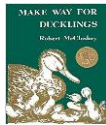


Bridges



Standards:
CA.DE.PS.1 -3
CA.DP.PS.1-2
ATL.RPS.PS.1-5
ATL.EP.PS.1-5

Materials:

- *Make Way For Ducklings*
- Beautiful Stuff (including natural materials)
- rope
- string
- craft sticks
- Tape
- Chenille sticks
- Blue felt or tarp cut into bodies of water
- Cars, boats
- People figurines
- Picture resource from LFOAI or use pictures of local bridges

Vocabulary:

- (highway-)(foot-) bridge
- blueprints
- engineer
- stable

Preparation: Set up materials

Intro to Centers:

"In *Make Way For Ducklings*, Mr. and Mrs. Mallard made nests by the water. What do you notice?"

"Their first nest was near a large **highway bridge**--a **bridge** that connects two cities. Their nest in the Boston Public Garden was near a smaller **footbridge**--a **bridge** for people to walk on."

"Here are images of other **bridges**. What do you notice?"

"**Bridges** are different shapes, sizes, and colors. **Engineers**--people who design and construct bridges--use **blueprints** to plan and decide what materials are needed for a **stable** bridge."

"Today in Blocks, you can be **engineers** and **design** and **construct bridges** using these materials. What do you notice?"

"You could construct a bridge like the **bridges** in *Make Way For Ducklings* or like the **bridges** in the images."

*Show illustrations.
Children respond.*

*Show images.
Children respond.*

*Show materials
Children respond.*

During Centers:

Encourage children to create blueprints to plan their bridges. Compare and contrast constructing bridges to constructing block towers. Encourage children to write signs and/or descriptions of their bridges. Compare and contrast their bridges to the illustrations and images. Encourage children to make similar bridges with different materials/numbers of blocks. Encourage children to test the stability/strength of their bridges by putting people, animals, or vehicles on the bridges.

Guiding Questions during Centers:

- How will you use these materials to construct your bridge?
- Why do we need bridges??
- How will you make your bridge stable?
- How is your bridge similar to or different from the bridges in *Make Way For Ducklings/Nana in The City*, etc.?
- Can you build a bridge where cars can go over and boats can go under?
- How are these people/ cars get on top of the bridge?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to create bridges on a smaller scale, i.e., using LEGOs, cube blocks, etc. on a table. Observe and document bridges in Maine.

