

Exploring the Topic

What do we know about buildings? What do we want to find out?

Vocabulary—English: collapse, buildings, inspiration, wordless, skate, elevator, investigate

Spanish: derrumbarse, edificios, inspiración, sin palabras, patinar, elevador, investigar

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<p>Library: books about building and construction</p> <p>Blocks: pictures of buildings</p> <p>Technology: eBook version of <i>The Three Little Pigs</i></p>	<p>Art: pictures of buildings</p> <p>Technology: eBook version of <i>The Three Little Pigs</i></p>	<p>Toys and Games: different kinds of open-ended connecting blocks</p>	<p>Blocks: pictures of buildings</p> <p>Technology: eBook version of <i>The Three Little Pigs</i></p>	<p>Art: magazines with pictures of buildings; scissors</p> <p>Technology: eBook version of <i>The Three Little Pigs</i></p>
Question of the Day	Which building do you like best? (Display two different building photos.)	Which would you use to build your house: straw, sticks, or bricks?	How many doors are in our classroom?	How many windows are in our classroom?	What do you want to know about buildings?
Large Group	<p>Song: “Scat Singing”</p> <p>Discussion and Shared Writing: Taking a Look at Buildings</p> <p>Materials: Mighty Minutes 14, “Scat Singing”; pictures of buildings</p>	<p>Game: Going on a Journey</p> <p>Discussion and Shared Writing: Exploring Our Building</p> <p>Materials: Mighty Minutes 63, “Going on a Journey”; your school building picture; Intentional Teaching Card LL45, “Observational Drawing”; small clipboards; black felt-tip pens</p>	<p>Poem: “A Building My Size”</p> <p>Discussion and Shared Writing: Parts of Buildings</p> <p>Materials: Mighty Minutes 49, “A Tree My Size”; small blocks or connecting blocks; “What do we know about buildings?” chart; pictures of buildings</p>	<p>Movement: Skating</p> <p>Discussion and Shared Writing: What We Know About Buildings</p> <p>Materials: picture of roller or ice-skating rink; wax paper; “What do we know about buildings?” chart; pictures of buildings</p>	<p>Poem: “A Building My Size”</p> <p>Discussion and Shared Writing: What Do We Want to Find Out About Buildings?</p> <p>Materials: Mighty Minutes 49, “A Tree My Size”; “What do we want to find out about buildings?” chart; pictures of buildings</p>
Read-Aloud	<i>The Three Little Pigs</i>	<i>The Three Little Pigs</i> samples of straw, sticks, and brick	<i>Changes, Changes</i>	<i>The Three Little Pigs</i>	<i>Keep Counting</i>
Small Group	<p>Option 1: More or Fewer Towers</p> <p>Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; more–fewer spinner; numeral–quantity cards or die</p> <p>Option 2: Which Has More?</p> <p>Intentional Teaching Card M19, “Which Has More?”; ice cube trays or egg cartons; resealable sandwich bags; collection of objects that are similar in size</p>	<p>Option 1: Dinnertime</p> <p>Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; utensils; napkins; cups; placemats</p> <p>Option 2: Let’s Go Fishing</p> <p>Intentional Teaching Card M39, “Let’s Go Fishing”; child-sized fishing poles; set of fish cards; paper clips</p>	<p>Option 1: Counting & Comparing</p> <p>Intentional Teaching Card M02, “Counting & Comparing”; pictures of buildings; card stock</p> <p>Option 2: Counting & Comparing</p> <p>Intentional Teaching Card M02, “Counting & Comparing”; pictures of buildings; digital camera; card stock</p>	<p>Option 1: Alphabet Cards</p> <p>Intentional Teaching Card LL03, “Alphabet Cards”; alphabet cards; small manipulatives</p> <p>Option 2: Buried Treasures</p> <p>Intentional Teaching Card LL21, “Buried Treasures”; magnetic letters; large magnet; ruler or similar object; sand table with sand</p>	<p>Option 1: Dramatic Story Retelling</p> <p>Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>The Three Little Pigs</i>; props gathered during yesterday’s read-aloud</p> <p>Option 2: Clothesline Storytelling</p> <p>Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>The Three Little Pigs</i>; laminating supplies; 6 ft of clothesline; clothespins; a paper star; resealable bag</p>
Mighty Minutes®	Mighty Minutes 47, “Step Up”; chart from large-group time	Mighty Minutes 57, “Find the Letter Sound”; letter cards	Mighty Minutes 3, “Purple Pants”; Mighty Minutes 08, “Clap the Missing Word”	Mighty Minutes 39, “Let’s Pretend”	Mighty Minutes 15, “Say It, Show It”; numeral cards

