
Introductory Activity:
Let's Be Engineers of a Play City

Name: _____ Date: _____

Home Connection: Observing Buildings

We are beginning a new science unit called *Physical Science: Wondering About Buildings*. In this unit, students will think about how the shape of a building and the pieces a building is made of help make it stable. We invite you to engage your student in the following activity to consider these ideas at home.

Directions:

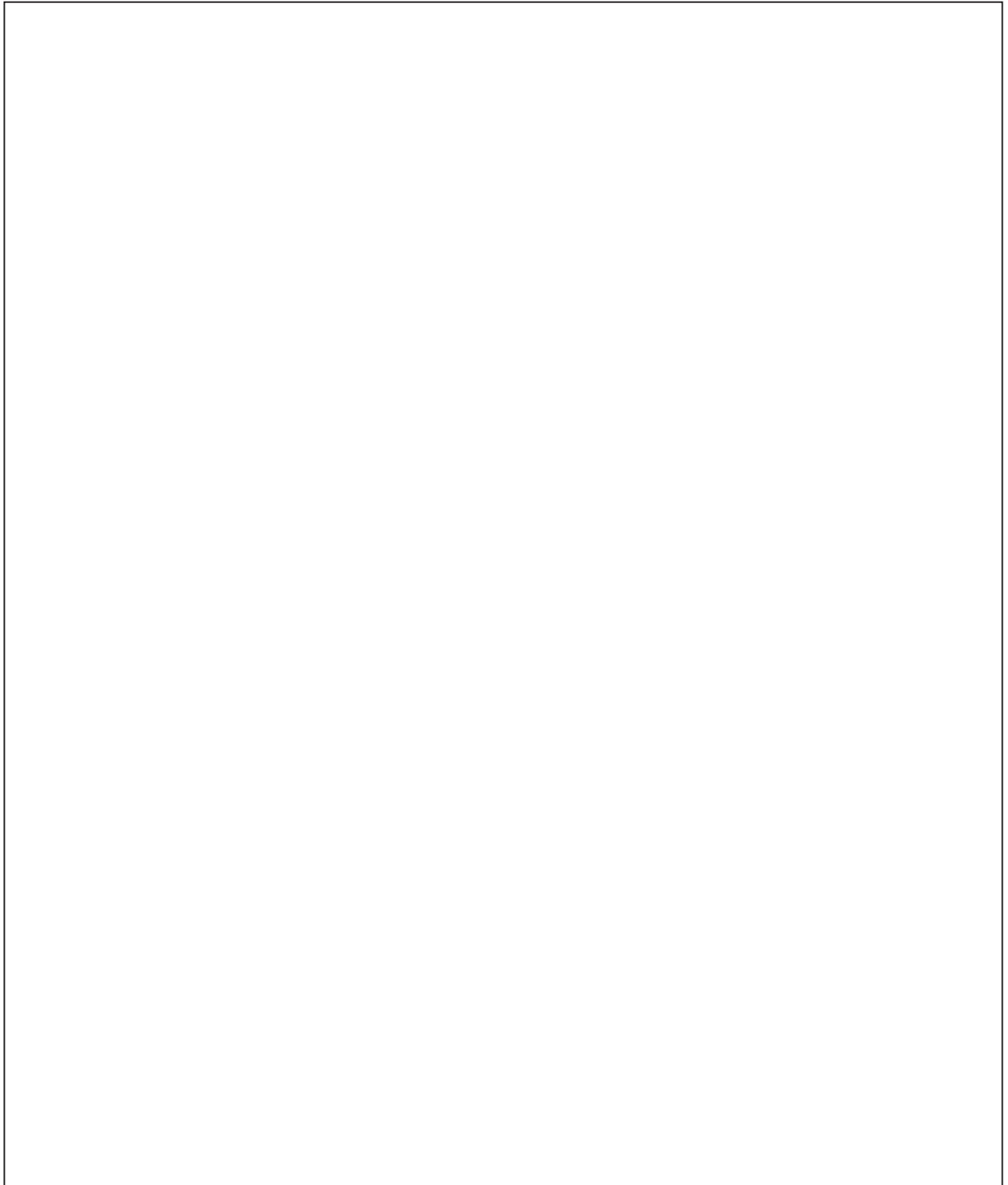
1. Go on a brief walk with your student to observe buildings. Together, you might observe homes, stores, schools, libraries, or a variety of other building types.
2. Encourage your student to describe the buildings they observe.
3. Have your student choose one building to observe in greater detail.
4. Ask your student to share their observations about the shape of the building.
5. Ask your student to share their observations about what the building is made of.
6. Record your student's responses to the questions below.
7. In the box on the next page, have your student draw the building they chose.

What did you observe about the shape of the building?

What did you observe about what the building is made of?

