and a sea, a city and ships, all from toy blocks.

***Building a House*** by Byron Barton: Brief text and illustrations describe the steps in building a house.

***\*Corduroy*** by Don Freeman: A small teddy bear lives at a department store but longs to have another home.

***Dreaming Up: A Celebration of Building*** by Christy Hale: Young children's constructions are reflected in notable works of architecture from around the world.

***\*El Edificio*** by Jairo Buitrago: Señor Levin opens a clock and watch shop on the ground floor of an apartment building, and over the decades watches as the city changes and all but one of the tenants, Señora Blanca, move on.

***\*Found*** by Salina Yoon: Upon finding a toy rabbit in the forest, Bear tries his very best to return it to its home but by the time its owner appears, Bear has become attached to Bunn.

***Fox's Garden*** by Princesse Camcam: One snowy night, a fox loses its way and takes shelter in a greenhouse.

***\*Goodnight Moon*** by Margaret Wise Brown: Before going to sleep, a little rabbit says goodnight to his bedroom.

***A Glorious Day*** by Amy Schwartz: A day in the life of the children, animals, parents, and babysitters in a small red brick apartment building in a city.

***Happy Cat*** by Steve Henry: Cat makes new animal friends as he climbs higher and higher in an apartment building.

***Home Sweet Cave*** by Elizabeth Salzmänn: Introduces caves and describes the different types of animals that live in them, including vampire bats, olms, glowworms, and cave spiders.

***Home Sweet Den*** by Elizabeth Salzmänn: Describes dens and the different types of animals that live in them, including bobcats, river otters, spotted hyenas, and weasels.

***Home Sweet Nest*** by Elizabeth Salzmänn: Learn what a nest is and the various types that are used or built by animals.

***Home Sweet Tree*** by Elizabeth Salzmänn: Introduces readers to animals that live in trees, including the koala, toucan, and howler monkey, and explains how they make these habitats their homes.

***Home Sweet Web*** by Elizabeth Salzmänn: Introduces webs and describes the different types of spiders and insect larvae that create them, including garden spiders, black widows, tent caterpillars, and webworms.

***A House is a House for Me*** by Mary Ann Hoberman: Lists in rhyme the dwellings of various animals and things.

***Houses and Homes*** by Ann Morris: A simple discussion of different kinds of houses and what makes them homes.

***How a House is Built*** by Gail Gibbons: Describes how the surveyor, heavy machinery operators, carpenter crew, plumbers, and other workers build a house.

***Following Papa's Song*** by Gianna Marino: Little whale and his father set off on a journey.

***If I Built a House*** by Chris Van Dusen: Imaginative Jack describes the kind of house he would build--one with a racetrack, a flying room, and a gigantic slide

***I Have Two Homes*** by Marian De Smet: A young girl named Nina recounts her feelings about her parents' divorce and describes what it is like to live in two households.

***The Jolly Postman*** by Janet and Allan Ahlberg: Amusing correspondence from one fairy tale or Mother Goose character to another

***Little Elliot, Big City*** by Mike Curato: Elliott leads a quiet life even though he lives in the big bustling city.

***Max Found Two Sticks*** by Brian J. Pinkney: It was a day when Max didn't feel like talking to anyone. He just sat on his front steps and watched the clouds gather in the sky

***\*The Mitten*** by Jan Brett: When Nicki drops his mitten in the forest a host of animals move in.

***My Very First Book of Animal Homes*** by Eric Carle: Upper and lower halves of divided pages can be turned separately, to match various animal homes with the domestic or wild animals that live in them.

***The Napping House*** by Audrey Wood: There are too many people and animals napping in the bed.

***Nest*** by Jorey Hurley: A simple depiction of a year in the life of a bird.

***No Jumping on the Bed*** by Ted Arnold: Walter lives near the top floor of a tall apartment building, where one night his habit of jumping on his bed leads to a tumultuous fall through floor after floor, collecting occupants all the way down.

***One Was Johnny*** by Maurice Sendak: One was Johnny, but that's not all...

***Over in the Meadow*** by Ezra Jack Keats: Over in the meadow in the sand and the sun lived an old mother turtle and her little turtle one.

***Sky High*** by Germano Zullo: Two competing neighbors begin embellishing their houses, only to find themselves caught up in a race to build the tallest, most decadent skyscraper

***\*Stanley the Builder*** by William Bee: Will Stanley and Charlie manage to build a whole house for their friend, Myrtle?

***Two Homes*** by Claire Masurel: Alex has two homes, one with mommy and one with daddy.

***The Village of Round and Square Houses*** by Ann Grifalconi: The village of Tos is like no other village in the world, for in this village the women live in round houses and the men live in square ones..

***Welcome Home Bear*** by Il Sung Na: Tired of his own home, a bear goes exploring, visiting animals around the world in their various habitats

***We're Going on a Bear Hunt*** by Michael Rosen: Join the family as they try to find a bear.

***Winter Bees and Other Poems of the Cold*** by Joyce Sidman: Animals have secret lives under the winter snow.

## VI. Inquiry and Critical Thinking Questions for Foundational Texts

Critical thinking skills are foundational to learning and educational success.

These questions are based around Webb's Depth of Knowledge Wheel<sup>1</sup>, which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content.

Re-read foundational texts throughout the unit, starting with Level 1 questions, and adding more complex questions each time you read them.

