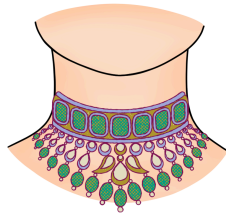


ACTIVITY PLAN

Title of unit (if applicable)	Little Explorers: A Trip to Ancient Egypt and the Pyramids	Kindergarten	5-year-old Kindergarten
Goal for Activity	<p><u>The Pharaoh's talking treasures</u></p> <p>The goal of this activity is for children to practice segmenting words and explore syllables. The students will engage in a student-led, literacy game where they will use their segmenting skills to return the treasures to the proper pharaoh.</p>		
Rationale for Activity	<p>This activity fits into a larger unit on Ancient Egypt and the pyramids. This activity allows students to practice turn taking, sorting, and build their knowledge of ancient Egypt. The main objective of this activity is for students to practice segmenting words which promotes oral language development.</p>		
QEP Preschool Competencies being developed & how:	<p>Physical and Motor development: the children use the body-tapping method to practice word segmentation; thereby using gross motor skills and developing body awareness.</p> <p>Social development: the students will participate in the word segmentation group activities. The students will regulate their emotions, when resolving conflicts and show their openness to others when sharing materials or negotiating the number of syllables in a word. The students will also wait their turn when picking a card which complies with the class rules of conduct.</p> <p>Language development: the students will development phonological awareness by practicing word segmentation, they will also interact verbally in group collaboration and expand their</p>		

	<p>vocabulary of Ancient Egypt themed words; thereby developing their oral language.</p> <p>Cognitive development: the students will segment treasures and classify them based off the number of syllables used; these different actions will build their abilities to strategize. The students will also persevere through difficulties and adjust their actions based on peer feedback when determining the number of syllables, thereby exploring different actions</p>
<p>Differentiation/EDI considerations</p>	<p>For children-groups who need support with word segmentation the teacher will focus on segmenting words of one or two syllables. For students who require more guidance the teacher may also provide cards with coloured dots before each syllable as a visual, along with a mirror to demonstrate how the chin drops at each syllable.</p> <p>For students with more advanced readiness levels the teacher will provide more words with three or four syllables.</p>
<p>Materials</p>	<p><i>At the centre: pens, pencils, checklist of treasures in the boat, disposable cameras, beige matt to mimic the sand of the valley of the pharaohs.</i></p> <p><i>Queen Cleopatra's treasure chest</i></p> <p><i>King Tut's treasure chest</i></p> <p><i>King Rames' treasure chest</i></p> <p><i>Queen Nefertiti's treasure chest</i></p> <p><i>Note: each treasure chest will be assigned a number from 1-4, the treasure chests will be transparent bins decorated uniquely for each pharaoh and hold their photo</i></p> <p><i>Treasure Boat filled with 40 treasure cards (ancient Egypt themed words: pyramids, jewels, different systems used)</i></p>

Example treasure cards:



Necklace



Sun



Temple



Tomb



Camel



Bastet



Mummy



Vase



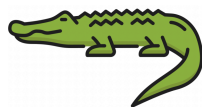
Pyramid



Sphinx



Papyrus



Crocodile

ACTIVITY PLAN

Student will know/understand/do as a result of this activity

The students will know:

- The names of different treasures from Ancient Egypt
- The names of different pharaohs
- What is a syllable

The students will understand:

- How words are segmented

The students will do:

- Classify objects based on their number of syllables
- Use the body-tapping method to segment words

Procedures

A small group of 4-5 students will gather in the “valley of the pharaohs” corner of the classroom. The teacher will present the

materials to the students and explain the story of the pharaoh's treasures.

I will say: "the pharaohs need your help; all their treasures have been mixed, and they can't remember what belongs to who! A messenger has told them that they must separate the treasure by the number of syllables each treasure word has."

- The teacher will ask the children: "what's a syllable?"
- The teacher will model the activity; they will pick up a treasure card from the treasure boat and use the "head-shoulders-knees-toes" body-tapping strategy to segment the word.

For example: the teacher picks up a card that says "necklace", I touch my head and say neck, then touch my shoulders and say lace. The teacher will then put the card in Queen Cleopatra's treasure chest which has been assigned and labeled the number 2

The teacher will then challenge/question the group: "what happens if you disagree with the number of syllables your friend sounded out? *as the teacher awaits student responses*

- The teacher will remind students about sentence stems (if used all year) or introduce students to the idea: "if you disagree with your friend or want to help them out you can say 'good work, but I think it is this number because when I tap out my syllables, I count this number, let's retry it together'"
- The teacher will then prompt a practice run with the students; the students will take turns picking out a treasure cards. The children will be encouraged to clap/celebrate their learnings and assist each other.

This student led activity will take the following steps after the teacher modeling:

- The students will take turns picking up cards from the treasure boat
- Student 1 will pick up the card, collaboratively the group will use the body-taping method to segment the word. Once they segmented the word, they will place the card in the correct treasure chest. The next student will pick a card from

	<p>the treasure boat, the group will segment collaboratively; <i>these steps will be repeated for the entire game.</i></p>
Assessment	<p>As the children play independently the teacher will observe and document how students:</p> <ul style="list-style-type: none">• negotiate/work through group differences• understanding/processes of word segmentation• self-regulate and resolve conflicts• share materials, wait their turn, and adjust to peer feedback• classify treasure cards based off the number of syllables <p><i>strategies for documentation include note taking, video recordings, and cameras</i></p> <p><i>the children will also have access to disposable cameras so they can take photos of their treasure boxes at the end of their activity</i></p> <p><i>before leaving the center, they can also fill out the checklist of treasure they sorted that has been placed on the wall</i></p>