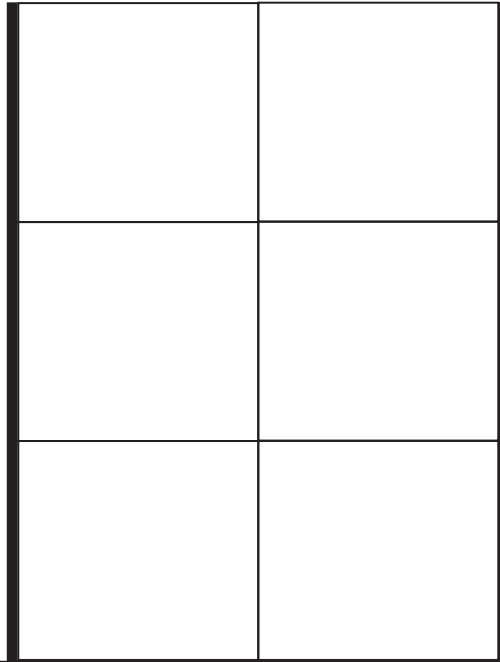
Name: _____ Date: _____

Home Connection: Observing Buildings (continued)



Exploration 1:

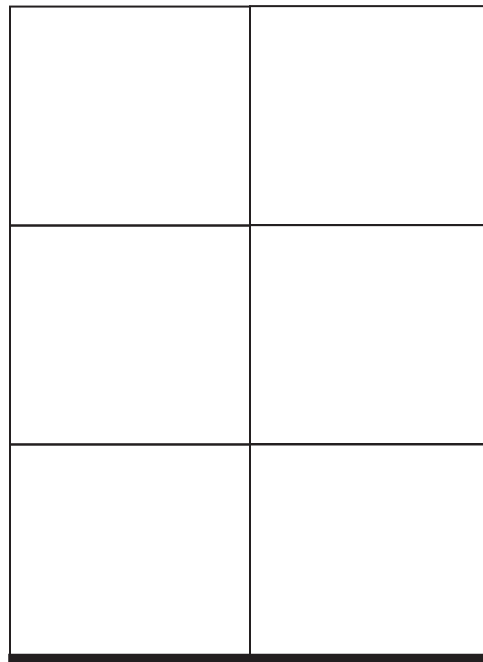
What Makes a Building Stable?



has straight sides

Physical Science: Wondering About Buildings—Language Frame Cards: Set 1—Exploration 1

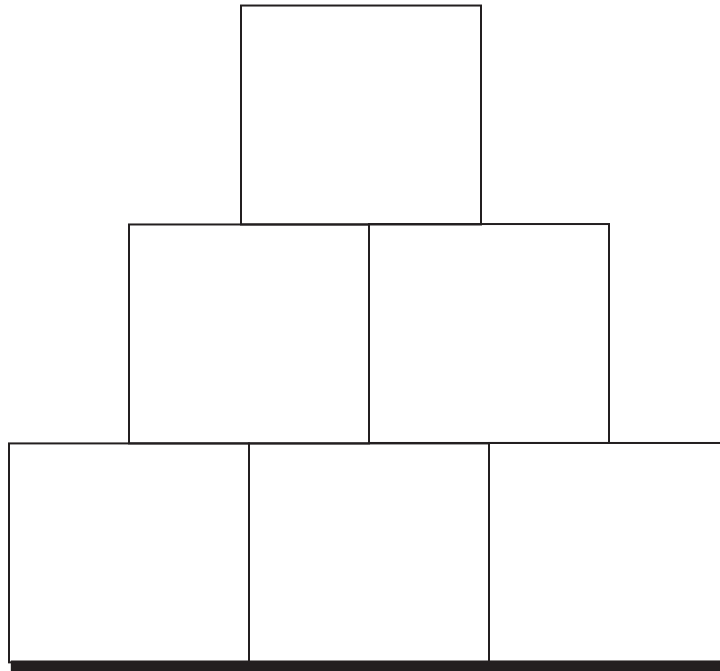
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has a flat bottom

Physical Science: Wondering About Buildings—Language Frame Cards: Set 1—Exploration 1

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is bigger at the bottom

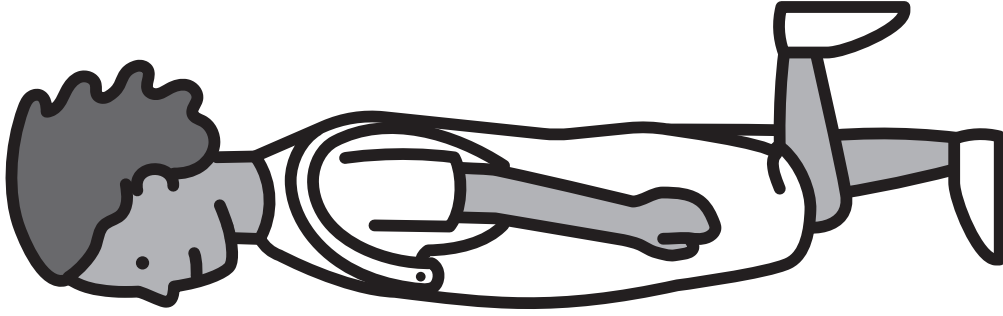
Physical Science: Wondering About Buildings—Language Frame Cards: Set 1—Exploration 1