Make Time for...

Outdoor Experiences

Large Outdoor Blocks

- Bring some large building blocks or hollow blocks outdoors.
- Invite children to use them to create buildings.
- Provide empty cardboard boxes or crates if you don’t have any large building blocks.

Physical Fun

- Use Intentional Teaching Card P21, “Hopping.” Follow the guidance on the card.

Family Partnerships

- Send home a letter to families introducing the study.
- Invite families to contribute pictures of buildings in their neighborhoods.
- Ask family members if they’d like to volunteer to accompany the class on the neighborhood walk during the first investigation.
- Invite families to access the eBooks, *The Three Little Pigs* and *Keep Counting*.

Wow! Experiences

- Day 2: A walk around the outside of your school building

Investigation 1

What do the buildings in our neighborhood and in other

Vocabulary—English: map, neighborhood, similarities, differences, alike, different

places look like?

Spanish: mapa, vecindario, semejanzas, diferencias, parecidos, diferentes

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Library: props and materials for retelling <i>The Three Little Pigs</i>	Toys and Games: different open-ended connecting blocks, e.g., ones that children have neither seen nor played with Technology: eBook version of <i>House, Sweet House</i>	Blocks: props related to buildings in your neighborhood, e.g., if you saw a fire station on the walk yesterday, add fire helmets; if you saw a farm, add farm animals	Library: books with pictures of buildings in other places Technology: eBook version of <i>Buildings, Buildings, Buildings</i>	Art: magazines; scissors
Question of the Day	Which of these buildings is near our school? (Display a picture of a building near the school and another building.)	How many buildings do you think we will see on our walk today?	What building did you like best? (Display a few pictures of neighborhood buildings seen on yesterday's walk.)	Have you ever seen a building like this? (Display a picture of an interesting building found in another country.)	We're making a pattern. Can you draw what comes next? (Draw the pattern door–window–door–window–door)
Large Group	Song: “My Body Jumps” Discussion and Shared Writing: Preparing for the Site Visit Materials: Mighty Minutes 72, “My Body Jumps”; teacher-created map of your neighborhood	Song: “Hi-Ho, the Derry-O” Discussion and Shared Writing: Making Building Predictions Materials: Mighty Minutes 23, “Hi-Ho, the Derry-O”; neighborhood map; Intentional Teaching Card SE01, “Site Visits”; digital camera; Intentional Teaching Card LL45, “Observational Drawing”; clipboards; paper; writing tools	Movement: Let's Stick Together Discussion and Shared Writing: Taking a Closer Look Materials: Mighty Minutes 67, “Let's Stick Together”; photos of neighborhood buildings; children's observational drawings	Movement: The Kids Go Marching In Discussion and Shared Writing: All Kinds of Homes Materials: Mighty Minutes 70, “The Kids Go Marching In”; <i>House, Sweet House</i>	Poem: “Two Plump Armadillos” Discussion and Shared Writing: Alike and Different Materials: Mighty Minutes 44, “Two Plump Armadillos”; pictures of buildings around the world; pictures of neighborhood buildings
Read-Aloud	<i>A Chair for My Mother</i> Book Discussion Card 18 (first read-aloud)	<i>House, Sweet House</i>	<i>A Chair for My Mother</i> Book Discussion Card 18 (second read-aloud)	<i>Buildings, Buildings, Buildings</i>	<i>A Chair for My Mother</i> Book Discussion Card 18 (third read-aloud)
Small Group	Option 1: We're Going on an Adventure Intentional Teaching Card M36, “We're Going on an Adventure” Option 2: Adventure Obstacle Course Intentional Teaching Card M36, “We're Going on an Adventure”; items to build an obstacle course for the Block area	Option 1: Story Problems Intentional Teaching Card M22, “Story Problems”; collection of manipulatives to be added and subtracted Option 2: Nursery Rhyme Count Intentional Teaching Card M13, “Nursery Rhyme Count”; cotton balls or white pom-poms; green construction paper; numeral cards	Option 1: Rhyming Riddles Intentional Teaching Card LL11, “Rhyming Riddles”; props that rhyme with chosen words Option 2: Rhyming Tubs Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub; bag; pairs of objects with names that rhyme	Option 1: Letters, Letters, Letters Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inkpads; construction paper Option 2: Making My Name Intentional Teaching Card LL29, “Making My Name”; small, sturdy envelopes; marker; letter manipulatives	Option 1: Patterns Intentional Teaching Card M14, “Patterns”; objects that arrange in a pattern; patterns examples; construction paper; crayons or markers Option 2: Patterns on Buildings Intentional Teaching Card M14, “Patterns”; objects that arrange in a pattern; patterns examples; construction paper; crayons or markers
Mighty Minutes®	Mighty Minutes 55, “Mr. Forgetful”	Mighty Minutes 18, “I'm Thinking Of...”	Mighty Minutes 38, “Spatial Patterns”	Mighty Minutes 12, “Ticky Ricky”; basket of items that children can name or identify	Mighty Minutes 25, “Freeze”; dance music