### ***The Big Orange Splot* by Daniel Manus Pinkwater**

*PK.CKW.6 (Speaking and Listening Standards):  
Demonstrate an emergent ability to express thoughts,  
feelings and ideas.*

#### **Level 1: Recall**

How did the big orange splot get on Mr. Plumbean's house?

What did the neighbors want Mr. Plumbean to do about the splot?

What did Mr. Plumbean do when he painted his house?

#### **Level 2: Skill/Concept**

Why were the neighbors upset that Mr. Plumbean changed his house?

Why do you think Mr. Plumbean changed his house at night?

What happened when the neighbors talked to Mr. Plumbean at night?

#### **Level 3: Strategic Thinking**

Do you like the changes Mr. Plumbean made to his house? Why or why not?

Which house on Mr. Plumbean's street do you like best? Why?

#### **Level 4: Extended Thinking**

Why do you think Mr. Plumbean changed his house?

If you lived on Mr. Plumbean's street, how would you paint your house? Why?

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<sup>1</sup> <http://schools.nyc.gov/NR/ronlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>

## ***A House for Hermit Crab* by Eric Carle**

*PK.CKW.11 (Reading Standards for Literature): With prompting and support, make connections between self, text and the world around them (text, media, social interaction).*

### **Level 1: Recall**

Why did Hermit Crab need a new house?

Hermit Crab liked the way his new house felt, but did not like the way it looked. Why didn't Hermit Crab like the way the house looked?

What are some of the things Hermit Crab used to decorate his house?

### **Level 2: Skill/Concept**

What are some things you like about where you live?

Hermit Crab invited many friends to live with him; who lives with you?

### **Level 3: Strategic Thinking**

Hermit crab added many things to his home, which one do you like best? Why?

When the Smaller Crab moved into Hermit Crab's house she promised to be good to his friends. How do you take good care of your friends?

### **Level 4: Extended Thinking**

Hermit Crab was very polite and used his manners when he asked the sea creatures to decorate his house; when do you use your manners?

What do you think Hermit Crab would have done if the sea creatures he asked to decorate his house said no?

Hermit Crab moved two times in this story; have you ever moved to a new home? How did you feel about moving?

## ***Iggy Peck, Architect* by Andrea Beaty**

*PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.*

### **Level 1: Recall**

What was the first thing Iggy built?

Why didn't Iggy's teacher like building and architecture?

What happened to the bridge Iggy's class crossed on the way to the picnic?

### **Level 2: Skill/Concept**

What is an architect?

How does Iggy know how to build so many different things?

Iggy builds with many different things, what are some things you use for building?

### **Level 3: Strategic Thinking**

How do you think Iggy's parents felt about all of his building?

How do you think Ms. Lila Greer felt about all of Iggy's building at the beginning of the story?

How do you think Iggy felt when Ms. Lila Greer told him he could not build at school anymore? How did he feel when she told him he could build at school again?

### **Level 4: Extended Thinking**

Iggy loved to build. What do you love to do?

How would you feel if someone told you to stop doing something you loved?

## ***The Three Little Pigs* by Mark Teague**

*Note: This version of the classic tale, *The Three Little Pigs* does not glorify violence or show violence in a graphic or frightening way.*

*PK.CKW.1 (Technology): Describes types of materials and how they're used.*

### **Level 1: Recall**

When the farmer and his wife moved to Florida, what did the pigs want to do with the money the farmer and his wife paid them?

What did the first pig use to build his house?

What did the second pig use to build his house?

### **Level 2: Skill/Concept**

How do you think the first and second pigs felt when the wolf blew their houses down?

How do you think the first and second pigs felt when they got to the third pig's house?

How do you think the third pig felt about sharing her house with the other pigs?

### **Level 3: Strategic Thinking**

Why couldn't the wolf knock down the brick house?

The wolf was very hungry so at the end of the story the pigs shared their food with him. What else could he have done to get food instead of trying to blow down the pigs' houses?

### **Level 4: Extended Thinking**

The pigs used straw, sticks and bricks to build their homes; if you could build your own home what materials would you use? Why?

When all of the pigs lived together in the brick house the third little pig asked all of them to clean their rooms. What are some things you can do at home to be helpful?



## VII. Sample Weekly Plan

On the following pages you will find a sample weekly lesson plan. Use the additional information included in the unit to create detailed weekly plans for each focus question in the unit. Plans will reflect individual schedules, students' and families' needs, school context, etc. Please note, for this unit we are introducing the daily schedule and rules development in Week Two. You may want to address one or both of these activities in Week One, depending on your children's needs.

### Quick Tips for Small Group:

1. Use exciting language and affect to describe the small group activity.
2. Use hands-on materials that children are encouraged to explore.
3. Preview small group activities in whole group.
4. Link the activity to children's previous experiences

If children still decline...

Have a private conversation with the child as s/he plays to understand why s/he did not want to join. Take that into consideration and adjust the small group materials to reflect the needs of the child.

Modify the small group activity so that you can do it with the materials that the child is using in the center of his/her choice.

Facilitate a conversation between the child and a friend who enjoyed the small group activity so that the hesitant child will be more likely to join.

