

Lesson Plan: Magnetic Shape Architects

Materials Needed:

- A set of large, colorful magnetic building tiles (e.g., Magna-Tiles, PicassoTiles) with various shapes like squares and triangles.
- A large, flat play area, such as a floor mat, a low table, or a magnetic whiteboard laid flat.
- A small basket or bin to hold the tiles initially.
- (Optional) Small toy figures or animals that can fit inside the magnetic creations.

Learning Objectives

By the end of this lesson, Oliver, Mila, and Reggie will be able to:

- **Fine Motor Skills:** Independently pick up and connect at least two magnetic tiles together.
- **Cognitive Skills (Colors & Shapes):** Respond to simple prompts by pointing to or picking up a specific color (e.g., "Can you find a blue one?"). Begin to explore the differences between shapes (e.g., squares make a box, triangles make a point).
- **Creative & Social Skills:** Engage in imaginative play by building a simple structure and share the play space and materials with peers.

Lesson Activities

1. The Invitation to Play: The Surprise Basket (5 minutes)

- **What the Teacher Does:** Sit on the floor with Oliver, Mila, and Reggie. Place the basket of magnetic tiles in the center of the group, but keep it covered with your hands or a small cloth. Build excitement by saying, "I have a surprise in my basket! It's full of colors. Should we see what's inside?"
- **What the Children Do:** Gather around the basket, show curiosity, and respond to the prompt to look inside.
- **Teacher Guidance:** Gently reveal the tiles. Let the children reach in and feel them. Say the colors as they pull them out: "Oliver, you found a **red** one! Mila, that's a big **yellow** square! Reggie, look at the **blue** triangle!"

2. Guided Exploration: The Magic Click! (5-7 minutes)

- **What the Teacher Does:** Take two square tiles. Hold them close together and demonstrate how they "magically" click into place. Make a fun sound effect like "Click! Clack!" Pull them apart and do it again. Offer a tile to each child and hold one yourself, encouraging them to connect their tile to yours. "Mila, can you connect your red tile to my blue tile? Let's make them click!"
- **What the Children Do:** Attempt to connect their tile to the teacher's tile or another tile on the floor. They will explore how the magnets attract and repel.
- **Teacher Guidance & Differentiation:**
 - **For support:** If a child struggles, gently guide their hands to help them feel the magnetic pull (hand-over-hand). Focus on just connecting two flat pieces first.
 - **For extension:** For a child who grasps it quickly, ask, "Can you connect three pieces in a

long line, like a train?"

3. Independent Creation: Let's Build! (10-15 minutes)

- **What the Teacher Does:** Move from direct guidance to open-ended prompting. Use language that sparks imagination.
 - "I wonder if we can build a tall, tall tower?" (Stacking squares vertically).
 - "Let's make a long, colorful road on the floor." (Laying tiles flat).
 - (If using toy figures) "Oh no, this little bear needs a house! Can we build a house for the bear?"

The teacher's role is to facilitate, observe, and offer encouragement, not to direct the exact outcome. Praise their efforts and creations: "Reggie, I love how you used a red and a yellow piece together!" or "Oliver, your tower is getting so high!"

- **What the Children Do:** Freely explore the tiles. They might stack, lay them flat, connect them in unusual ways, or group them by color. They will experiment with building 3D shapes (like a cube) or flat patterns.

4. Show & Share and Tidy Up Time (5 minutes)

- **What the Teacher Does:** Announce that building time is almost over. Go to each child's creation and ask a simple question. "Mila, tell me about your beautiful building!" or "Wow, Oliver, look at all the colors you used!" This values their work and encourages early communication.
- Then, start a simple clean-up song like (to the tune of "Twinkle, Twinkle, Little Star"):
*"Click, clack, in the box,
Time to clean our magnet blocks.
Red and blue and yellow, too,
In the box go me and you."*
- **What the Children Do:** Point to or babble about their creation. Participate in clean-up by picking up tiles and putting them back in the basket, making the "click clack" sound as they drop them in.

Assessment (Observational)

During the lesson, observe and make a mental note for each child:

- **Engagement:** Did the child stay focused on the activity? For how long?
- **Fine Motor:** Was the child able to successfully connect two tiles? Did they need help?
- **Cognitive:** Did the child respond to a color prompt (e.g., looking for or touching the correct color)?
- **Creativity:** Did the child build intentionally (e.g., stacking for a tower) or explore randomly? Both are excellent for this age.