**Shapes in Bridges – Kindergarten**

**Lesson Overview**:Students will use their knowledge of shapes to identify the different shapes in bridges. This lesson will be continued in the 2nd lesson, where students will use this knowledge to construct their own bridge.

**Learning Objectives/Targets**: Students will identify shapes in bridges.

**Professional Standards**: K.G.A.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. K.G.A.2 - Correctly name shapes regardless of their orientations or overall size.

**Materials and Resources**:

* Variety of shapes
* Pictures of bridges
* Chart paper
* Markers

**Lesson**: *30 minutes total*

·**Engagement and Motivation**: Have students sit at the carpet. Display a variety of shapes and ask students what they are. Choose one shape and ask students to identify the name of the shape, and describe how it looks. Repeat with the rest of the shapes. Quickly have students identify objects around the room that are the same shape as each one.

·**Instructional Procedures**:

* Show students a picture of a bridge. Have students turn and talk to a buddy, and discuss what shapes they see. If possible, have bridge image large enough for students to see or project onto a whiteboard. Ask students to identify each shape they find and outline that shape on the bridge with the marker.
* Repeat the same activity with a different image of a different type of bridge.
* Place students in small groups, have them work on their own to identify the different shapes in bridges on their own. Teacher will circulate, encouraging discussion about shapes.
* Once all the shapes have been identified, ask students what shapes they notice being used a lot, discussing the rationale behind each shape used for each part of the bridge. Ask students to identify what shapes were not used at all and discuss the reasoning.
* Create a chart listing the different shapes that were used for bridges, perhaps even indicating which shapes were used for which parts of the bridge. This will be used in the next lesson.

·**Closure**:Have students think about how they may use shapes when they are constructing their own bridge.