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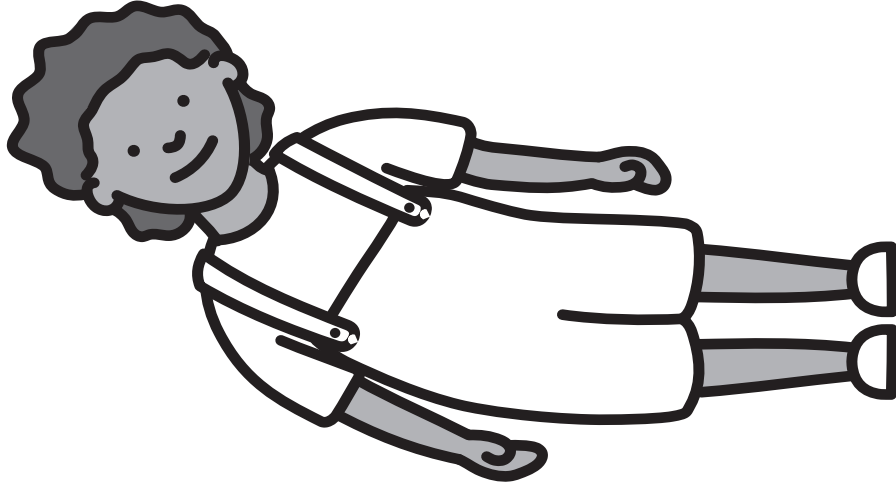
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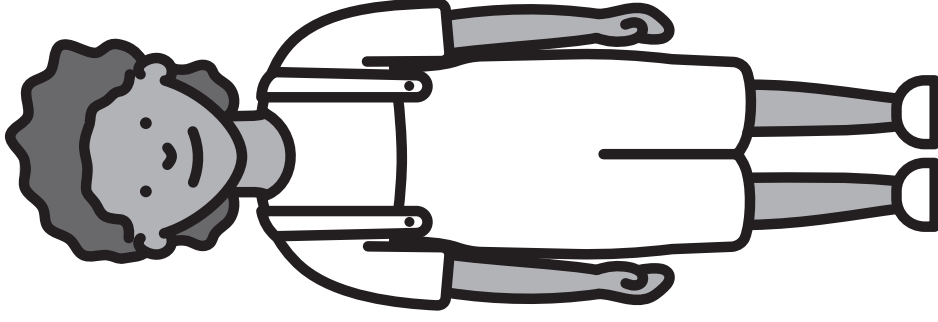
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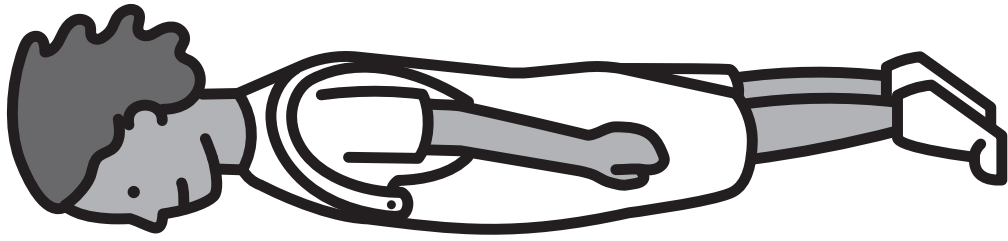
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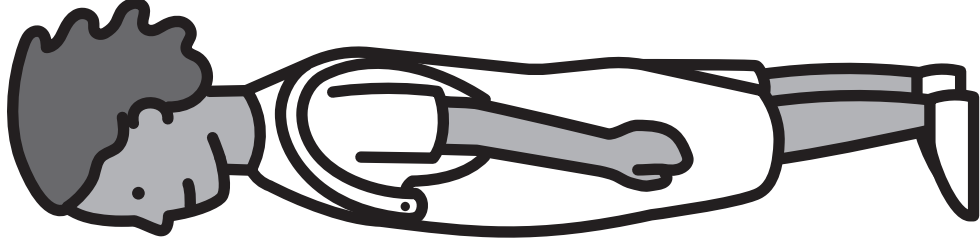
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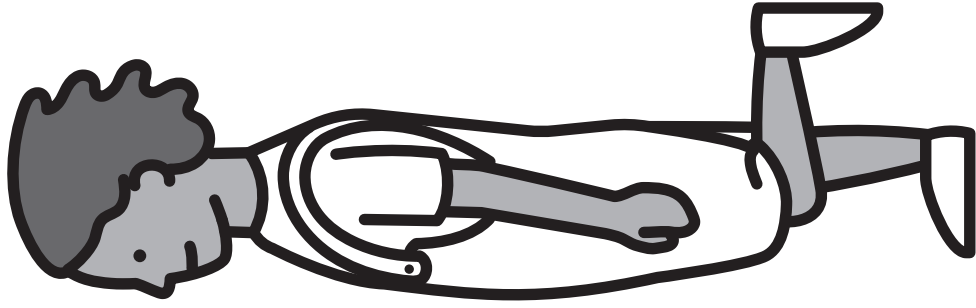
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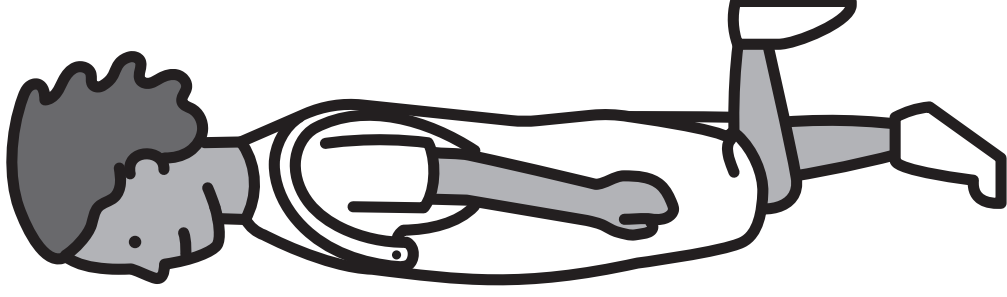
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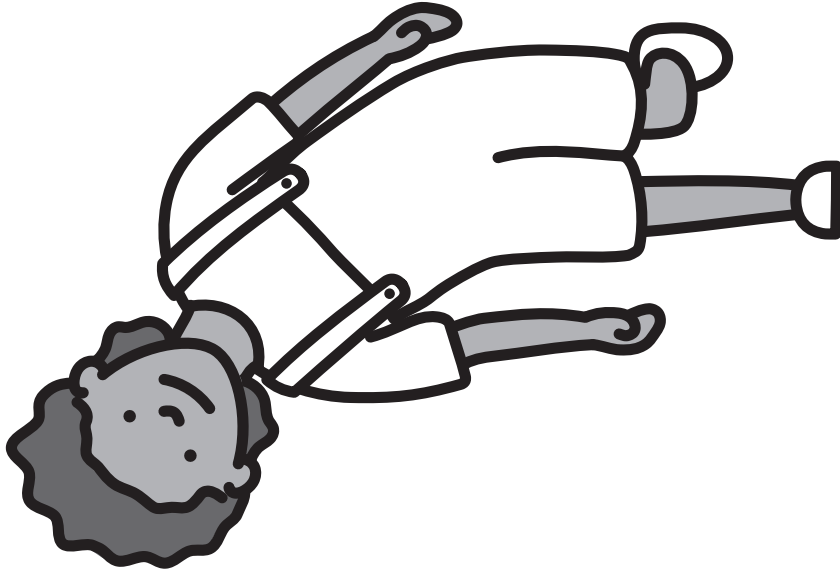
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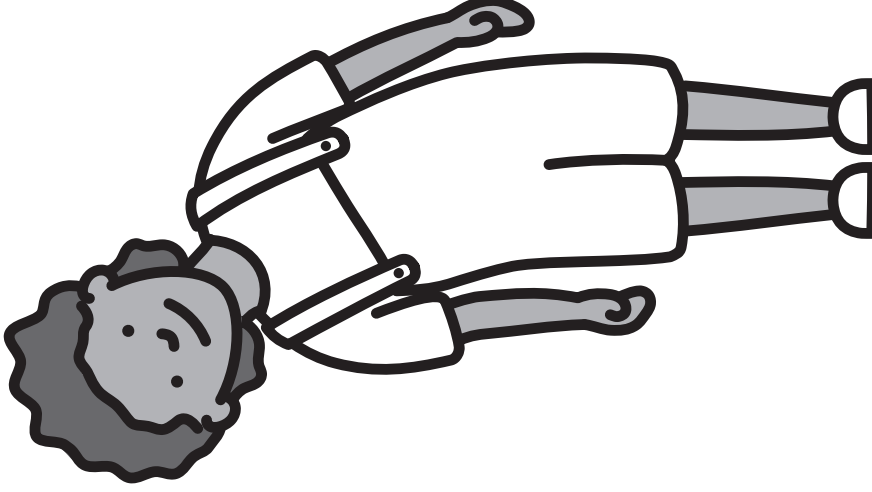
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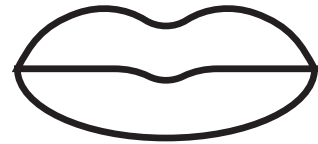
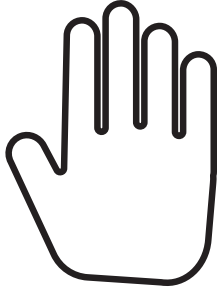
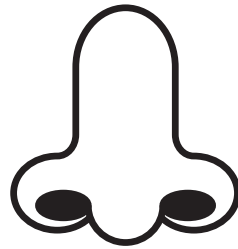
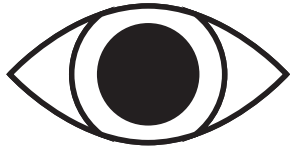


