

# A new castle for the dragon

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## Opportunities for learning

### Content-based

- Setting up terms for describing locational relations (next to, above, always in the middle of, right, left) in order to communicate them with others
- Training of visual perception
- Structuring concepts of space
- Acquiring reading, completing and implementing construction plans
- Developing a systematic approach
- Detecting and creating symmetry

### Process-based

- communicating
- arguing
- illustrating

## Material

Wooden dice, hand puppet (dragon), empty construction plans (4x4, 5x5 cm), worksheet versions A & B, construction plan and diagonal view of the old dice castle, colorful stickers

## Introduction

The group gathers in a semicircle. An educator is telling them the story of a dragon with supported by a hand puppet: The old castle is destroyed and all what is left are the stones and the associated construction plan. The dragon needs help from the kids in order to reconstruct the castle. To handle the reconstruction of the castle within groups successfully is the goal for this activity. Therefore, the kids need to read and realize the construction plan in order to point out on how to transfer a structure work into a construction plan and vice versa. The diagonal view of the old castle can be used as learning support or learning control.

(See attachment 1 for a detailed concept)

The dragon wants to build a new castle and places that order with the kids. However, they need to be tested beforehand. Now, the work order for the first activity will be explained and the kids have to arrange the tandem constellations.



## Activity I - construction master test

Every tandem receives plenty of wooden dice, blank construction plans (4x4cm) (see attachment 4) and one option of the work sheets each (A & B) (see attachment 5&6). Every child ought to build a castle of dice according to the construction plan from their work sheet. Their partner checks their work supported by the construction plan afterwards. If questions or difficulties occur, the educators will have the ability to support students. The symmetrical aspects on work sheet A can be used if applicable.

Also the kids can swap their sheets in order to enlarge knowledge through repetition of the task.

## Intermediate exchange

The intermediate exchange takes place in several smaller groups depending on the amount of educators. By working so the kids explain their approach to one another. The educator directs the discussion towards the question on how to build a castle as safe and manageable as possible. (systematical strategy).

The turning of the construction plan can also be included at this point.

The kids will be praised for their work and will be nominated as "construction work master" from the dragon. Afterwards the dragon places another order with them: To build an own, bigger castle (5x5cm) and to illustrate a matching construction plan. This will decide which castle the dragon is going to pick as his home.

## Activity II - independent castle building and documentation

Every tandem receives two blank construction plans (5x5) (see attachment 7 & 8). On the first one the collective castle has to be build. The second one is provided as room for documentation of the work. If the buildings get to instable the educators will have to intervene. Through guidance by acoustic signals the kids are able to use their time appropriately. In this process challenges can occur when the kindergarden tandem is included in the documentation work.

Kids who want to enlarge their construction plans with particular rows in order to build bigger buildings are welcome to follow this idea.

## Closure

As a closing activity the kids are encouraged to take a look at the work from every group through an open presentation in the classroom. They award their favorite object with a sticker (excluding their own one). The castle owning the most stickers will become the new home of the dragon.

