



20-25 minutes

BLOCKS' BEDTIME



- To practise creating accurate three-view schemes of building blocks independently
- To practise recognising building blocks from a set of graphic representations on a three-view scheme
- To become familiar with all the possible orientations of building blocks
- To develop the ability to analyse building blocks by shape and size
- To practise differentiating between building blocks on the basis of their spatial qualities



FROM YOUR BLOCK SET

- ❖ Three of each of these blocks, per child: cube, brick, cuboid, small prism, arch and short board.
- ❖ Access to all the blocks for the additional activity



- ❖ 6 plans of the Block Family bedrooms - one of each per child



- ❖ 6 coloured bedrooms



- ❖ The Three-View Scheme cards from C35

- ❖ Graff the Dog from C34



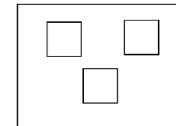
- ❖ A large sheet of paper for sticking the bedrooms on to create a floor plan of the house, like in the image top right - leave enough space in the hallway to put out 18 blocks
- ❖ A bag to put some blocks in



Block's Bedtime - Where is my Bed?

Start by saying: *We already know that the Block Family is a very big one. They all live together in a big house. All the blocks need their own special beds to help them sleep comfortably. Let's look at a plan of Cubes' bedroom.*

Put the plan of the Cubes' bedroom on the table. Take three cubes and show your child how to put them on top of the plan so that they match exactly. To make sure that they understand what you mean by 'match exactly', place one of the blocks incorrectly and wait to see if they spot the mistake. Draw attention to it if necessary. If they find the concept of 'matching exactly' difficult, try showing them how you can make outlines of blocks by drawing around a block on a piece of paper.



Show your child the rest of the Block People one by one: Brick, Cuboid, Small Prism, Arch and Short Board, and tell your child: *Each of these Block People has its own special bed in its bedroom. Today they have been playing all day long and are so tired that they cannot find their beds. Can you help them all to find their own comfortable beds?*

Start with Brick's bedroom plan and three bricks. Ask your child to take one finger and trace any face of the brick, then trace that shape in the air, saying its name, and then choose the bed that matches this shape and put the brick to sleep on it.

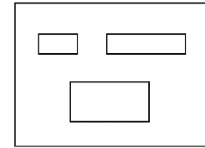
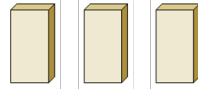
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- Your child can place blocks on drawn outline plans so that they match exactly.
- Your child can put blocks to sleep in the correct bedrooms and beds.
- Your child can turn blocks, if necessary, to match them to the right beds.
- Your child can identify and name blocks by feel.
- Your child can identify the top, front and side-views of structures that they have built.
- Your child can name the blocks that they can see from three different views of a structure.



BLOCKS' BEDTIME – continued



Say: *Can you check if all the Bricks are comfortable? They must match the plan exactly for them to be comfortable. If necessary, show your child how to turn some of the blocks on their sides so that there is a block 'sleeping comfortably in every bed on the plan'.*

Repeat for each of the other Block People, handing your child the plan for one type of block and the three matching blocks, one type of block at a time.

Blocks' Bedtime - Where is our Bedroom?

Put the bedrooms plans away and move the blocks into a group, and get out your large plan of the bedrooms. Explain to your child that this is one of the floors in the house where the bedrooms are. Put the three blocks of each type – Cube, Brick, Cuboid, Small Prism, Arch and Short Board – in the 'hallway'. Say: *These members of the Block Family have been at a birthday party, and they are so worn out and sleepy that they cannot even find their bedrooms, never mind their beds! Can you help them to find their bedrooms and then put them to bed?* Play along by moving a few blocks around and making murmuring sounds, as if they are tired and confused.

If you think your child can manage the full challenge, ask them to put all the blocks to bed as soon as they can. If you think it will be too difficult for them, have them focus on only one or two block types at a time.

When they have put all the blocks to bed correctly, encourage your child to sing them a lullaby and then say goodnight to the blocks in each room from each doorway, for example: *Goodnight, Cubes! Sleep tight and don't let the bed bugs bite! Goodnight, Cuboids!* And so on.