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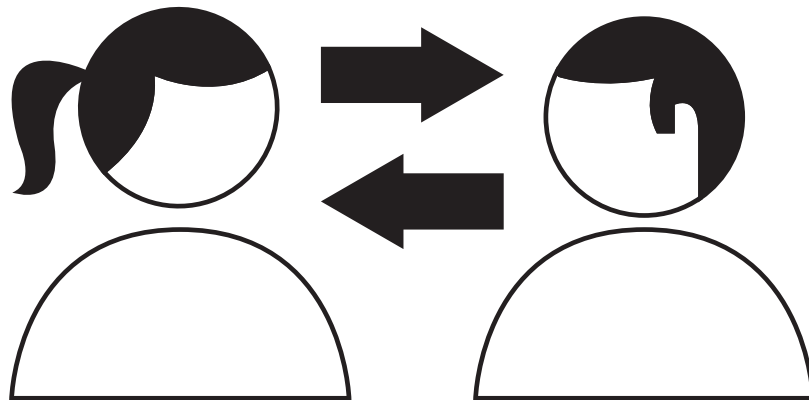
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observe

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share

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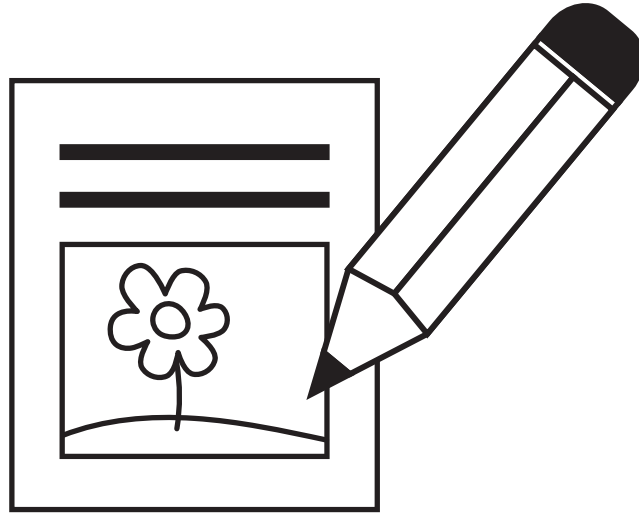


