

Characteristics of Development Stations

(small group activity)

Set the following stations up around the classroom. At each station, provide instructions along with the activity materials necessary for small groups of 2-3 to complete. After completing the activities, students will label the characteristic of development being represented.

Station # 1

Materials: Wooden Blocks

Directions: Look at all of the blocks in the box. What do you notice about them? What are all of the ways you can play with them? Build a really high structure with the blocks as a group. How do you feel about what you built? Imagine how you would feel if one of your group members knocked it over, either by accident or on purpose. What characteristic am I?

Station # 2

Materials: Dictionary (book or digital)

Directions: Do you know what the terms MELAMINE & CLAVE mean? Look them up in the dictionary. Answer the following questions for both: What is it and what is it used for? What characteristic am I?

Station #3**Materials: Crayons & [Color by Number Picture](#)**

Directions: Solve the math equations and have your partner(s) check your answers. Color in the picture according to your answers. What characteristic am I?

Station #4**Materials: Plain Paper, Pencils, Scissors & Timer**

Directions: Record the time and then use your non-dominant hand to trace your dominant hand on the blank paper. Cut out your traced hand using your non-dominant hand. Record your time again. What characteristic am I?

Station #5**Materials: 4 Different Types of Children's Books**

Directions: Read each of the books to each other in order from 1-4. The first book has pictures only. The second book has one word and one picture on each page. The third book has one simple sentence below each picture on each page. The fourth book has more complex sentences on each page below the pictures. What characteristic am I?

Key

Station 1: Development is interrelated

The blocks could be played with in a variety of ways; sorted by color or shape, stacked, lined up sequentially by size, etc. To build the structure, motor skills were involved and because you built it as a group so were social skills. Most are proud of their structures they spent time building and would be upset/angry if someone knocked it down. All of these are related to the PIES.

Station 2: Development is continuous throughout life

You are always going to come in contact with words you don't know...so in order to learn them, you must look them up. Increasing knowledge such as vocabulary develops/strengthens your brain. You may find that using an actual dictionary, may be a new concept to some students who always use their devices to look up terms. Therefore, they are learning something new.

Station 3: Development is similar for everyone

Since most of you have taken higher math classes such as algebra, geometry, etc., everyone knew their numbers, colors and basic addition and subtraction. Therefore, this activity was about the same for everyone academically.

Station 4: Development proceeds at an individual rate

In this activity you had to use your non-dominant hand to trace and cut. Not everyone can do this with the same speed or precision. Some worked quickly and some worked at a much slower pace. Precision varied and this

can be illustrated by everyone holding up their "hands". Notice how different they all are!

Station 5: Development builds on earlier learning

This activity simulated how children learn to read books. In the first book, children read by pictures. In the second book, children read the word that matches/identifies the picture. In the third book, children begin to read short, simple sentences that correspond with the pictures throughout the story. Finally, children are able to read more complex sentences that correspond with the storyline throughout the book. In each book, the words/sentences increased and as the book got more complex. Children learn new word as well as how to sound them out, thereby, building on their vocabulary and reading skills.