

# Unit Four: Where We Live

Interdisciplinary Unit of Study  
NYC DOE

## EXPLORE

### Unit Four: Where We Live Table of Contents

I.	Unit Snapshot.....	2
II.	Introduction.....	5
III.	Unit Framework .....	7
IV.	Ideas for Learning Centers .....	11
V.	Foundational and Supporting Texts .....	267
VI.	Inquiry and Critical Thinking Questions for Foundational Texts .....	30
VII.	Sample Weekly Plan.....	33
VIII.	Student Work Samples.....	37
IX.	Supporting Resources .....	39
X.	Foundational Learning Experiences: Lesson Plans .....	41
XII.	Appendices .....	57

The enclosed curriculum units may be used for educational, non-profit purposes only. If you are not a Pre-K for All provider, send an email to [deceinstruction@schools.nyc.gov](mailto:deceinstruction@schools.nyc.gov) to request permission to use this curriculum or any portion thereof. Please indicate the name and location of your school or program and describe which units you would like to use and how you intend to use them.

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

## Focus Standards

### From the New York State Prekindergarten Learning Standards (NYSPLS)

#### Domain 1: Approaches to Learning

PK.AL.5. Demonstrates persistence

#### Domain 2: Physical Development and Health

PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills

#### Domain 3: Social and Emotional Development

PK.SEL.4. Develops positive relationships with their peers

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

Approaches to Communication

PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods

Reading

PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text

Writing

PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply

information in child-centered, authentic, play-based learning

Speaking and Listening

PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing).

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

Mathematics

PK.MATH.14. [NY-PK.G.3.] Explores two- and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes

Science

PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

Social Studies

PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions

The Arts

PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts

## 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 will arise about specific topics such as 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 or want to discuss their observations of people who have different living situations than them. Issues may arise around events that might damage or make homes unsafe, or cause people 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, respect 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 that may be helpful during this Unit. 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 Borough Office for additional guidance.

---

*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.*

---

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, building, and floor plans before drawing their own. After drawing, they can 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 might 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.

In *Where We Live*, children have the opportunity to learn more about the world around them and a chance to dig deeply into the content areas that really resonate with them. Enjoy this Unit and the learning that occurs throughout the study!

## III. Unit Framework

### Essential Question

This is a child-friendly question that connects the knowledge and skills that children will likely 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.

---

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

---

### 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.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)*

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. They are aligned to the [NYC DOE Division of Early Childhood Education Early Childhood Framework for Quality \(EFQ\)](#).

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 New Home</i> by Tania de Regil, to the children. After reading, invite the children to share something with a partner about where they live.</p> <p><i>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</i></p> <p>See page 41 for lesson plan</p>	<p><b>Learning Centers</b></p> <p>After reading, <i>Ruby's Birds</i>, by Mya Thompson, invite the children to explore bird watching. This could be a pretend bird watching experience or an opportunity to watch, or look for birds in the program neighborhood. To begin the activity, facilitate a discussion with the children about where birds live, and where you might find them on your search. Throughout the activity help the children consider where birds live and how they make their homes.</p> <p><i>PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</i></p> <p>See page 45 for lesson plan.</p>	<p><b>Small 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.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)</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 Blocks/Construction area, and try to create buildings based on the blueprints they drew.</p> <p><i>PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</i></p> <p>See page 53 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?
			See page 49 for lesson plan.	
Foundational Texts	<i>*A New Home</i> by Tania Regil	<i>Ruby's Birds</i> by Mya Thompson	<i>Going Up!</i> by Sherry J. Lee	<i>It's Moving Day!</i> by Pamela Hickman
Key Vocabulary	address, borough, city, far, home, moving, near, neighborhood, new, roads, street	bedroom, burrow, Central Park, den, downstairs, habitat, hibernate, hive nest, pet, upstairs, woods	attic, apartment, basement, brownstone, castle, door, elevator, façade, farm, floor, garage, house, roof, skyline, skyscraper, shelter, skyline, stairs, window	architect, backyard, blueprints, build, builder, burrow, bricks, cement, concrete, construction, dig, exit, fire escape, floor plans, floor plans, glass, metal, shingles, straw, tools, wood
<b>Family and Community Engagement</b> <i>EFQ 4: High quality programs promote families' role as primary caregivers, teachers, and advocates</i>	Invite families to count the number of squares they can find at home. Repeat with other shapes.	Invite families to observe the homes around them as they walk together outside. If you also did this as a class, encourage children to compare what they saw on that walk to what they see when they walk with their families. Families and children can discuss what types of homes they see. Do they see 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?	Invite families in during center time to join their children in the Blocks/Construction area and build homes/buildings together.	Encourage families to observe a construction site (remembering to be careful and stay safe). Provide questions to consider such as: What do you notice? How do the people who work here stay safe? What do you think the building will look like when it is done?



