







Block (Architectural) Center

Procedures to Teach Safety and Cooperation for Learning in the Block Center

(Based on *The Daily 5* - Boushey & Moser)

Teacher	Students				
<p>Purpose (2 min.) To establish procedures and routines for how children will play and interact in the block center <i>Today we are going to talk about playing (learning) in the block (architectural) center.</i></p>	<p>Gather in a circle, so they can interact with the teacher and other students</p>				
<p>Brainstorm (3 min.) Ask open ended questions about appropriate and safe play in the block center:</p> <ul style="list-style-type: none"> • <i>Playing with blocks can be...</i> • <i>Why is it important to play safely and be kind to each other in the block center?</i> • <i>What do you think we can learn in the block/ architectural center?</i> <p>Incorporate Turn and Talk opportunities</p> <p>Record student ideas (words and images) on chart paper to make behaviors and ideas visual</p>	<p>Brainstorm ideas for safe behavior and cooperative play in the block center</p> <p>Participate in Turn and Talk</p> <p>Contribute to GLAD Strategy: T – Chart</p> <div style="text-align: center;"> <p>Block Play</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Looks like</td> <td style="padding: 5px;">Sounds like</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center; padding: 5px;">  </td> <td style="text-align: center; padding: 5px;">  </td> </tr> </table> </div>	Looks like	Sounds like		
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<p>Mini Lessons: How to be safe and cooperative so we can learn in the block center (5 min.) Incorporate GLAD Strategy: Total Physical Response (TPR)</p> <p>Day 1: Respect our materials – blocks stay on the floor (table) or are built on other blocks (TSG 1a, 1b)</p> <p>Day 2: How high to build (TSG 1b, 7a, 8b,)</p> <p>Day 3: Sharing blocks (TSG 2b,3a)</p> <p>Day 4: Who gets to knock down blocks? (TSG 3a)</p> <p>Day 5: Cleaning up the block center (TSG 1b, 1c)</p>	<p>Review the chart from the previous day</p> <p>Add on to the previous T- Chart or to separate T- Chart for each mini lesson</p> <p>Participate in TPR exercises Ex: raise hand to the height it is safe to build; act out sharing blocks by reaching out with your hand, etc. (Children could create the TPR movement with teacher direction)</p>				
<p>Correct Model (3 min.) Invites 1 – 3 students to demonstrate the correct behavior that children have established for block play</p> <p><i>Who would like to model our block center behavior?</i></p>	<p>1 – 3 students model the correct behaviors introduced in front of the group</p> <p>Ex: using materials correctly, stacking blocks to appropriate height, setting blocks down carefully, taking only blocks that are needed, interacting appropriately with peers, putting block center items away correctly, etc.</p>				
<p>Incorrect Model Followed by Correct Model (3 min.) Selects 1 – 2 students to (carefully) demonstrate the incorrect behavior</p> <p>Explain that behaviors don't match rules for safe and cooperative play that were created for the classroom</p>	<p>1 – 2 students model inappropriate behaviors such as:</p> <ul style="list-style-type: none"> • Building towers that are too high • Building in unsafe areas • Not sharing blocks • Piling blocks in front of themselves • Taking away blocks from another child • Knocking over creations student did not build • Leaving blocks on floor and walking away 				

Teacher	Students
<p>Incorrect Model Followed by Correct Model cont'd. (3 min.)</p> <ul style="list-style-type: none"> As you watch these children, think about the rules we've agreed on and see if these students are demonstrating them. Tell me one thing you noticed and why it isn't showing us how to be safe and cooperative in the block area. <p>Follow responses by having same students model the correct behavior again</p>	<p>Same students model safe and appropriate behaviors after incorrect model</p>
<p>Practice (3-5 min. rotations) Allow students time to practice in small group rotations</p> <p>Switch groups until all groups have been allowed an opportunity to play in the center</p>	<p>5-6 students practice appropriate behaviors in the block center with teacher observation</p>
<p>Signal and Check In Use an attention signal (chimes, clap, 1-2-3 eyes on me, etc.) and check in with children regarding the progress of the practice session</p> <p>Return to T-Chart for reference</p>	<p>Evaluate progress</p> <ul style="list-style-type: none"> Thumbs up or sideways to show how your group did in the block center 5 Fingers – 4- 5: successful, 2-3: okay, 1: need more practice
<p>Repeat Correct Model Practice Practice as needed with each small group of students</p> <p>Repeat incorrect/correct model sequence if needed</p>	<p>Continue practice until expectations are met</p>
<p>Reflection Ask open ended reflection questions:</p> <ul style="list-style-type: none"> What went well while you played in the block center? What did you see that showed safe or cooperative play in the block center? What did we learn from playing in the block center? What do we need to work on to make playing in the block center even more fun? <p>Incorporate Turn and Talk opportunities</p>	<p>Reflect and respond to questions</p> <p>Participate in Turn and Talk</p>

**Steps to Improving Muscle Memory
Boushey and Moser (The Daily 5)**

1. Identify what is to be taught
2. Set a purpose
3. Brainstorm behaviors desired using a T-chart
4. Model most-desirable behaviors
5. Model incorrect/least desirable behaviors, then model correct/appropriate behaviors
6. Everyone practices and builds stamina (3-5 minutes)
7. Teacher observes
8. Quiet signal-check in
9. Group reflection