listen

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make

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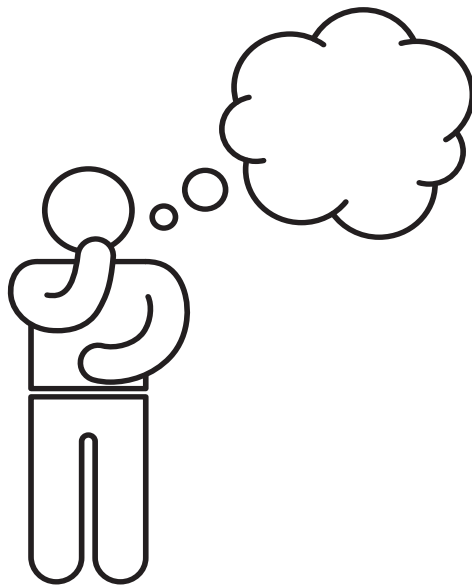
draw and write

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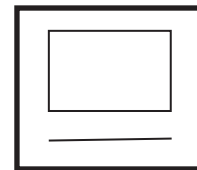
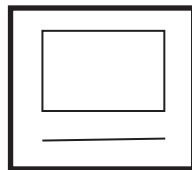
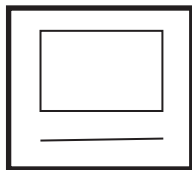
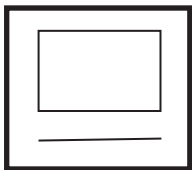
read

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think

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explain

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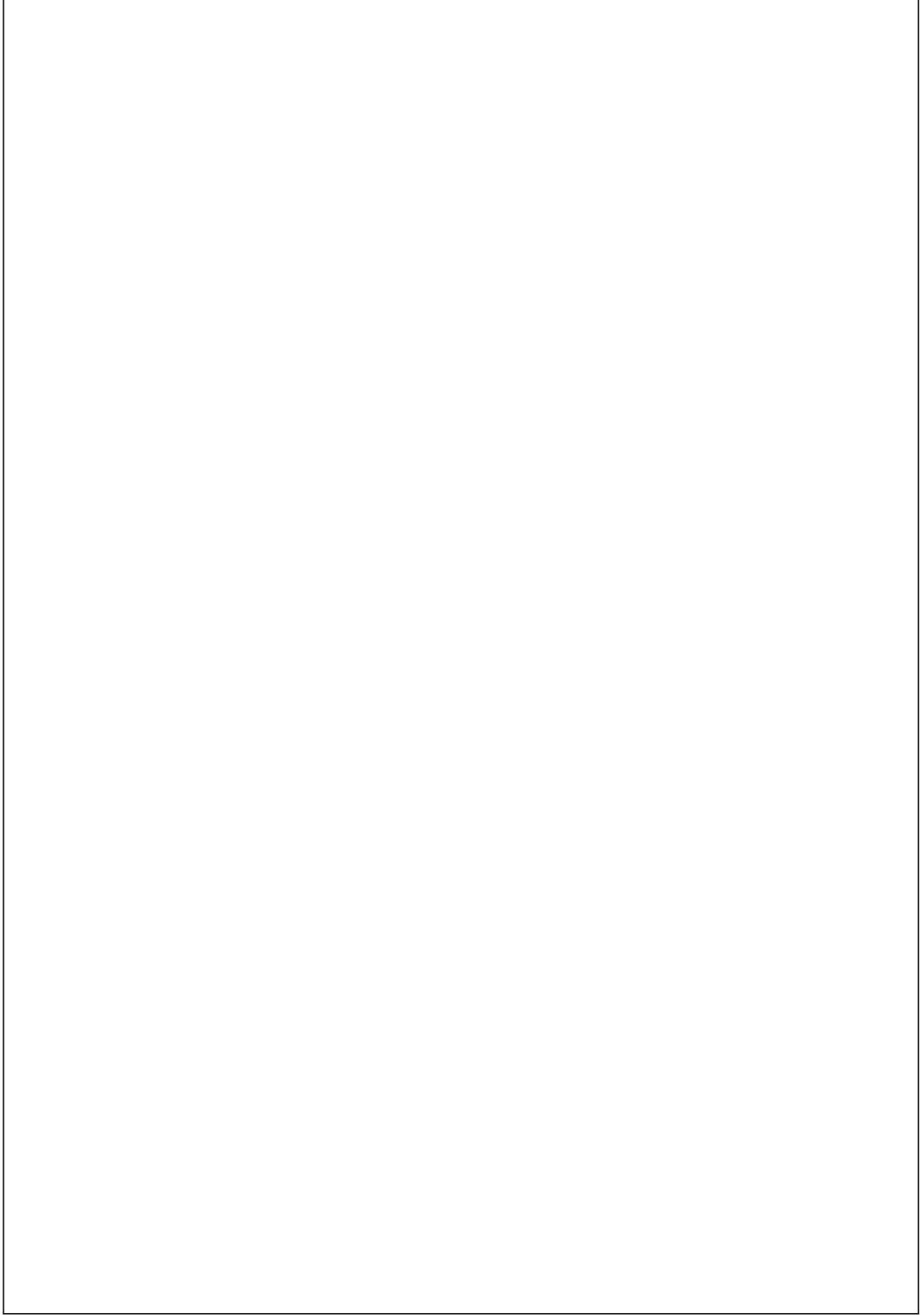
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Engineer's Notebook

