



# JUNIOR ARCHITECTS

✓ Mathematics

✓ Problem Solving

✓ Hands-on activity

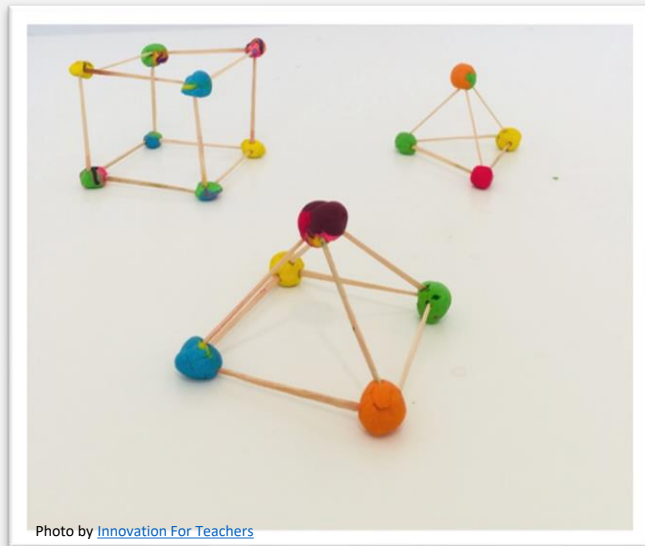


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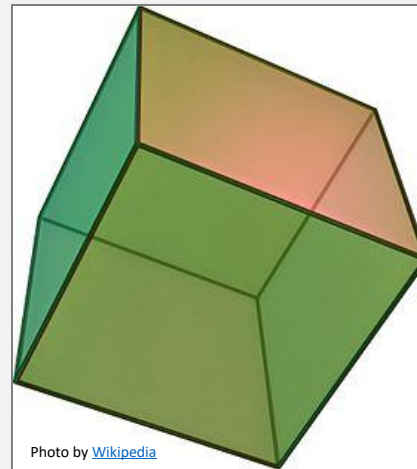
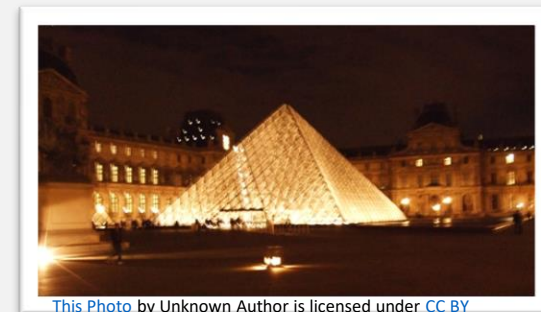


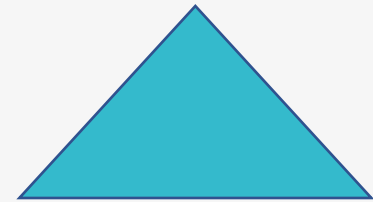
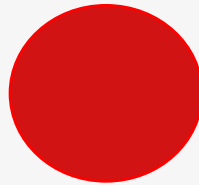
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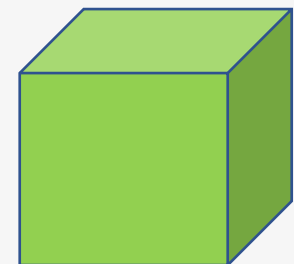
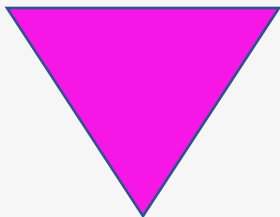
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*1<sup>st</sup> Activity: Discussion with the participants.  
Target: Connection geometric concepts with the children's pre-existing knowledge and daily experiences.*



What shapes do you know?





What shapes can we find in our classroom?

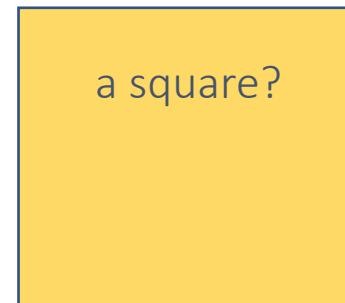
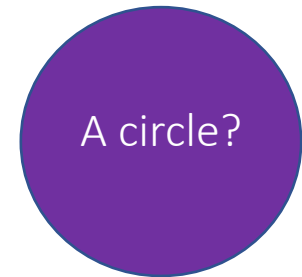
What shape is the table?

The windows?

The desks?



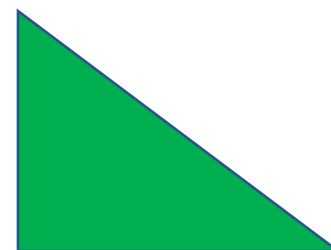
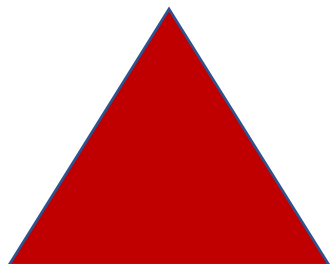
Can you find...



