



Activity Plan

1. Activity name

After-school snack

2. Materials

Potato nuggets
Cheese
Ketchup
Cola
Ice
Cup
Plate
Pan
Chair
Table
Sink
Garbage can
Napkin

3. Environmental arrangement

All materials will be attainable for the child to reach independently.

4. Sequence of steps

Beginning

The child will come into the kitchen. The after-school caregiver will ask the child how his or her day at school went. The after-school caregiver will ask the child if he or she would like to have a snack.

Middle

The child will choose what he or she wants for the snack. The child will get the potato nuggets out of the freezer and place them in the pan. The after-school caregiver will place the snack in the oven. The child will fill a cup with ice and pour the desired amount of cola. The child will place the cheese and ketchup onto the plate. The after-school caregiver will remove the snack from the oven, wait for it to cool, and place it on the plate. While the child is having the snack, the caregiver and child will engage in conversation about the day as well as other topics.

End

The child will eat his or her snack independently. When finished, the child will place the plate in the sink and rinse it off. The child will wash and dry his or her hands. The child will put away all materials in the proper place.

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5. Embedded learning opportunities

Learns/practices fine motor skills

Holds potato nugget bag with one hand while the other hand removes potato nuggets

Grasps potato nuggets with either hand using thumb, index, and second fingers

Releases potato nuggets onto pan

Learns/practices adaptive skills

Puts proper amount of food into mouth, chews with mouth closed, swallows before taking another bite

Takes in proper amount of liquid and returns cup to surface

Prepares snack for eating

Pours liquid into cup

Learns/practices cognitive skills

Follows directions on how to prepare the snack

Recalls events that occurred earlier in the day

Learns/practices social-communication skills

Uses words, phrases, or sentences to express anticipated outcomes

Uses words, phrases, or sentences to inform

Uses words, phrases, or sentences to describe past events

Alternates between speaker/listener role

Responds to topic change initiated by after-school caregiver

Uses descriptive words

Learns/practices social skills

Initiates greeting to after-school caregiver

Meets physical needs of hunger and thirst

Follows established rules at home

6. Planned variations

1. There is a variety of snacks for the child to choose.

2. The snack involves more hands-on preparation.

7. Vocabulary

Food words (potato nuggets, cheese, ketchup, cola, ice)

Kitchen items (cup, plate, pan, chair, table, garbage can, napkin, sink)

Cooking words (frozen, oven, temperature, heat, cook)

Snack

Hungry

Full

8. Peer interaction opportunities

Invite a friend over for a snack.

Go out in the community for a snack.

Interact with the caregiver.

9. Caregiver involvement

Parent/caregiver can suggest the snack.

Parent/caregiver can join the child in enjoying the snack.

Parent/caregiver can have an influence on the topic of conversation during the snack.