Make Time for...

Outdoor Experiences

Physical Fun

- Use Intentional Teaching Card P12, “Exploring Pathways.” Follow the guidance on the card.

Family Partnerships

- Invite a family or community member who works on buildings to visit the classroom during Investigation 2, “Who builds buildings? What tools do they use?” This person could be an architect, electrician, engineer, a construction worker, painter, bricklayer, roofer, contractor, plumber, or anyone who constructs or maintains buildings.
- Invite families to access the eBooks, *House, Sweet House* and *Buildings, Buildings, Buildings*

Wow! Experiences

- Day 2: A walk around the neighborhood to look at different buildings

Investigation 2

Who builds buildings? What tools do they use?

Vocabulary—English: construction site, tape measure, pound, twist, saw, construction drawings, hard hat, protect, safety precaution

Spanish: un lugar en construcción, cinta métrica, clavar, dar vuelta, serruchar, plano, casco, proteger, precauciones para, mantenerse seguros

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Blocks: measuring tapes; carpenter’s rulers; T-squares Technology: eBook version of <i>Build It From A to Z</i>	Blocks: tool belt; hard hat; toolkit	Art: hammer; nails; soft wood, such as pine Technology: eBook version of <i>Build It From A to Z</i>	Blocks: construction drawings; building floor plans; clipboards; paper and pencils; digital camera	Sand and Water: small construction vehicles Intentional Teaching Card SE14, “Playing Together”
Question of the Day	Can you build a building as tall as you?	What would you like to ask our visitor today?	What can you do with a hammer?	When you grow up, what job would you like to try? (Display photos of some of the jobs from the list on day 1.)	What part of your body does this protect? (Display a hard hat.)
Large Group	Game: What’s Inside the Box? Discussion and Shared Writing: Who Builds Buildings? Materials: Mighty Minutes 31, “What’s Inside the Box?”; tape measure; box; pictures of a construction site	Song: “This Is the Way” Discussion and Shared Writing: Expert Interview Materials: Mighty Minutes 06, “This Is the Way”	Song: “The People in Your Neighborhood” Discussion and Shared Writing: Tools Materials: Mighty Minutes 01, “The People in Your Neighborhood”; bag; tools	Song: “Pound the Nail” Discussion and Shared Writing: Building Jobs Materials: Mighty Minutes 43, “Bouncing Big Brown Balls”; list of people who work on buildings from the day 1 large-group discussion	Song: “What Is My Job?” Discussion and Shared Writing: Builders Staying Safe Materials: Mighty Minutes 11, “What Is My Job?”; <i>Build It From A to Z</i> ; hard hat
Read-Aloud	<i>Build It From A to Z</i> chart from large-group time	<i>Building a House</i> chart from day 1 large-group time and read-aloud	<i>Build It From A to Z</i> chart from day 1 large-group time	<i>Changes, Changes</i>	<i>The Three Little Javelinas</i> Book Discussion Card 19 (first read-aloud)