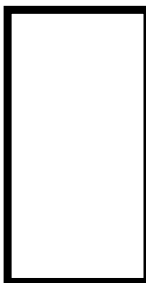
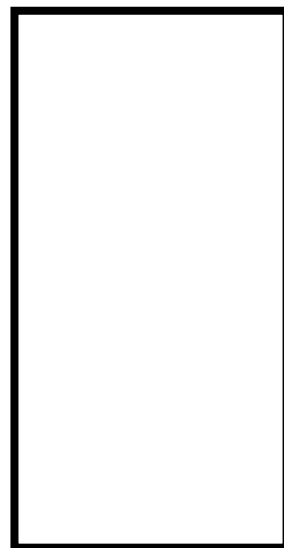
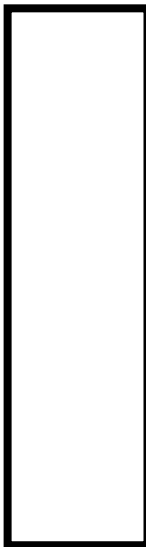
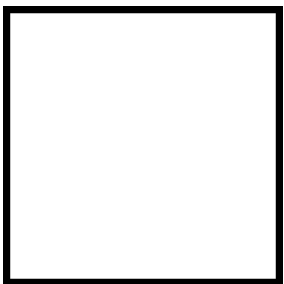
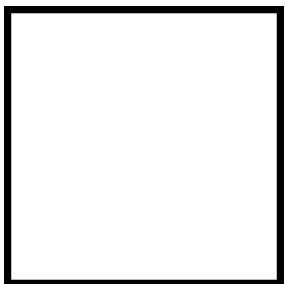
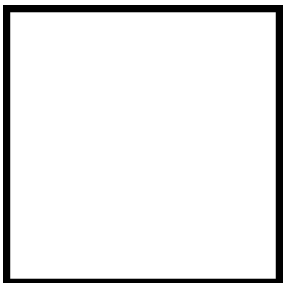
What's My Block? (Choosing the Three-View Scheme of a Building Block): Ask your child to stand with their hands behind their back. Spread all the Three-View Scheme cards on the floor. Put one of each type of block that there is a card for in a bag.

