

Prairie Hills School District

Pre- K Alignment

**Buildings**

**Standards:**

- 3. Participates cooperatively and constructively in group situations
- 7a. Demonstrates fine-motor strength and coordination
- 11. Demonstrates positive approaches to learning
- 12. Remembers and connects experiences
- 12a. Recognizes and recalls

- 20. Uses number concepts and operations
- 20a. Counts
- 21a. Understands spatial relationships
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns
- 28. Uses tools and other technology to perform tasks
- 32. Demonstrates simple geographic knowledge

**New Skills:**

Students can sort a group of 3 items from largest to smallest

Students can correctly identify the different types of buildings, specifically daily/ more familiar buildings

Using fine motor skills so assemble tiny/ large pieces to create something

**Advanced Skills:**

Students can measure the size of something using a ruler/measuring tape

**Assessments and Student Outcomes:**

- Classroom observations
- Teacher Created Study Assessment
- Kindergarten readiness checklist

Child can work alongside others/a team to create their own buildings

Child will be able to identify the use of different types of building and who uses those buildings

Child can count rote up to 20

<p><b>Students can correctly identify different buildings, including new/ unfamiliar type of buildings</b>  <b>Persisting at whatever they may be doing by self-correcting/ getting assistance from the teacher till it is done correctly</b></p>		<p><b>Child can use fine motor skills to glue and stack different things together</b></p> <p><b>Child can extend/ create patterns</b></p>	
<p><b>Key Vocabulary:</b></p> <p><b>Houses</b>  <b>Apartments</b>  <b>Barns</b>  <b>Castles</b>  <b>Cottages</b>  <b>Cabins</b>  <b>Huts</b>  <b>Hotels</b></p>		<p><b>Office buildings</b>  <b>Schools</b>  <b>Stores</b>  <b>Churches</b>  <b>Synagogues</b>  <b>Mosques</b>  <b>Post offices</b>  <b>Medium</b></p>	
<p><b>Libraries</b>  <b>Restaurants</b>  <b>Hospitals</b>  <b>Factories</b>  <b>Skyscrapers</b>  <b>Theaters</b>  <b>Museums</b>  <b>Parking garages</b></p>		<p><b>Gas stations</b>  <b>Mechanic shops</b>  <b>Community centers</b>  <b>Measure</b>  <b>Inches</b>  <b>Feet</b>  <b>Tall</b>  <b>Short</b></p>	
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Building Structures with Young Children (Ingrid Chalufour, Karen Worth)</b></li> <li>● <b>Cathedral (David Macaulay)</b></li> <li>● <b>I Know That Building! Jane D'Alelio)</b></li> <li>● <b>Let's Try It Out With Towers and Bridges (Seymour Simon, Nicole Fauteux)</b></li> </ul> <p><b>Shared Resources</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Strategies Teacher Guide</b></li> </ul>		<p><b>Materials</b></p> <p><b>Cardboard boxes and butcher paper, photos of different types of buildings (include some from other countries and more unfamiliar types of buildings such as skyscrapers), in block area include buildings with names on them, in art include directions to drawing their own house, in science include materials that could be used to build homes or other types of buildings (such as wood), supply q-tips and glue</b></p> <p><b>Books:</b></p> <p><b>The Three little Pigs</b>  <b>A Chair for my Mother</b>  <b>Home Sweet Home</b></p>	

**Buildings Building Buildings**  
**Build it from A to Z**  
**Building a Home**  
**The True story of the Three Little Pigs**  
**The Pot That Juan Built**

### **Activities**

**As a class, build a building that students can then play with in the block area using cardboard boxes, encouraging them to build their own buildings in the block area**

**In small groups, give students measuring tape and have them measure different items within the room that are all different sizes. Make sure to introduce the words inches and feet during the explanation of the activity to get them more familiar with measuring words.**

**Students will get to create their own building using q-tips and glue. They will then get to name their building and explain what is the purpose of their building and who it is used by**

**This activity can be taken another step farther by taking everyone's q-tip building and using them to create a classroom city.**

**You can also swap out the q-tips for toothpicks and the glue with candy drops. This way they can create a building using candy**

**As a class, have 3 to 5 students, at a time, build their own building using the blocks from the block area. Then as a class determine which building is the tallest, shortest, and which one would be in the middle**

**This activity can then be extended by giving each student who is building a certain number of blocks they should use for their building. Then as a class, you would sort the numbers from lowest to highest, then have the students build the building and point out short, medium, and tall**

**Have students build something using colored blocks and have them create a pattern.**

**Print letters onto blocks and have students build their name.**

**Go for a walk around the school, then have students write down questions they want to ask the principal.**