**Andrea MacMurray Teaching date: 3/2/10**

**Younger Toddlers 18 Months – 2 Years Old**

**Block Area:**

**Anticipated Length of Learning Experience: 15 Minutes Plus**

**Purpose:**

The children will be strengthening their physical development through carrying and stacking the blocks. Children learn through cause and effect. One way to observe cause and effect is to provide the children with materials and support them building a tower and watching it fall down.

**Curriculum Standard:**

State the NH Early Learning Guideline

Physical Development-Body Awareness and Control, Large Muscle Development and Coordination and Small Muscle Development and Coordination

Language Development-Listening Comprehension, Non-Verbal Communication, Verbal Expression  **Background Knowledge:**

* Younger toddler’s ages eighteen months to two years old are interested in gathering and dumping items. The children often walk past the block area, occasionally taking blocks out. They enjoy when a teacher helps them build a tower and they watch excitedly when the tower is knocked down.
* Stacks two or more blocks on their own.
* The children will have explored the block area before therefore they have felt, smelt, carried, and stacked blocks before. This will not be a completely new task but a continuation.
* J and I are the ones that I would think would most enjoy this activity. When they worked with another teacher previously they got very excited (jumping, screaming and holding up fingers to count when she was going to knock it down.)They helped her rebuild the tower. J would climb on top of the teacher’s leg in order to reach the top of the tower.

**Objectives:**

* **Social/Emotional:** The children will be at the beginning stages of negotiating for blocks that they may wish to use. Children will be determining how many children can work in the area because they will become squished if the area is too crowded. They will be taking care of the block area by helping to put the blocks back on the shelf.
* **Physical Development:** Children will be strengthening their small muscle development through picking up, grasping, and carrying the blocks. The children will be stacking the blocks together, one on top of the other, and side by side. Children will be strengthening their eye hand coordination when they stack the blocks together they must discover how to stack the blocks so they do not fall over.
* **Cognitive Development:** The children will be able to stack blocks taking note of blocks that are larger and smaller. Big blocks do not stack on little blocks and round blocks do not make a stable base. Children will be learning about sizes, shapes, colors, weight as they select blocks to build with and then putting the blocks away. And the cause and effect of stacking and knocking down.
* **Language Development:** Children are eager to talk about their construction. Therefore the as the teacher I can increase their language development by using words such as tall, wide, large, small, unstable/stable, tumble and tunnel. When I show interest in the construction the children are engaging in face to face verbal interaction which promotes language development.

**Assessment Plan:**

I will be actively engaged in the block area. I will encourage language development through dialog and I will be able to access this through my dialog with the children as well as my observations when the children are interacting with one and another. Photograph documentation will allow me to look at the developmental level of the children on a different level. The photograph will allow me to depict how the children are interacting with one and another and how they are constructing with the blocks. I will know my objectives have been met when I see children carrying, stacking and building structures. At the end of this activity children will be able to recognize large blocks and small blocks and how they fit together to make a tower. During the activity block play can be adapted with children that are more advanced in the block area you can add dialogue and children who are not as advanced you can focus more on the physical aspect of building a tower (carrying, stacking, and balancing).

**Materials Needed:**

Various Blocks

Pictures of various buildings

**Introduction/Orientation**

I will lay out pictures of various buildings. I will invite the children to join me in the block area. Making note of the pictures and describing their physical features. I then would say “Would you like to build a building with blocks?”

**Body of Lesson**

The children will be recreating their versions of buildings. The children will be carrying, placing, stacking, reaching and tipping blocks. For the most part the majority of the children can build towers on their own therefore I will be there to assist and prompt more dialogue. I will ask questions to expand their experience.

**Conclusion**

We will end this lesson by building a tower together and knocking it over making sure that the children know beforehand that this will be the last time. I will discuss with the children that after we knock the tower over that there is going to be a big mess can I count on you to help me put the blocks away. I could positively reinforce putting blocks away by singing “we are putting the blocks away blocks away blocks away, Andrea is putting the blocks away away the blocks go …. And making sure to include the entire class.

**Child Guidance/Classroom management Plan:**

Having enough blocks is very important for this activity and to support this age group. I will be a model of the behavior that I expect. I will place the blocks on the shelf instead of throwing the blocks. If I see a child throwing the blocks I will model how we play with the blocks as well as state what I am doing. Another problem that could arise is children taking blocks from one and another. I will handle this by observing who had the block first and making sure that each child has equal opportunity to the blocks. When in fact a child does take a block from another child I will have the child see that the other child is upset. Saying why do you think so and so is upset? If the child does not know let’s ask the other child. I will restate what the dialog was for instance MK is upset because you took his block away. How can we solve this problem? Watching what the children do to solve the problem.

**Next steps/Extensions:**

Block play could be extended into the book/literacy area, providing books with large towers and buildings. As teachers read the books to the children the children will be increasing their vocabulary skills. In the art area children could paint a picture of their tower. The children in the art area will be expressing creatively through expression of something that they created physically. They then will be encouraged to discuss their artwork which encourage language development and cognitive development if and when the teacher makes note of the what the dialogue is for instance if a child painted with yellow and blue paint the teacher could say you mixed the paint and made green. The children will then be able to recognize that when you mix yellow and blue together you get green.





