**Constructing Bridges Using Shapes – Kindergarten**

**Lesson Overview**:Students will briefly review what they learned about shapes in bridges from the previous lesson. They will work in small groups to construct their own bridge.

**Learning Objectives/Targets**: Students will use their knowledge of shapes to construct a bridge.

**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. K.G.B.5 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**Materials and Resources**:

* Chart from previous lesson, listing shapes used in bridges
* Popsicle sticks
* Pipe cleaners
* Tape
* Glue
* Cardboard tubes
* Straws
* Paper, pencils and crayons
* Blue paper to represent water or small container of water

**Lesson**: *60 minutes total*

·**Engagement and Motivation**: Have students come to the carpet. Review what was learned yesterday, about shapes that are commonly found in constructing bridges. Review the anchor chart that was made yesterday. If using a container of water, show students the container and let them know that they will need to construct a bridge using what they have learned about shapes, to go over the container of water.

·**Instructional Procedures**:

* Pass out paper, pencils and crayons and have students work independently or with a partner to draw a plan for a bridge. Ideally, have a few examples of bridges for students to refer to handy. Also, remind them that the anchor chart from yesterday can also be consulted.
* Have students work in small groups to share their ideas, instructing the groups to agree on one of the ideas to create.
* Place students in small groups and provide materials for constructing a bridge.
* Allow students time to construct a bridge together, while the teacher supervises and circulates, assisting students as needed.
* For students that are successful, offer up ways to challenge them – have them build a longer bridge, taller bridge, less materials, etc.

·**Closure**:Bring students back to the carpet. Ask students what worked when they were constructing a bridge, and what did not work. Have students come up with what they could have improved upon, or what bridge they would like to construct next time.