Activity Plan

Name:	Date:	
Learning Experience/Activity Title and Explain Activity Briefly:		
Miles and consideration of the Control of the Contr		
Who are you planning for: (individual child/small group/large group)		
Developmental Goal: (Why are you doing this activity?)		
Developmental Goal. (willy are you doing this activity:)		
Name the WMELS Developmental Domain, the Performance Standard,	and the Developmental	
Expectation that best meets your goal.		
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.		
The child will:		
The child will:		
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The child will:		
The child will:		
How to Property This will include metarials and assument needed the	ootting /whoma wave	
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:			
Setting: (where will this activity take place)			
Time Needed for Activity:			
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			
Procedure: (This should <u>read like a recipe</u> – listing everything you and the children will do, and it should <u>read like a script</u> – giving examples of what you will say to support child engagement, promote skill practice and mastery, reinforce concepts, etc.)			
	, ,	Examples of verbal support	
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en the activity is done, how	will you f	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.			
Fuelvetien: How will you know that what you did would do whathay are not your nlan works do. This			
Evaluation: How will you know that what you did worked or whether or not your plan worked? This should relate to your objectives.			
Evidence of Learning: Things a child might do or say if objectives were met (during the activity or after). How and what can you measure to evaluate if the children were successful? The children might:		How to document this evidence: Observations, work samples, teacher questions, photos, observations	
	en the activity is done, how are wift the children were successful?	activity take place) ty: will include your introduction, your: (How are you going to capture the se a theme that the child has or some st.) DESCRIBE what you will do d read like a recipe — listing everythe deprivation of the giving examples of what you will seed mastery, reinforce concepts, etc.) teps en the activity is done, how will you show if the children understood the less of the children understood the less of the children were successful?	