**Carson Fuchs**

**EDU 335**

**Curriculum Plan Rd. II**

**Age Level: Infant/Toddler**

**Subject(s) Area: Gross Motor Development**

**Materials Needed:**

* Animal flash cards
* Animal Action mp3 file

**Standards: (Pre-K or Kindergarten Standards or Early Learning Guidelines)**

**Early Learning Guidelines Ages 3-5**

**Health and Physical Development**

**A. Gross Motor Development**

2. Increasingly control and coordinate large body/muscle movements (e.g., jumping, skipping,

 running, hopping, crawling, rolling)

 10. Engages in repetitive practice of gross motor skills

**Objectives:**

Children will connect types of movement with animals

 Children will perform large body motions: crawling, galloping, hopping, and waddling

 Children will follow call and response directions in Animal Song

**Learning Activities:**

Children will be gathered at the carpet circle of tape for a whole group activity.

 I will do a brief review of Animal Game where students discuss animals and whether they are nice animals or mean animals.

 I will introduce the concept of how animals move.

 Children will participate in group discussion of animal flash cards.

 Children will practice the movement associated with animal flash cards.

 Children will perform movements to Animal Action mp3.

**Reflective Questions:**“What other animals move like this?”

“How do you know duck’s waddle?”

“Where do you see this animal?”

**Vocabulary:** gallop, hop, waddle, crawl

**Assessment:**

Informal: I will observe children’s ability to identify vocabulary and movement (i.e. waddling) to a particular animal, as well as their ability to complete and repeat movements as directed.

**Reflection:**

This activity went very well. Leading up to beginning the lesson, the kiddos were very tired and reluctant to abandon their blankets to participate. I made sure to give them little hints about “a really fun activity” we were going to do soon. The students love music, so I brought out the speaker in advance to get them excited. I had concerns that the students would not have enough room in the class but we had a smaller number. I was grateful to have the earlier morning block of time. With a smaller number of kids, it was easier to get them to come back to the carpet after practicing their movements. I wonder if in the future this would be more difficult with a larger class. The kids were excited about the pictures, and willing to repeat vocabulary as well as practice the movements. They loved the Animal Song, and asked for it to be played twice! As discussed after teaching, in the future I would close out the lesson by reviewing the terms with the movements one more time.