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## **Early Childhood Themes —Building Things Kit**

**This sample includes the following:**

- Teachers Guide Cover** (1 page)
- Table of Contents** (1 page)
- Introduction** (2 pages)
- Lesson Plan** (1 page)
- Vocabulary Concept Card** (2 pages)
- Song page from Unit Resources** (1 page)
- Pattern page from Unit Resources** (1 page)
- Reader** (9 pages)

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Literacy, Language, & Learning

Early Childhood Themes

# Building Things

Teacher's Guide



Teacher Created Materials  
PUBLISHING

# Table of Contents

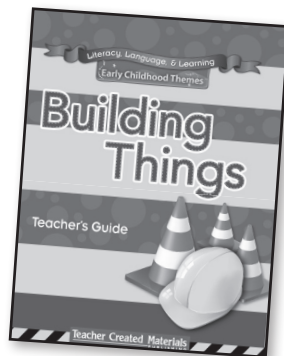
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<b>Introduction</b> .....	4	<b>Social Studies Lessons</b> .....	56
Introduction.....	4	Bridges and Tunnels.....	56
Research and Rationale.....	6	Frontier Cabins.....	57
Best Practices: Learning to Read.....	8	Construction Safety.....	58
Best Practices: The Five Components of Reading.....	10	Homes Around the World.....	59
Best Practices: Differentiation.....	13	City and Country.....	60
Best Practices: English Language Support.....	15	<b>Science Lessons</b> .....	61
Best Practices: Assessment.....	16	Sorting Nails.....	61
Emergent and Early Writers.....	21	Hammer and Nails.....	62
Parent Support.....	24	Brick Wall.....	63
Correlation to Standards.....	29	Float or Sink.....	64
Standards/Objectives Chart.....	30	Living Things Need Shelter.....	65
How to Use This Product.....	32	<b>Music and Movement Lessons</b> .....	66
<b>Overview</b> .....	36	Johnny Works with One Hammer....	66
Menu of Lesson Choices.....	36	The Builder Takes the Wood.....	67
Vocabulary: Academic Language....	38	Building Blocks.....	68
Introducing the Unit.....	40	Build, Build, Build a Bridge.....	69
<b>Literacy Lessons</b> .....	41	Building a Skyscraper.....	70
Let's Build.....	41	<b>Art Lessons</b> .....	71
Pictures Tell It All.....	42	What Can We Build?.....	71
London Bridge.....	43	Shape Structures.....	72
Build a Sentence.....	44	Wood Structures.....	73
Build a Story.....	45	Marshmallow Building.....	74
<b>Phonemic Awareness and Phonics Lessons</b> .....	46	Cheese-and-Cracker Houses.....	75
Skyscraper Rap.....	46	<b>Unit Resources</b> .....	76
Alliteration.....	47	Building Things Songs.....	76
Letters and Sounds.....	48	Patterns.....	82
Number of Syllables.....	49	Vocabulary Word Cards.....	105
Rhyme Time.....	50	Recommended Children's Literature.....	107
<b>Math Lessons</b> .....	51	Using the CDs.....	109
Shape Hunt.....	51	<b>Appendices</b> .....	123
Pattern Headband.....	52	References Cited.....	123
Ground Floor to Skyscraper.....	53	Contents of the Teacher Resource CD.....	124
Square Skyscrapers.....	54	Contents of the Audio CD.....	128
Long and Short Screws.....	55		

## Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Building Things Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and



phonics, math, social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs showing different types of materials and tools used to build things. They are bright and colorful and give the children images to which they can relate concepts about building things as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.





## Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *Ready to Build*, is used to introduce the unit and provide pictorial support for the children’s understanding of the types of tools and materials used to build things. A wordless photo book, *Building Things*, helps develop the children’s oral language as they discuss and create a story that shows various building materials and structures. A book created around the traditional nursery rhyme “London Bridge” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.



The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *Ready to Build* and the traditional rhyme book *London Bridge*.