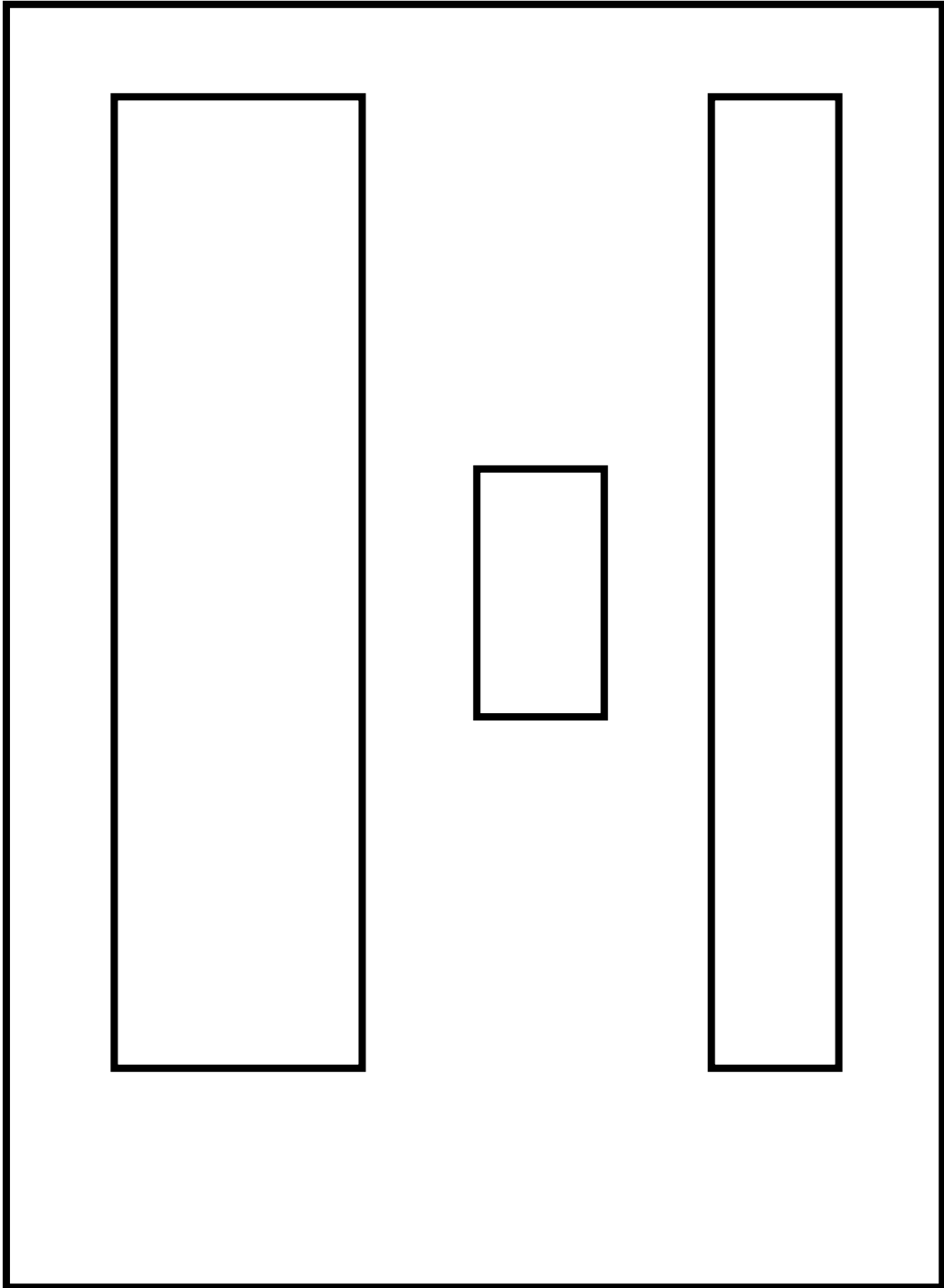
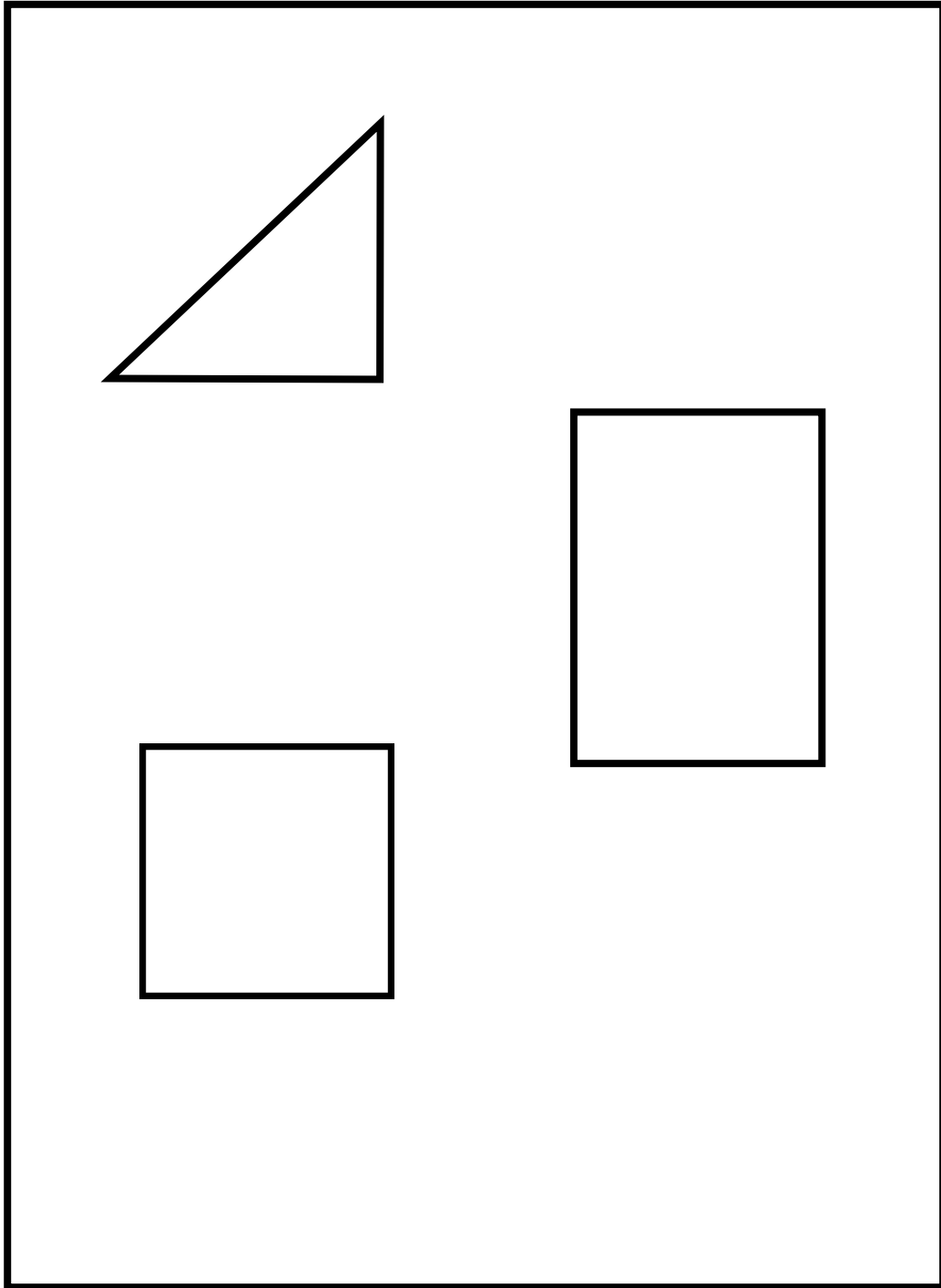
Take Graff for a walk past the back of your child, with the bag of blocks. Explain that he will put one of the blocks into their hands. Your child has to guess the name of the block by feel, and then find the Three-View Scheme card that matches the block – without looking at the block and keeping their hands behind their back. This can be very challenging – if your child cannot do it, ask them to *take a little peep* at the block and then try again.