	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?
Culminating Celebration	<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. Invite them to 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><i>PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts</i></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> <p><i>PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions</i></p>			

## IV. Ideas for Learning Centers

Learning centers enhance children’s understanding of the unit’s essential and focus questions as well as the enduring understandings. 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 the 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 children.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. Center time provides an opportunity for staff to engage children in

conversation and rich discussion around their interests, strengthening the children’s positive self-concept and self-confidence. During center time, teaching staff should intentionally model language, use questioning techniques to promote higher-order thinking skills, actively encourage children’s perspectives, increase children’s focus on the task at hand, read informally to children, and assess children’s learning. 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 support skill development 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 NYSPLS and is essential to the EFQ. 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 New York State Prekindergarten Learning Standards (NYSPLS) 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 NYSPLS Standard PK.AC.2 (Demonstrates they are 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. NYSPLS standards are included for all of the activity suggestions in this section and opportunities for assessment are embedded. Text suggestions that compliment these materials and activities are also included.

---

*Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning.*

---

## 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 \_\_\_\_.  
 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 in this book, or use the pictures as inspiration for creating new structures.

*PK.AC.3 Demonstrates understanding of what is observed*

### Homes and Buildings:

Post pictures of different types of homes and buildings and invite children to build the homes in the pictures, or use the pictures as inspiration for creating new homes or buildings.

*PK.SOC.5 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. Facilitate discussions about the important details the children notice before they start creating, and as they work. Children may want to furnish the apartments with small furniture. Any furniture that children would like, but is not available, can be made with recycled materials in the art area.

*PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, 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 how children respond to the position words and how they use these words themselves.

### Build:

Provide various types of blocks and building materials for the children. Encourage them to build their own homes or the buildings near where they live. As children work, and after they build, reflect on the materials and how children use them.

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

### Take Pictures:

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

*PK.AC.5. Demonstrates a growing expressive vocabulary*

### 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.SOC.3. 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.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, 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.AL.1 Actively 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.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

**√ 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:

*Going Up!* by Sherry J. Lee

Invite children to create an elevator to use in the dramatic play area. After creating the elevator, they can use this book to inspire their play.

*PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts*

√ **Opportunity for Assessment:** How does the child use dramatic play to re-enact this story?

### 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; 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.AL.1 Actively 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.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts*

### 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.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing).*

### 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.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts*

## 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? Why?

### Suggested Text:

*ABC NYC: A Book About Seeing New York City* by Joanne Dugan

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

*PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

### **Popsicle Stick Homes:**

Provide children with Popsicle sticks and glue. Invite them to make a home. Encourage them to think about the features they want to include in their home and how they will use the materials to create them.

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

### **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.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences*

### **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.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

### **Nest:**

Provide twigs, string, yarn, Popsicle sticks, etc. and invite children to create bird nests. If possible, provide a nest, or a picture of a nest, for children to examine, or reference as they work. Invite them to discuss where birds live.

*PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive*

### **Shape Homes:**

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

*PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes*

**√ 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 buildings they created in the Blocks/Construction area.

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

### **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 and invite children to use the tools to paint a picture.

*PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences*

### **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.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, artwork, building, writing).*

## 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:

*Animal Homes* by Shira Evans

After reading this book, invite children to share and/or use their science journals to record something they learned about animal homes.

*PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

### ***Pet or Wild Animal?***

Provide pictures of wild animals as well as common household 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; invite children to discuss.

*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.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment.*

### ***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.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool*

### ***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.AL.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. to the center. Invite children to create homes for the insects.

*PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning*

### ***Blueprints:***

Add blueprints and floor plans for children to explore.

*PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*



## 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? Why?  
 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:

*\*Slither Snake!* by Shelby Alinsky

Create a snake habitat and provide toy snakes for children to add to the habitat. They can count the snakes they add to the habitat and record the number on a piece of paper or graph.

*PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality*

### Land or Water?

Provide a piece of blue felt to represent water, a green felt piece 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 count the number of animals in each area.

*PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects 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 put that many people in the home

*PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects*

✓ **Opportunity for Assessment:** How many objects can the child count out correctly?

### 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. Children may want to play this game with peers.

*PK.SEL.4. Develops positive relationships with their peers*

### Farm Animals:

Add a barn and small animals for children to explore. As they play, talk with the children about which animals live on a farm.

*PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

### Lego Homes:

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

*PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions*

## Sand and Water / Sensory

### Critical thinking questions/statements:

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

### Suggested Text:

*\*Frogs* by Elizabeth Carney

Invite the children to help you turn the sensory table into a toy frog habitat. They can use the book to help determine what to include.

*PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods*

### Houseboats:

Share with the children that some people live on boats. This type of boat is a *houseboat*. Fill the Sensory Table with water and add toy boats. Invite children to pretend the boats 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.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences*

### 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.AL.1 Actively 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.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

✓ **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.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

### Wash the Dishes:

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

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

### 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 the children to use clothespins to hang the clothes. As children explore these materials, talk with them about how their own clothes are cleaned (Who cleans them? Where? When? etc.).

*PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills*

***Insect Habitats:***

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

*PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

## Library

### Critical thinking questions/statements:

- Tell me about this book.
- What do you like about this book?
- 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? What?
- 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 aligns with the children’s interests and deepens their understanding of the unit.

### Flannel Board Homes:

Provide pieces of flannel cut to represent parts of homes such as roofs, windows, doors, trees, burrows, etc. to go with specific stories (i.e. *Going Up!* by Sherry J. Lee or *Animal Homes (National Geographic Readers)* by Shira Evans). Invite children to use these materials to create homes and tell stories about them or the people/animals 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.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts*

### Compare and Contrast:

Invite children to look at two books on the same topic such as *It’s Moving Day!* by Pamela Hickman and *Animal Homes* by Shira Evans. Encourage them to compare and contrast the two books.

*PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)*

## 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/feel/look/sound/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 their own homes, different types of homes, or places where people live.

*PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions*

### Playdough Letters:

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

*PK.ELAL.1. [PKRF.1.] Demonstrates 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.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

✓ **Opportunity for Assessment:** What does the child share about ants and their habitats?

## 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.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions*

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

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

*PK.SOC.5 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.SOC.5 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:

#### *National Geographic Readers*

Select some of the National Geographic Readers texts that align to the children’s interests. Bring these books outside for reading and exploration. Invite the children to pretend to be the different animals they read about.

*PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts*

### **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.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have 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 the weather is warm/cold? Where do insects go when it is cold outside?

*PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

### **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 with their peers in the home. Before they play in the space, invite them to share why it will make a good home.

*PK.AL.1 Actively 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.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*

## Writing

### Critical thinking questions/statements:

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

### Suggested Text:

*Daniel's Good Day* by Micha Archer

In this book, Daniel learns about what makes a good day for the people who live near him. After reading this book, invite children to ask their peers and/or other people in the building what makes a good day for them and record their answers. Consider creating a class version of this text.

*PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing).*

### 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.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print*

✓ **Opportunity for Assessment:** What does the child understand about the relationship between speech and print? How do you know?

### Addresses:

Explain to children that most homes have addresses to help people identify them. Show picture examples of addresses on homes. Invite children to create an address for their cubby/hood (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/hoods.

*PK.SOC.5 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 helps 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.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*

### Mail:

After children add addresses to their cubbies/hoods, 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 hood area. Alternatively, have children place their mail in classroom mailboxes. Be sure children understand mailboxes are a means for getting paper messages delivered.

*PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.*



## 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.ARTS.8. [MU:Cr1-3.PK] Creates Music*

### **Buzz Like a Bee:**

Invite children to pretend to be a bumblebee. 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. Share 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.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive*

### **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.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures*

√ **Opportunity for Assessment:** What information does the child share about the music they brought from home? Why did they 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

**\*A New Home** by Tania Regil: As a girl in Mexico City and a boy in New York City ponder moving to each other’s locale, it becomes clear that the two cities are more alike than they might think.

**Ruby’s Birds** by Mya Thompson: When Ruby realizes there are amazing birds right in her neighborhood, her imagination takes flight.

**Going Up!** by Sherry J. Lee: Join Sophie and her dad on their way up to Olive’s birthday party on the tenth floor.

**It’s Moving Day!** by Pamela Hickman: After a long winter’s sleep, the woodchuck relocates to another burrow, but its former home is not left vacant for long.

### 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

***ABC NYC: A Book About Seeing New York City*** by Joanne Dugan: An NYC specific alphabet adventure.

***Animal Homes (National Geographic Readers)*** by Shira Evans: Learn about animal abodes from cozy dens to towering trees.

***Animals in the City (National Geographic Readers)*** by Elizabeth Carney: From pigeon pizza parties in New York City to koala street crossings in Australia, wild animals all over the world show how they live in cities.

***A Place to Stay: A Shelter Story*** by Erin Gunti: A young girl and her mother adjust to life in a shelter.

***A Space for Me*** by Cathryn Falwell: All Alex wants is a quiet space to himself. In the backyard he creates the perfect spot to read, play, think, and dream.

***Children of the World*** by Tessa Strickland, Kate DePalma, David Dean: A glimpse into the diversity of the human experience.

***\*Bats (National Geographic Readers)*** by Elizabeth Carney: Discover the bat's unique place in the wild and in the world.

***B Is for Brooklyn*** by Selina Alko: A celebration of urban culture and community.

***Bodega Cat*** by Louie Chin: In New York City, bodegas are often a community cornerstone and who knows them better than the cats who run them? (Or at least think they do!)

***\*Cheetahs (National Geographic Readers)*** by Laura Marsh: Photographs and facts about this majestic and mysterious cat.

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

***Daniel's Good Day*** by Micha Archer: What makes a good day? It's something different for everyone in the neighborhood.

***\*Dolphins (National Geographic Readers)*** by Melissa Stewart: Though smart enough to become theme park tricksters, dolphins are first and foremost wild mammals.

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

***Elephants (National Geographic Readers)*** by Avery Hurt: Stomp around the African savanna, run around the forests of India, take a mud bath and more with these elephants.

***Farm Animals (National Geographic Readers)*** by Joanne Mattern: Learn about farm animals.

***\*Frogs (National Geographic Readers)*** by Elizabeth Carney: What was that? That's the roaring burp of a bullfrog! See that? That's the slick, shiny skin of colorful little rainforest frogs.

***Giraffes (National Geographic Readers)*** by Laura Marsh: Photos and facts to introduce young readers to giraffes.

***Here and There*** by Tamara Ellis Smith: A young boy experiences the early stages of his parents' separation.

***Hop, Bunny!: Explore the Forest (National Geographic Readers)*** by Susan B. Neuman: Photos and facts to introduce young readers to bunnies.

