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# Learning Experience Plan

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| Learning Area: Physical activity/literacy/artLearning Area Outcome: Movement skills: body management, altering body position; literacy (comprehension), recall; art: collageTopic: Body movement relating to different animals | | **Overarching Outcomes**  1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13  **Early Years Learning Framework Outcomes**  Outcome 3:   * Children take increasing responsibility for their own health and physical wellbeing   Outcome 5:   * Children engage with a range of texts and gain meaning from these texts * Children express ideas and make meaning using a range of media   **Australian Curriculum K\_10**  Movement skills: body management, altering body position  Comprehension, oral language, recall  Collage, art | | | |
| Date 25 August 2010Time *morning after recess* Year K/PP | |
| **Progressive Outcomes:**  At the conclusion of this learning experience students will be able to   * Orally recognise and point to 4 different parts of the body (literacy) * Move diff parts of their bodies (movement skill) * Create a Collage (art) showing their movements | |
| **Preparation:**  **Environment**  **Whole class**  “From Head to Toe” by Eric Carle  Mystery bag with animals from Eric Carle’s book inside  CD of “From Head to Toe” and player  Laminated colour-copy of animal pictures  Digital camera  **Small group**  collage paper, diff textures and cardboard for sticking on,glue  dress ups, puzzles  animal masks  textas and other writing tools  **Self**  Organise all resources  Prepare scenario and learning centres | | | |
| **Students’ Prior Knowledge:**   * Students will have identified basic parts of the body and read the story “From Head to Toe” at least once before. | |
| LEARNING EXPERIENCE: | | |  | | |
| **Time**  5*min*  *20min*  *30 mins*  *3 mins* | **INTRODUCTION:**   1. Motivation. Welcome them to the mat with a song “this is the way we sit on the mat...” When they are ready and quiet hold out a mystery feely bag. Invite children to come up and try to guess the contents of the bag. 2. As they draw each item out, ask questions, e.g. “Who can tell me what this is?” “What might it sound like?” “What do you know about this animal?”, “Is it bigger than you?”   **DEVELOPMENT:**   1. Read “From Head to Toe”. Talk about the front cover of the book and ask children to guess what the story could be about. Read it through first without questions so they can get a feel for the rhythm of the book. 2. Go back to the start and elaborate on each page and ask questions such as, “What’s this animal?”, “Can anyone show me how to move like this?” “Which part of the body are you moving?” “Please stand up and show everyone.” Go through the book. 3. Ask everyone to stand up in a circle and spread out so there’s room for all. Ask one person to demonstrate each of the movements, with everyone copying. Ask the TA to take photos of this for later. Get them to move each part of the body in different ways [taking care of their neighbour]. They can march around at certain points, moving diff parts of body. 4. Move them off to different parts of the room for learning centres.   *Learning centres [rotational and children’s choice]*  \*Ask Parent Help or TA to take photos of process  Have children work on different learning centres in the classroom as you work on an art activity with one group.  As Eric Carle’s books are based on collage, have them make a collage picture of themselves or an animal moving. Ensure no scissors are available; they need to rip it up. Have pre-ripped pieces for those who have difficulty. Discuss what movements they might be making, how, for example, the arm might look. [Difficult concept but scaffold the language]. Once settled, ask TA to take over while you move to writing centre.   * Block centre:   Have the animals from the bag out on a table with some blocks and natural treasures (bark, grass, twigs), [observe language and action]   * Music centre:   Have headphones and book on the CD, as well as in front of them.   * Writing centre:   Have a computer with the photos (taken from earlier) displayed. Ask individual children, or small groups to come over and talk about the photos: What movements were they making? Scribe their comments on the computer under each photo. When everyone’s had a turn, turn into power point and/or book of the activity so children can see and read out their words to them.   * Drama centre:   Dress ups and masks of different animals for role play   * Puzzle corner:   Joining up different body parts and sorting animal cards  **CONCLUSION:**   1. Explain: The game is like musical statues; flash up a card with the animal on it: everyone has to move that part of the body like the animal in the book. When the music stops, flash up a new card and they have to move like the next animal once music has started again.   Extension: this musical statue game can be played frequently to keep them familiar with body parts and management.  Can be linked to an animal theme, or a body awareness theme/topic. | | | **Focus Questions**  Who knows what this animal is?  What might that animal sound like?  What do you know about this animal? How might it move?  Which part of the body are you moving? Can you move it like this? [offer different options so they can see that some parts of their bodies only move a certain way.]  What movements does the arm make? How might it look? | |
| Proposed Assessment Techniques:Checklist of body movements children can do. Anecdotal notes on their understandings. Collection and display of work samples from collage making. Photo book of their own reflections on the movements and parts of body. | | | | |
| Evaluation of Progressive Outcomes: | | | | |
| **Self Reflection/Future Action:** | | | | |
| **Comments:** | | | | |