### WEEK ONE

#### **Essential Question: Where do the people, animals and insects around me live?**

**Focus Question:** Where do I live? Where do my family members live?

**Focus Vocabulary:** address, borough, city, far, home, near, neighborhood, roads, street

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Routine	Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and a basket of name/picture cards for each child (laminated cards with each child's picture and first name, with the first letter in red). Some children may still need you to model how to "sign in," (if family members or caregivers are present, they can help) while others may be ready to start exploring the first sound in their names. Continue to encourage any mark children make according to each child's needs but be ready to help children who are ready for an additional challenge by adding the first letter of their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. Observe children's writing and refer to the stages of prewriting (in Unit 3, "All About Us") to determine what to expect next and how to best support the continued development of the child. This activity				

	<p>can be done as children arrive or later in the day. PK.CLL.1 (Language Standards): Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Greet each child as s/he arrives. Celebrate the children's arrival with feeling phrases such as, "I feel excited/happy to see you!" This helps to set a positive tone in the classroom</p>				
<p><b>Large Group Meeting</b></p> <p><i>In order to reduce the amount of time that children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other large group activities and whether they are essential to the day.</i></p>	<p>Read <b><i>A House Is A House For Me</i></b> by Mary Ann Hoberman to introduce homes and living spaces to the children. After reading, invite children to share with a partner something about their home (i.e. who they live with, how close their home is to the site).</p> <p>See page 42 for lesson plan.</p> <p><i>PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).</i></p>	<p>Write out the poem <i>A Light in the Attic</i> by Shel Silverstein on chart paper and read it to the children. Underline a few letters, for example the letters "H" and "L" in the poem. Point to them and introduce the sounds, /H/ and /L/.</p> <p>After reading, ask the children what they think the words "shuttered" and "flutter" mean. After discussing these words reread the poem. Read the poem throughout the remainder of the week (i.e. during transition times).</p> <p><i>PK.CLL.5 (Reading Standards for Literature): Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</i></p>	<p>Read <b><i>Corduroy</i></b> by Don Freeman. Questions to consider with the children:</p> <p>How do you think Corduroy felt when the little girl wanted to take him home?</p> <p>Why did Corduroy try to find a new button for his overalls?</p> <p>How do you think Corduroy felt when the watchman took Corduroy back downstairs to the shelf?</p> <p>How do you think Corduroy felt when the little girl came back to the store to buy him?</p> <p>What do you think Corduroy liked best about going home with the little girl?</p> <p><i>PK.CLL.1 (Reading Standards for Literature): With prompting and</i></p>	<p>Where do your family members live? Ask children to think of a person in their family who does not live with them. Where does this person live? Is it near or far? Graph children's responses. Children who do not have an appropriate family member can refer to a close family friend.</p> <p><i>PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</i></p>	<p>Sing <i>Five Little Monkeys Jumping on the Bed</i> with the children. The monkeys in this song think it is fun to jump on the bed. Invite the children to pretend they are jumping on the bed while doing the chant; think of other things monkeys might like to do to have fun at home and then act those things out too.</p> <p><i>Five little monkeys Jumping on the bed One fell off and bumped his head Mama called the doctor And the doctor said, " No more monkeys jumping on the bed." (Continue with) Four little monkeys... Three little monkeys... Two little monkeys... One little monkey...</i></p>

Large Group Meeting			support ask and answer detail(s) about a text.		PK.CLL.5 (Reading Standards for Literature): Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
BB Whole Group	See your Building Blocks Teacher's Edition for Whole Group Activities				
Foundational Text	<i>The Big Orange Splot</i> by Daniel Manus Pinkwater				
Supporting Text	<i>The ABC Book of American Homes</i> by Michael Shoulders	<i>Goodnight Moon</i> by Margaret Wise Brown	<i>Max Found Two Sticks</i> by Brian J. Pinkney	<i>Found</i> by Salina Yoon	<i>No Jumping on the Bed</i> by Ted Arnold
<b>Small Groups</b> Implement at least one of the two weekly Building Blocks small group activities and at least one of the other activities listed here.	LITERACY SMALL GROUP Read the story, <i>The Three Little Pigs and the Somewhat Bad Wolf</i> by Mark Teague with the children. Provide pictures from the book and have children sequence the pictures and retell the story.  <i>PK.CLL.2 (Reading Standards for Literature): With prompting and support, retell familiar stories.</i>	MATH SMALL GROUP See your Building Blocks Teacher's Edition for the weekly Small Group Activity. Write children's initials below:  Group 1:   Group 2:   Group 3:	SMALL GROUP #3 Refer to the book, <i>The Big Orange Splot</i> by Manus Pinkwater and invite children to draw the home they would create after a conversation with Mr. Plumbean. Ask them to share about this home and use dictation to record their thoughts.  <i>PK.CLL.10 (Reading Standards for Literature): Actively engage in group reading activities with purpose and understanding.</i>	See your Building Blocks Teacher's Edition for the weekly Small Group Activity. Write children's initials below: Group 1:   Group 2:   Group 3:	CATCH-UP DAY Use this as an opportunity to complete small groups with children you may have missed throughout the week.  Children to work with today (initials):

<p><b>Small Groups</b></p> <p><i>Small groups can be implemented during center time or at another time during the day. Invite 2-4 children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas.</i></p>	<p>Write children's initials below:</p> <p>Group 1:</p>   <p>Group 2:</p>   <p>Group 3:</p>   <p>Group 4:</p>   <p>Group 5:</p>	<p>Group 4:</p>   <p>Group 5:</p>	<p>Write children's initials below:</p> <p>Group 1:</p>   <p>Group 2:</p>   <p>Group 3:</p>   <p>Group 4:</p>   <p>Group 5:</p>	<p>Group 4:</p>   <p>Group 5:</p>	
<b>Outdoors</b>	See Section IV, Ideas for Learning Centers.				
<b>Lunch</b>	Enjoy the meal with the children. Encourage conversation about different kinds of food and meals that they eat in different houses or buildings.				
<b>Centers</b>	See Section IV, Ideas for Learning Centers.				

