



Rio Grande Educational Collaborative

Before and After School Program Lesson Plan

TITLE OF LESSON: Gingerbread Houses

DATE:

SITE NAME:

CLASS SIZE:

NAME(S) OF INSTRUCTOR:

DURATION OF LESSON:

CREDIT (website used/name of author): Kevin Saavedra

COMMON CORE STANDARDS: CCSS.ELA-LITERACY.SL.1.1.1, CCSS.ELA-LITERACY.SL.4.1.1, CCSS.MATH.CONTENT.1.G.A.2

LEARNING OBJECTIVES:

Students will understand the following:

- Utilize art skills involving simple shapes when decorating
- Plan the structure they are going to make. They will need to provide a scale drawing with dimensions, angles, labels, and materials to be used.

ACTIVITY:

Instructional Sequence:

(Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. Before working with the house materials, have each student plan by designing their houses on a separate piece of paper. Younger students should focus on accurately representing shapes. Older students can be challenged by pre-portioning their ingredients and having them strategize how they can build a stable house with the fewest possible ingredients. A competitive aspect can be incorporated by assigning each ingredient an imagined cost (gingerbread=\$100, icing=\$20) that they have to fit within a given budget.
 - a. This can be extended into architectural lessons if they are engaged in a discussion to make the proper connections. Explain that sometimes buildings can be made very cheaply despite being structurally sound. Bad architecture doesn't do its job and is more expensive than it needs to be.
2. After planning, allow students time to construct their houses. Older students should be able to understand that icing should be used as "mortar" for their walls. Younger students should be given a quick demo, also explaining that the icing doesn't work like exactly glue and needs more time to set and dry.
 - a. Once again, architectural connections can be made. Explain the importance of constructing a good foundation, making accurate measurements, etc.
3. After the time is up, have each student give a brief explanation of their work. Prompt younger students with questions like "What kind of house you were trying to make?"
 - a. If the deeper STEAM connections have been included for the older students, they can have a separate discussion from the younger group and receive more involved prompts depending on how the lesson was framed. For instance, if they were competing, have them explain their strategies for lowering the cost of their houses.
 - b. If the lesson was more straightforward for the older students, they should still model good presentation skills by responding to more challenging prompts regardless ("What would you

do differently?" "What did you learn?" "If you had any advice for the younger students, what would it be?" Etc.).

4. Leave enough time to clean up. Throughout the lesson, be thorough about reminding students not to lick the icing off their fingers.

MATERIALS:

The following materials or equipment needed for this lesson:

(Include special equipment request)

- Graham crackers
- Icing
- Various candies to decorate the houses
- Blank paper
- Pencils

SIGNATURE: _____ **DATE:** _____

SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

INSTRUCTOR'S REFLECTION:

Reflection on the lesson given:

1. How many students participated in the lesson given? _____
2. Name(s) of instructors participated. _____
3. How long did your lesson take? (Amount of time) _____
4. How did the students feel about the lesson? _____
5. Did the students like the lesson? _____
6. What part of the lesson did the students like? _____

7. What part of the lesson did the students not like? _____

8. Were the students interested in the topic of the lesson? _____
9. Was the content of the lesson difficult for the students? _____
10. What could you have changed to make the lesson interesting? _____

11. Did you have any trouble getting your lesson together? (Idea & Materials) _____

12. How do you rate your lesson? (1-10) Why? _____

SITE SUPERVISOR'S REFLECTION:

Reflection on the instructor's lesson:

1. How many students participated in lesson? _____
2. How many instructors participated in lesson? _____
3. Did the students enjoy the lesson? _____
4. What part did the students enjoy? _____

5. What part did the students NOT enjoy? _____

6. What could have been changed to make the lesson interesting? _____

7. Was the content of this lesson difficult for students to understand? Why? _____

8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

9. Comments: _____