***In the Darkness of the Night*** by Emily Rand: Listen to the neighborhood sounds that a young child hears while curled up, waiting to fall asleep.

***\*Jump, Pup! (National Geographic Readers)*** by Susan B. Neuman: Come along as little puppy goes out exploring in the world.

***\*Koalas (National Geographic Readers)*** by Laura Marsh: An introduction to these furry creatures, from cub to adult, exploring where they live, what they eat, and even the way they say, "hello!"

***Lions (National Geographic Readers)*** by Laura Marsh: Roar with lions in this introductory reader.

***Living in an Igloo*** by Jan Reynolds: Meet a young Inuit girl and her family. Learn why they sometimes live in an igloo and what life in an igloo is like.

***\*Lubna and Pebble*** by Wendy Meddour: Lubna's best friend is a pebble, but when a lost little boy arrives in the World of Tents, Lubna realizes that he needs Pebble even more than she does.

***Maybe Days: A Book for Children in Foster Care*** by Jennifer Wilgocki and Marcia Kahn Wright: A straightforward look at the issues of foster care, the questions children ask, and the feelings they often confront.

***Max Found Two Sticks*** by Brian Pinkney: Max picks up two sticks and begins tapping out the rhythms of everything he sees and hears around him.

**\*Pandas (National Geographic Readers)** by Anne Schreiber: Watch them play, climb, cuddle, and chew, but be careful! They can scratch, too!

**\*Penguins National Geographic Readers)** by Anne Schreiber: If you're five, you're probably about the same height as an Emperor Penguin!

**Play, Kitty! (National Geographic Readers)** by Shira Evans: Follow a little kitten through its day to learn all about these young cats.

**\*Polar Bears (National Geographic Readers)** by Laura Marsh: Polar bears rule the arctic.

**Puffins (National Geographic Readers)** by Maya Myers: Follow Atlantic puffins as they build their nests, fish for yummy snacks, and go about their day.

**\*Sea Turtles (National Geographic Readers)** by Laura Marsh: Even though they may appear to be lazy ocean reptiles, they are actually long-distance swimmers that spend their entire lives searching for food and a mate.

**Sharks! (National Geographic Readers)** by Anne Schreiber: Chomp! Meet the shark- the fish who ruled the deep before dinosaurs roamed the earth!

**\*Slither, Snake! (National Geographic Readers)** by Shelby Alinsky: Meet different kinds of snakes! Find out where they live and what they do.

**Spiders (National Geographic Readers)** by Laura Marsh: You don't have to look far to see a spider's web!

**Still a Family: A Story About Homelessness** by Brenda Reeves Sturgis: A little girl and her family have lost their home and must live in a homeless

shelter. Even worse, due to a common shelter policy, her dad must live in a men's shelter, separated from her and her mom.

**\*Swing, Sloth! (National Geographic Readers)** by Susan B. Neuman: Come along on an adventure through the rain forest.

**\*Tigers (National Geographic Readers)** by Laura Marsh: These giant jungle cats can climb trees, swim and run in sprints- up to 32 mph!

**\*Trot, Pony! (National Geographic Readers)** by Shira Evans: Trot, prance, and jump with ponies!

**Turtles (National Geographic Readers)** by Laura Marsh: Take a dip with a turtle!

**Visiting Day** by Jacqueline Woodson: a young girl and her grandmother prepare for a very special day- the one day a month they get to visit the girl's father in prison

**Thinker: My Puppy Poet and Me** by Eloise Greenfield: Thinker isn't just an average puppy—he's a poet. So is his owner, Jace. Together, they turn the world around them into verse.

**This is My Home** by Jan Reynolds: Meet children from different places and see their different kinds of homes.

## 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.

### **A New Home by Tania Regil**

*PK.ELAL.12. [PKR.g] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)*

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

Where is the boy moving?

Where is the girl moving?

Both the boy and the girl are nervous they will miss things from their old cities when they move to their new cities. What are some of the things they think they will miss?

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

Do you think the boy and the girl will still be able to do the things they love in their new cities? Why or why not?

After the boy and the girl move to their new cities and learn about the things they can do there, how do you think they will feel? Why?

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

What do you think the boy might tell the girl about New York City? Why?

What do you think the girl might tell the boy about Mexico City? Why?

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

Have you ever moved to a new place? Maybe a new home? Or to a place that was far away from your old home? How did you feel about moving? Why?

What are some of the things you like about where you live now? What would you miss if you moved?

---

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

### ***Ruby's Birds* by Mya Thompson**

*PK.AC.3 Demonstrates an understanding of what is observed*

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

Where did Eva and Ruby go together?

What did Eva want show Ruby in the park?

What did Ruby want to show her family in the park?

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

Do you think Ruby knew that birds lived in Central Park before she went there with Eva? Why do you think that?

What type of home do you think Ruby and Eva live in? How do you know?

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

Eva liked to hear the warbler's song because it is a sound she heard at her home in Costa Rica. What are some sounds you like to hear? Why?

Eva wanted Ruby to be quiet when they were in Central Park together. Do you think Ruby likes to be quiet? How do you know?

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

Eva taught Ruby how to watch for birds living in Central Park. How might we find birds near us?