Opportunities for differentiation and integration of goals for children with IEPs	To be completed as needed by teachers.
Differentiation for children whose home language is a language other than English.	To be completed as needed by teachers.

## VIII. Student Work Samples

Below are examples of student work from activities in this unit. Note the alignment to standards and the relationship to the focus question and PKFCC standard. Some examples may fit under more than one standard and/or focus question.

### Example 1: Blueprints

Activity Type: Centers

PKFCC Standard: PK.CKW.2 (Technology): Explores and uses various types of tools appropriately.




---

*"I'm making a blueprint! It's a print for a house for my dog, Cooper. This is the wall."*

---

## Example 2: Take Pictures

Activity Type: Centers

PKFCC Standard: PK.CKW.2 (Technology):  
Explores and uses various types of tools  
appropriately.




---

*"I would like to take a picture of this one. It is the Empire State Building. Let's hang the picture up on the wall later."*

---




---

*"Can we take a picture of my buildings? I made buildings and roads too! That one with the green roof is my apartment building. That's where I live. That's my blue car in the front. We're looking for a parking spot."*

---

## IX. Supporting Resources

### Teacher Texts

*Because We Can Change the World: A Practical Guide to Building Cooperative, Inclusive Classroom Communities* by Mara SaponShevin

*The Kindness of Children* by Vivian Paley

### Teacher Websites

14 Ways to Effectively Explain Homelessness and Poverty to Your Child

<https://wellspringfs.org/blog/14-ways-effectively-explain-homelessness-and-poverty-your-child>

Supporting Young Homeless Children and Their Families

<http://www.familyhomelessness.org/media/327.pdf>

How Preschool Programs Can Help Children Who are Homeless

[http://dpi.wi.gov/sites/default/files/imce/homeless/pdf/how-presc\\_help-homeless.pdf](http://dpi.wi.gov/sites/default/files/imce/homeless/pdf/how-presc_help-homeless.pdf)

The Center for Architecture

<http://cfa.aiany.org/index.php?section=center-for-architecture>

### Music: Songs with Lyrics

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat.

Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific, non-profit educational purpose of supporting interdisciplinary learning in your classroom.

### Greeting Songs

\_\_\_\_\_ is here!

\_\_\_\_\_ is here!

It's a great day today because

\_\_\_\_\_ is here!

Say, "Hello" in another language:

Konichiwa (koh-Nee-chee-wah) is hello in Japanese.

Jambo (JAHM-bo) is hello in Swahili.

Hola (OH-la) is hello in Spanish.

### Clean Up Songs

I see Marian cleaning up the blocks, I see T'nya cleaning the train, I see Leo cleaning the dolls, They're cleaning up our room.

(The) clock on the wall says it's time to stop, Time to stop, time to stop! The clock on the wall says it's time to stop. It's time for clean-up (or other activity, i.e. circle).

\*Consider using other items such as a rain stick, bell or playing music to alert children to clean up time.



## Unit Specific Songs

(Can be used as group songs or transition songs)

---

Here is a house for a robin (hold hands open)  
 Here is a hive for a bee (close hands together)  
 Here is a hole for a bunny (make a circle with hands)  
 Here is a home for me (point around)

---

With \_\_\_\_\_ in the family  
 Happy, happy home  
 Happy, happy home  
 Happy, happy home  
 With \_\_\_\_\_ in the family  
 Happy, happy home  
 Happy, Happy home!

---

### *Mary Had a Little Lamb*

Mary had a little lamb  
 It's fleece was white as snow  
 And everywhere that Mary went  
 The lamb was sure to go.

---

I have a little kitty  
 (Extend first and fourth fingers like ears)  
 He is as quick as he can be  
 (Make a side way motion with one hand quickly)  
 He jumps upon my lap  
 (Cup one hand in palm of other)  
 And purrs a song to me  
 (Make purring sound)

---

Five little kittens standing in a row  
 (Hold up five fingers)  
 They nod their heads to the children so  
 (Bend fingers)  
 They run to the left  
 They run to the right  
 (Run fingers to the left and then to the right)  
 They stand up and stretch in the bright sunlight  
 (Stretch fingers out tall)  
 Along comes a dog who's in for some fun  
 (Hold up one finger from opposite hand)  
 ME-OW!  
 See those little kittens run!  
 (Let fingers run)

---

I have a little kitten  
 She's black and white and gray  
 When I try to cuddle her  
 She always wants to play  
 So I drag a piece of yarn  
 Across the kitchen floor  
 She thinks it is a little mouse  
 To chase right out the door

Tune: "Sing a Song of Sixpence"

---

Love, love, love your pets  
 Love them every day  
 Give them food and water, too  
 Then let them run and play

Tune: "Row, Row, Row Your Boat"

I have a dog and his name is Rags  
 He eats so much that his tummy sags  
 His ears flip-flop  
 And his tail wig-wags  
 And when he walks he goes zig-zag  
 He goes flip-flop, wig-wag, zig-zag. (three times)  
 I love Rags and he loves me  
 (Hands at either side of head for flip-flop, hips  
 wiggle for wig-wag, arms cross for zig-zag)  
 My dog Rags he loves to play  
 He rolls around in the mud all day  
 I whistle but he won't obey  
 He always runs the other way

