Day 1
Objective(s):
   The student will be able to construct a structure with a given purpose.

Overview of Content Standards: Virginia Standards of Learning
   Stepping Stones #33 Explore objects in the environment with actions such as push, pull, balance,
   construct a manipulate (Corresponds with Virginia Kindergarten Science S.O.L. K.3)
Technology/Media Components:
   The students will operate a digital camera.
Other: Digital camera and formatted disks.

Student Materials:
   Per group: Their choice of large building materials for group building. These materials can include,
   but are not limited to; large foam blocks, cardboard bricks, large wooden building blocks, carpet squares,
   blankets, mats, and cardboard boxes. The students will also choose the stuffed animal whose house they will
   be building.
   Per student: Their choice of small building materials for individual or paired building. These
   materials can include, but are not limited to; Unifix cubes, small wooden blocks, small foam blocks, Legos,
   Dacta blocks, and Lincoln Logs. The students will also choose small animals for whom they will be building.
   Those can include counting bears, plastic jungle or farm animals or dinosaurs, etc.

Teacher Preparation and Resources:
Teacher prep information:
   Prior to this lesson, the students should have had experience working in both small groups, paired
   groups, and individually. The building materials should be placed around the room, spaced so that children
   will have room to work without infringing on others. The story, *This Is The Place For Me*, by Joanna Cole,
   with pictures by William Van Horn, should be read the day prior to this lesson with a discussion following,
   about the types of homes mentioned in the book.

List of Activities/Tasks
Step 1: Direct Instruction: The teacher re-reads the story.
Step 2: Interactive Instruction Strategy: The teacher leads the students in a discussion about what type of
   home their classroom pets might need.
Step 3: Experiential Instructional Strategy: The teacher chooses an animal and models the process of
   designing and building a suitable home. The students, in small groups of four to six, design and construct a
   structure for their particular animal. They then move off in pairs or individually to work on their own
   structure using smaller materials. The students request the camera as needed to take pictures of their friends’
   structures.
Step 4: The teacher uses the computer to print out the pictures and distribute them to the students shown in
   each picture.

Assessment/Evaluation:
Formative Assessment : The teacher and the teaching assistant circulate around the room during the small
   group and individual work times, asking questions, suggesting further work, or leading children to investigate
   further. Informal assessment and regrouping takes place as necessary.
Summative Assessment : The children’s work is reflected in the digital images.
Day 2
Objective(s): The student will be able to use words to describe their structures.

Overview of Content Standards: Virginia Standards of Learning
   Stepping Stones #9 Participate in conversations by sharing or expressing own idea on the topic.
   (Corresponds with Virginia Language Arts K.3)

Technology/Media Components:
Software:
   Appleworks or Microsoft Word

Other: Laminator, binder, printer

Student Materials: Each student will need the picture that was taken of them with their structure(s)

Teacher Preparation and Resources
Teacher prep information:
   The teacher needs to choose a font which is easy to read, like Primer Print.

List of Activities/Tasks
Step 1: Independent Study Instructional Strategy: Reports- The students take turns expressing their learning about their structure(s) and the teacher records their narratives using Appleworks or Microsoft Word
Step 2: Each student’s page is laminated and compiled in a class book.

Assessment/Evaluation:

Formative Assessment
   Encouragement is given as the students reflect on their work. The teacher may model or ask a student to rephrase as needed.

Summative Assessment
   The book is “read” to the class by the author of each particular page. Each student, after “reading” their page can then answer questions or elaborate further.
Day 3

Objective(s):
The student will be able to try to recreate their classmate’s structures after viewing them on a Powerpoint presentation.

Overview of Content Standards: Virginia Standards of Learning
Stepping Stones#40 Take turns and share (Corresponds to Virginia Kindergarten K.7)
Stepping Stones#33 Explore objects in the environment with actions such as push, pull, balance, construct and manipulate (corresponds with Virginia Kindergarten S.O.L.K.3)

Technology/Media Components
Software:
Title: Powerpoint

Other: Laptop computer

Student Materials:
The same building materials described in Day 1

Teacher Preparation and Resources
Teacher prep information:
Item: Using the pictures and narratives written by the students, the teacher makes a PowerPoint presentation which can be set up in the block area on a laptop computer to encourage building.

List of Activities/Tasks
Step 1: Direct Instruction: The teacher demonstrates the powerpoint and chooses students to participate. Upon completion of their building a different structure, the students choose someone to take their place.

Assessment/Evaluation:
Formative Assessment
The teacher and teaching assistant can observe the activity and makes suggestions and adaptations as necessary.

Summative Assessment
The students’ buildings are their final products.