

Small Group

Originating Idea: Through observations and anecdotal notes, teachers have noticed that the children are extremely interested in building with Magna-Tile shapes. Children have been choosing the Magna-Tiles during work time and have been building structures, counting, and labeling various shapes and colors of tiles.

Materials: Different size cardboard shapes, toilet paper rolls, cone shapes, glue

Backup Materials: paint, tape, markers

Cor Objectives:

- Approaches to Learning: A, B, C
- Social and Emotional Development: E, F
- Physical Development and Health: J
- Mathematics: S, T

Beginning: The teacher will put out various cardboard shapes

Middle: Teachers will observe what materials children are most interested in using and how they are using them. Teachers will also observe how the children interact with teachers and one another. Teachers will also take note of children's language, vocabulary, and new emergent themes during their work time.

End:

- Teachers will ring a chime as a one minute reminder to finish the last idea.
- Clean up- Teachers will place containers on the table for shapes, glue, and paint.
- Students will clean up as a group and put their work on the shelf before transitioning to the next activity

<p>Developmental Levels: (What may children do/say)</p>	<p>Early:</p> <ul style="list-style-type: none"> ● Children may stack or line up shapes. ● Children may label known shapes. ● Children may just choose to color or paint shapes 	<p>Middle:</p> <ul style="list-style-type: none"> ● Children may label shapes as they build. ● Children may use additional back up materials. ● Children may count the shapes as they work. 	<p>Late:</p> <ul style="list-style-type: none"> ● Children may build a structure and identify it as a house or apartment building. ● Children may label and count shapes as they work. ● Children may use all shapes and use backup materials to add to their work.
<p>Scaffold Strategy:</p>	<ul style="list-style-type: none"> ● Teachers validate children's ideas by commenting (i.e., "I like your idea of putting all the triangles together.") ● Teachers can ask prompting questions such as, "I'm wondering if you will use any of the other shapes." ● Teachers can model by using their own shapes to build while sitting next to the child. ● Teachers can use prompting comments such as, "I wonder what colors you will use to paint your shapes?" 	<ul style="list-style-type: none"> ● Validate children's ideas by imitating what they are doing. ● Teachers can provide scaffolding by brainstorming with children and asking questions such as, "I wonder what you're thinking of doing with the shapes you picked out?" ● Making comments, "I notice that you used mostly squares, I wonder how many there are?" 	<ul style="list-style-type: none"> ● Validate children's ideas and work by asking questions such as, "I like your idea of adding all of the different materials to your structure, I wonder if there is anything else we could use for our structure?" ● Questions such as, "I wonder how many different shapes you used all together?"

Follow-up Ideas:

- Have an art show and have children share their work
- Display children's work in the classroom
- Add cardboard shaped pieces to the art area
- At large group, do a shape movement/dance and make different shapes with our bodies
- Go on a scavenger hunt to find different shapes in our environment