Small Group	Option 1: Bookmaking Intentional Teaching Card LL04, “Bookmaking”; <i>A Chair for My Mother</i> ; clipboards; cardboard or card stock; blank paper; pencils, crayons, or markers; bookbinding supplies Option 2: Desktop Publishing Intentional Teaching Card LL02, “Desktop Publishing”; <i>A Chair for My Mother</i> ; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies	Option 1: Bookmaking Intentional Teaching Card LL04, “Bookmaking”; <i>A Chair for My Mother</i> ; clipboards; cardboard or card stock; blank paper; pencils, crayons, or markers; bookbinding supplies Option 2: Desktop Publishing Intentional Teaching Card LL02, “Desktop Publishing”; <i>A Chair for My Mother</i> ; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies	Option 1: Alphabet Books Intentional Teaching Card LL34, “Alphabet Books”; <i>Build It From A to Z</i> ; construction paper; alphabet cards Option 2: Alphabet Books and Tools Intentional Teaching Card LL34, “Alphabet Books”; <i>Build It From A to Z</i> ; tools; construction paper; alphabet cards	Option 1: Show Me Five Intentional Teaching Card M16, “Show Me Five”; small building-related manipulatives, such as nuts, bolts, and wood scraps Option 2: Guessing Jar Intentional Teaching Card M17, “Guessing Jar”; large plastic jar; small building-related manipulatives, such as nuts, bolts, and wood scraps	Option 1: Cube Trains Intentional Teaching Card M40, “Cube Trains”; interlocking cubes; pictures or illustrations of trains Option 2: Action Patterns Intentional Teaching Card M35, “Action Patterns”; action cards; pocket chart
Mighty Minutes®	Mighty Minutes 04, “Riddle Dee Dee”	Mighty Minutes 97, “Shape Hunt”; three-dimensional shapes or shape cards	Mighty Minutes 22, “Hot or Cold 3-D Shapes”; several three-dimensional shapes	Mighty Minutes 60, “The Name Dance”	Mighty Minutes 59, “Clap the Beat”; building-related pictures or objects

Make Time for...

Outdoor Experiences

Observing a Building’s Shadow

- On a sunny day, go outside and point out children’s shadows.
- Talk to children about their shadows.
- Point out that the school building also casts a shadow.
- Invite children to observe the school’s shadow and trace it with sidewalk chalk. Talk about the size of the shadow compared to the size of the school building.

Physical Fun

- Use Intentional Teaching Card P11, “Jump the River.” Follow the guidance on the card.

Family Partnerships

- Invite families to accompany the class on a neighborhood walk during Investigation 3, “What are buildings made of? What makes buildings strong?”
- Invite families to access the eBook, *Build It From A to Z*.

Wow! Experiences

- Day 2: Visit from someone who works in the construction field

Investigation 3

What are buildings made of? What makes them strong?