In this book, there was a bird living in Ruby's house (her pet, Alex) and birds living in Central Park. Where else can birds live?

### ***Going Up!* by Sherry J. Lee**

*PK.ELAL.5 [PKR.1] Participates in discussions about a text*

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

Where were Sophie and her dad going?

Where was Olive's birthday party?

Why was everyone riding the elevator?

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

How did everyone fit in the same elevator?

What type of home do you think Sophie and her dad live in? How do you know?

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

All of the people who got on the elevator were Sophie's neighbors. Neighbors are people who live near each other. Who are your neighbors?

Sophie and her neighbors were going to a party together for another neighbor. What are some things you do with your neighbors?

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

The party is a birthday party for Sophie who is a dog. What types of things you do you think dogs might like to do at a party? Why?

Sophie brought her favorite cookies to the party, Vicky, Babs and their dog, Norman brought a balloon, the Flores family brought shoes for dancing, Grace and Arnie brought instruments to make music. What would you bring with you if you were going to Olive's party? Why?

### ***It's Moving Day!* by Pamela Hickman**

*PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text*

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

Where is the burrow?

What are some of the animals who lived in the burrow?

What happens on Moving Day?

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

The first woodchuck that moved out of the burrow left so he could move to a farmer's field where there was more food for him to eat. How do you think the farmer would feel about that? Why?

How do you think the animals knew when the burrow was empty and they could move in?

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

After the first snake moved into the burrow, other snakes came to join it. Why do you think the snakes wanted to live together in the burrow?

All of the snakes left the burrow at the same time. How do you think you might feel if you were by the burrow and saw all the snakes leaving together? Why?

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

Why did the animals like living in the burrow?

Some of the animals lived in the burrow alone. Some of the animals lived in the burrow with other

animals. Would you like to live in the burrow with any of the animals? Why or why not?

The burrow is beneath the big tree. How do you think the burrow got there?

## 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 decline...

Have a private conversation with the child as they play to understand why they 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 their 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?

address, borough, city, far, home, moving, near, neighborhood, new, 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 can be done as children arrive or later in the day.				



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?

address, borough, city, far, home, moving, near, neighborhood, new, roads, street

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	Greet each child as they arrive. 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><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, <i>A New Home</i> by Tania de Regil, to the children. After reading, invite the children to share something with a partner about where they live (i.e. who they live with, how close their home is to pre-K).</p> <p>See page 41 for lesson plan.</p> <p><i>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</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 (. during transition times).</p> <p><i>PK.AC.4. Demonstrates a growing receptive vocabulary</i></p>	<p>Read <i>*Corduroy</i> 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</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.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)</i></p>	<p>Sing <i>There’s A Doggy at the Door</i> (see page 40 for lyrics) with the children. Invite the children to think of other places where a dog could be in a home (e.g. sink), as well as a rhyming word (e.g. stink), to create additional verses for the song.</p> <p><i>PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g., storybooks, poems, songs)</i></p>

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?

address, borough, city, far, home, moving, near, neighborhood, new, roads, street

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
			about going home with the little girl? <i>PK.SEL.1. Regulates responses to needs, feelings and events</i>		
<b>BB Whole Group</b>	<i>See your Building Blocks Teacher's Edition for Whole Group Activities</i>				
<b>Foundational Text</b>	<b>*A New Home</b> by Tania Regil				
<b>Supporting Text</b>	<b>Children of the World</b> by Tessa Strickland, Kate DePalma, David Dean	<b>A Space for Me</b> by Cathryn Falwell	<b>Max Found Two Sticks</b> by Brian J. Pinkney	<b>This is My Home</b> by Jan Reynolds	<b>In the Darkness of the Night</b> by Emily Rand
<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.  <i>Small groups can be implemented during center time or at another</i>	LITERACY SMALL GROUP Explore the book, <b>Children of the World</b> by Tessa Strickland, Kate DePalma, David Dean with the children. Highlight the beginning section of the book that focuses on where children are, where they live, and their special	MATH SMALL GROUP See your Building Blocks Teacher's Edition for the weekly Small Group Activity.  Write children's initials below:  Group 1:	SMALL GROUP #3 Review the book, <b>Corduroy</b> by Don Freeman, with the children. Provide pictures from the book and invite the children to sequence the pictures and retell the story.  <i>PK.ELAL.15. [PKW.3] Uses a combination of</i>	Between Monday and Thursday, implement two to three small group activities.  EXPLORE TRACK: See your Building Blocks Teacher's Edition for the weekly Small Group Activity.  Write children's initials below:	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):

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?

address, borough, city, far, home, moving, near, neighborhood, new, roads, street

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>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>places. Invite the children to respond to the questions in the book, generate their own questions, and engage in a discussion about the book.</p> <p><i>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)</i></p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p>	<p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	<p><i>drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</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 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p>	

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?

address, borough, city, far, home, moving, near, neighborhood, new, roads, street

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	Group 4:				
	Group 5:				
<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.				
<b>Opportunities for differentiation and integration of goals for children with IEPs</b>	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 NYSPLS standard. Some examples may fit under more than one standard and/or focus question.