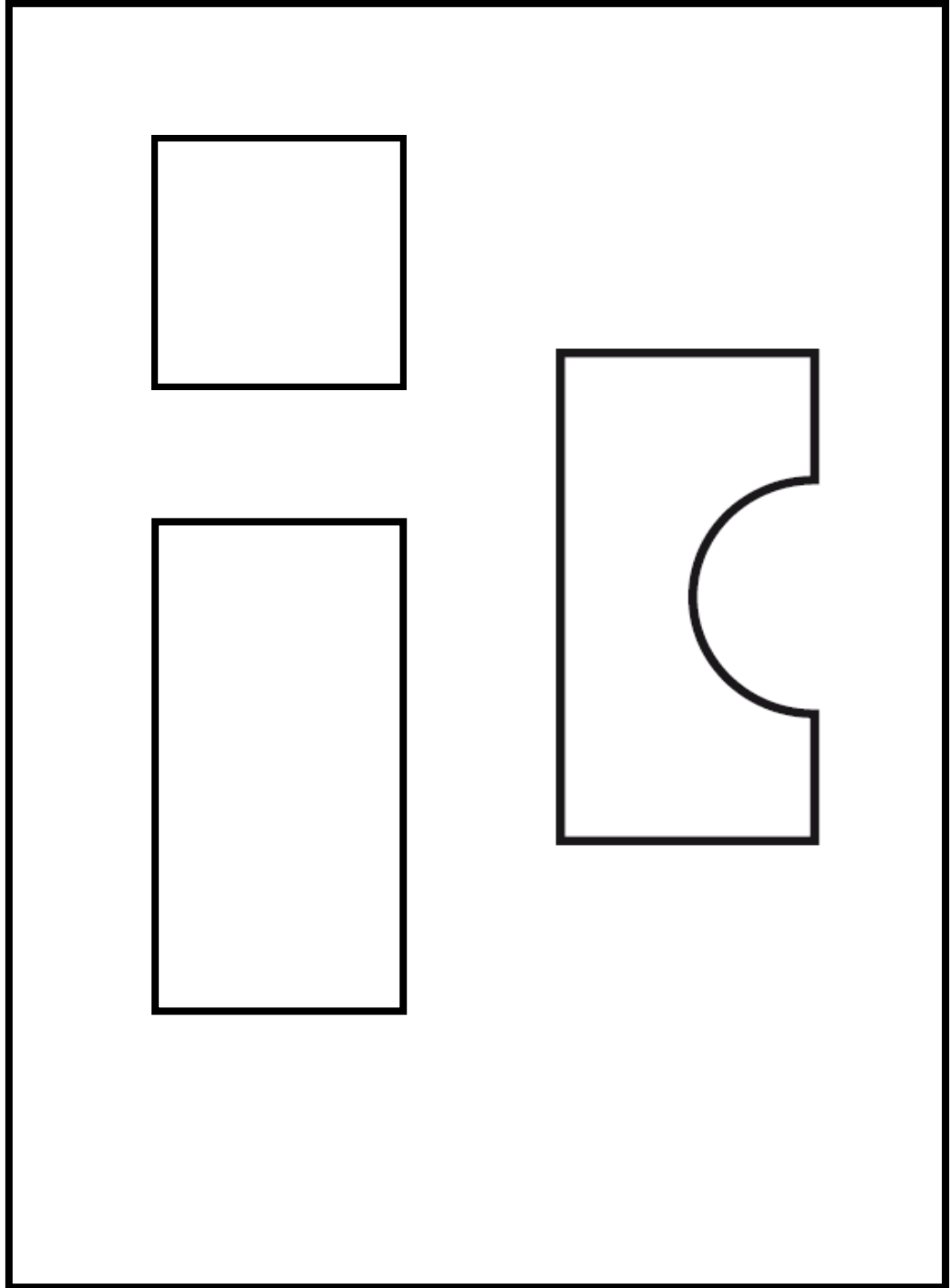
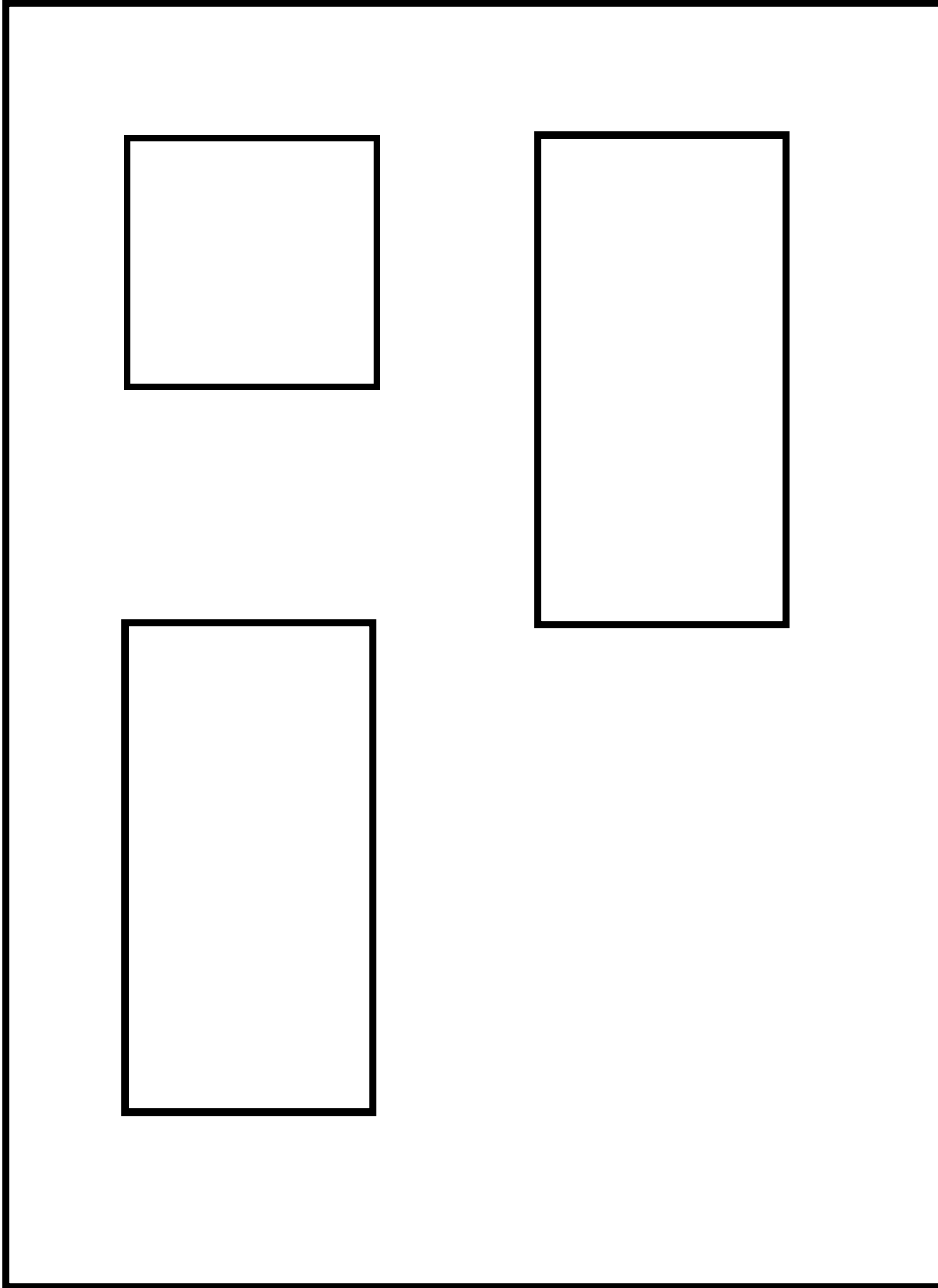