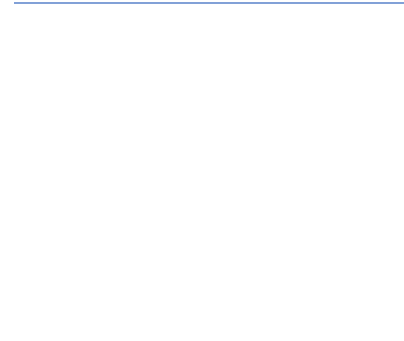
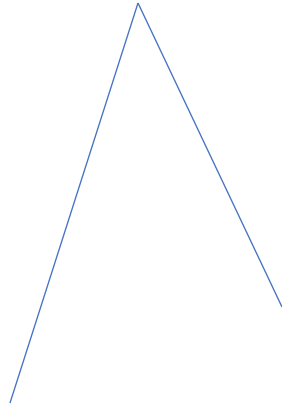


*The side and the angle are fundamental concepts of geometry.*

Why are triangles and squares called like that?



What is the angle?  
If I ask you to go to the corner  
of the classroom, where will  
you go?



*When one side meets another, an angle  
is created.*

**Tip:** Explain it by showing it

*On paper, and in your classroom,  
locate the sides and angles of  
shapes!*



*2<sup>nd</sup> Activity: Shapes with simple materials*  
*Target: The experiential approach to geometric concepts.*

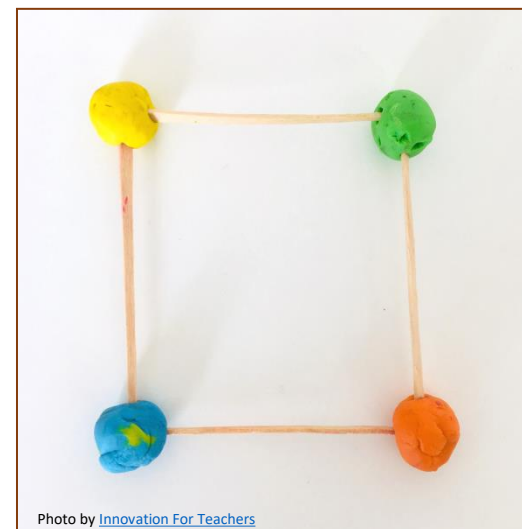
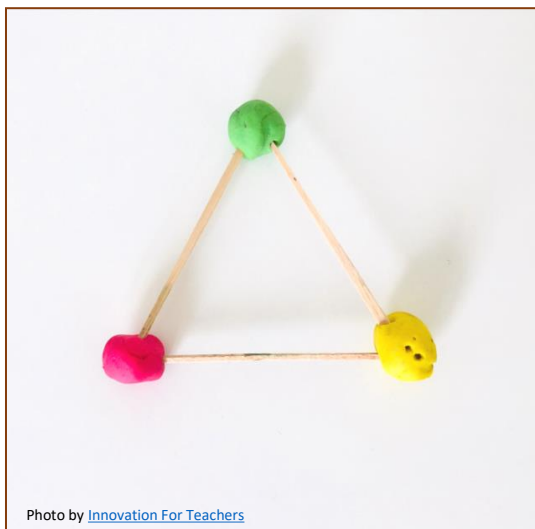
**Materials :**

- Toothpick
- Playdough

✓ Hands-on activity!

✓ Work individually.

**1. Make a triangle and a square!**



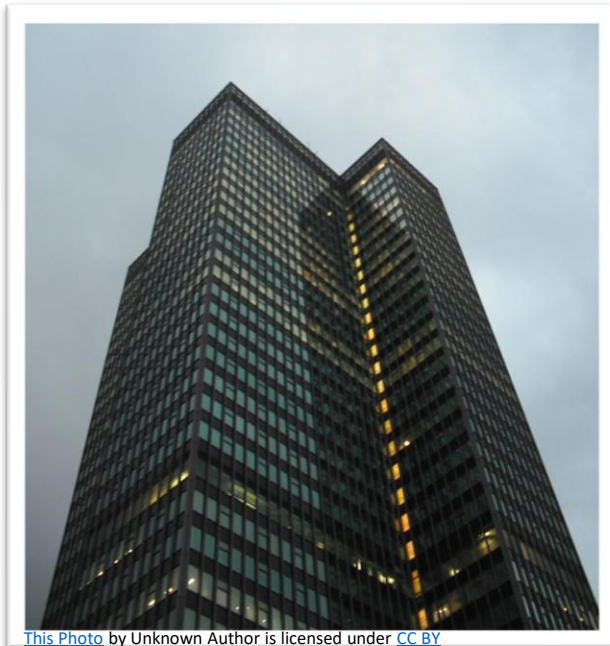
**2. Measure their sides and angles!**



### *3rd Activity: Discussion*

**Target: Drawing inspiration from architectural works of art.  
Children are introduced to the concept of three dimensions.**

