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:  We will be making a bowl/tambourine. | | | | **2** |
| Who are you planning for: (individual child/small group/large group) This activity is being planned for a small group during work time. | | | | **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 because I know children love to play with instruments, this way they can make one to take home with them and play as often as they want. I chose to do it at work time because that way I’m not forcing a child to make one that doesn’t want to, if they want to make one all they have to do is come over and make one! | | | | **5** |
| **Name the WMELS Developmental Domain, the Performance Standard, and the Developmental Expectation** **that best meets your goal.** | | | | |
| Developmental Domain (s): Curiosity, engagement and persistence | | | | **2** |
| Performance Standard(s): children will create their own tambourine by putting two bowls together filled with different objects. | | | | **2** |
| Developmental Expectation (Developmental Continuum Behavior): Is curious about and willing to try new and unfamiliar experiences and activities within their environment. | | | | **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:** Use fine motor skills to color/decorate the outside of their bowl. | | | | |
| **The child will:** Pick objects to put in their bowl that when you shake it, it makes noise. | | | | |
| **The child will:** Staple the bowl together. | | | | |
| **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:**  Paper bowls, buttons, jingle bells, rice, beans, paper clips, stapler, markers, and crayons. | | | | **2** |
| **Setting:** (where will this activity take place) This activity will take place during work time at the table. | | | | **1** |
| **Time Needed for Activity:** This activity will go through all of group time for one hour, having children come and go as they want. | | | | **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 not make my own to show them what we are doing because I do not want them to think that it has to look the same. I will however start playing music with different instruments to get them interested what/where the noise is coming from. Once they come over and ask what I’m doing I will tell them I’m playing music, and ask if they wanted to make their own music. We will then start assembling our projects. | | | | **5** |
| **Procedure:** (This should **read like a recipe** – listing everything you and the children will do.) -lay out materials  -have children color bowls  -have children fill one bowl  -have children place other bowl on top and staple together  -finished product-tambourine. | | | | **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.  I will finish it by completmenting the bowls that they made and ask them if any of them sound the same as someone else’s. Why or why not? All the children can take home their homemade tambourine to play their music whenever they please! | | | | **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** |
| Decorate bowl, add objects to bowl, and staple bowl together. | The children might: follow all the direction and act very excited when they finish it. | To document I will have work samples if they do not want to take them home along with my own observations. I will also be capturing pictures of them making their tambourine. | |  |
| **Reflection for Improvement:** | | | | |