

4 VIDEO #4 Construction

Overview

In this module children are working and creating with a variety of materials. In collage children make arrangements of paper, using glue. The teachers describe the materials and adhesives which may also be introduced.

When building with large hollow blocks or smaller unit blocks, children become the architects of their own play. Blocks are a creative medium through which children reconstruct their world. The blocks are also used in dramatization of favorite stories and in other interest and curriculum areas.

Using small wood pieces, children recreate their experience in three dimensions. Teachers are seen encouraging children to take control of the material and to express themselves.

Questions to consider

1. How do children use blocks as a creative medium
2. How are construction materials integrated into other curriculum areas?
3. What materials are appropriate for collage?
4. What do teachers do to encourage children to make constructions?
5. What can children do with bits and pieces of wood?

Vocabulary

Read these terms with their definitions before viewing the program.

1. **Collage** a composition of flat objects pasted together on a surface
2. **Mobile** a construction that is suspended
3. **Scaffolding** a changing quality of support over a teaching session in which the teacher adjusts the assistance he or she provides to fit the child's current level of performance
4. **Stabile** a three dimensional construction which rests on a base

Instructional Objectives

When you have successfully completed this module you will be able to:

1. List materials which may be used in collage activities with young children.
2. Describe the teachers role in construction activities.
3. State the value of hollow and unit blocks as creative media.
4. Describe three-dimensional construction activities.
5. Describe how construction activities are integrated into other curriculum areas.

Self-Test

After studying the objectives and watching the video, take the self-test to check your progress.

1. Name three collage materials and three adhesives
 - a.
 - b.
 - c.
 - a.
 - b.
 - c.
2. Select one of the construction activities presented in the module. Describe what the teacher did to prepare and present the activity to the children.
3. Blocks are valued for their contribution to children's learning in math and science. Describe their value to the children's creative process.
4. Describe the following three dimensional activities:
 - a. Mobile
 - b. Stabile
5. Select one of the construction activities and state how it is integrated into other curriculum areas.

List of materials* which are suitable for collage and construction activities.

cotton balls
q-tips
feathers
beads
pom poms

Recycled

plastic flowers
fabric
yarn
milk carton lids & rings
toilet or paper towel rolls
styrofoam peanuts
beads

tongue depressors
ice cream sticks
wood scraps
pipe cleaners

odd puzzle pieces
sponges
vegetable netting
magazines
greeting cards
plastic picnic utensils

Natural
pine cones
sticks
seeds
leaves
dried flowers

Adhesives
white liquid glue
library paste
glue sticks
tape of all types

*this list is not exhaustive

beach glass (smooth edges)
dried flowers
shells
pebbles
dried grass

Tools
staples
paper punch
paper clips
blunt scissors

The Visual Arts:

Self-Test Answer Key (continued)

Video #3 - Modeling

1. In your answer include:
sensory learning, muscle development, learning to control material, creating in 3 dimensions, making discoveries about properties of clay, making representational art, multicultural uses.
2. **Younger preschoolers** manipulate clay push, poke, roll, pound exploratory behavior
Older preschoolers use clay or dough to represent something. use simple tools
3. If you are unable to visit an existing classroom use the classrooms shown on the video.
4. **Dough**
Math: measuring when making dough.
Sensory: varying recipes adding scent
Clay
Music: song about *Clay Power*
Language: introducing vocabulary dictation based on pictures books on use of clay in other cultures
Science: simple tools
Science: wet and dry forms of clay use of tools

Video #4 -Construction

1. See accompanying list.
2. Include in your description:
 - a. the number of children to be included at one time
 - b. the amount of supervision needed for the activity
 - c. open-ended questions the teacher did ask
 - d. open-ended question she might have asked
 - e. the materials presented to the children
 - f. level of interest expressed in child's activity
3. Include in your answer:
 - a. children recreate their world in their construction
 - b. they explore shape, design, space
 - c. they act out their ideas
4.
 - a. Mobile: collage or wood constructions may be suspended or hung rather than lying flat.
 - b. Stable: constructions using paper rolls or wood pieces glued to a box. The base is selected depending on the weight of the material used.
5.
 - a. **Collage:**
science - nature walk to collect materials
physical-sensory experience depending on materials and adhesives used
literacy - using letters
 - b. **Blocks:**
math - shape and size of blocks, matching shape
science - balance, weight
literacy - labeling structures
dramatizations
dramatic play
 - c. **Wood Constructions:**
physical - sensory experience - texture of wood and adhesive
language - describing structures