### Example 1: Blueprints

Activity Type: Centers

NYSPLS Standard: *PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem*



---

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

---

## Example 2: Take Pictures

Activity Type: Centers

NYSPLS Standard: PK.AC.5. *Demonstrates a growing expressive vocabulary*



---

*"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>

How to Talk to Your Kids About Homelessness

<https://blog.providence.org/archive/how-to-talk-to-your-kids-about-homelessness>

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 \_\_\_\_\_ cleaning up the (blocks),

I see \_\_\_\_ cleaning the (train),

I see \_\_\_\_ 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)  
 It is as quick as can be  
 (Make a side way motion with one hand quickly)  
 It 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  
 It is black and white and gray  
 When I try to cuddle it  
 It always wants to play  
 So I drag a piece of yarn  
 Across the kitchen floor  
 It 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 its name is Rags  
 It eats so much that its tummy sags  
 Its ears flip-flop  
 And its tail wig-wags  
 And when it walks it goes zig-zag  
 It goes flip-flop, wig-wag, zig-zag. (three times)  
 I love Rags and Rags loves me  
 (Hands at either side of head for flip-flop, hips  
 wiggle for wig-wag, arms cross for zig-zag)  
 My dog Rags loves to play  
 It rolls around in the mud all day  
 I whistle but it won't obey  
 It 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 NYSPLS standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards.

### Lesson: A New Home

**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>NYSPLS Focus Standard:</b>  <i>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</i></p> <p><b>Additional NYSPLS Standard:</b>  <i>PK.SOC.5 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            TSG: 18: Comprehends and responds to books and other texts            COR: M: Listening and comprehension</p>
<p><b>Materials:</b>            Book, <i>A New Home</i> by Tania de Regil</p>	<p>city, far, home, moving, near, new</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Share pictures of New York City (preferably pictures of parts of the city that are familiar to the children)</p> <p><b>Beginning:</b>            Invite children to think about where they live. They might want to think about their home (or a previous home) or some of the things they like to do in the city. Invite them to share their thoughts with a partner, if they would like. .            Show the children the cover of the book and read the title and author.</p>	

<p><b>Unit of Study: Where We Live</b></p>	<p><b>Focus Question: Where do I live? Where do my family members live?</b></p>
<p><b>Middle:</b> Read the book, <i>A New Home</i> by Tania de Regil</p> <p><b>End:</b> Reflect with the children on some of the things the boy and the girl in the book liked about their home and how these things were similar or different to the things they like about where they live.</p>	
<p><b>Assessment:</b> What does the child share about where they live?</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> Rather than reading the whole book with these children, choose a few pages to highlight.</p> <p><b>For children who are ready for a challenge:</b> Ask these children to think of homes for things that were not included in the book.</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>Teacher Tip:</b> Children in New York live in many other types of homes besides houses. See Section II: Introduction for more information</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

Large Group Experience: A New Home

NYSPLS Focus Standard:

*PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)*

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

Child's name	What does the child share about where they live?	Notes

Child's name	What does the child share about where they live?	Notes

## Lesson: Bird Watching

Type: Learning Centers (Outdoors/Playground)

<p><b>Unit of Study: Where We Live</b></p>	<p><b>Focus Question: Where do people and animals live?</b></p>
<p><b>Objective:</b> Children will consider and explore where birds live.</p>	
<p><b>NYSPLS Focus Standard:</b> <i>PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</i></p> <p><b>Additional NYSPLS Standard:</b> <i>PK.AC.5. Demonstrates a growing expressive vocabulary</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>Ruby's Birds</i> by Mya Thompson</p> <p>Outdoor/playground space to watch for birds, or indoor space for pretending to look for birds.</p>	<p><b>Vocabulary:</b></p> <p>habitat, nest</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Play or make some bird calls or chirps.</p> <p><b>Beginning:</b></p> <p>Read the book, <i>Ruby's Birds</i> by Mya Thompson</p> <p><b>Middle:</b></p> <p>Invite children to look for birds with you.</p> <p>Ask the children to suggest some places to look. Invite them to share why they think their suggestions might be good places to find birds.</p> <p>Ask the children to think about the best way to spot birds wherever you are looking. Invite them to share why they think their suggestions might be helpful for finding birds.</p>	

<b>Unit of Study: Where We Live</b>	<b>Focus Question: Where do people and animals live?</b>
<p>Look for birds with the children. Note and describe the birds they find. Consider taking notes about the birds or counting how many birds they find.</p>	
<p><b>End:</b></p>	
<p>Wrap up the search for birds and summarize what the children noticed. Be sure to highlight anything the children shared or discovered about where birds live.</p>	
<p><b>Assessment:</b> What does the child share about where birds live?</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> Provide pictures of birds in their nests or habitats that are reflective of what the children might see when they are looking for birds in the program environment.</p>	
<p><b>For children who are ready for a challenge:</b> Invite these children to keep notes on the birds they see, or keep a tally to record the number of birds spotted.</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>Teacher Tip:</b> Do this activity in any large motor space if weather prohibits watching for birds outdoors.</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: Bird Watching

NYSPLS Focus Standard  
*PK.SCI.5. [P-LS1-2.] Participates in investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment*  
 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 share about where birds live?	Notes