- 1. Look at the photos*
- 2. What is the shape of the buildings?*
- 3. Why are they different from the shapes that we made?*



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*How can we make our triangles into pyramids?*

*How can we make our squares into cube?*

**4<sup>th</sup> Activity: Problem-solving**

**Target:**

✓ *Developing intentional learning and critical thinking skills.*

✓ *Experiential approach to three-dimensional shapes.*

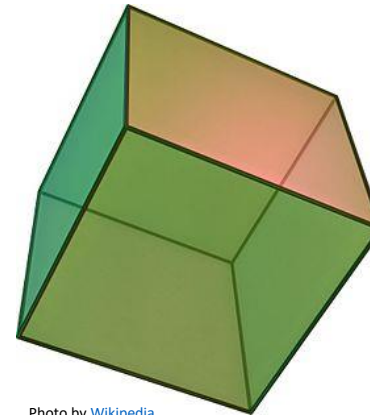


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*Can we make a pyramid out of a square?*

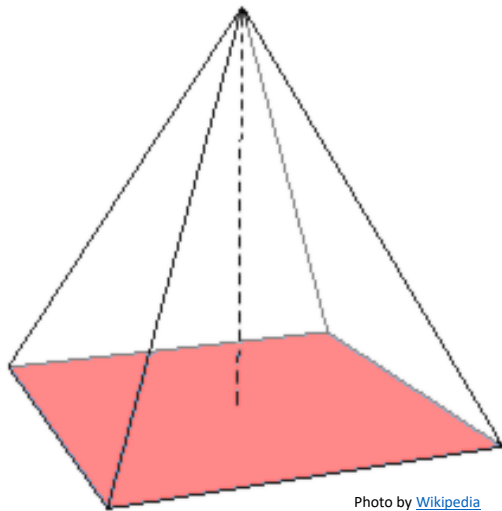


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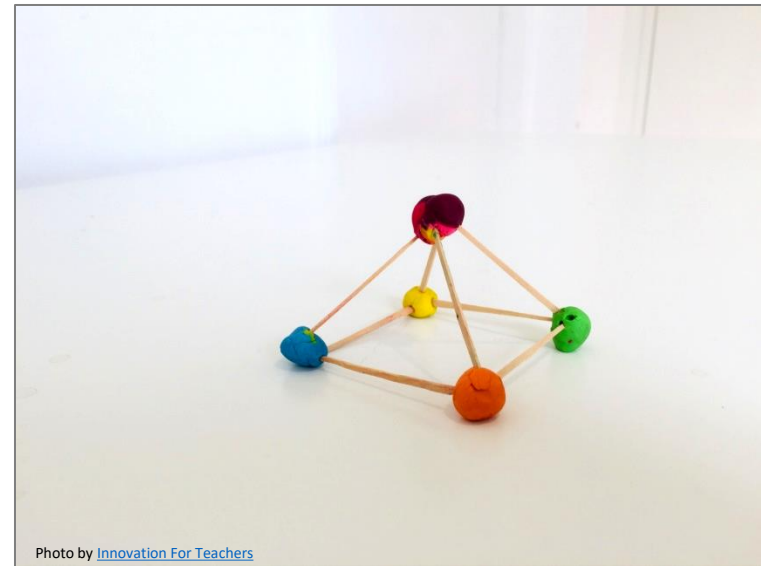
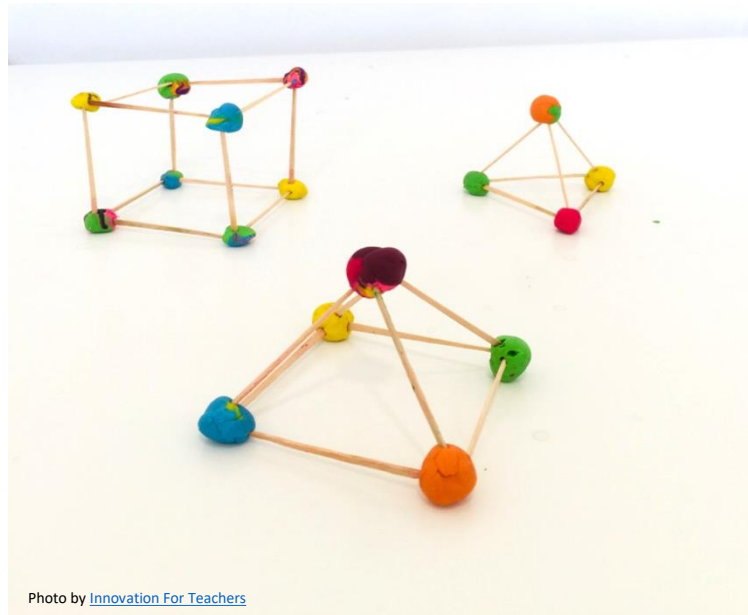


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*Ask the children to present their work and encourage them to discuss the different solutions. Which idea seems to work best and why?*



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