Vocabulary—English: foundation, building inspector, sturdy, characteristics

Spanish: cimientos, inspector(a) de edificios, resistente, características

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Discovery: sample building materials, e.g., brick, wood, steel, and cinder block; magnifying glasses Technology: eBook version of <i>Build It From A to Z</i>	Toys and Games: collections of building samples, e.g., paint sample cards, carpet sample books, and tiles	Art: craft sticks; molding clay Technology: eBook version of <i>Build It From A to Z</i>	Block: unit blocks; other building materials Discovery: stick houses that the children made yesterday in the Art area	Block: big boxes; masking tape
Question of the Day	What can you do with these? (Display a few different building materials.)	What do you think most of the buildings we'll see today are made of? (Display a few different building materials.)	Which house is the strongest? (Display pictures of brick, straw, and stick houses.)	Is this building sturdy? (Display a tall block tower.)	Can we make a building out of this? (Display a cardboard box.)
Large Group	Song: "Bouncing Big Brown Balls" Discussion and Shared Writing: What Are Buildings Made Of? Materials: Mighty Minutes 43, "Bouncing Big Brown Balls"; sample building materials; <i>Build It From A to Z</i>	Game: Walk Around the Shapes Discussion and Shared Writing: Preparing for the Site Visit Materials: Mighty Minutes 52, "Walk Around the Shapes"; shape or letter cards; photos of local buildings; building materials from question of the day; Intentional Teaching Card LL45, "Observational Drawing"	Movement: My Body Jumps Discussion and Shared Writing: Strong Buildings Materials: Mighty Minutes 72, "My Body Jumps"	Movement: I Can Make a Circle Discussion and Shared Writing: Sturdy Buildings Materials: Mighty Minutes 20, "I Can Make a Circle"; small blocks; sticky notes; crayons	Poem: "A Building My Size" Discussion and Shared Writing: Cardboard Buildings Materials: Mighty Minutes 49, "A Tree My Size"; large cardboard boxes
Read-Aloud	<i>The Three Little Javelinas</i> Book Discussion Card 19 (second read-aloud)	<i>Building a House</i>	<i>Build It From A to Z</i>	<i>The Three Little Javelinas</i> Book Discussion Card 19 (third read-aloud)	<i>Building a House</i>
Small Group	Option 1: Geoboards Intentional Teaching Card M21, "Geoboards"; geoboards; shape cards; geobands Option 2: Straw Shapes Intentional Teaching Card M42, "Straw Shapes"; geometric shapes; drinking straws of different lengths; pipe cleaners; paper; pencils or crayons	Option 1: Can We Build It Together? Intentional Teaching Card SE25, "What Can We Build Together?"; building blocks Option 2: Can We Build It Together? Construction Sounds Intentional Teaching Card SE25, "What Can We Build Together?"; building blocks; variety of building materials	Option 1: I'm Thinking of a Shape Intentional Teaching Card M20, "I'm Thinking of a Shape"; geometric solids; empty containers that have basic shapes Option 2: Buried Shapes Intentional Teaching Card M30, "Buried Shapes"; heavy paper; attribute blocks; three containers to use as treasure chests; tub of sand; small brushes; book about a treasure (optional)	Option 1: Which Container Holds More? Intentional Teaching Card M32, "Which Container Holds More?"; sand table or tubs of sand; containers of various sizes; funnel; paper; marker; paper cup, measuring cup, or can Option 2: Cover Up Intentional Teaching Card M34, "Cover Up"; masking tape; samples and pictures of various floor coverings; blocks	Option 1: Tongue Twisters Intentional Teaching Card LL16, "Tongue Twisters" Option 2: Same Sound Sort Intentional Teaching Card LL12, "Same Sound Sort"; objects that start with the /b/ sound; cardboard box
Mighty Minutes®	Mighty Minutes 60, "The Name Dance"	Mighty Minutes 19, "I Spy With My Little Eye"	Mighty Minutes 50, "1, 2, 3, What Do I See?"; small basket of building-related items; scarf or piece of fabric	Mighty Minutes 50, "1, 2, 3, What Do I See?"; small basket of building-related items; scarf or piece of fabric	Mighty Minutes 13, "Simon Says"

Make Time for...

