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Cognitive Language and Development

Mrs. Bassingthwaite

Assignment 2F

Activity: Measuring with Objects

Age group: 3-4

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Metacognition, comprehension of counting, and comprehension of measuring.

Materials: Objects such as Legos, apples, blocks, or other manipulatives that can be used for measuring and counting.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Expose children to new vocabulary, instruct children in repeating back numbers as they count with you.

Learning Activity/Plan: Find object with the child to measure and count with. Have the child lay down and measure how tall he or she is in a variety of objects, and do the same for other objects around the classroom and outside.

Assessment: Repeated numbers back to the adult, uni-axial development through lining up of objects.

Activity: Labeling items around the Classroom

Age group: 3-8

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Motivation, comprehension of new vocabulary, emergent literacy.

Materials: Markers, colored or white labels, tape.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Exposing children to new vocabulary, phonetic awareness.

Learning Activity/Plan: Label items around the classroom with their correct name. Things such as bookcases, chairs, fish tanks, and lamps are good examples. This helps to allow the children to be surrounded by new words and understand the symbol that is associated with them.

Assessment: When labels are removed, the child remembers the name of the object. Identification of letters and finding similarities in words that look the same.

Activity: Organizing similar Objects

Age group:2-5

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Categorizing, motivation.

Materials: Objects with similarities that can be recognized by the age group you are working with. Colored bins to place objects in.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Classification, seriating.

Learning Activity/Plan: Have the child sit with the objects to be separated and talk about similarities and differences in them. For younger children, categories could be color and size. For older children, more detailed differences could be brought into play. Have the child separate and classify the objects in different ways.

Assessment: The child separates the objects according to the traits that are present. The child is able to separate and categorize these objects in different ways.

Activity: Hotter and Colder

Age group: 4-6

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Motivation, spatial awareness.

Materials: Classroom area and an object that is to be hidden.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): The child will follow the directions from the words “hotter” or “colder” to locate the hidden object.

Learning Activity/Plan: The teacher places an object somewhere in the classroom for the children to find. The children are to find the object by moving throughout the classroom, and the teacher says “hotter” if they are nearing the object, and “colder” if they are moving away from it. Once the object is found, it is hidden again, and it is a new child’s turn.

Assessment: How quickly the object is found. If the child moves in the desired way based off of the teacher’s responses.

Activity: Restaurant

Age group: 4-6 years

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Metacognition, emergent literacy.

Materials: Fake food, plates, napkins, tables.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Child will identify whose particular item it is. Sense of self separate from others.

Learning Activity/Plan: Place the food out and set up a restaurant-type setting. Ask the child questions about whose food it is, and help them develop a sense of self with statements such as “that orange is John’s,” or “is that napkin mine?” This will help them become aware of themselves as separate.

Assessment: Correct responses to asked questions, conversation had with adult.

Activity: Block Building Boss

Age group: 4-6

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Motivation, direction following.

Materials: Blocks

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Sequencing events, following directions.

Learning Activity/Plan: Ask the child to give you instructions for how to build a block tower. Listen to the child as he or she instructs you to build the tower, and follow their given directions. This can take place between two children as well, or the teacher giving the directions for building the tower.

Assessment: The block tower is correctly made following the given directions. The child is able to give satisfactory directions in order to instruct a peer to build a block tower.

Activity: Nature Walk

Age group: 3-8

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Emergent literacy, new vocabulary.

Materials: Nature trail or outdoor park

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Observing things around you.

Learning Activity/Plan: Take the children for a nature walk. During the nature walk, remind them to listen and look for different sights and sounds. Focus on the different sizes of objects (ie. flowers and trees) and what flies, or what walks.

Assessment: Questions asked of the children on the walk. Pointing out relationships between objects and similarities and differences.

Activity: Follow the Leader

Age group: 4-8

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Metacognition, following directions.

Materials: Yourself and your children.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Opposites, direction following, body awareness.

Learning Activity/Plan: Play follow the leader, or Simon says with the children. Work on opposites such as high and low, and encourage the children to participate in the directions and take turns being the leader.

Assessment: Directions are followed, knowledge of opposites and cooperating with peers.

Activity: Sidewalk Chalk

Age group: 3-7

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.):Comprehension, direction following, spatial awareness.

Materials: Chalk, outdoor sidewalk.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Location of objects in pictures, spatial awareness.

Learning Activity/Plan: Instruct the children to draw a chalk picture on the sidewalk. Ask them to place objects or animals under or over certain things. If a picture of a tree is drawn, ask the child to place a rock under the tree, or above the lake.

Assessment: Directions followed, correct placement of the objects when the directions are given by the instructor and/or adult.

Activity: Story Telling

Age group: 6-8

Concept or teaching strategy from the course being addressed with this activity: (ex- motivation, comprehension, metacognition, emergent literacy, etc.): Emergent literacy, sequencing events.

Materials: Story for example.

Standard and/or Objective (these can be found in the coursework OR in the Pre-K and K-12 Standards): Creativity and new vocabulary.

Learning Activity/Plan: Instruct the children to listen as you read or tell them a story. After this is done, allow the children to think of their own story and wither write it out or tell it to a peer. This helps with both literacy and writing, and is very beneficial for the child’s cognitive and language development.

Assessment: How well the story is written, it the story has emerging literacy and vocabulary. Sense of time.