Physical Science: Wondering About Buildings

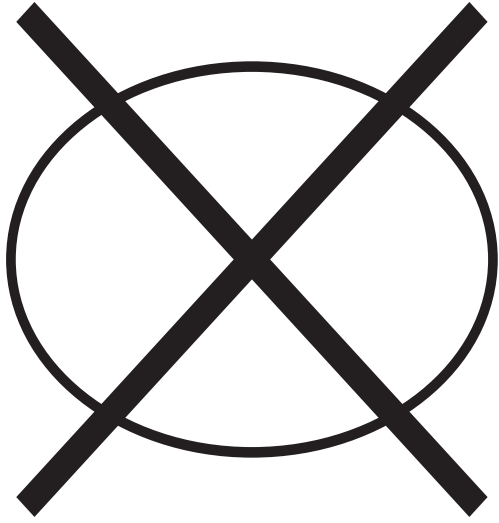
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Name: _____ Date: _____



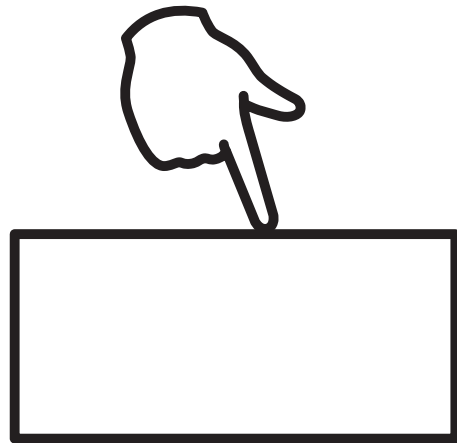
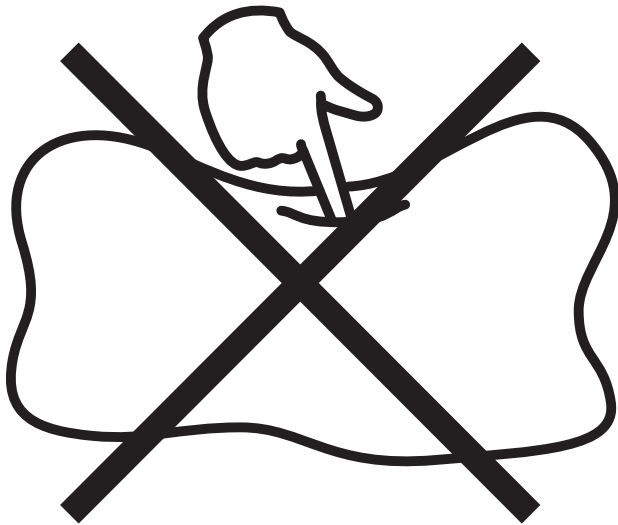
Exploration 2:

What Are Stable Buildings Made Of?



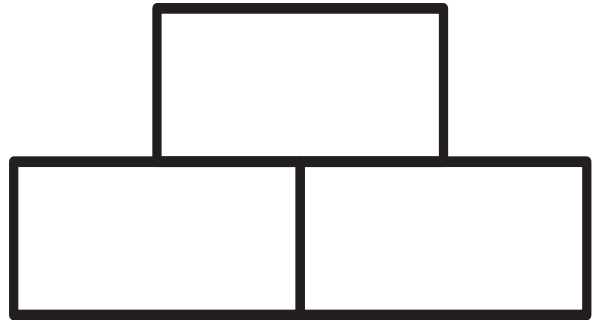
have flat sides

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are hard

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fit together

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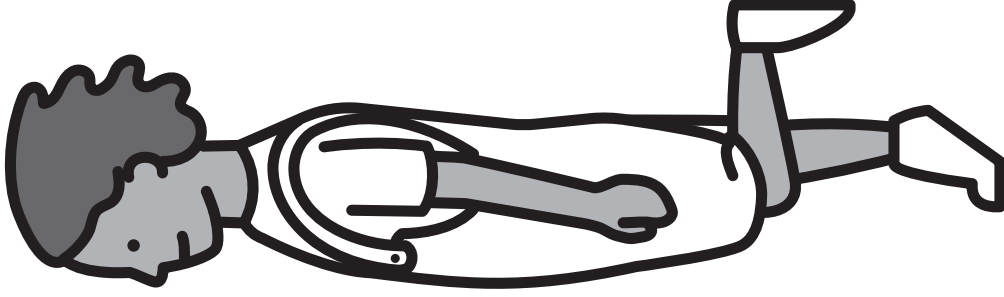
Exploration 3:

