

<b>Date:</b> Monday April 30, 2012	<b>Age Level:</b> 4 y/o kinder - Red Group
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**Title of Learning Experience**

Group time - Dry Bones

**Purpose of Learning Experience:**

To hold a literacy and music group time activity that assists with the development of children's understandings of their bodies.

**Links to the VEYLDF**

**Outcome 1 - Children have a strong sense of identity**

Children feel safe, secure and supported:

- Children openly express their feelings and ideas in interactions with others
- Children respond to ideas and suggestions from others
- Children initiate interactions and conversations with trusted educators

**Outcome 3 - Children have a strong sense of wellbeing**

Children become strong in their social, emotional and spiritual wellbeing:

- Children seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others

Children take increasing responsibility for their own health and physical wellbeing:

- Children engage in increasingly complex sensory-motor skills and movement patterns
- Children combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance,

creative movement and drama

- Children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely
- Children manipulate equipment and manage tools with increasing competence and skill
- Children respond through movement to traditional and contemporary music, dance and storytelling

#### **Outcome 4 - Children are confident and involved learners**

Children transfer and adapt what they have learnt from one context to another:

- Children engage with and co-construct learning
- Children develop an ability to mirror, repeat, and practise the actions of others, either immediately or later
- Children make connections between experiences, concepts and processes
- Children transfer knowledge from one setting to another

Children resource their own learning through connecting with people, place, technologies, and natural and processed materials:

- Children engage in learning relationships
- Children experience the benefits and pleasures of shared learning exploration
- Children explore ideas and theories using imagination, creativity and play
- Children use feedback from themselves and others to revise and build on an idea

#### **Outcome 5 - Children are effective communicators**

Children interact verbally and non-verbally with others for a range of purposes:

- Children engage in reciprocal interactions using verbal and non-verbal language
- Children respond verbally and non-verbally to what they see and hear

- Children use language and representations from music to share and project meaning
- Children contribute their ideas and experiences in play and small and large group discussion
- Children interact with others to explore ideas and concepts, clarify and challenge thinking, and share new understandings

Children engage in a range of texts and get meaning from these texts:

- Children listen and respond to sounds and patterns in speech, stories and rhymes in context
- Children view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Children sing chants, rhymes, jingles and songs

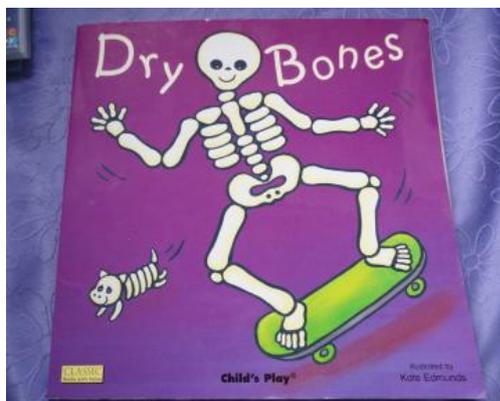
**Groupings / Physical Space / Structure of Learning Experience:**

Group time will begin with all children seated on the floor in front of the teacher. The teacher will read the story to the group, encouraging them to join in with the words. The children and teacher will then stand to sing Heads and Shoulders, and Dry Bones with accompanying actions.

**Equipment/Resources Required:**

Book - Dry Bones

CD - ABC - World's Best Kids Songs, tracks 1 and 12



**Follow-up Activities:**

Skeleton painting - children can paint a white skeleton on black paper, demonstrating their understanding of the human skeleton layout.



**Assessing Students' Learning:**

Were children responsive during the story?

Did children contribute to discussion on the human skeleton?

Were children's responses accurate?

Did children remember new information throughout the story?

Did children's paintings represent the layout of the skeleton as described in the story, song and posters around the room?

**Self Evaluation/Reflection:**

In the past I would have been a little hesitant to carry this activity out on the spot, as I have never sung and danced independently in front of children before. Instead, I saw this as a great opportunity to practise being a confident and flexible teacher. I am quite confident with reading stories to children, and involving them in this process so I wasn't at all nervous to do this, and the main thing I wanted to improve on was ensuring that I was projecting my voice loud enough for them all to hear, and making sufficient eye contact with them. The children all responded to my questions, comments and gestures which displayed to me that they could sufficiently hear and understand what I was saying. When it came to the singing and dancing, I tried not to worry about getting it wrong and what I looked and sounded like. Instead, I stood up tall and acted confident so that the children had no idea I had never done it before. The children watched and copied my every word and move. They didn't care how I looked and sounded, and were just happy to be singing and dancing along with me. I had so much fun holding this group time with them, and it made me feel happy and confident for the remainder of the day. I can't wait to hold another one next time.