Activity Plan (55 Points)

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| NWTC Student Name:  Courtney Harder | | | Date: 4/16/13 | Points  **2** |
| Learning Experience/Activity Title and Explain Activity Briefly: Chemical Explosion; take predictions of what will happen when you mix vinegar and baking soda-then follow with experiment. | | | | **2** |
| Who are you planning for: (individual child/small group/large group) I am planning for a large group. | | | | **1** |
| **Rationale:** (Why are you doing this activity?) Why are you doing THIS activity for THESE children at THIS time? | | | |  |
| Rationale: I am doing this activity for large group so they can all see the experiment and give me their input on what they think will happen. I will be doing it after breakfast and after they sign in, so we don’t make a mess all over the table before breakfast. | | | | **5** |
| **Name the WMELS Developmental Domain, the Performance Standard, and the Developmental Expectation** **that best meets your goal.** | | | | |
| Developmental Domain (s): Exploration, discovery and problem solving. | | | | **2** |
| Performance Standard(s): To experiment the reaction between baking soda and vinegar. | | | | **2** |
| Developmental Expectation (Developmental Continuum Behavior): Ask questions, seeks information and tests out possibilities. | | | | **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:** Make their own predictions as to what will happen when all materials are mixed together. | | | | |
| **The child will:** Take turns putting in the materials for the experiment. | | | | |
| **The child will:** Watch the experiment and decide if their prediction was correct or not. | | | | |
| **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:**  Cake pan, clear vase, food coloring, glitter, baking soda, vinegar, towel, measuring spoons and a table. | | | | **2** |
| **Setting:** (where will this activity take place)  This activity will take place at the table in the eating area. | | | | **1** |
| **Time Needed for Activity:** I am setting aside a total of 20 minutes for 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…  For the activity I am going to introduce it by coming in with eye goggles on so they wonder why I’m wearing them. I will then show them all the materials a brought and ask them what they think will happen when we mix all the ingredients together. | | | | **5** |
| **Procedure:** (This should **read like a recipe** – listing everything you and the children will do.) -gather around table  -ask opinions on what would happen with experiment  -have children help set up with experiment (set out towel, but vase in cake pan)  -have children measure out baking soda in vase  -have another child add in food coloring  -have another child add in glitter  -I will then pour in the vinegar  -We will watch experiment  -Discuss who’s predictions were right | | | | **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.  We will discuss what happened when we mixed the good coloring with the baking soda, then what happened when we added the glitter, then what happened when we added the vinegar? Why do you think that happened? Do you think that would happen if we added water the experiment? (try if time permits and children interested). By mixing things together you can create something else. | | | | **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** |
| Children will make own prediction for experiment, add materials, and analyze if they were right or wrong. | The children might: Ask why the reaction happened, why it didn’t happen with the water, and get excited with the reaction. | I will write down the children’s prediction then observe their reactions during the experiment, and then write down the children’s reactions afterwards. | |  |
| **Reflection for Improvement:** | | | | |