Outdoor Experiences

Continuing to Observe a Building's Shadow

- Invite children to observe the school's shadow at a different time of day from last week's observation.
- Have them trace around the shadow with sidewalk chalk.
- Repeat this process at different times of the day for a few days.
- Talk about how the shadow's size and position are different from those observed during previous observations.

Physical Fun

- Use Intentional Teaching Card P22, "Follow the Leader." Follow the guidance on the card.

Family Partnerships

- Ask families to bring in large, empty boxes for children to use to construct buildings at the end of the investigation.

Wow! Experiences

- Day 2: A walk around the neighborhood to investigate the materials used to construct neighborhood buildings and identify problems

What is special about our building?

Vocabulary—English: *model, feature*

Spanish: *modelo, característica*

	Day 1	Day 2	Day 3
Interest Areas	Art: small cardboard boxes; empty milk cartons; construction paper; paint; tape; glue; scissors; neighborhood map from Investigation 1	Art: small cardboard boxes; empty milk cartons; construction paper; paint; tape; glue; scissors; neighborhood map from Investigation 1	Art: small cardboard boxes; empty milk cartons; construction paper; paint; tape; glue; scissors; neighborhood map from Investigation 1
Question of the Day	How many classrooms do you think are in our school?	Where in our school is <i>this</i> ? (Display a picture of the feature you will visit today.)	What would you like to ask our visitor today?
Large Group	Game: Hot or Cold 3-D Shapes Discussion and Shared Writing: Our School Building Materials: Mighty Minutes 22, “Hot or Cold 3-D Shapes”; several three-dimensional shapes; tally sheets; photos of neighborhood buildings	Game: Riddle, Riddle, What Is That? Discussion and Shared Writing: Preparing for the Site Visit Materials: Mighty Minutes 61, “Riddle, Riddle, What Is That?”; Intentional Teaching Card LL45, “Observational Drawing”	Game: Clap the Beat Discussion and Shared Writing: Expert Interview Materials: Mighty Minutes 59, “Clap the Beat”; several building-related items or photographs
Read-Aloud	<i>The True Story of the 3 Little Pigs</i> Book Discussion Card 22 (first read-aloud)	<i>Changes, Changes</i> building blocks	<i>The True Story of the 3 Little Pigs</i> Book Discussion Card 22 (second read-aloud)
Small Group	Option 1: Stick Letters Intentional Teaching Card LL28, “Stick Letters”; collection of sticks; alphabet cards Option 2: Walk a Letter Intentional Teaching Card LL17, “Walk a Letter”; masking tape; alphabet cards or alphabet chart	Option 1: The Long & Short of It Intentional Teaching Card M25, “The Long & Short of It”; pieces of yarn or ribbon of equal width but different lengths; a container Option 2: Lining It Up Intentional Teaching Card M31, “Lining It Up”; collection of objects to be arranged by size	Option 1: Knowing Our Friends Intentional Teaching Card LL30, “Knowing Our Friends”; children’s name cards; felt board or tagboard; large paper clip or Velcro® Option 2: What’s for Snack? Intentional Teaching Card LL25, “What’s for Snack?”; food labels; large paper or tagboard; marker; recipe cards or charts
Mighty Minutes®	Mighty Minutes 53, “Three Rowdy Children”	Mighty Minutes 04, “Riddle Dee Dee”	Mighty Minutes 07, “Hippity, Hoppity, How Many?”

Make Time for...

Outdoor Experiences

Physical Fun

- Use Intentional Teaching Card P17, “Balance on a Beam.” Follow the guidance on the card.

