

Building Blocks, Building Connections

Kyla Baker · Kindergarten · Cross-Curricular: Whole-Class Activity

Core Competencies:

Communication:

- I can work with others to achieve a common goal; I do my share
- I take on roles and responsibilities in a group

Thinking:

- I get ideas when I play. My ideas are fun for me and make me happy
- I can get new ideas of build on other peoples' ideas to create new things with materials
- I make my ideas work or change what I'm doing
- I can explore with materials and actions
- I can experiment with different ways of doing things

Personal & Social:

- I can show a sense of accomplishment and joy
- I can celebrate my effort and accomplishments
- I can persevere with challenging tasks
- I can participate in class and group activities in a positive way

Big Ideas:

Math: Objects have attributes that can be described, measured, and compared

English Language Arts: Through listening and speaking, we connect with others and share our world

Arts Education: Engagement in the arts creates opportunities for inquiry through purposeful play

Social Studies: Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others

Science: The motion of objects depends on their properties

Career Education: Strong communities are the result of being connected to family and community and working together toward common goals

Applied Design, Skills, and Technologies: Skills can be developed through play

Curricular Competencies:

Students will be able to:

Math:

- use reasoning to explore and make connections
- estimate reasonably
- develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

English Language Arts:

- use sources of information and prior knowledge to make meaning
- exchange ideas and perspectives to build shared understanding
- use language to identify, create, and share ideas, feelings, opinions, and preferences

Arts Education:

- create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Social Studies:

- recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)

Science:

- observe objects and events in familiar contexts
- share observations and ideas orally

Career Education:

- work respectfully and constructively with others to achieve common goals

Applied Design, Skills, and Technologies:

- add to others' ideas
- make a product using known procedures or through modelling of others

Content:

Students are expected to know:

Math:

- single attributes of 2D and 3D objects

English Language Arts:

- oral language strategies

Arts Education:

- elements in the arts including: -visual arts: elements of design: line, shape, colour, pattern
- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

Social Studies:

- rights, roles, and responsibilities of individuals and groups

Science:

- properties of familiar materials

Career Education:

- goal-setting strategies

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning involves patience and time.

Diversification/Differentiation:

- If the activity is too easy for students let them choose more blocks; make the base piece bigger
- If activity is too hard for students give them only one block or only use squares and rectangles; challenge students to stack their blocks all on top of each other; make the base piece smaller
- Use Lego pieces instead

Resources/Materials:

- Blocks of Various Shapes and Sizes
- Big Block

Method:

Hook: Tell students we will be working together to make a house (or mansion, school, police station, tower, dog house, any type of structure they happened to be interested in at the time)

Lesson:

1. Have students create a circle, tell students to sit on their knees while their feet are remaining on the edge of the carpet (this will hopefully stop students from scooting forwards)
2. Pass around a container of blocks and tell each student to take two blocks
3. Teacher will place a big block down to act as the base for the structure
4. Inform the students that we will be building a house together; ask them if they think we can build it or if it will fall over before everyone places all of their blocks on the structure; be sure to emphasize working as a team
5. Ask a student next to you to add one of their blocks to the structure, continuing moving around the circle until no one has any blocks left
6. If the structure falls over simply laugh and try the activity again