Activity Plan (55 Points)

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| NWTC Student Name:  Courtney Harder | | | Date: 5/12/13 | Points  **2** |
| Learning Experience/Activity Title and Explain Activity Briefly: Going Fishing-this activity works on fine motor skills as the children will take a fishing pole and go fishing for fish! They will catch their own fish using the fishing pole. | | | | **2** |
| Who are you planning for: (individual child/small group/large group) This activity is planned for individual children. | | | | **1** |
| **Rationale:** (Why are you doing this activity?) Why are you doing THIS activity for THESE children at THIS time? | | | |  |
| Rationale: This activity is being planned for work time. I chose to do this activity during work time because there is only one fishing pole so only one child can go fishing at one time. | | | | **5** |
| **Name the WMELS Developmental Domain, the Performance Standard, and the Developmental Expectation** **that best meets your goal.** | | | | |
| Developmental Domain (s): Motor Development | | | | **2** |
| Performance Standard(s): Exhibits eye-hand coordination, strength, control, and object manipulation. | | | | **2** |
| Developmental Expectation (Developmental Continuum Behavior): Coordinates eyes with hands and uses both hands with intention and purpose. | | | | **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:** Child will coordinate hands by feeding fish line (thick rope) with plastic hook attached down into the fish’s mouths. When hook is in the fish’s mouth, child will reel in the fish. | | | | |
| **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:**  Three plastic fish  Plastic fishing pole | | | | **2** |
| **Setting:** (where will this activity take place)  This activity will take place on the floor so the children have enough room to “catch” their fish. It will also be going on during work time. | | | | **1** |
| **Time Needed for Activity:**  Activity will go on for entire time of work time to give children enough turns. | | | | **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…  I will explain the activity by talking about going fishing. What do you do when you go fishing? Do any of you or your parents go fishing? What do you bring with you when you go fishing? | | | | **5** |
| **Procedure:** (This should **read like a recipe** – listing everything you and the children will do.) Activity will be out for children to do at individual time while taking turns.  Child will take fishing pole  Child will reel down the line  Child will “hook” the fish  Child will reel the fish up  Child will repeat until all fish are caught | | | | **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.  When the activity is done we will talk about if it was easy or hard? What would of made it easier? Is it hard to catch real fish in the water? We will discuss the difference between our fishing and the fishing that other people do in the ocean/lake. | | | | **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** |
| Child will coordinate hands by feeding fish line with plastic hook attached down into the fish’s mouths. When the book is in the fish’s mouth, child will reel in the fish. | The children might: Catch all three fish by following the directions and catching the fish only with the fishing pole. | During this activity I will be taking photos of the children catching their own fish! | |  |
| **Reflection for Improvement:** | | | | |