



Teaching *for*  
**TRANSFORMATION**

# Quadrilateral Castles

## Geometry: 3rd Grade

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## Deep Hope:

My deep hope is for my third graders to recognize that everyone is uniquely made in God's image to be the light in our community.



## Essential Learning Targets:

- ① I can be a Community Builder and bring joy to my community sharing quadrilaterals.
- ① I can be a Loving Communicator by generating "I Spy" questions for the people in my community.



## Curricular Outcomes:

3.G.1. I understand that shapes in different categories (e.g. rhombuses, rectangles, and others) may share attributes (e.g. having four sides) and that the shared attributes can define a larger category (e.g. quadrilaterals. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories



## Habits of Learning:

### Curious Thinkers -

- Students had to think of a castle design using only quadrilaterals.
- Students had to generate “I Spy” questions and test questions about quadrilaterals.
- Students created a rubric to assess their quadrilateral castles.

### Courageous Designer -

- Students had to draw different examples of quadrilaterals using dot paper.
- Students planned out and created a quadrilateral castle using quadrilaterals they cut, colored, arranged and glued.



## See God's Story:

<b>Creation</b>	<b>Fall</b>	<b>Redemption</b>	<b>Restoration</b>
<p>God gave us shapes in our beautiful world.</p>	<p>We can be too busy to notice the beauty God has given us in our world.</p>	<p>God gave us the gift to create.</p>	<p>We walked to the library to hang up our quadrilateral castles full of color and made of shapes for the community to enjoy.</p>



## Storyline:

My students were being the light by hanging their quadrilateral castles up in our community library for the patrons to enjoy and interact with.





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## Throughlines:

**Throughline #1: Beauty Creator** - Each student was able to use their creativity to glorify God by designing a castle made out of quadrilaterals. Students had to use the provided dot paper to draw their various quadrilaterals (parallelograms, trapezoids, rhombuses, rectangles, and squares), cut, color, and glue them to build their castle.

**Throughline #2: Community Builder** - Students chose to write "I Spy" questions to add to their quadrilateral castles and share them with their community by displaying them at the local library for others to enjoy.





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## **Formational Learning Experience:**

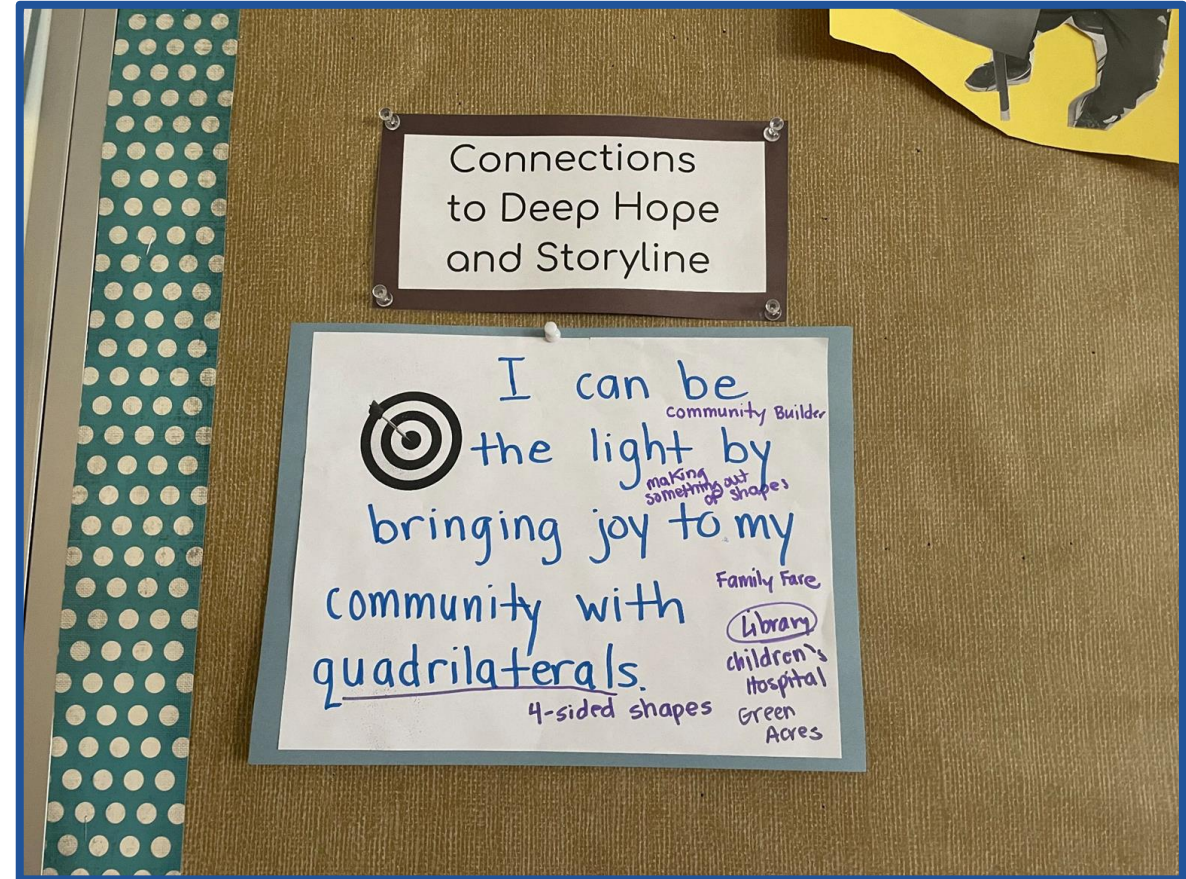
**Real Needs:** bringing joy to our community