---

There's a doggy at the door at the door  
 There's a doggy at the door at the door  
 Oh who could ask for more  
 Than a doggy at the door?  
 There's a doggy at the door at the door

There's a doggy in the house in the house  
 There's a doggy in the house in the house  
 Are you sure it's not a mouse?  
 No, a doggy in the house  
 There's a doggy in the house, in the house

There's a doggy on my bed, on my bed  
 There's a doggy on my bed, on my bed  
 Now he's licking at my head  
 The little doggy on my bed.  
 There's a doggy on my bed, on my bed

---

## Additional Song Titles

*Wee Willie Winkie*  
*The North Wind Doth Blow*  
 Elizabeth, Elspeth, Betsy and Bess

## X. Foundational Learning Experiences: Lesson Plans

**Documentation:** Based on the Focus Question, Objective, and Focus Standard as well as the Authentic Assessment items, teachers will determine what they hope to see children do in an activity. They should take notes as children are working to record the skills and growth children demonstrate. For the lesson plans included in this unit, a note-taking form is included. Please note the PKFCC standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards.

### Lesson: A House is a House for me

Type: Whole Group Activity

<b>Unit of Study: Where We Live</b>	<b>Focus Question: Where do I live? Where do my family members live?</b>
<b>Objective:</b> Children will make connections between self and text.	
<p><b>PKFCC Focus Standard:</b></p> <p><i>PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).</i></p> <p><b>Additional PKFCC Standard:</b></p> <p><i>PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.</i></p>	<p><b>Link to Authentic Assessment Systems</b></p> <p>WWS: II.C.3: Shows appreciation and understanding of books and reading</p> <p>TSG: 18: Comprehends and responds to books and other texts</p> <p>COR: M: Listening and comprehension</p>
<p><b>Materials:</b></p> <p>Book, <i>A House is a House for Me</i> by Mary Ann Hoberman</p>	<p><b>Vocabulary:</b></p> <p>home, house</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Share pictures of a variety of homes for both people and animals.</p> <p><b>Beginning:</b></p>	

Ask children to think about where they live. Ask them where a dog lives and where a bumblebee lives.

Show the children the cover of the book and read the title and author.

**Middle:**

Read *A House is a House for Me* by Mary Ann Hoberman.

Encourage children to join in with the line, “A house is a house for me,” as it occurs throughout the book.

**End:**

Reflect with the children on some of the homes shared in the book.

Ask children to share something with a partner (i.e. “I have a pet” or “I live with Grandma”) about where they live. If children would prefer to share something about a previous home that is acceptable.

**Assessment:** After listening to the book, can the child share something relevant about his/her home with a partner?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

**For children who need additional support:** Rather than reading the whole book with these children, choose a few pages to highlight.

**For children who are ready for a challenge:** Ask these children to think of homes for things that were not included in the book.

**Children with IEPs:** How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Learn how to say “home” in the home language(s) of the children in your class. Share the words with all of the children and practice using the words throughout the lesson. Write out these words and post them in the classroom.

**Teacher Tip:** Children in New York live in many other types of homes besides houses. See Section II: Introduction for more information

**Teacher Reflection:** What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

## Assessment Opportunity

Large Group Experience: A House is a House for Me

PKFCC Focus Standard:

*PK.CLL.11 (Reading Standards for Literature): With prompting and support, make connections between self, text, and the world around them (text, media, social interactions).*

Authentic Assessment Alignment:

WSS: II.C.3: Shows appreciation and understanding of books and reading

TSG: 18: Comprehends and responds to books and other texts

COR: M: Listening and comprehension

Child's name	Attends to the book while read	Shares something relevant about his/her home	Notes

Child's name	Attends to the book while read	Shares something relevant about his/her home	Notes

## Lesson: Bear Hunt

Type: Learning Centers (Outdoors/Playground)

Unit of Study: Where We Live	Focus Question: Where do people and animals live?
Objective: Children will reflect on places where animals live.	
<p><b>PKFCC Focus Standard:</b></p> <p><i>PK.CKW.5 (Science): Observes and describes characteristics of living things.</i></p> <p><b>Additional PKFCC Standard:</b></p> <p><i>PK.CLL.6 (Speaking and Listening Standards): With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p>	<p><b>Link to Authentic Assessment Systems:</b></p> <p>WSS: IV.C.2: Explores the needs of living things</p> <p>TSG: 25: Demonstrates knowledge of the characteristics of living things</p> <p>COR: DD: Natural and physical world</p>
<p><b>Materials:</b></p> <p>Book, <i>We're Going on a Bear Hunt</i> by Michael Rosen</p> <p>Outdoor/playground space to take children on an imaginary animal hunt.</p>	<p><b>Vocabulary:</b></p> <p>burrow, den, habitat, hibernate, hive, nest</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Do the bear hunt chant (see the book, <i>We're Going on a Bear Hunt</i> by Michael Rosen, for lyrics)</p> <p><b>Beginning:</b></p> <p>Read the book <i>We're Going on a Bear Hunt</i> by Michael Rosen</p> <p><b>Middle:</b></p> <p>Invite children to search for animals with you.</p> <p>Ask children to suggest an animal to search for together.</p> <p>Encourage children to think about where animals live and where good places to look for some of them, especially the animal you are going to be looking for on your animal hunt, might be.</p> <p>Walk around the outdoors/playground space with the children, looking for the animal.</p>	

Engage children in discussion by asking them to consider questions such as, “Where might a \_\_\_\_\_ be comfortable for the winter?” and “What should we do if we find a \_\_\_\_\_?”

