

Shape Building

General Information

Name: Alison Deringer	Date of lesson: October 22, 2020
School: Good Shepherd Elementary	Time of lesson: 10:30-11:25
Cooperating teacher: Clarissa De Souza	Age of students: 5 and 6 years old
	Number of students: 14

Lesson Details

Title of lesson: Shape Building

Brief description:

The students will use toothpicks and small marshmallows to construct different shapes. They will explore and create sculptures with their peers.

Inspiration:

Discussing lesson ideas with three of my ECEE peers, one of them spoke about a toothpick and marshmallow building activity her cooperating teacher does every year.

Prior experience/knowledge required:

Students need to be able to do the pincer grasp movement. They need to know the shapes: square and triangle. They need to know what the side are and what the corners are.

Materials/resources:

- Toothpicks
- Small marshmallows
- Whiteboard easel
- Bin with 2D shape manipulatives
- Shape sheet (Appendix A)
- Labels with shapes

Organization of space:

The students will start in the circle space (yellow tape). They will do the building at their desks.

Transitions:

Before: Snack Time

- Students will wash their hands and sit on the yellow tape (circle).

After: Lunch time

- Students will put away their pencil crayons and get ready to go outside.

Targeted Professional Competency

4. To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

Curricular Competencies, Objectives, and Assessment Plan

Targeted Curricular Competency and Feature	Objectives	Evidence that the Objective has been met	Assessment
Competency 3 – To interact harmoniously with others. Feature – To cooperate with others.	By working with a partner, the students will share their ideas and materials with one another.	The students will work together using collaboration to build a sculpture.	Assess through observations. Students will demonstrate their sculptures together and show their cooperation.
Competency 1 – To perform sensorimotor actions effectively in different contexts. Feature – To broaden his/her repertoire of actions.	By putting the toothpicks in the marshmallows, the students will use a pincer grasp on various materials (fine motor).	The students properly place the marshmallows and toothpicks together.	Assess through observations. Use a check mark system to identify that they could put a shape together with marshmallows and toothpicks.

Procedure

Introduction

- The students will name different shapes.
- The students will play the shape hunt game:
 - The teacher will put a shape label on their shirt.
 - The students will be in charge to find the shape on their label.
 - They will be told not tell anyone where the other shapes are.
- After the game, the students will come back and share their shape.
 - How many sides?
 - How many corners?
 - What is the colour?
 - What is the difference between ___’s circle and ___’s square?
- The students will observe the teacher demonstrate their tasks of putting the marshmallows and toothpicks together to create a square, rectangle, and triangle.
- The students will listen to the safety instructions.

Development

- The students will return to their desks.
- They will explore with toothpicks and marshmallows independently (5 minutes).

- Next, they will do their shapes on the sheet using the marshmallows and toothpicks.
 - They will have the option to only do one shape.
- Once finished, the students will be put in pairs.
- The students will listen to the new instructions.
 - Each student in the pairs create a sculpture using the toothpicks and marshmallows.

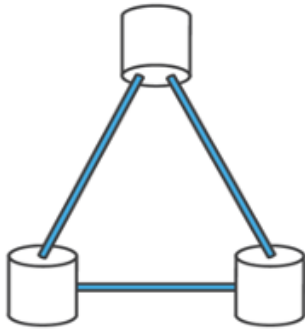
Conclusion

- The students will come up to the front (one group at a time) and present their sculpture.
- When finished, the students will wash their hands.

Appendix

Appendix A

Triangle



Square

