Activity Plan (55 Points)

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| NWTC Student Name: Courtney Harder | | | Date: 5/18/13 | Points  **2** |
| Learning Experience/Activity Title and Explain Activity Briefly: This activity I will be reading the story, Rainbow fish discovers the deep sea. Before the activity will be discussing what the children believe we can find under the sea. Then we will read the book to see if they saw what the rainbow fish saw and if they found anything else that we didn’t list. | | | | **2** |
| Who are you planning for: (individual child/small group/large group) This activity is being planned 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 because my theme is under the sea and the rainbow fish is so colorful that I believe all of those stories keep the children entertained. I choose to read it to the large group at circle time because they are all in one spot at the same time to enjoy the book. | | | | **5** |
| **Name the WMELS Developmental Domain, the Performance Standard, and the Developmental Expectation** **that best meets your goal.** | | | | |
| Developmental Domain (s): Early Literacy and Listening and Understanding | | | | **2** |
| Performance Standard(s): Demonstrates the use of strategies to read words, Listens and responds to communication with others. | | | | **2** |
| Developmental Expectation (Developmental Continuum Behavior): Makes predictions about words and text, Responds and extends conversations much like adults and can sustain a topic through multiple turns. | | | | **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:** Adult asks child what you find under the seas. Child responds with what they believe they can find under the sea. | | | | |
| **The child will:** Child figures out which word says “water” because they know it starts with /w/. | | | | |
| **The child will:** Child will help sound out the word by breaking it down into “chunks” that can be “blended”. | | | | |
| **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:** Children, the book; Rainbow fish discovers the deep sea, a chair to sit on so all can see, and of course myself to read the story. | | | | **2** |
| **Setting:** (where will this activity take place)  This activity will take place in the morning before breakfast. | | | | **1** |
| **Time Needed for Activity:** approximately 10 minutes. | | | | **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…  The rainbow fish has always been one of my favorites as a child. I remember the pages with the shiny scales being my favorite. Having these types of books on my top list gets me enthused and interested in it which will grab the children’s attention. I will also be asking them questions about what you find in the ocean which will get them involved in what we’re talking about. | | | | **5** |
| **Procedure:** (This should **read like a recipe** – listing everything you and the children will do.) Ask children what is the ocean  Show picture of the ocean  Ask children what they would find in the ocean  Introduce book-what will rainbow fish find in the ocean?  Read book  After book look back at our list to see what rainbow fish saw and if there is anything else that we saw that wasn’t on our list. | | | | **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 I am done with this activity I will introduce the art activity that goes with the story (on another activity plan). Then I will dismiss the children to go and wash before breakfast. | | | | **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** |
| Adult asks child what you find under the seas. Child responds with what they believe they can find under the sea. | The children might: Respond with the questions of things that they believe they would find under the sea. | Documentation/teacher questions-we will write a list before we read the book and update our list after we read it. | |  |
| Child figures out which word says “water” because they know it starts with /w/. | Children will point out letters they notice from the title of the book. | Observation | |  |
| Child will help sound out the word by breaking it down into “chunks” that can be “blended”. | Participating in helping breaking down the words when we write them on the board. | Documentation/teacher questions | |  |
| **Reflection for Improvement:** | | | | |