Child's name	What does the child share about where birds live?	Notes



## Lesson: Neighborhood Walk

Type: Small Group Activity

<p><b>Unit of Study: Where We Live</b></p>	<p><b>Focus Question: What types of homes do the people in my city (NYC) live in?</b></p>
<p><b>Objective:</b> Children will compare quantities.</p>	
<p><b>NYSPLS Focus Standard:</b>  <i>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)</i></p> <p><b>Additional NYSPLS Standard:</b>  <i>PK.SOC.5 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          TSG: 20: Uses number concepts and operations          COR: S: Number and counting</p>
<p><b>Materials:</b></p> <p>Chart with pictures of common types of homes and/or 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 the chart with pictures of common types of buildings and/or homes in the program neighborhood.</p> <p><b>Beginning:</b>          Tell children you are going to take a walk outside and look at the homes and buildings you see.          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>          Lead 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>Unit of Study: Where We Live</b></p>	<p><b>Focus Question: What types of homes do the people in my city (NYC) live in?</b></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>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

NYSPLS Focus Standard

*PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies)*

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

<p><b>Unit of Study: Where We Live</b></p>	<p><b>Focus Question: How do people and animals make homes?</b></p>
<p><b>Objective:</b> Children will be introduced to a tool that is used in constructing homes.</p>	
<p><b>NYSPLS Focus Standard:</b>  <i>PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities</i></p> <p><b>Additional NYSPLS Standard:</b>  <i>PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</i></p>	<p><b>Link to Authentic Assessment Systems:</b></p> <p>WWS: V.B.3: Begins to be aware of how technology affects their lives</p> <p>TSG: 28: Uses tools and other technology to perform tasks</p> <p>COR: EE: Tools and technology</p>
<p><b>Materials:</b></p> <p>Blueprints (See Section XII: Appendices)</p> <p>Rulers</p> <p>Blue paper and white chalk</p> <p>OR</p> <p>Graph paper and pencils</p>	<p><b>Vocabulary:</b></p> <p>blueprint, build, builder, concrete, construction, floor plan, tools</p>
<p><b>Procedure:</b></p> <p><b>Hook:</b> Show the children a couple of blueprints. Ask children what they think they are.</p> <p><b>Beginning:</b></p> <p>Share with 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>Unit of Study: Where We Live</b>	<b>Focus Question: How do people and animals make homes?</b>
<p><b>Middle:</b></p> <p>Tell children they can make their own blueprints.          Ask the children to think about a building they would like to create.          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.          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 do they notice about the print? What do they understand about how they are used?</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>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

NYSPLS Focus Standard  
*PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities*

