

## Final Lesson Plan

Name: <b>Cynthia Flores</b>		Date submitted: <b>3/7/16</b>
<b>Name of Activity and Content/Domain area:</b> Identify an activity that will be engaging to pre-primary children and identify the key content area or domain. <b>Sensory Dough Science</b>		<b>Integration:</b> Other Related areas or Domains - What other content area or domains could that activity relate to? <b>Literacy</b>
<b>Age group(s) this activity is planned for:</b> Is this planned for one age group or a range of ages? Specify the exact age(s) this activity is for <b>3-5 year olds</b>		<b>Grouping:</b> Is this an activity for small groups, whole group, partners, or individuals? If working in small groups, or with partners how will you group children? <b>Small groups 6 per group eventually whole class</b>
<b>Goal/Rationale:</b> What is the general purpose or value of this activity? How does it connect to development and learning? What big idea/concept/intellectual understanding does it address?	<b>To learn how to measure to make recipe for the dough</b>	
<b>Objective(s):</b> State concisely what will children <i>do</i> and how this discrete activity supports your goal.  The objective must be very <b>specific</b> in terms of the <i>overall</i> activity and description of what someone walking into the room would see or hear.	<b>To explore the different feelings/texture as we add the ingredients to the dough.</b>	
<b>Vocabulary: (Language and Literacy focus)</b> Identify 2-4 words that children will be introduced to/use and that are necessary in understanding or achieving the objectives and key to the concept or big idea.	<b>Dough, flour, baby oil, food color, measuring, texture</b>	
<b>Connection to Prior Knowledge</b> - How can you connect this to what children are already familiar with? - What will you ask, tell or show them to spark that connection or pique their interest? - What do children this age know /know how to do and how will you build on that?	<b>Children already know and like to play with play dough.</b> <b>Where does the playdough come from?</b> <b>Do we buy it? Or can we make it?</b> <b>What do you think it's made of?</b> <b>Have they ever played with playdough and if they would like to make any?</b>	
<b>Materials &amp; Preparation:</b> Identify the materials you will need for this activity and how you will prepare them. Describe any other preparations or set up you need to do. What do you need to prepare in advance?	<ul style="list-style-type: none"> <li><b>1 Cup baby oil</b></li> <li><b>8 Cups flour</b></li> <li><b>Plastic tub</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• Food coloring in a color of your choice</li> <li>• Measuring cups</li> <li>• Set up the table with materials</li> </ul>
<b>Role of Documentation</b> - What will you be documenting? - How will you document? - Why are you documenting?	<p><b>Taking pictures and video of the children making the dough and their reaction to the lesson.</b></p> <p><b>Documenting for the use to later look back on.</b></p> <p><b>To see if the children like the activity on taking on the role in making the dough.</b></p>
<b>Learning Experience:</b> Describe the steps for this activity. What will you and the children do? Again be very specific and concrete; think about these as directions you are writing for someone else to carry out this activity. What questions might you ask?	<ul style="list-style-type: none"> <li>• If you'd like to add a third ingredient and add color to your sensory dough, one method is to mix one or two drops of food dye into the cup of oil before combining it with the flour.</li> <li>• In a bowl or container mix the oil and flour together</li> <li>• Transfer the sensory dough to the bin where your child can play with it.</li> <li>• That's it! It's ready for the child to run her fingers through it <ol style="list-style-type: none"> <li>1. Take out the bowl and show the children the flour</li> <li>2. Measure the flour to pour in the bowl How does the flour feel? Hot? Cold?</li> <li>3. Have children measure to add flour to bowl</li> <li>4. Have children measure baby oil to bowl What do you think will happen when adding baby oil?</li> <li>5. Have the bowl go around so the children can each get a turn in mixing the dough with their hands</li> </ol> </li> </ul>

	<p>6. When mixed even give even amount to children and then they can add food color if wanted to change the color of dough.</p>	
<p><b>Individualization:</b> Describe how you will adapt this activity for children who have specific needs. Explain concisely how you will modify the activity to ensure it is successful for all children. (For example, how will you engage and support children who:</p> <ul style="list-style-type: none"> <li>-Have limited understanding of English or limited language skills.</li> <li>-Are advanced in learning and get bored easily.</li> <li>-Have difficulty relating to with others.</li> </ul>	<p><i>Plans for children with IEP's</i></p> <p><b>By talking to the children and showing them pictures of the steps of the activity in case they do not understand.</b></p>	<p><i>Plans for non IEP children who have specific needs</i></p> <p><b>Have the children that know help them explain to the other classmates that need help and they can support them with the activity.</b></p>
<p><b>Assessment strategies:</b> Refer to the objectives? What strategies will be used to assess if the objectives were met? What role will documentation play in assessment?</p>	<p><b>Direct observation, see how the children felt when exploring the texture of the baby oil and flour put together, and how they felt in measuring the ingredients, like making a recipe</b></p>	
<p><b>Wrap up:</b> How will you help children revisit what was learned? What is your plan for transition?</p>	<p><b>The steps/process of making the dough</b>  <b>We started with flour....and when adding all the other ingredients what did we end up with?</b>  <b>Go over the steps with them.</b></p>	

**Standards:** What standards will be met? Write out standard, do not just give standard letter or number.

**12.C.ECb Experiment with changes in matter when combined with other substances**

**7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.**

