Activity Plan (55 Points)

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| NWTC Student Name:Courtney Harder | Date: 3/13/13 | Points**2** |
| Learning Experience/Activity Title and Explain Activity Briefly: Read The Mitten that goes alone with their curriculum on clothing. Print out a copy of the mitten with the animals from the story from Jan Brett’s website. They can color the mitten and the animals and cut them out and glue them onto the mitten.  | **2** |
| Who are you planning for: (individual child/small group/large group) I am planning this activity for small group.  | **1** |
| **Rationale:** (Why are you doing this activity?) Why are you doing THIS activity for THESE children at THIS time? |  |
| Rationale: We are learning about clothing so I brought in the book The Mitten, followed by a book extension activity where they will color/cut/glue the animals on to the mitten provided. Just like in the story where all the animals crawl into the mitten.  | **5** |
| **Name the WMELS Developmental Domain, the Performance Standard, and the Developmental Expectation** **that best meets your goal.** |
| Developmental Domain (s): Uses multi-sensory abilities to process information.  | **2** |
| Performance Standard(s): After reading a book child will be able to tell what happened by using their own mitten and animals that they created.  | **2** |
| Developmental Expectation (Developmental Continuum Behavior): Remembers and recalls events.  | **2** |
| **Behavioral/Learning Objectives: (**What will the child or children do during this activity to meet the goal**?) You may not use all the spaces. They are there if you need them.** | **5** |
| **The child will:** Sit with voices quiet, bodies still and ears on, listening to the story.  |
| **The child will:** Color animals from the mitten and cut them out to glue them on the mitten.  |
| **How to Prepare: This will include materials and equipment needed, the setting (where your activity will take place) and time (Length of activity)** |  |
| **Materials/Equipment:** Book, The Mitten, coloring pages, crayons, markers, scissors, and glue. | **2** |
| **Setting:** (where will this activity take place)This will take place during small group at the writing table during work time. | **1** |
| **Time Needed for Activity:** Work time (1 hour) children can come and go as they please who are interested in the activity.  | **1** |
| **How to Teach: This will include your introduction, your procedures and your conclusion** |  |
| **Motivation/Introduction:** (How are you going to capture the child’s attention so that they are eager to do this activity? Choose a theme that the child has or something that they really respond to in order to gain their interest.) DESCRIBE what you will do…After reading the story I will introduce the activity and tell them that they can create they own mitten story and tell it at home with their moms and dads! All they have to do is go to the writing table, color the animals, cut the animals out and glue them on the mitten. If they don’t want to glue them on the mitten they can bring them home to tell the story over and over again.  | **5** |
| **Procedure:** (This should **read like a recipe** – listing everything you and the children will do.)-Read story-Introduce activity-lay activity materials out-Dismiss children for work time | **10** |
| **Closure/Transition:** When the activity is done, how will you finish it? What will you do our say to end the lesson so you know if the children understood the lesson or the concepts you presenting to them. As the children conclude the activity I will tell them to put them in their folders to take home. I will compliment them on how well they did and ask them to clean up when they are finished.  | **5** |
| **Evaluation:** How will you know that what you did worked or whether or not your plan worked? This should relate to your objectives. |  |
| **Objective:** Use objective from first part of your plan. | **Evidence of Learning:** Things a child might do or say if objectives were met (during the activity or after)  | **How to document this evidence:** Observations, work samples, teacher questions, photo’s |  **10** |
| Sit for story, and color/cut/glue animals from the book.  | The children might: start retelling the story as they’re coloring their pictures. They may look eager and excited to do the activity.  | Observe and sit with the children as they do the activity, asking questions and engaging them in retelling the story.  |  |
| **Reflection for Improvement:** |