

Lesson Plan 3 Title: “Let’s look at building elements!”

Concept / Terminology / Topic to Teach: Building, observing, elements.

Class Goal(s)/Objectives: While constructing a building there are plenty of building elements that an engineer can think about designing and implementing. Some of them are necessary e.g. doors, windows, chimney if there is a fireplace, and some of them are optional e.g. balconies, decorative arches. Observe various building images in class and introduce to the children the various building elements a building can consist of.

Required Materials: 2 gender neutral puppets, images of different buildings, a paper on which teacher and children can write/draw elements of a building.

Setting: Classroom, Large group time, small group time

Step-By-Step Procedures: During large group time you will start with revisiting the initial scenario (always using the puppets that are talking about it). You will briefly remind the prior ideas to the children and then ask if anyone remembers which buildings were mentioned to be built for Sam. When children are done Andy, the engineer, can propose a couple of new ideas so that children will start realizing that it is ok to revisit a situation and add on it. Then Andy will tell Sam that before deciding they can observe some buildings so that they can get some ideas about how they want the dolls’ house or the other buildings to be. Show some building images to the children and discuss what building elements are there to identify. Use counting when observing the images. Also try to identify the function of each element. A list will be created (i.e. 2 doors, 4 windows ect.). When done with that, Sam can add new ideas in the discussion

Andy: I think it would be nice to see some building photos to get some ideas about how we should create ours. Here! I have a book with different photos. Hey! I can see that this building has a door. We need a door so that we can get in! Children, what else do you see on this building? Why do you think we might need it?

Use a part of the small card board to write down and draw images the different building elements.

When showing the building photos to the children go from the photos with the least elements to identify, to more complex ones.

Plan For Independent Practice: During small group time ask children to discuss and draw a building that Sam's dolls cars and toys be using. Each child can be drawing its own building, or the whole group can decide to draw a common one. Then identify the building elements (or other items proposed) and write their names. Ask the children to mention how these elements will be used by the dolls, cars and toys that will be using the building.

Closure (Reflect Anticipatory Set): Revisit the buildings elements the children have selected to draw.

Assessment Based On Objectives: Children should appear to be able to identify building elements, name them, and say how they can use them.

Possible Connections To Other Subjects: Math (count the building elements children are drawing), Language (learn new vocabulary), Art (drawing).