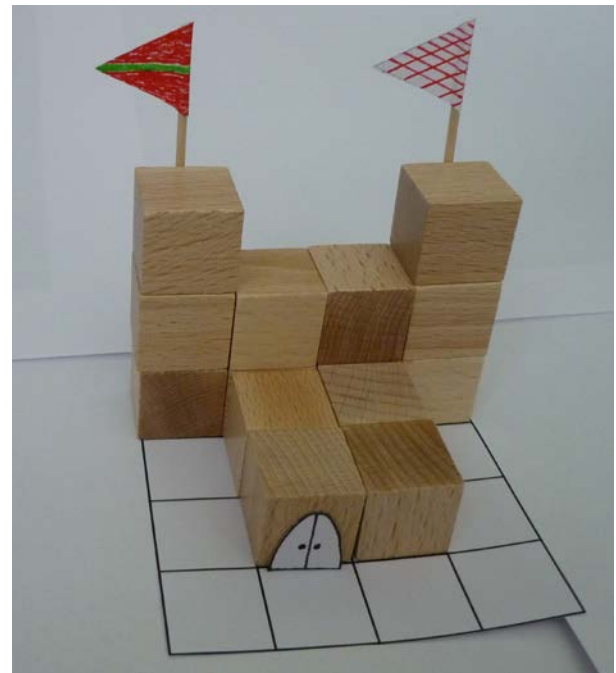


**ATTACHMENT 1: Conception of introduction**



3	2	2	3
	1	1	
	1	1	

1. The dragon tells the story of his broken castle and shows his construction plan.

2. The groups reconstruct this plan on a blank construction plan (4x4cm)

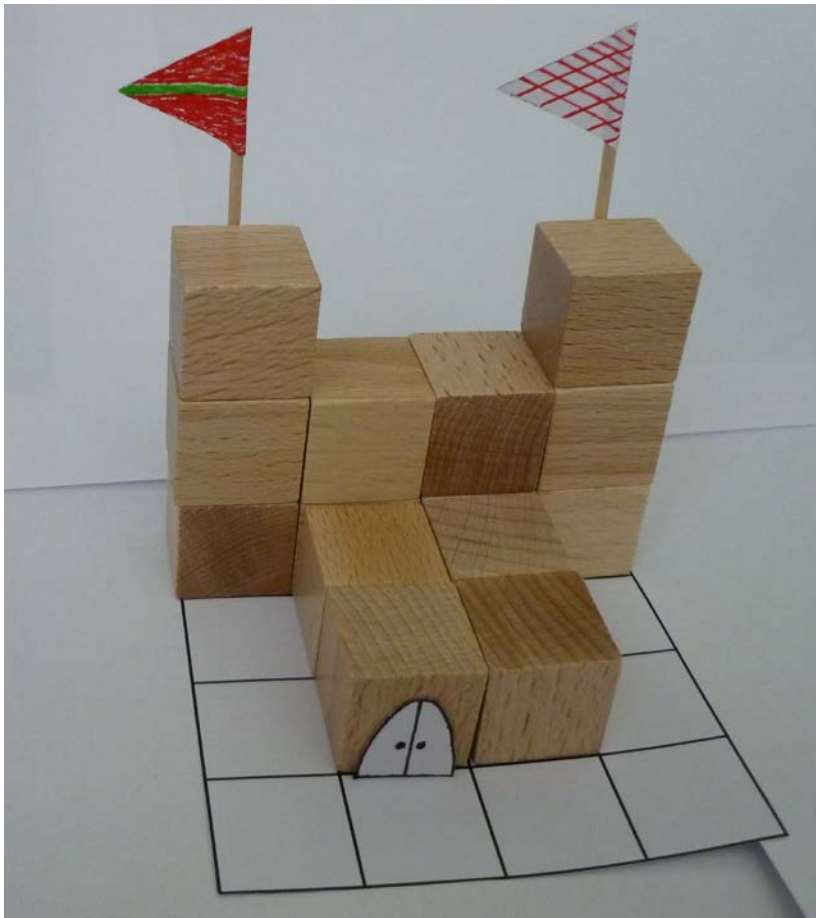
3. The outcome will be compared with the original castle.



## ATTACHMENT 2: Construction plan of the original castle

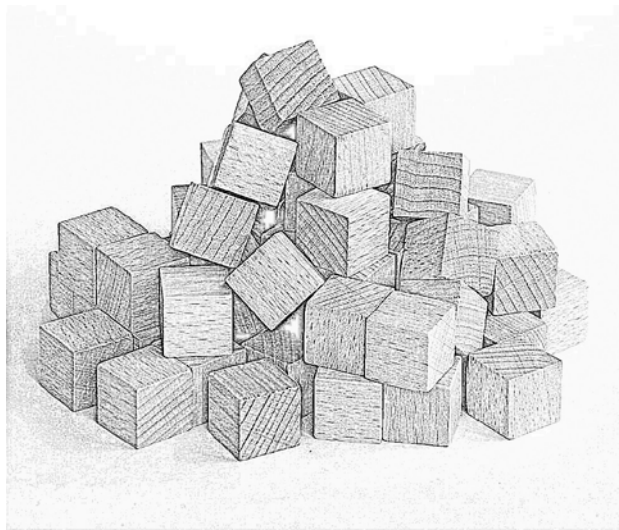
3	2	2	3
	1	1	
	1	1	

## ATTACHMENT 3: The original castle



**ATTACHMENT 4: Blank construction plan (4x4)**

**Build accordingly!**



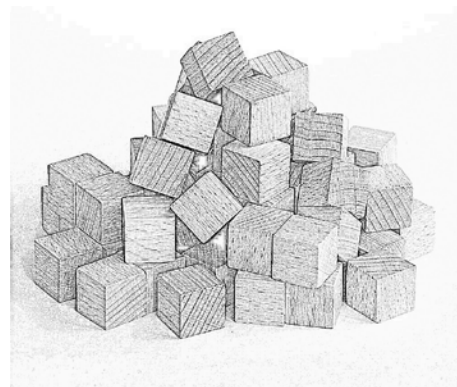



**Becoming construction work master!**



1. Build accordingly!

2	3	3	2
	1	1	
1			1
2	3	3	2



2. Check!

4			1
	3	1	
		2	4
2	1		1

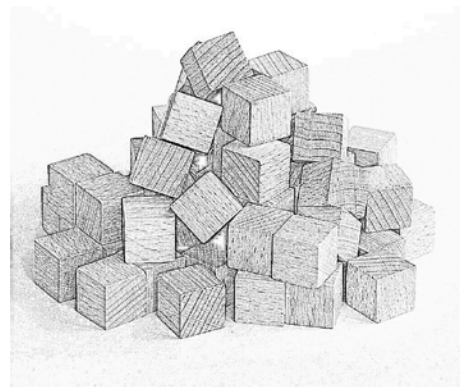


**Becoming construction work master!**



1. Build accordingly!

4			1
	3	1	
		2	4
2	1		1



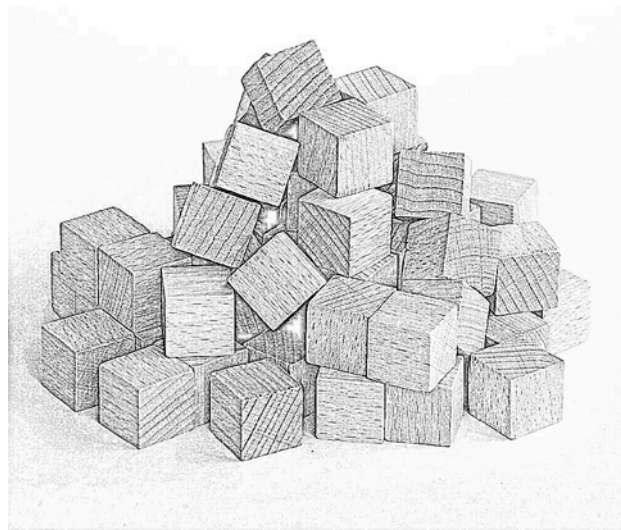
2. Check!

2	3	3	2
	1	1	
1			1
2	3	3	2



**ATTACHMENT 7: Blank construction plan (5x5)**

**Build a castle for the dragon!**








**ATTACHMENT 8: My castle for the dragon**

Name: \_\_\_\_\_



**My castle for the dragon**

