Design an assessment, play, or interaction activity that allows you to interact with a child age eight or younger

in a one-on-one situation. Create a plan that allows you to demonstrate and see one of the theories from last

week's readings in action (for example, Piaget, Gardner, Vygotsky, Skinner). Your interaction should help

promote the child's role in directing his or her learning.

In Unit 2, you were tasked with designing your one-on-one interaction activity and sharing it with peers. This

week, you will interact with the child and then write your results and reflection for submission at the end of the

unit. Include in your reflection your analysis of the communication techniques you used during the interaction,

such as verbal, nonverbal, and listening techniques, and how these interactions led to improved learning for

the child.

Write a 2–4-page paper in which you present three sections:

Describe the interaction and intended goals, linking them back to the theory you intended the interaction to

demonstrate.

Describe the implementation of the interaction and the child's reaction to it.

Analyze the interaction and describe what worked well to improve the child's self-directed learning, what did

not work well, and what you would adapt if doing it again. Remember to always tie this back to your theory.

\*\*\*\*\*\*\*The theory I chose for this interaction Plan is Lev Vygotsky's Sociocultural of Cognitive Development. For

this activity, I will be working with a five-year-old student to recognize sight words used most often in reading

and writing. The activity's goal is to help the student recognize or memorize these sight words instantly and

improve their reading comprehension skills related to Lev Vygotsky's Sociocultural of Cognitive Development.

\*\*\*\*\*\*\*

Preferred language style Simple (Easy vocabulary, simple grammar constructions)