



"I have a small house!"

Where do you live? Do you like your house? Have you ever imagined your ideal house? What would it look like? Like a square or a rectangle?

Summary

Date	xxx	Total duration	50 min
Subject	Arts		
Year Group or Grade Level	4-5 years old		
Main topic	Colours and shapes		
Subtopics or Key concepts	<ul style="list-style-type: none">geometrical shapes (triangles, rectangles, squares, circles, semicircles, etc)	<ul style="list-style-type: none">colours	

Learning Objectives

- Recognize/name shapes and colours
- Recognize/identify shapes in the environment.
- Discuss characteristics of different shapes.
- Compare and contrast different shapes.

- Observe and identify the shapes used in drawing/painting a house and the environment around the house.
- Use adequate geometric shapes / colours to draw a house and the environment.
- Skills: oral-linguistic skills, independent work skills, the ability to observe and correctly translate what they visualize, conscious listening skills, fine and gross motor skills, enthusiasm for learning.

Material needed

- PC
- Projector / Electronic Whiteboard
- Images (the slides)
- Audio and video system
- Coloured pencils/crayons/plasticine/clay, white sheets, coloured building blocks/ a model house.

- Slide 1: A house in the countryside



Source: <https://tinyurl.com/4up2hw3b>

- Slide 2: A house in the city



Source: <https://tinyurl.com/4nu3nbvs>

- Slide 3: A house in the mountains



Source: <https://www.houzz.ie/photos/garage-apartment-maine-coast-round-window-in-stairwell-phvw-vp-372188>

- Slide 4: A house with a pool



Source: <https://tinyurl.com/bdh2pyxf>

- Slide 5:
A kindergarten



Source: <https://tinyurl.com/4r9ekctk>

- Slide 6: A new kindergarten



Source: <https://www.atlasobscura.com/places/kindergarten-wolfartsweier>

Lesson Outline

	Duration	Guide	Remarks
warm-up	3 minutes	Spread out the shapes on the floor and ask children to raise their hands in the air. When everyone's hands are up, say "Touch/point to a (green) triangle." Have children touch/point to the red triangle. Repeat with each shape. Ask children how they identified each geometrical figure to justify their choice.	This will activate the motor cortex, aiding retention and comprehension. The focus of the activity is on recognizing/identifying the shapes and their colours.
	3 minutes	Missing shape: Place a few shapes on a tray, cover them with a towel, and then remove one. Uncover the tray and ask the children to identify which form is missing. Encourage them to justify their choice.	The focus of the activity is on identifying the shapes and their colours and naming the missing shapes.
	4 minutes	Shape and colour matching game: Invite children to explore shapes with differently coloured blocks. Get children into groups of four and have them sit around the table. Lay on each table large sheets of paper on which you previously drew differently coloured shapes. Distribute differently coloured blocks which children have to match with the shapes drawn on the tables.	The game aids children practice sorting and matching colors and shapes. Also, it fosters problem-solving abilities, hand-eye coordination, pattern recognition, and fine motor skills.
main activity	10 minutes	Drawing & painting with shapes: Invite children to look at and observe a model house/slides with houses. Encourage them to observe, analyze and discuss the model house, its main elements and the shapes they identify.	The activity develops observation and analytic skills. The activity is also meant to inspire children for the next activity.

Lesson Outline

	Duration	Guide	Remarks
main activity	5 minutes	Ask children to imagine what their ideal house might look like and what shapes and colour they might use.	Children share their ideas with their peers: My house is in the countryside. The windows of my house are like a square/ a circle/ a triangle, etc. Encourage children to give vent to their imagination.
	15 minutes	Give children white sheets of paper and colours and ask them to draw and colour/paint the house of their dreams using geometrical shapes.	Children can choose what colours/materials (coloured crayons, paints, plasticine, clay, etc.) to use or even combine the materials given. Encourage children to give vent to their imagination.
assessment	10 minutes	Organize a gallery displaying children's paintings/drawings. The children present their products to their peers and get feedback from their peers.	Each child shares their ideas about their peers' house in a supportive and non-judgmental environment.

Assessment exercise

Constantly observe the class to assess whether everyone grasps a concept or is engaged in the activity. If some children struggle with an activity/concept, you can form a small group or provide one-on-one guidance. Use verbal informal formative assessment tied to children's performance. Give immediate feedback. Be specific in your comments and help children correct an answer. Ask children to assess their work: "How do you think you did on this house?" Allow time for children to share their accomplishments with their peers.

Conclusions and recommendations

- The theme of shapes and colours is vast and may include various activities. Make sure you engage children in a range of diverse activities on shapes to help them internalize the concepts. Thus, you can engage children in:
 - a. singing songs: I have a small house, by G. Zurli - <https://www.youtube.com/watch?v=Ke08aV6YpjY>
 - b. or picture activities (such as Painting with shapes - <http://www.athomewithali.net/2012/11/painting-with-shapes.html>). The teacher creates triangles, rectangles, squares, circles, and semicircles by cutting up inexpensive little sponges. Instead of using brushes, children create artworks with sponges. The teacher organizes a gallery where children explain to each other their paintings and get feedback from their peers.

c. a class album on shapes Take the children on a "shape tour" so they can explore the classroom (or kindergarten, if you have time; it could be a separate session) and find shapes. Discuss the shapes that they found. Also, they can use a camera to capture the shapes and compile the images into a class album on shapes. Moreover, instruct the children to sketch their own versions of the shape or to cut it out of an old newspaper, magazine, etc. to put in the class album.