**Real People:** adults and children in the community who visit the library

**Real Work:** quadrilateral castles, "I Spy" questions

## INVITE

- I started with the overall learning target "I can bring joy to the community by sharing quadrilaterals" and we unpacked it together.

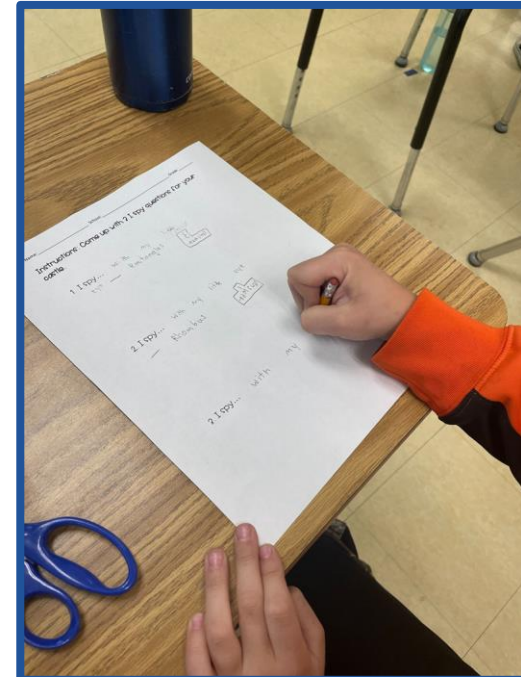
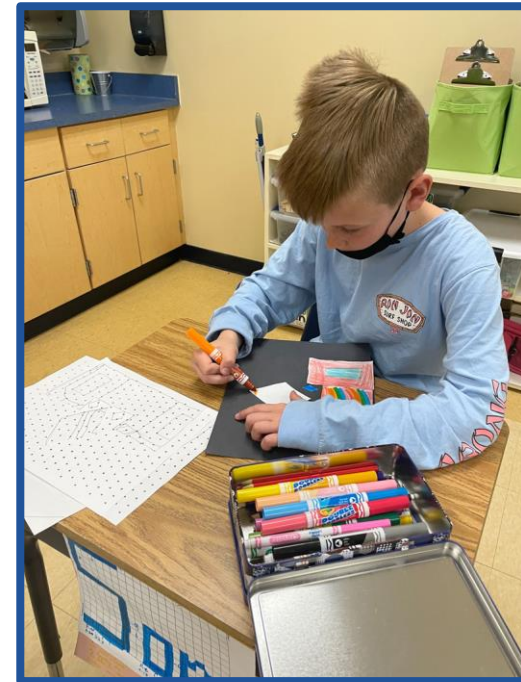




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## NURTURE

- Students created quadrilateral castles and “I Spy” questions for the community to enjoy and interact with.

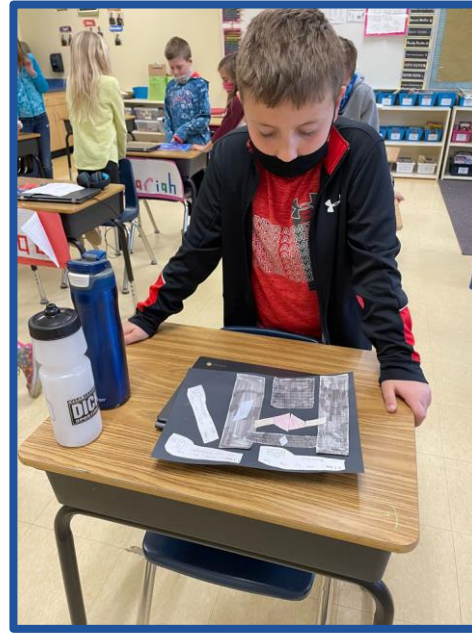




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## NURTURE

- Students completed a gallery walk and answered each others' "I Spy" questions.