Family Partnerships

- Invite family members to accompany the class on the site visit to the neighborhood building while exploring the investigation question for day 2.

Wow! Experiences

- Day 1: A walk around the inside of the school building to tally the different types of rooms
- Day 2: An in-depth investigation of an interesting feature of the school, e.g., stairs, elevator, fire escape, atrium, or gymnasium
- Day 3: A visit from someone, such as a maintenance worker, handyman, or electrician, who helps maintain the building

What happens inside buildings?

Vocabulary—English: *substitute, potter, clue, calisthenics, version*

Spanish: *sustituir, alfarero, indicio, calistenia, versión*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Sand and Water: forms and containers to mold wet sand Technology: eBook version of <i>Buildings, Buildings, Buildings</i>	Sand and Water: additional forms and containers to mold wet sand	Discovery: nuts and bolts	Dramatic Play: props that reflect the inside of the neighborhood building that you visited Technology: eBook version of <i>Buildings, Buildings, Buildings</i>	Dramatic Play: props that reflect the inside of the neighborhood building that you visited Technology: eBook version of <i>The Three Little Pigs</i>
Question of the Day	What do you think people do in this building? (Display a picture of an interesting building.)	What would you like to ask our visitor today?	Do you see any letters that you recognize on this building sign? (Display a picture of a building sign.)	What do you think people do in this building? (Display a picture of a familiar building with a pictorial sign that shows what happens in the building, e.g., a car wash sign with a soapy car.)	Which book would you like to read today? (Display the three versions of the story about the three little pigs.)
Large Group	Song: “La, La, La” Discussion and Shared Writing: What’s Going On Inside? Materials: Mighty Minutes 100, “La, La, La”; pictures of building exteriors; picture of a neighborhood building	Game: People Patterns Discussion and Shared Writing: Interviewing a Neighbor Materials: Mighty Minutes 65, “People Patterns”; picture of a neighborhood building	Song: “The People in Your Neighborhood” Discussion and Shared Writing: Preparing for the Site Visit Materials: Mighty Minutes 01, “The People in Your Neighborhood”; picture of the building that you will see	Movement: Counting Calisthenics Discussion and Shared Writing: Building Signs Materials: Mighty Minutes 28, “Counting Calisthenics”; pictures of building signs that give clues about their purpose	Movement: Bounce, Bounce, Bounce Discussion and Shared Writing: Three Versions of the Same Story Materials: Mighty Minutes 30, “Bounce, Bounce, Bounce”; <i>The Three Little Pigs</i> , <i>The Three Little Javelinas</i> , and <i>The True Story of the 3 Little Pigs</i>
Read-Aloud	<i>Buildings, Buildings, Buildings</i>	<i>The True Story of the 3 Little Pigs</i> Book Discussion Card 22 (third read-aloud)	<i>The Pot That Juan Built</i>	<i>Buildings, Buildings, Buildings</i>	<i>The Three Little Pigs</i> , <i>The Three Little Javelinas</i> , or <i>The True Story of the 3 Little Pigs</i>
Small Group	Option 1: Secret Numbers Intentional Teaching Card M37, “Secret Numbers”; two sets of quantity cards, numeral–quantity cards, or numeral cards Option 2: Making Numerals Intentional Teaching Card M41, “Making Numerals”; <i>Keep Counting</i> ; modeling dough or clay; numeral–quantity cards	Option 1: Patterns Intentional Teaching Card M14, “Patterns”; group of objects to be arranged in a pattern; examples of patterns; construction paper Option 2: Patterns Under Cover Intentional Teaching Card M38, “Patterns Under Cover”; counters in a variety of colors; paper cup; cardboard divider	Option 1: Playing With Environmental Print Intentional Teaching Card LL23, “Playing With Environmental Print”; environmental print; pictures of road or store signs Option 2: Coupon Match Intentional Teaching Card LL22, “Coupon Match”; empty product containers or food labels; laminated coupons that correspond to products; grocery bag; envelope	Option 1: Bookmaking Intentional Teaching Card LL04, “Bookmaking”; pictures of interesting buildings; card stock; paper; writing tools; bookbinding supplies Option 2: Desktop Publishing Intentional Teaching Card LL02, “Desktop Publishing”; building pictures; digital camera; computer; each child’s word bank; printer and paper; bookbinding supplies	Option 1: Bookmaking Intentional Teaching Card LL04, “Bookmaking”; pictures of interesting buildings; card stock; paper; writing tools; bookbinding supplies Option 2: Desktop Publishing Intentional Teaching Card LL02, “Desktop Publishing”; interesting building pictures; digital camera; computer; each child’s word bank; printer and paper; bookbinding supplies
Mighty Minutes®	Mighty Minutes 59, “Clap the Beat”; several building-related items or photographs	Mighty Minutes 55, “Mr. Forgetful”	Mighty Minutes 36, “Body Patterns”	Mighty Minutes 36, “Body Patterns”	Mighty Minutes 38, “Spatial Patterns”