The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black and white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



# Skyscraper Rap



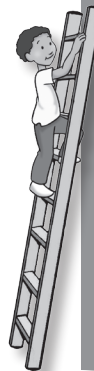
- *hammer* vocabulary concept card
- “Skyscraper Rap” song (p. 81)
- Skyscraper Rap Letter Cards (p. 82)
- chart paper
- marker

## Procedure:

- 1 Prior to the lesson, make a copy of the Skyscraper Rap Letter Cards for each child.
  - 2 Gather children together on the rug or in their chairs.
  - 3 Introduce the *hammer* vocabulary concept card. Ask children to name things that can be built with a hammer. Record their ideas on the board.
  - 4 Ask children to raise their hands if they know what a skyscraper is. Encourage children to share their experiences.
  - 5 Teach children the “Skyscraper Rap” song. Sing the song several times until children are comfortable with the words.
  - 6 Write the word *clang* on chart paper. Say the word *clang* slowly. Ask children to repeat the word and listen for the first sounds they hear. Tell children that the word begins with the blend /cl/. Have children practice making the /cl/ sound three times: /cl/, /cl/, /cl/.
- Separate the beginning blend from the rest of the word: /cl/, /ang/. Model how to separate the beginning sounds from the rest of the word. Have children say it with you.
  - Tell children that you will replace the /cl/ with other sounds to make new words.
  - Distribute the Skyscraper Rap Letter Cards with sounds on them.
  - Ask children to say the beginning sound on their card. Then say the sound again. Have children say the sound again, this time adding /ang/ to it. For example, say /s/, /s/, /ang/, sang.



Refer to the Audio CD track #6.



## Extension

Have children list the rhyming words from the “Skyscraper Rap.” Write the rhyming words on the board. Ask children to think of two more rhyming words for each pair.



# hammer



A hammer can help  
us fix things.

# hammer



## Connecting Pieces: Activating Prior Knowledge

- Show children the front of the card. Ask, “Does this picture show anything that you have seen before?” Have children share what they see. Ask children what the object is used for and encourage children to act out the hammering motion.
- Ask children if they know anyone who uses this tool. After discussing the picture, point to the word *hammer* at the top of the card and read it aloud. Have children repeat the word with you.



## Building Blocks: Phonemic Awareness and Phonics

- Point to the word *hammer* on the front of the card. Say the word and then ask children to say it with you.
- Tell children that you will count the syllables in the word *hammer*. Clap as you say each syllable. Ask children to hold up their fingers to show how many times you clapped. Depending on children’s abilities, you may wish to say the word and clap each syllable again. Guide children to the idea that there are two syllables in the word *hammer*. Tell them you are going to do the same thing with the names of some things that people build with hammers. You may wish to provide the following words: *house, building, table, chair*.



## New Ideas: Building Knowledge and Comprehension

- Gather children together on the rug. Tell children that there are many uses for a hammer. Ask children to brainstorm objects that are built with a hammer. Write their responses on the board.
- Provide each child with a sheet of white construction paper. Model how to fold the paper into fourths. Depending on children’s abilities, you may want to do this prior to the lesson. Ask children to select four objects from the board and draw pictures in each square. Encourage them to write the word for each object under each picture.



# Building Things Songs *(cont.)*

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## Skyscraper Rap

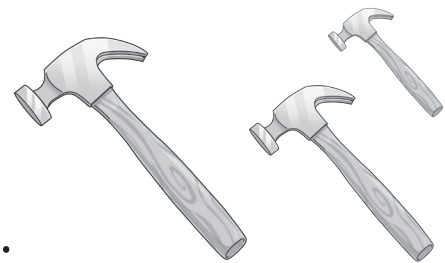
*(an original beat)*

Hammer, hammer, clang, clang,  
Hammer, hammer, clang, clang,  
Hammer, hammer, clang, clang,  
Hammer, hammer, clang, clang.

Skyscraper, skyscraper, touch the sky!  
Stretch right up before my eyes!  
You're built so tall, floor by floor.  
You're built so strong from door to door.  
You've got your head up in the clouds.

Do you see us here down on the ground?  
Skyscraper, skyscraper, do you stop?  
Skyscraper, skyscraper, we can't see the top!

Hammer, hammer, clang, clang,  
Hammer, hammer, clang, clang,  
Hammer, hammer, clang, clang,  
Hammer, hammer, clang, clang ...



# Skyscraper Rap Letter Cards

Use these cards with the activity on page 46.