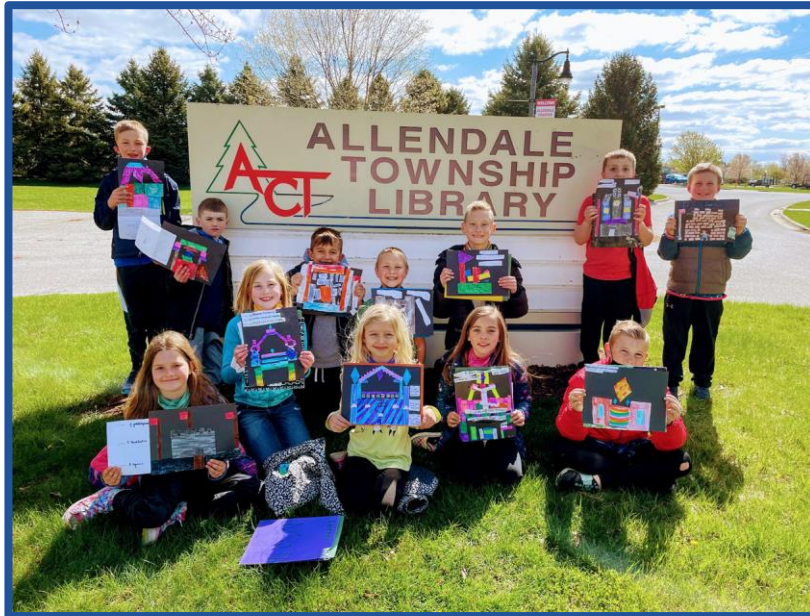




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## EMPOWER

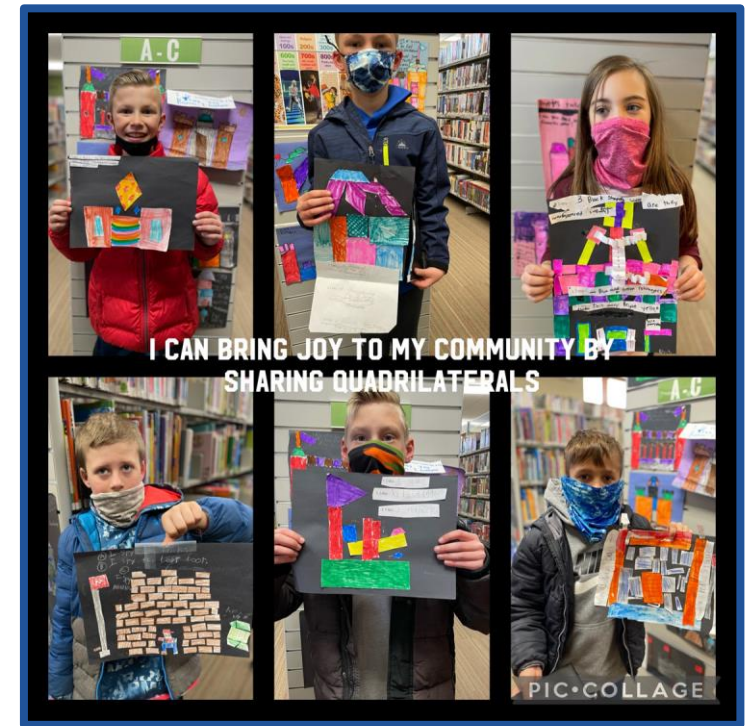
- We called the local library and asked if we could share our work.
- We called our local deputy to see if he would be able to assist us across the busy road.
- We invited some parents to help assist us on our walk,
- We walked to the library with our quadrilateral castles in hand and hung them up on the endcaps.





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**EMPOWER**





## Student Reflections:

Students created a rubric for their quadrilateral castles before the project and self-assessed themselves using the rubric. They also connected the project to a Throughline.

1	2	3
messy work I didn't do my best cutting and coloring	Some parts of my work could be neater Very little color	I did my best work Shapes are cut and colored neatly
Very little quadrilaterals used No color	Some quadrilaterals used Missing some quadrilaterals from our geometry tree Some colors used/not very colorful	Only used quadrilaterals Included all 5 quadrilaterals from our Geometry tree All quadrilaterals have color
No or only 1 "I spy..." question No answer Didn't connect the project to a Throughline or class Storyline	Only created 2 "I spy..." questions Missing some of the answers Connected the project to only the Throughline or class Storyline, but not both	Created 3 "I spy..." questions Answer included when necessary I connected the project to a Throughline and our class Storyline

I was being the light by showing people my castle

the throughline I pick is beauty creator because we <sup>were</sup> creating a castle made out of quadrilaterals

I was being the light by showing people my castle

the throughline I pick is beauty creator because we <sup>were</sup> creating a castle made out of quadrilaterals



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## Teacher Reflections:

*How was the deep hope and essential learning targets realized?*

When I read through my students' reflections on their quadrilateral castles and how it connected to our class Storyline and a Throughline.

When we had a class discussion about the activity and my students shared their feedback.

When we completed the gallery walk to interact with each other's "I Spy" questions before going to the library. It brought joy into our classroom as well.





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