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 about use?	Notes

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

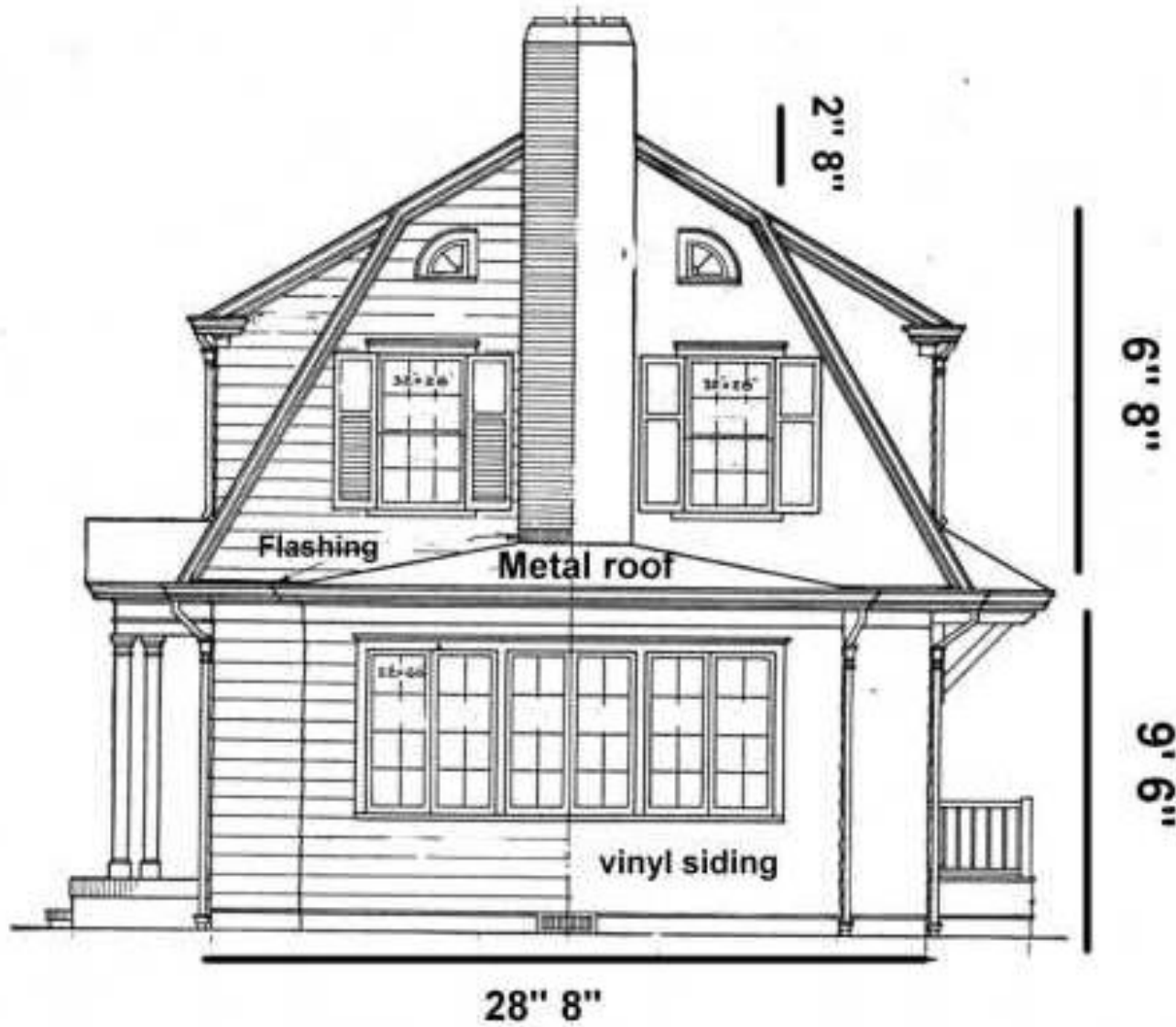


## XII. Appendices

### Appendix A: Blueprints, Side Views

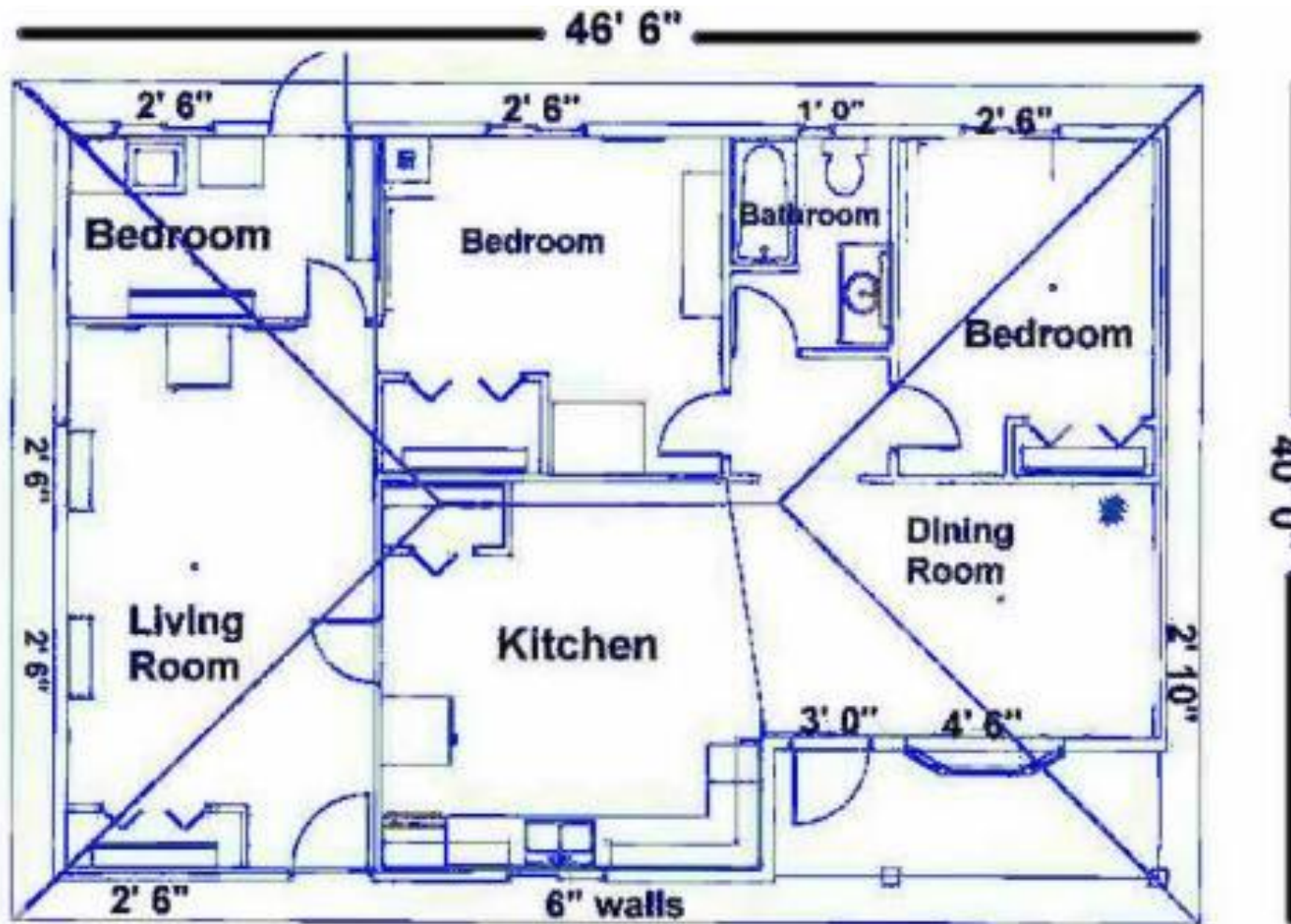


<http://hdc.org/wp-content/uploads/2015/10/516-518-9th-Street-existing.jpg>



<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>