**How Can We Make Sure Our
Buildings Are Stable?**

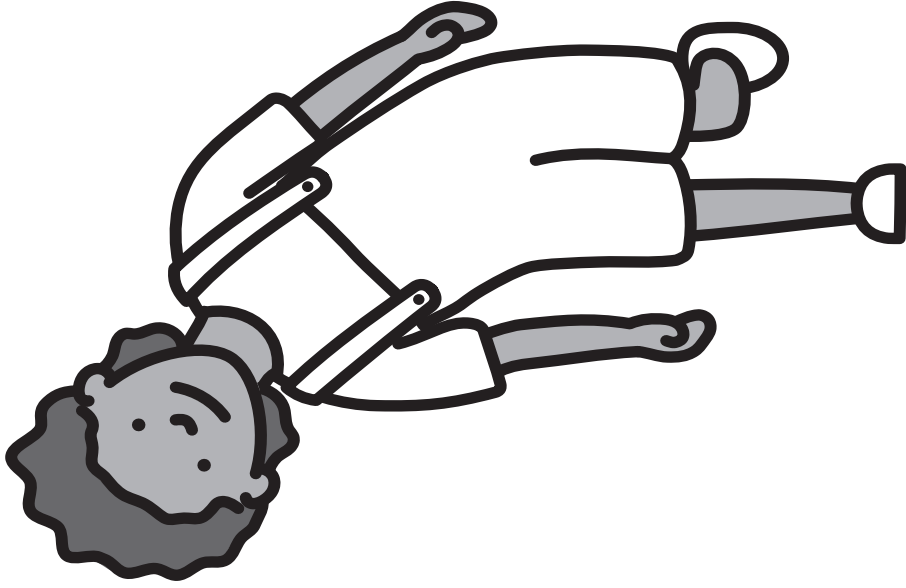
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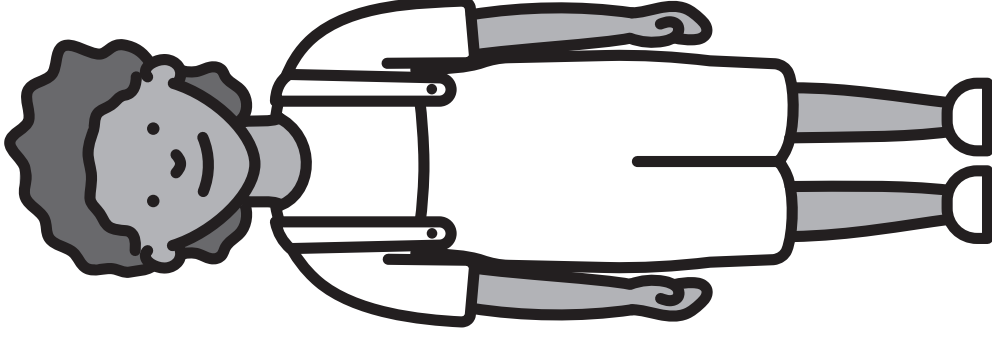
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B



Culminating Activity:
Making a Play City

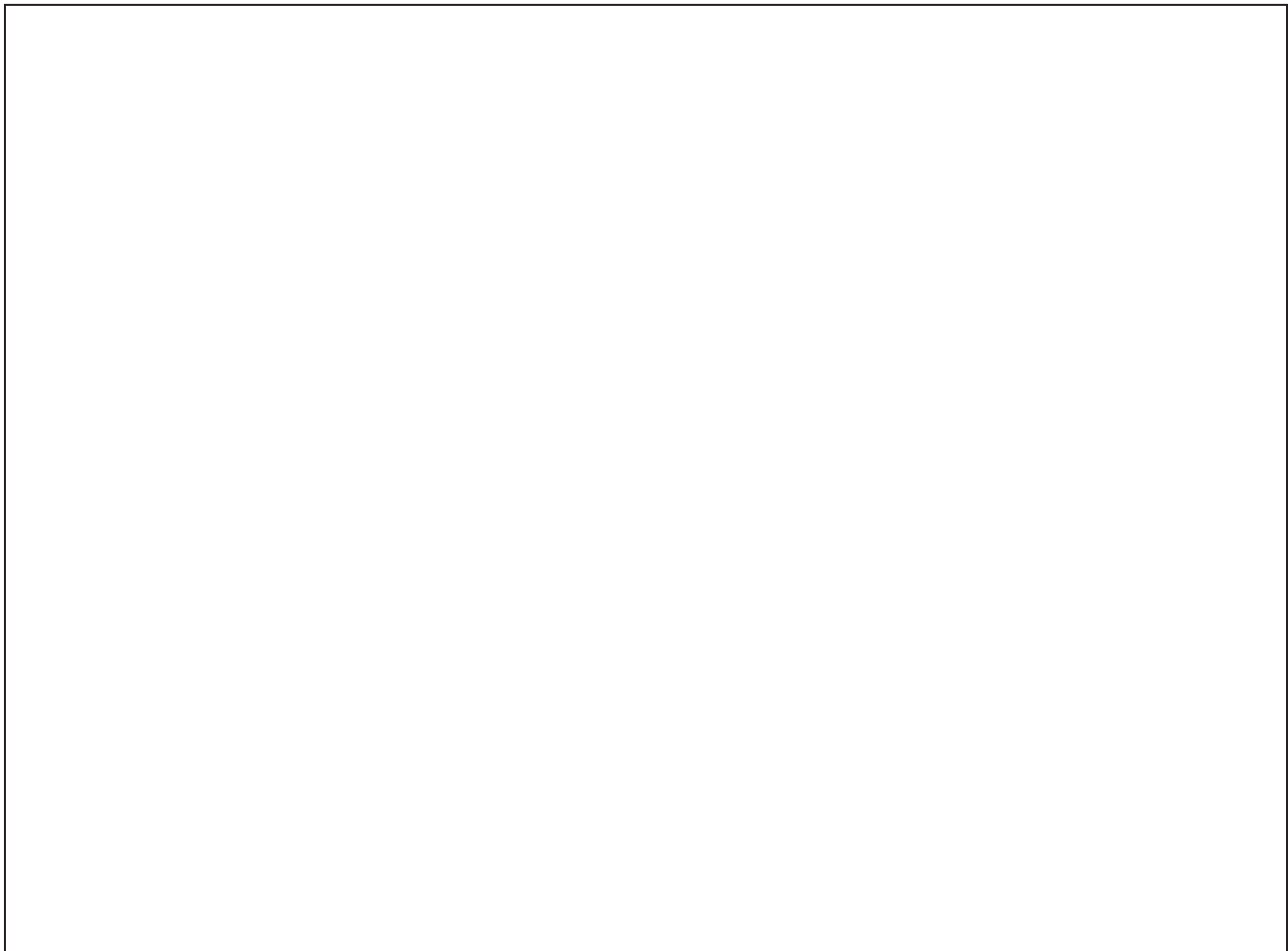
Name: _____ Date: _____

Home Connection 1: Making a Play Building

We are concluding our science unit called *Physical Science: Wondering About Buildings*. Your student has learned that the shape of a building and the kinds of pieces used to make a building affect how stable the building is. We invite you to engage your student in the following activity at home to help reflect on these ideas.

