Getting Started with Sixth Edition APA Style

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Video clips are a great way to lower stress and create a connection in your classroom. This week you will find a short video clip to use in your classroom. This can be any video clip that is appropriate—a clip from a movie, T.V. show, music video, sports event, etc.

In a word document or PDF

- Include a title page: My Body Song
- Attach the URL to the clip: https://www.youtube.com/watch?v=HtBkc5YgZpI (start from 3:18- 7:20 min)
- Give a one-paragraph summary of your video clip in essay form. (100- 550 words)
- Provide four or more open-ended questions to be used with the video.
- In essay form, write out two or more detailed activities that you could use with this clip. (100- 550 words)

Give a one-paragraph summary of your video clip in essay form. (100- 550 words)

The video is a 4 minutes song covering fifteen human body words, five simple sentences, and fourteen present progressive verbs. Every vocabulary word and sentence is repeated multiple times. The whole song happens in a kindergartner classroom. In the beginning, a teacher uses gestures to point to the body part and makes body movements along with every lyric. Sometimes, the teacher also utilizes an object. For example: when she sings, “And what I love is when they’re reading.“, she picks up a book to read. The kids watch and listen to the teachers; they sometimes laugh when to see the teacher doing some fun movements. For example, the teacher sings ‘toes,’ she lifts a leg and wiggles toes; all kids start to laugh. After the teacher models, Each kid begins to repeat a sentence individually. They act like the teacher, sing, and make the body movement. After half of the student’s practices, the class repeats the entire body word to make sure students remember the rest of the words. After every verb is completely repeated, the whole class repeats the body words in the end.

Provide four or more open-ended questions to be used with the video.

1. What is this song about?
2. What is the teacher doing?
3. What words do you remember from the song?
4. Which part made you laugh?
5. What body parts do you use when reading a book?
6. What do you do with your fingers?
7. What do you do with your shoulders?

In essay form, write out two or more detailed activities that you could use with this clip. (100- 550 words)

This video clip can be used in two lessons for the beginning learners: practice human body vocabulary and present progressive tense.

In the human body vocabulary lesson, the teacher creates a worksheet containing fifteen human body words and corresponding images, plus five sentences before the class. The teacher projects the video, asks all students to stand up, and encourages them to follow the video, sing, and dance. After watching the video once, the teacher asks, “What is this song about?” “What are they doing?” “What words do you remember from the song?” After students respond, the teacher gives each student the worksheet and asks them to draw the same color for a pair of images and words but use different colors for each pair. After that, the teacher assigns one word to each student and asks them to sing their word and sentence in the song later. The teacher plays the video twice. Each student starts to sing their lyrics. After that, the teacher asks, “What word will you use when reading a book?”What do you do with your fingers?”What do you do with your shoulders?” Continue the exercise till every student has responded to the questions once. In the end, the entire class can sing the song again for fun.

In the present progressive tense lesson, the teacher creates a worksheet containing fifteen verbs and sentences with corresponding present progressive verbs before the class. The teacher projects the video, asks all students to stand up, and encourages them to follow the video, sing, and dance. After watching the video once, the teacher asks, “What is the teacher doing?” “What verbs do you still remember from the song?” After students respond, the teacher passes the worksheet to each student, pairs them up, and practices different lines separately. After that, the teacher assigns each student to sing the lines about one body part. The teacher replays the video twice. After that, the teacher asks students to complete a sentence. For example, the teacher says: “What I love my arms when?” The students say, “when they are hugging.” Continue the practice for every verb. In the end, the entire class watches the video one more time for fun.

References

https://www.youtube.com/watch?v=HtBkc5YgZpI (start from 3:18- 7:20 min)

My Body Song
Eyes, Ears, Elbows, Neck & Nose
Feet, knees, Hands, Arms, Legs & Toes
Fingers, Mouth, Head, Hair & Hips
I love my body
The way it is
This is my head, my favorite thing.
And what I love is when it's thinking.
These are my eyes, my favorite thing.
And what I love is when they're reading.
There are my toes, my favorite thing (student)
What I love is when they are wiggling.
This is my hair, my favorite thing (student2)
And What I love is when it's bouncing.
There are my fingers, my favorite thing (student3)
And What I love is when they're snapping.
These are my shoulders, my favorite thing (student4)
And What I love is when they are shaking.
These are my arms, my favorite thing (student5)
And What I love is when they are hugging.
There are my feet, my favorite thing (student6)
And What I love is when they are dancing.
All students sing:
Eyes, Ears, Elbows, Neck & Nose
Feet, knees, Hands, Arms, Legs & Toes
Fingers, Mouth, Head, Hair & Hips
I love my body
The way it is
There are my ears, my favorite thing (student7)
And what I love is when they are hearing.
There are my hips, my favorite thing (student8)
And what I love is when they are swinging.
There are my legs, my favorite thing (student9)
And what I love is when they are jumping.
There are my hands, my favorite thing (student10)
And what I love is when they are clapping.

There is my nose, my favorite thing (student11)
And what I love is when they are smelling.
There is my mouth, my favorite thing (student12)
And what I love is when they are whistling.
All students repeat the first six sentences. Again.