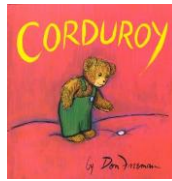
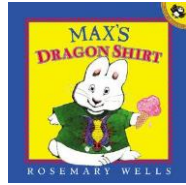




Building A Store


Standards:

CA.DE.PS.1-3
 SL.CC.PS.1-2
 M.G.PS.3
 PHD.FM.PS.5-6


Materials:

- *Max's Dragon Shirt*
- *Corduroy* (Unit 1)
- paper
- writing utensils
- images of department stores color resource
- Beautiful Stuff

Vocabulary:

- department
- fitting room
- escalator
- restaurant

Preparation: Set up materials.

Intro to Centers:

"In *Max's Dragon Shirt*, Max and Ruby went to a store to buy Max new pants. What do you notice?"

"Things that are sold at a store are organized into groups. Max and Ruby went to the clothing **department**, where Ruby tried on a dress in the **fitting room**, and Max found a dragon shirt."

"The store sold other things. What could you buy in this **department**? How do you know?"

"Max and Ruby rode an **escalator** from the clothing **department** to the **restaurant**."

"Here are images of stores. What do you notice?"

"Today in Blocks, you can build a store with different **departments** using these materials."

Show illustrations.
Children respond.

Show illustrations.
Children respond.

Show images.
Children respond.

During Centers:

Encourage children to create signs, labels, pretend money, and price stickers. Encourage children to collaborate, i.e, one child draws a plan for the store, another child builds. Encourage children to create the things sold in their store, i.e, toys, appliances, etc. Encourage children to pretend to be customers, cashiers, salespeople, etc. Support children with creating maps of their stores.

Guiding Questions during Centers:

- What do you sell at your store? How did you organize the things you sell?
- How is your store the same as or different from a hardware store / grocery store?
- How will the customers know how to find the different departments in your store?
- How is the store in *Max's Dragon Shirt* similar to or different from the store in *Corduroy*?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Arrange and document a field trip to a neighborhood store. Encourage children to notice environmental print and how it is used, i.e, sale advertisements, symbols, logos, etc.