Directions:

1. Help your student select building materials (e.g., blocks, toys, cups, containers) to make a play building. Ask your student questions about the building they will make. For example:
 - *What shape will you make the building?*
 - *Which pieces do you think will work well for making a stable building?*
 - *Why do you think those pieces will work well for making a stable building?*
2. Have your student make a play building.
3. Have your student draw a picture of the building in the box below.



Name: _____ Date: _____

Home Connection 2: My Stable Building Mini-Book

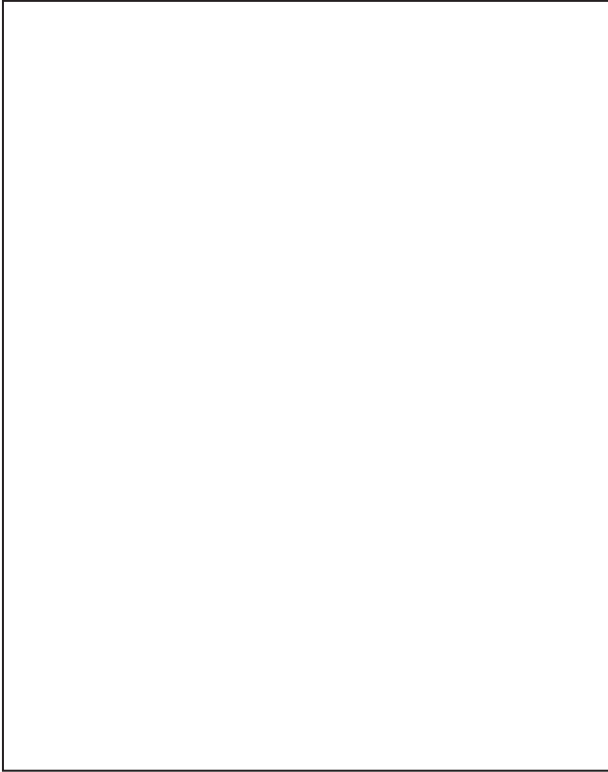
The activity for this Home Connection refers to the play building your student made in Home Connection 1: Making a Play Building.

Directions:

1. Let your student know that they are going to create a book about the play building they made.
2. Read page 1 of the mini-book to your student. Then, have your student draw a picture in the box on page 2 to depict this sentence.
3. On pages 3–5, help your student write a few words to complete each sentence, describing something about the shape of their building and the pieces they used that make their building stable. For example:
 - Page 3: *I made a stable building. My stable building has a flat bottom.*
 - Page 4: *My stable building is made of pieces that fit together.*
 - Page 5: *My building is stable because it has a flat bottom, and it is made of pieces that fit together.*

Alternatively, have your student dictate to you so you can record what they say. Have your student draw pictures in the boxes on pages 3, 4, and 6 to depict these sentences.

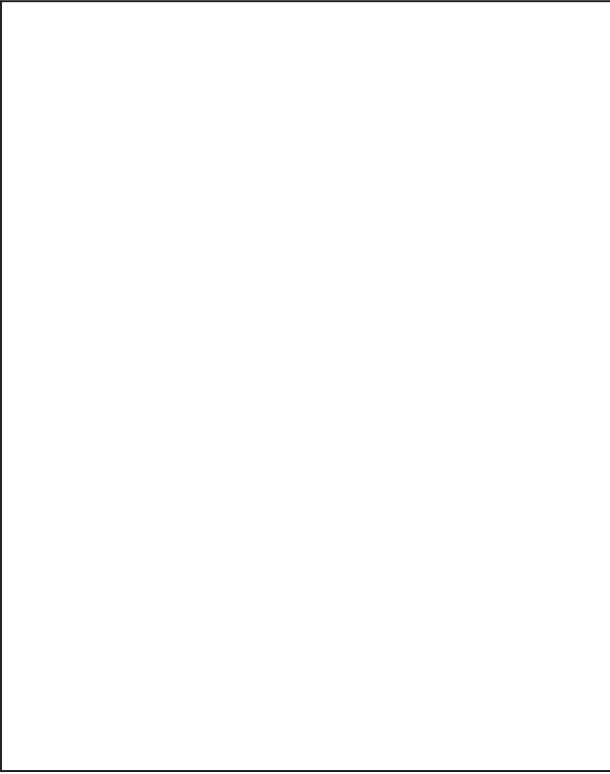
4. Once the mini-book is complete, read it aloud with your student. You might also have your student share the book with friends or other family members.



I am an engineer.

My Stable Building

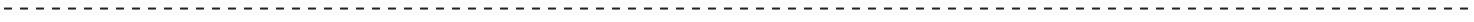
Name: _____



and it is made of pieces that

_____ because it

My building is stable



I made a stable building.

My stable building has

_____.



My stable building is

made of pieces that

_____.