



#### Topic: Shape

#### Constructing using familiar three-dimensional objects

##### Lesson concepts

-  **Shapes** — Language (describing, naming, comparing)
-  **Shapes** — Sorting (appearance, function)

Today students will:

- ▶ apply knowledge of familiar shapes to construct a new object.

#### Resources

##### Digital

Video — The three bears (3:43)

##### Find and prepare

Teddy bear

Tea towel or cloth

Classroom/environmental materials

Sheet — Building cards (display electronically or print)

Familiar story such as *Goldilocks and the three bears* (or use the digital story)

Blocks, construction or collage materials

#### Key terms

cone, corner, cube, cylinder

For definitions and explanations of terms, please see the [Glossary](#).

## Lesson

### Introduce the lesson

#### Note

The following language is important to highlight and develop throughout this lesson:  
objects, shapes, curved, straight, corners, describe, stack, roll, slide, box, ball, tube

Explain to students that many objects are made out of combinations of three-dimensional shapes.

### Explore features of three-dimensional objects

#### Identify the parts

Display an object such as a teddy bear covered by a tea towel/cloth.

Focus on each part of the covered object by:

- asking students to feel the part
- discussing the shape of the part
- revealing the part
- assisting students to identify objects/construction material that could be used to represent the part, for example: use cardboard cylinders for the arms.

#### Focus questions

Q: *What shape do you think this is like?*

A: For example: It is a ball shape.

Q: *What does it look like?*

A: For example: It looks round and feels smooth and curved.

Q: *What materials could you use to make that part of the body?*

A: For example: It's like a long cylinder. I could use a long cardboard tube.

Repeat with other parts of the object until all have been revealed.

Ask students to:

- identify three-dimensional objects that they could use to make their own object (teddy bear)
- make the object (teddy bear) using those objects
- discuss any difficulties or problems that arose while constructing the new object.





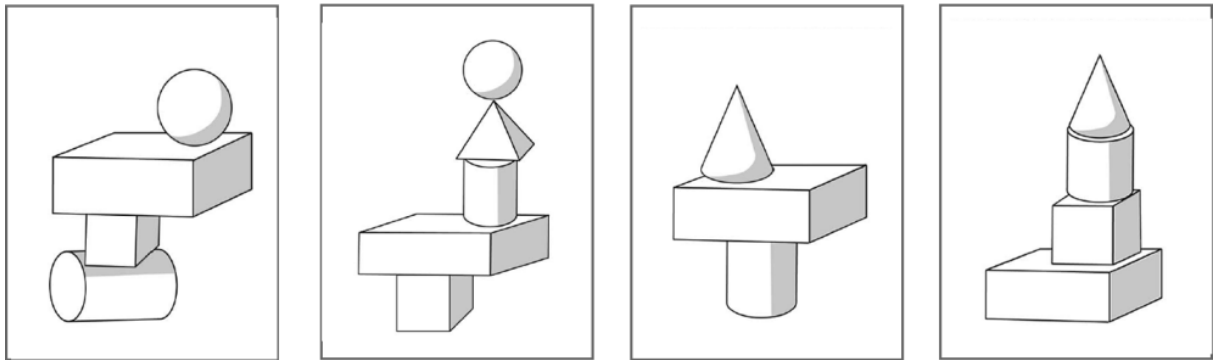
## Buildings

Display the **Sheet** — [Building cards](#).

Provide students with materials to recreate these structures.

Explain to students that when they are building or constructing objects they must:

- look like what they are creating (for example: a teddy bear construction should be 'teddy bear shaped')
- be able to stand alone (balance)
- may need to use a range of joining methods and materials to hold parts of the construction together.



### Focus questions

Q: *Which objects can you see in this building?*

A: For example: a ball/sphere, a can/cylinder

Q: *Why is this object here?*

A: For example: The bigger object is better on the bottom.

Q: *What do you need to think about when you are building?*

A: For example: How the objects will balance.

Q: *Why do you think that curved faces could be a problem?*

A: For example: It might roll off.

Q: *Where are objects with flat faces most helpful? Why do you think that?*

A: For example: At the bottom because you can stack other objects on top of them.

Q: *Could the cone be placed in a different position? Why/why not?*

A: For example: No because if you placed it on its side it would roll off the top.

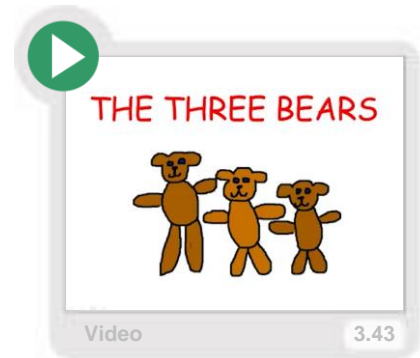
Ask students to copy each structure.

## Build an object

Watch **Video — The three bears** or another familiar story.

Explain to students that they will:

- build their own object from the story
- use objects such as blocks, construction or collage materials
- carefully plan which objects they are going to use and how they will join the objects.



Help students to draw a plan of the object that they are going to make, for example: a bear, chair, house, bed, Goldilocks.

## Construct using familiar three-dimensional objects

Provide students with three-dimensional objects that they can manipulate and refer to as they plan.

### Note

Display shape names for students to copy to label their plans.

### Focus questions

Q: *What are you going to make?*

A: For example: the cottage

Q: *Which objects are you going to use (referring to the plan)?*

A: For example: a cube, cylinders

Q: *Why is that object used here? How would you describe this object?*

A: For example: The cube is the shape of the cottage/a square box.

Q: *Why did you choose that object?*

A: For example: It was most like the cottage.

Q: *What else could you use here?*

A: For example: I could use a (rectangular box).

Discuss objects the students have used by referring to their shape.

Allow students to suggest ways to improve their constructions.