**End:**

Repeat the search with other animals or insects.

**Assessment:** What does the child understand about animal homes?

**Differentiation:** Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

**For children who need additional support:** Suggest two animals to search for and invite these children to select one of them.

**For children who are ready for a challenge:** Let these children lead the activity. They can suggest an animal to look for and lead the group in the search.

**Children with IEPs:** How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

**Children whose home language is a language other than English:** What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Create a page with pictures of animals on one-half and space for writing or drawing on the other. Share this with the children before the hunt then invite them to keep this with them throughout the activity. Consider offering to all children.

**Teacher Tip:** Do this activity in any large motor space if weather prohibits an outdoor Bear Hunt.

**Teacher Reflection:** What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?



## Assessment Opportunity

Learning Centers Experience: Bear Hunt

**PKFCC Focus Standard**  
*PK.CKW.5 (Science): Observes and describes characteristics of living things.*  
**Authentic Assessment Alignment**  
 WSS: IV.C.2: Explore the needs of living things  
 TSG: 25: Demonstrates knowledge of the characteristics of living things  
 COR: DD: Natural and physical world

Child's name	What does the child understand about animal homes?	Notes

Child's name	What does the child understand about animal homes?	Notes

## Lesson: Neighborhood Walk

Type: Whole Group Activity

Unit of Study: Where We Live	Focus Question: What types of homes do the people in my city (NYC) live in?
Objective: Children will compare quantities.	
<p><b>PKFCC Focus Standard:</b></p> <p><i>PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</i></p> <p><b>Additional PKFCC Standard:</b></p> <p><i>PK.CKW.3 (Social Studies): Demonstrates knowledge of the relationship between people, places and regions.</i></p>	<p><b>Link to Authentic Assessment Systems:</b></p> <p>WSS: III.B.2: Shows beginning understanding of number and quantity</p> <p>TSG: 20: Uses number concepts and operations</p> <p>COR: S: Number and counting</p>
<p><b>Materials:</b></p> <p>Book, <i>Houses and Homes</i> by Ann Morris</p> <p>Chart with pictures of common homes and buildings in the neighborhood. Refer to the suggested vocabulary words (which can be supplemented according to program needs) to create this chart.</p> <p>Marker or other writing utensil</p>	<p><b>Vocabulary:</b></p> <p>apartment, brownstone, house, skyscraper</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Show children a few pages from the book, <i>Houses and Homes</i> by Ann Morris, highlighting different types of home people live in.</p> <p><b>Beginning:</b></p> <p>Tell children you are going to take a walk outside and look at the homes and buildings you see.</p> <p>Explain to children that you are going to make marks, or tallies, on the chart by the type of building/home you see.</p> <p><b>Middle:</b></p>	

<p>Take the children outside and walk slowly with them, noting the types of buildings/homes you see. Make a tally on the chart each time you see one of the buildings/homes on the chart.</p> <p><b>End:</b> When you are back inside, look at the chart with the children. Count the number of tallies by each picture. Help the children compare the number of each type of building/home you say on the walk.</p>
<p><b>Assessment:</b> Can the child identify whether the number of objects in one group is more than another? Less than? Equal to? What strategies does s/he use?</p>
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.</p> <p><b>For children who need additional support:</b> Pair these children with an adult on the walk.</p> <p><b>For children who are ready for a challenge:</b> Invite these children to create a chart and tally other things throughout the week.</p>
<p><b>Children with IEPs:</b> How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>
<p><b>Children whose home language is a language other than English:</b> What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?</p> <p>Before the walk, encourage children to tell you what they know about homes as you show them the pictures. Emphasize the applicable vocabulary words previously studied.</p>
<p><b>Teacher Tip:</b> Review the safety rules for outdoor walks with the children before going beginning the walk.</p>
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>

## Assessment Opportunity

Small Group Experience: Neighborhood Walk

### PKFCC Focus Standard

*PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).*

### Authentic Assessment Alignment

WSS: III.B.2: Shows beginning understanding of number and quantity

TSG: 20: Uses number concepts and operations

COR: S: Number and counting

Child's name	Identifies more, less, equal	Strategy	Notes

Child's name	Identifies more, less, equal	Strategy	Notes

## Lesson: Blueprints

Type: Learning Centers

<b>Unit of Study: Where We Live</b>	<b>Focus Question: How do people and animals make homes?</b>
<b>Objective:</b> Children will be introduced to a tool that is used in constructing homes.	
<b>PKFCC Focus Standard:</b> <i>PK.CKW. 2 (Technology) Explores and uses various types of tools appropriately</i>  <b>Additional PKFCC Standard:</b> <i>PK.CKW.8 (Social Studies): Demonstrates interest and awareness about a wide variety of careers and work environments.</i>	<b>Link to Authentic Assessment Systems:</b> WWS: V.B.3: Begins to be aware of how technology affects their lives TSG: 28: Uses tools and other technology to perform tasks COR: EE: Tools and technology
<b>Materials:</b> Blueprints (See Section XII: Appendices) Rulers Blue paper and white chalk OR Graph paper and pencils	<b>Vocabulary:</b> blueprint, build, builder, concrete, construction, floor plan, tools
<b>Procedure:</b> <b>Hook:</b> Show the children a couple of blueprints. Ask children what they think they are. <b>Beginning:</b> Explain to the children that blueprints are used in construction. They are the plans for building that help construction workers know what to do as they build. Invite the children to investigate the blueprints. What do they notice? Do they see windows and doors? A roof? Etc.	