What Can I See From One Point of View? Let your child build any structure that they wish using the building blocks. When they have finished, ask them to show you which is the front-view (Camera Shot), the top-view (Bird's Eye View) and the side-view (Nosy Neighbour). They could point or pretend to perform the action (take a photo from the front for the front-view, stand on tiptoes arms outstretched and look down from above for the top-view, move to the right side of the table, wrinkle nose and peer for the side-view).

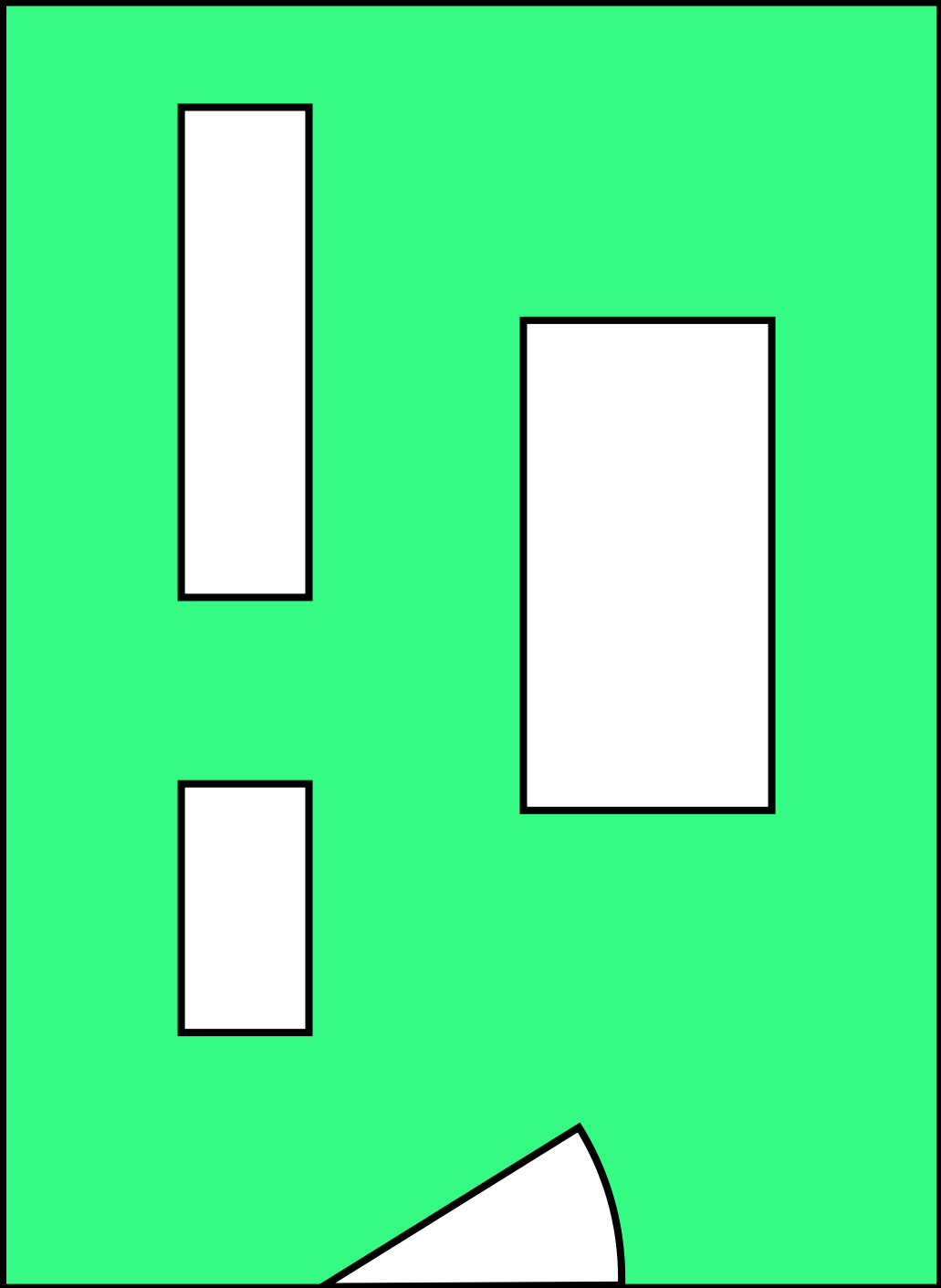
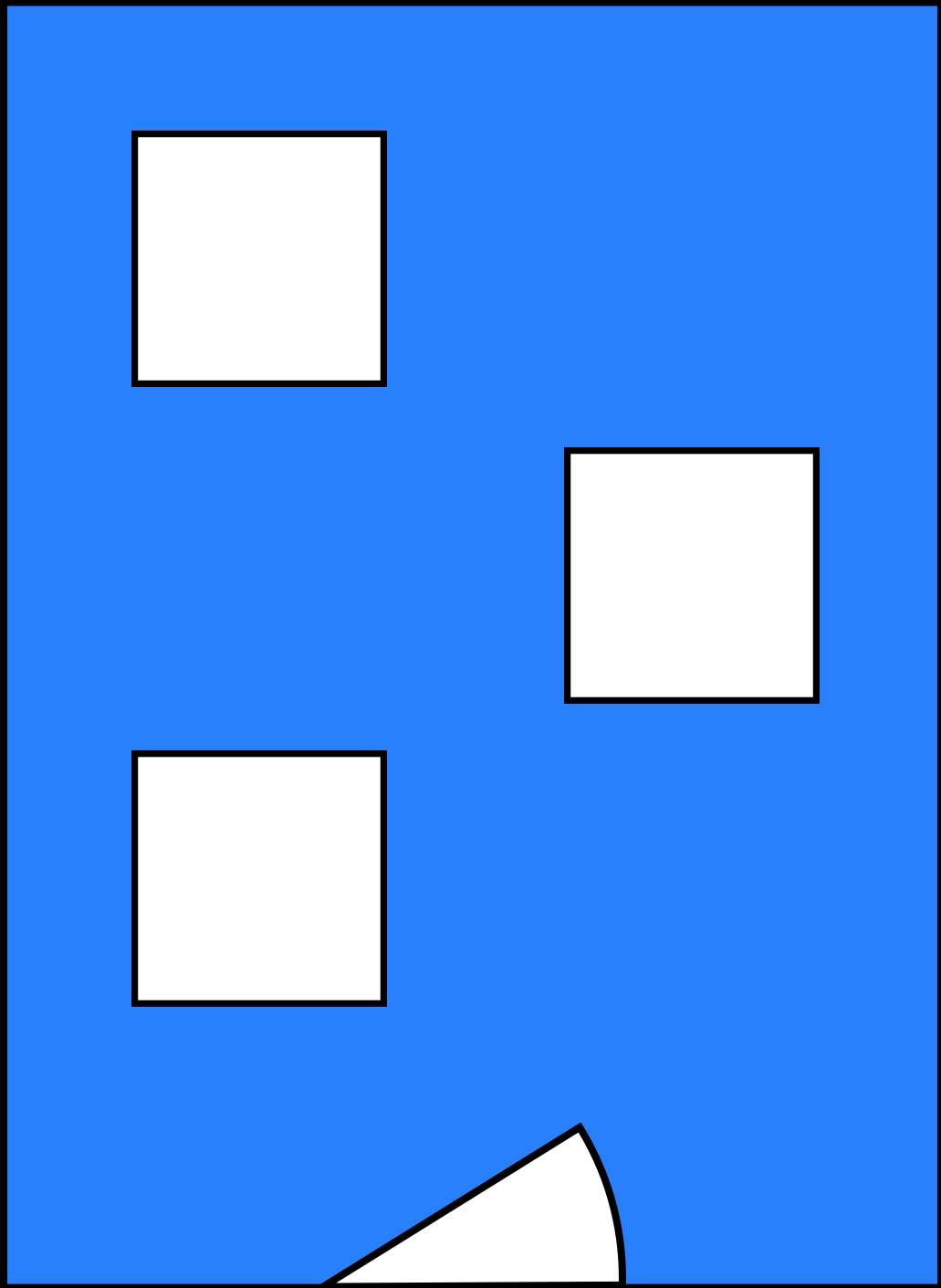
Then ask them to name all the blocks that they can see, first from the front, then from the top, then from the side.



