

Time to put your toys away.

Every child plays. Do you like to play? We also like to play, but every time after we play we have to tidy up. Tidying up can be fun!

Summary

Date	xxx	Total duration	50 min
Subject	Arts		
Year Group or Grade Level	4-5 years old		
Main topic	Daily routine		
Subtopics or Key concepts	<ul style="list-style-type: none"> • instructions/directions • toys away • tidying up 	<ul style="list-style-type: none"> • music and dance • ordering/sorting toys • stand up/sit down /draw / read/sing /watch 	

Learning Objectives

- Learn about the space around us.
- Regulate their behaviour (paying attention to putting their toys away/tidying up).
- Enhance motor skills through music and dance (by arranging toys through song and dance - movement).




- Provide children with opportunities to reflect on their actions (what may happen if they don't tidy up).
- Follow the logical line of events.
- Develop skills such as: consciously ordering toys, oral-linguistic skills during singing, independent work skills, active listening, etc.

Material needed

- PC
- Projector / Electronic Whiteboard
- Images (the 3 slides)
- Audio and video system
- [Clean Up Song | Kids Song for Tidying Up | Super Simple Songs](#)

- Image 1: [The wardrobe](#)
- Image 2: [The room](#)
- Image 3: [At kindergarten](#)

Lesson Outline

	Duration	Guide	Remarks
warm-up	5 minutes	<p>Show children the 3 slides with pictures of the tidy/untidy of the wardrobe/room/kindergarten.</p> <p>Image 1: The wardrobe</p>  <p>Image 2: The room</p>  <p>Image 3: At kindergarten</p>  <p>Discuss with children why we should tidy up the place where we live.</p>	<p>You may use a PC or printed images. Start discussing the untidy images, encourage children to make suggestions and reveal the tidy images in the end. Children compare their suggestions to the given pictures.</p>
	5 minutes	<p>Discuss with children what they should do after they play with their toys.</p>	<p>Discuss what happens if they don't to put their toys away (consequences: e.g. stumble over toys dropped on the floor).</p>
main activity	5 minutes	<p>Play the song and encourage them to join and sing along.</p>	<p>Allow children to discover the song (music and images) without instructions.</p>
	10 minutes	<p>Play the song and encourage them to act out the words/mime the actions.</p>	<p>This will activate the motor cortex, aiding retention and comprehension.</p>

Lesson Outline

	Duration	Guide	Remarks
main activity	15 minutes	<p>Invite children to have a look around and see whether their things and toys are in their places and where they should be.</p> <p>Play the song and invite them to tidy up while singing the song.</p>	<p>During the tidying process, revise with children how to sort toys by categories, colours, sizes. Also, revise instruction vocabulary such as:</p> <p>stand up/sit down/sing/watch the video/dance.</p> <p>Ask children to think of an action/code like a meme representing 'tidy up' and negotiate a representation. You can play Simon Says with activities they do at the kindergarten, including tidying up (stand up/sit down /draw / read/sing /watch a video/etc).</p>
assessment	10 minutes	<p>Check (helped by the children themselves) if the children have tidied up and put everything in their boxes or shelves or invite children to check if they have put all their things away (while singing the song).</p>	<p>Give children verbal feedback based on the level of accomplishing their tasks, helping them to correct themselves.</p>

Assessment exercise

- Check (helped by the children themselves) if the children have tidied up and put everything in their boxes or shelves or invite children to check if they have put all their things away (while singing the song).
- Use verbal informal formative assessment tied to children's performance while observing, listening and participating in experiences with children. In the case of older preschoolers involve them in assessment.
- Start with your instructions. In addition to explaining children what they should do (e.g., put all their things away in their boxes while singing the song), your instructions must also include the measure of success for each child (e.g., having everything ordered and arranged in the right place) so that they can also assess their work.
- Your feedback must be immediate, specific, positive focusing on performance and helping children to correct themselves (Are you sure that is the right place for that toy? What do you think?). This way they will feel safe. Also, it is great to give each child a chance to share their ideas in their group in a supportive and non-judgmental environment (the beginning of peer assessment). By realizing the role of cooperation children learn that working together helps them to meet their goals, which is very effective feedback.

Conclusions and recommendations

- Children need routines in their lives, which must be correctly inserted into their daily schedule. Generally, children can get familiar with daily routines through different arts, such as songs, drawing or collages (when we discuss routines with them).
 - Music creates a positive state and sets children in a good mood by reducing stress, heightening attention, enhancing concentration, reinforcing memory and stimulating motivation. Music enables children to internalize the message through repetition.
- Repetition builds ownership of the content. Songs are contagious, the lessons of which spread beyond the classroom and turn into lifelong habits.
 - As recommendations, make sure that while putting things away, children follow the instructions: singing to themselves, paying attention to where they put their toys and not getting in the way of their peers.