<p><b>Middle:</b></p> <p>Tell children they can make their own blueprints.</p> <p>Ask the children to think about a building they would like to create.</p> <p>Give the children paper and a writing utensil and invite them to create a blueprint for the home they would like to create.</p> <p><b>End:</b></p> <p>Invite the children to hang their blueprints in the Blocks/Construction area so others can look at them and use blocks to create the buildings they drew.</p> <p>Encourage the children to reference their own blueprints or their peers' blueprints as they work in the Block/Construction area.</p>
<p><b>Assessment:</b> How does the child explore the blueprint? What does s/he notice about the print? Does s/he understand the use?</p>
<p><b>Differentiation:</b> Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support</p> <p><b>For children who need additional support:</b> Work 1:1 with these children or in a smaller group. Pick 1-3 aspects of a blueprint to focus on.</p> <p><b>For children who are ready for a challenge:</b> Provide building materials (small blocks, Lincoln Logs, etc.) and invite these children to build the buildings they designed.</p>
<p><b>Children with IEPs:</b> How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?</p>
<p><b>Children whose home language is a language other than English:</b> What language is needed to understand the lesson and activity instructions, and to participate in the activity and discussion?</p> <p>After the lesson use comparison words such as taller, wider, more and less as you point to the different aspects of the drawings. You can also use this vocabulary before and during the lesson.</p>
<p><b>Teacher Tip:</b></p> <p>After this activity is finished, place the sample blueprints and the tools for children to create their own blueprints in the writing center and allow children to use the materials independently during center time.</p>
<p><b>Teacher Reflection:</b> What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?</p>



## Assessment Opportunity

Learning Centers Experience: Blueprints

PKFCC Focus Standard

*PK.CKW. 2 (Technology): Explores and uses various types of tools appropriately.*

Authentic Assessment Alignment

WSS: V.B3: Begins to be aware of how technology affects their lives

TSG: 28: Uses tools and other technology to perform tasks

COR: EE: Tools and technology

Child's name	Notices about the blueprint?	Understands use?	Notes

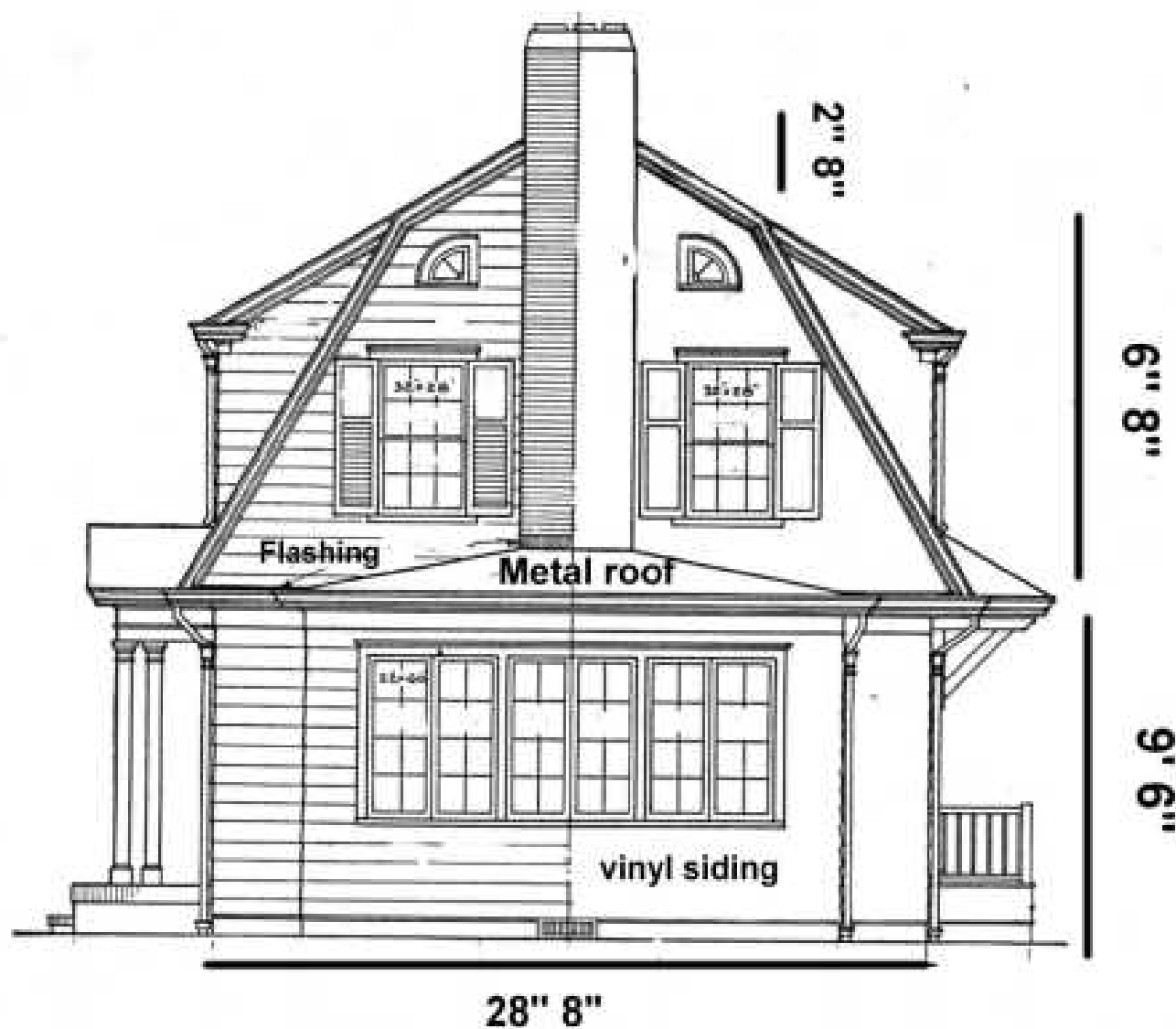
Child's name	Notices about the blueprint?	Understands use?	Notes