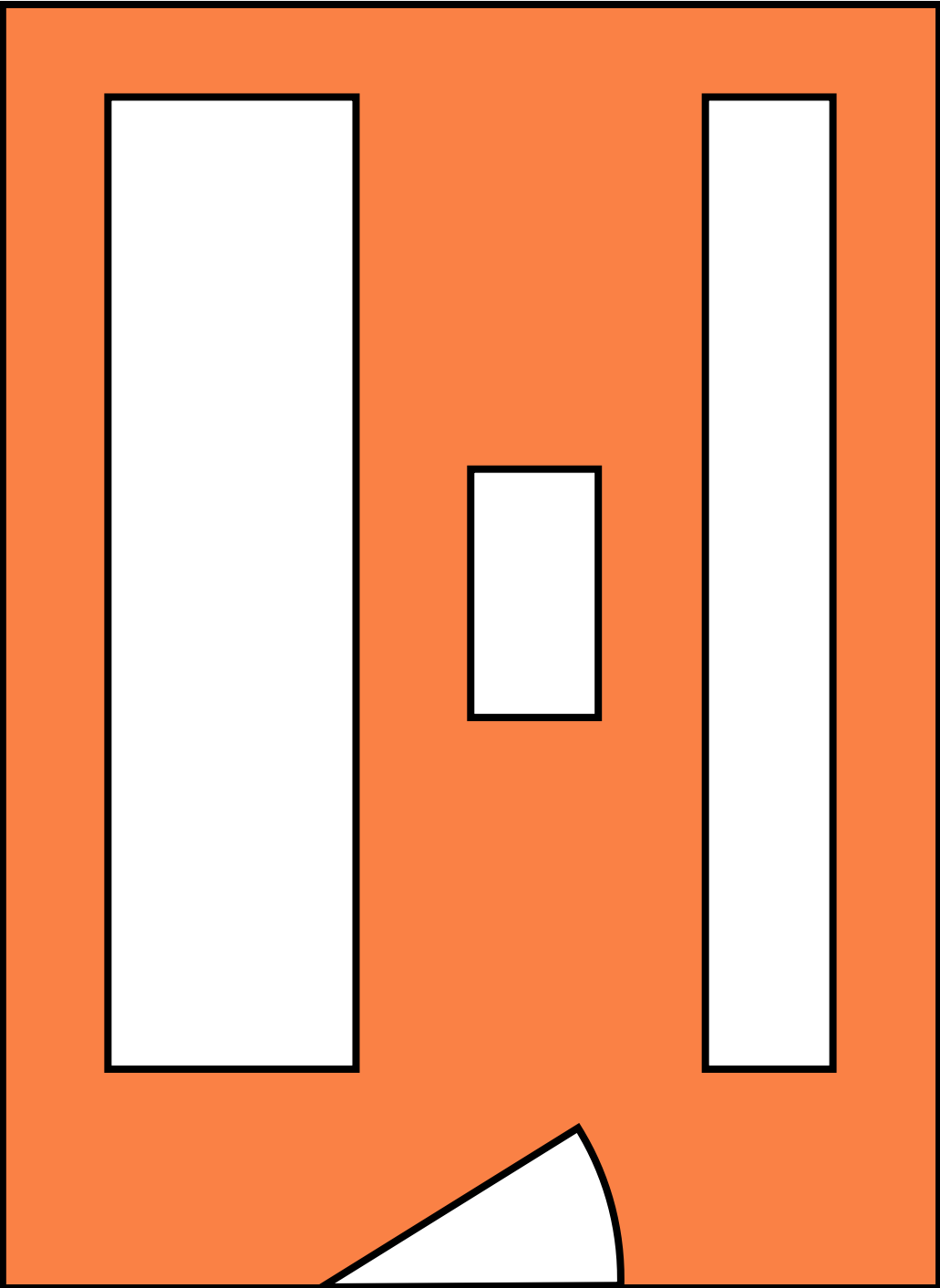
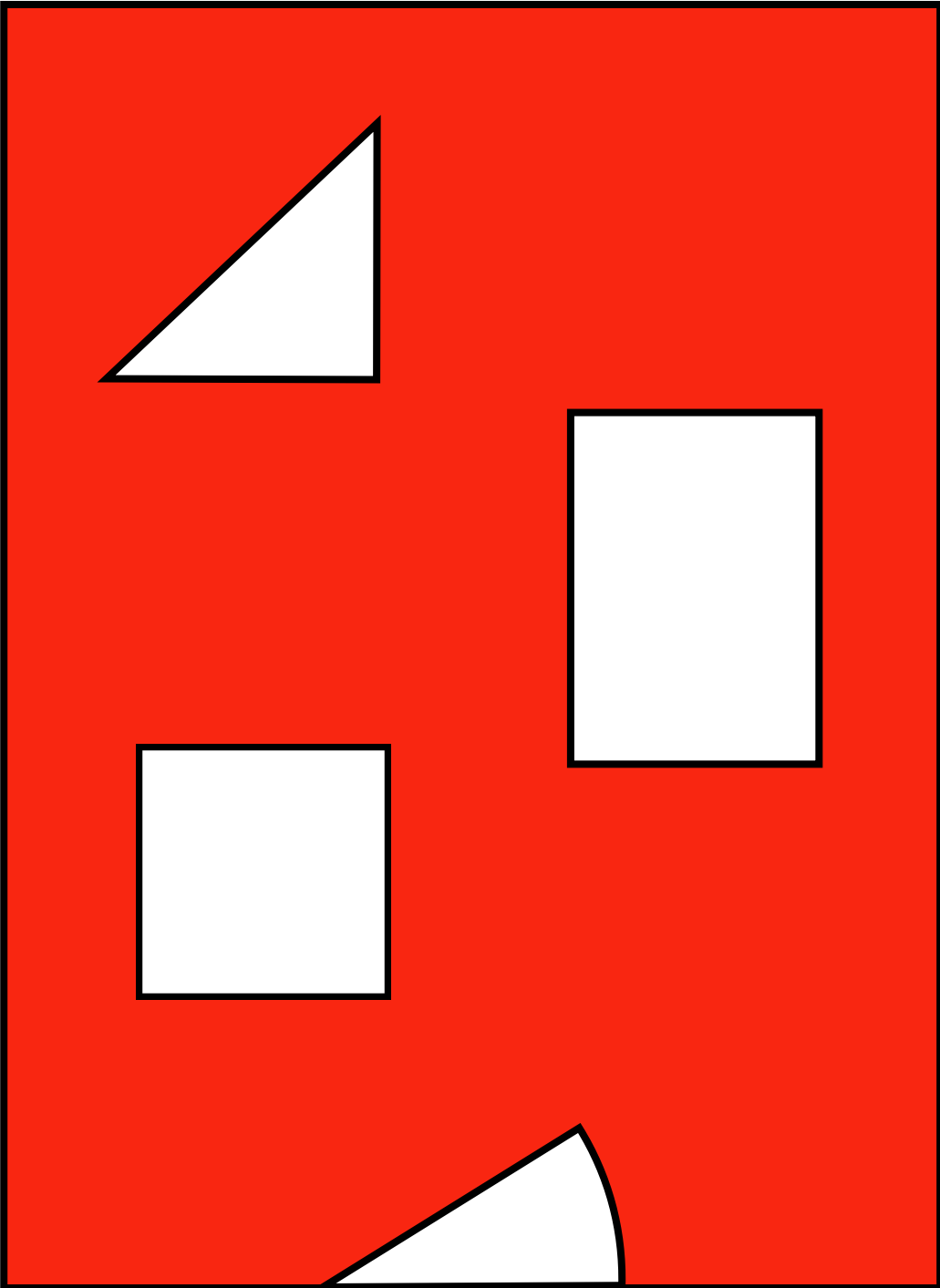




Cut around each bedroom separately and stick each one onto a large sheet of paper, as shown in the image on the first page of the teaching notes.



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