

PEARLEmotional Empathic Proximal Learning Educational Environment 2018-1-1702-KA201-048515



Dance with the cards	
AGE RANGE	5-6
Activity for	Single without robot
Author	Fatma Uyanık,Yükselen Kindergarten,Turkey
DURATION / TIMING:	20-30 minutes
REQUIRED MATERIALS:	-Stick Figure Cards -Colored Number Sticks
PREPARATION OF THE ENVIRONMENT:	● Stick figure cards and colored sticks are prepared. Half stick figures are put in a box.



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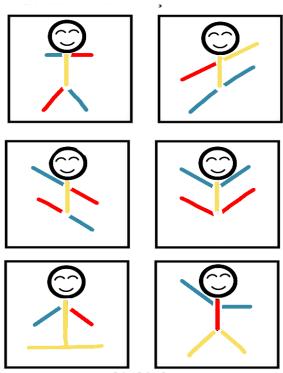
DETAILED DESCRIPTION: How the activity is implemented?	 Before starting the activity, colored sticks and complete stick figure visuals are placed on the table. The teacher shows the child the complete stick figure visuals. Small and simple games can be played to familiarize the child with the cards. As a warm-up movement, the child is asked to do the movements on the cards. Child is guided to complete the visuals on the full stick figure cards with the help of colored sticks. The teacher then shows the half stick figure visuals to the child one by one. Teacher gives the child half a stick figure and ask them to find the other half of the stick figure from the box. Then the child finds the other half of the stick figure in their own hand from the box and pastes it on the board as a whole.
ROLES of the CHILDREN	Child do the movements in the stick figure visuals during the warm-up movements.
ROLE of the TEACHER:	The teacher does the stick figure movements with the children. He/she
	guides children to complete half stick figures.
EXTRA RESOURCES	
Other remarks / Hints for the implementation	EVALUATION:
	Child's movement skills in accordance with stick figure visuals and their
	ability to complete stick figure visuals are evaluated by observing. During
	the movements, photos are taken and child are asked to compare the photos
	with the stick figure visuals. Evaluation is made with the child and by
	examining the photographs taken, the completed stick figures.
References, if any	
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Full stick figure visuals



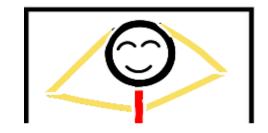
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Half stick figure visuals







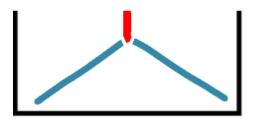


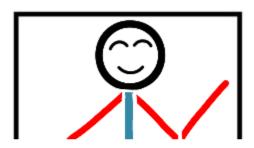


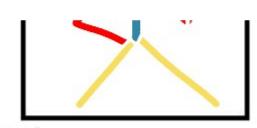
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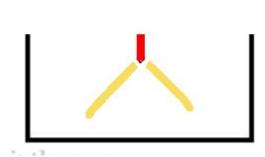




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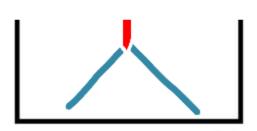
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