## XI. Appendices

### Appendix A: Blueprints, Side Views

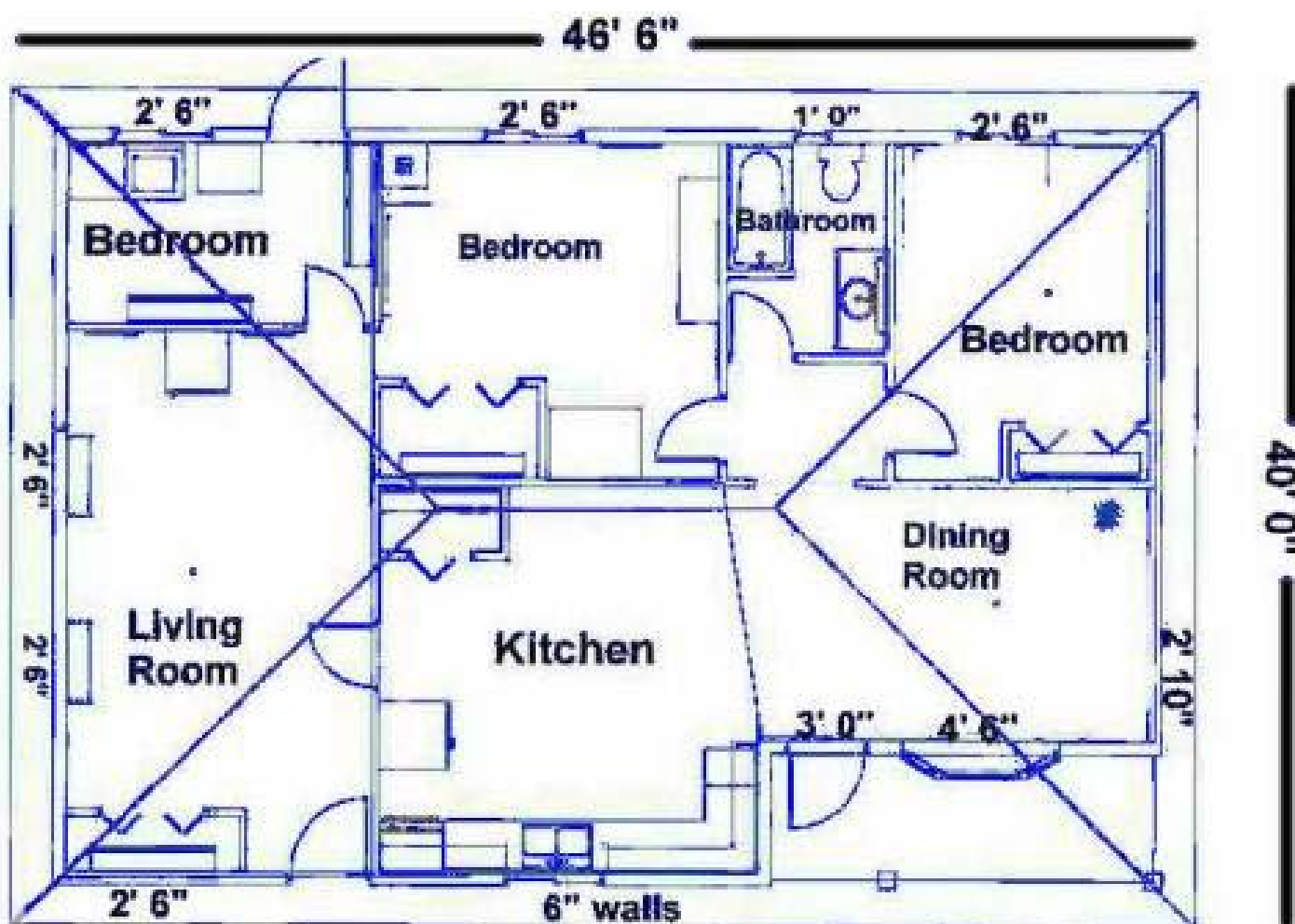


<http://hdc.org/wp-content/uploads/2015/10/516-518-9th-Street-existing.jpg>



<http://www.make-my-own-house.com/house-blueprints.html>

## Appendix B: Blueprints, Floor Plan



<http://www.make-my-own-house.com/house-blueprints.html>