Make Time for...

Outdoor Experiences

Physical Fun

- Use Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card.

Family Partnerships

- Invite families to attend the end-of-study celebration. Send home a letter explaining the event and listing the ideas children have for fixing things around the school building.

Wow! Experiences

- Day 2: Visit from a neighbor who knows about a neighborhood building
- Day 3: Site visit to look inside a different neighborhood building and learn about what people do there

Celebrating Learning

Vocabulary—English: *celebration, compare*

Spanish: *fiesta o celebración, comparar*

	Day 1	Day 2	
Interest Areas	<p>All: displays of children’s investigations</p> <p>Technology: eBook version of <i>Keep Counting</i></p>	<p>All: displays of children’s investigations</p> <p>Technology: eBook version of <i>Buildings, Buildings, Buildings</i></p>	
Question of the Day	<p>What would you like to show our guests about the buildings study at the celebration tomorrow?</p>	<p>Which part of the study did you like best: building lots of buildings in our classroom or learning about our neighborhood buildings?</p>	
Large Group	<p>Song: “Dinky Doo”</p> <p>Discussion and Shared Writing: Preparing for the Celebration</p> <p>Materials: Mighty Minutes 24, “Dinky Doo”; letter cards; list of ideas that the children generated during large-group roundup on day 2 of Investigation 5; “What we want to find out about buildings” chart; Intentional Teaching Card LL26, “Searching the Web”</p>	<p>Game: Words in Motion</p> <p>Discussion and Shared Writing: Taking Care of Our Building</p> <p>Materials: Mighty Minutes 10, “Words in Motion”; list of ideas that the children generated during large-group roundup on day 2 of Investigation 5</p>	
Read-Aloud	<i>Keep Counting</i>	<i>Buildings, Buildings, Buildings</i>	
Small Group	<p>Option 1: Writing Poems</p> <p>Intentional Teaching Card LL27, “Writing Poems”; pictures of buildings; paper and pencils; audio recorder</p> <p>Option 2: Writing Poems</p> <p>Intentional Teaching Card LL27, “Writing Poems”; a trip outdoors; paper and pencils; audio recorder</p>	<p>Option 1: Salsa</p> <p>Intentional Teaching Card LL36, “Salsa”; (See card for equipment, ingredients, and recipe.)</p> <p>Option 2: Roll-Ups</p> <p>Intentional Teaching Card LL37, “Roll-Ups”; (See card for equipment, ingredients, and recipe.)</p>	
Mighty Minutes®	Mighty Minutes 4, “Riddle Dee Dee”	Mighty Minutes 33, “Thumbs Up”; familiar classroom item that is a two- or three-dimensional shape	

Make Time for...

Outdoor Experiences

Physical Fun

- Use Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card.

Family Partnerships

- Include families in the buildings celebration.

Wow! Experiences

- Day 2: Buildings celebration