**s**

**b**

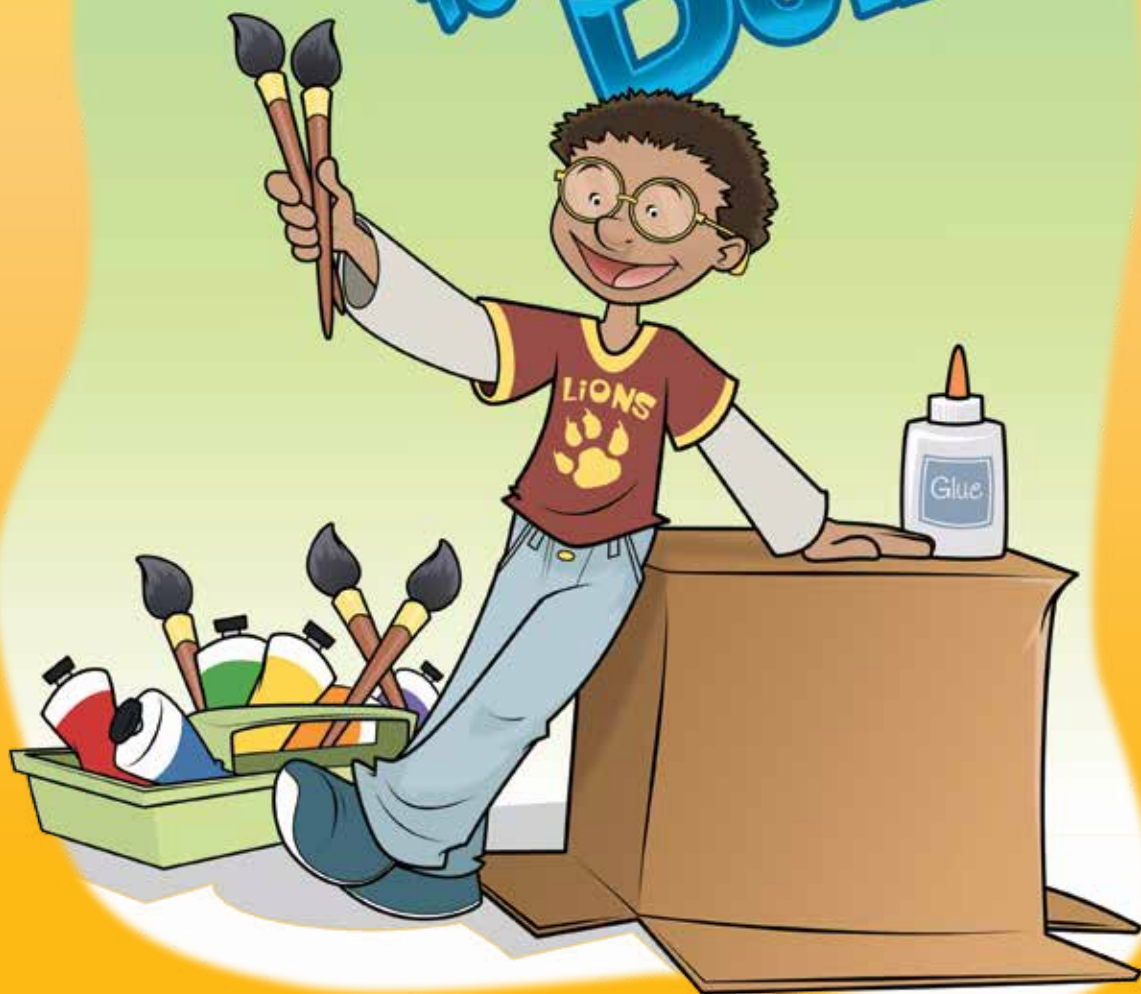
**f**

**p**

**h**

**r**

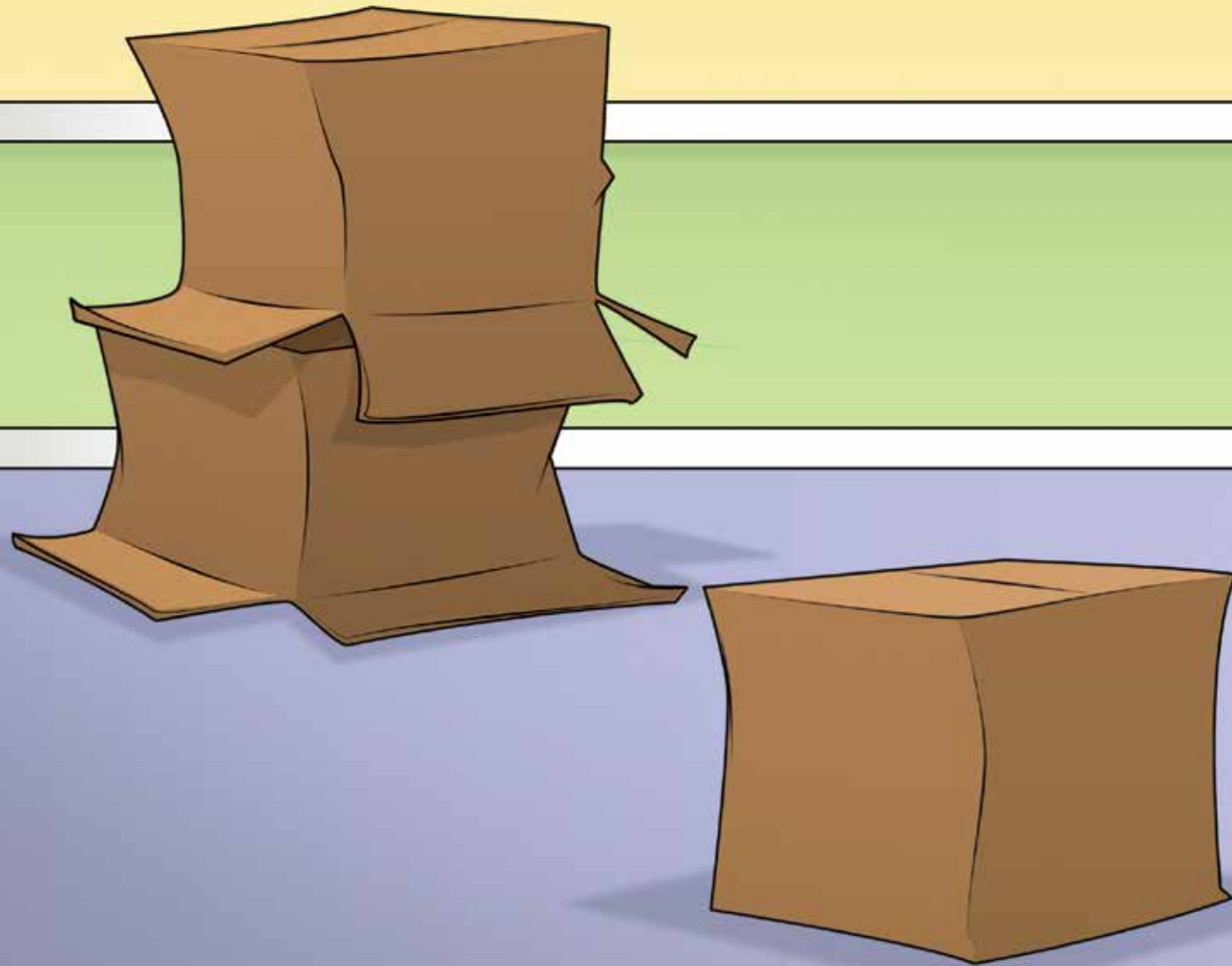
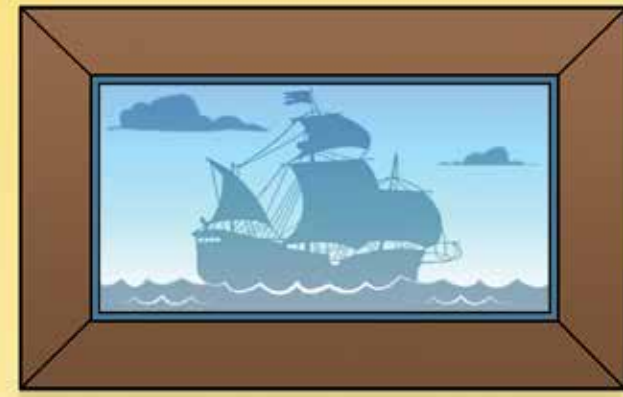
# Ready to Build



Dona Herweck Rice



I've got a box.  
I've got some tape.



I've got some bricks.  
This should be great!



I've got some paint.  
I've got some glue.





I've got my brushes.  
Now I need you!



We'll build it tall.  
We'll build it wide.





We'll build it big  
and climb inside.





We're ready to build!  
We're ready to play!



If only it weren't  
raining today.

