

Authentic Assessment

OBSERVE AND DOCUMENT LEARNING • INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE



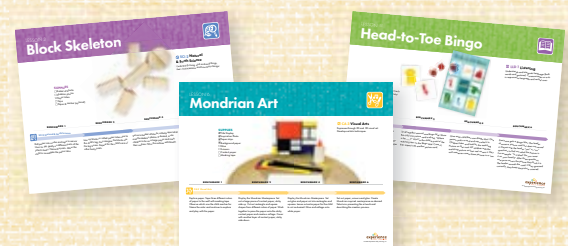
1-Month

Assessment Activity Calendar
& Group Observation Form



Daily

Assessment Activity Sheets



Step-by-Step Assessment

DOCUMENTING A CHILD'S UNIQUE AND BRILLIANT LEARNING STORY

LESSON 20
Stretch & Pose

SUPPLIES
 Movement Cards: Stretch & Pose
 Pocket Cube
 Scissors

BENCHMARK 1
PD 1 Gross Motor
 Insert cards into a Pocket Cube. Roll the cube, then do the stretch next to the baby while holding them in your arms or while seated on your legs.

BENCHMARK 2
 Insert cards into a Pocket Cube. Roll and encourage everyone to try to do the stretch to a count of 5. Roll again.

BENCHMARK 4
 Insert cards into a Pocket Cube. Roll and have the child do that stretch to a count of 10. Roll again.

BENCHMARK 6
 Insert cards into a Pocket Cube. Roll the cube two times and do the two movements in sequence. Count to 10 while holding the first pose, then change immediately into the second pose. Repeat but try rolling three times, then do a three-step sequence.

PD 1 Gross Motor
 Builds strength, coordination and balance of large muscles.

experience
 EARLY LEARNING
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Observation & Documentation Planning Calendar

ALL ABOUT ME
 DATE: _____

| | | | | |
|--|--|--|---|---|
| LESSON 1 Name Pockets <small>SED 3: Mathematics, Knowledge SED 3: Fine Motor</small> | LESSON 2 Family Puppet <small>SED 3: Culture & Community SED 3: Communication</small> | LESSON 3 Block Skeleton <small>SED 3: Physical & Health Science SED 3: Shapes</small> | LESSON 4 Head, Shoulders, Knees & Toes <small>PD 1: Gross Motor PD 2: Fine Motor SED 3: Movement</small> | LESSON 5 Body Part Lotto <small>SED 3: Classification SED 3: Numbers SED 3: Movement</small> |
| LESSON 6 Andrian Art <small>SED 3: Visual Arts SED 3: Fine Motor</small> | LESSON 7 My Five Senses Game <small>PD 1: Physical & Health Science SED 3: Communication SED 3: Language & Literacy</small> | LESSON 8 See & Copy Slangrams <small>SED 3: Language & Literacy SED 3: Movement & Performance SED 3: Shapes</small> | LESSON 9 Touch A <small>SED 3: Writing PD 2: Fine Motor</small> | LESSON 10 See the Sunshine <small>SED 3: Gross Motor SED 3: Language SED 3: Movement & Performance</small> |
| LESSON 11 Toe Bingo <small>SED 3: Visual Arts SED 3: Fine Motor</small> | LESSON 12 Dot Designs <small>SED 3: Visual Arts SED 3: Fine Motor</small> | LESSON 13 Tall Yellow Hat <small>SED 3: Language</small> | LESSON 14 Animal Coats <small>SED 3: Classification SED 3: Communication</small> | LESSON 15 Fill the Sack <small>SED 3: Attention & Persistence SED 3: Language & Literacy</small> |
| LESSON 16 Art <small>SED 3: Visual Arts SED 3: Fine Motor</small> | LESSON 17 Safety Gear Puzzles <small>SED 3: Safety SED 3: Movement & Performance</small> | LESSON 18 Counting Sheep <small>SED 3: Counting SED 3: Movement & Performance SED 3: Shapes</small> | LESSON 19 Tooth Cleaning <small>SED 3: Health Science SED 3: Shapes</small> | LESSON 20 Stretch & Pose <small>PD 1: Gross Motor PD 2: Fine Motor SED 3: Movement</small> |

experience
 EARLY LEARNING

Step 1 PREPARE

Every morning, before children arrive, read the daily Assessment Activity Sheet.

Step 2 POST FOR FAMILIES

Hang the Observation & Documentation Planning Calendar and the day's Assessment Activity Sheet on the wall for parents to see. If desired, print or email the parents the Observation & Documentation Planning Calendar (available online on Member Resources).

Step 3 IMPLEMENT IN DAILY ROUTINE

These activities are embedded in your Experience Curriculum's daily lesson plans and are a key part of the comprehensive learning system. Check your Teacher Guide for when to naturally integrate the activity into the flow of your day. Look for the starred activity in your Teacher Guide to indicate the featured activity. As children naturally play and participate in the activity, assess and record learning.

Step 4 DOCUMENT LEARNING

Write the names or initials of your children in the Group Observation Form to record the child's skill level. Optional: Transfer the data and save child work samples in the year-long child portfolio.

Step 5 HOST A FAMILY CONFERENCE

Every three months, schedule a meeting with families to discuss the child's progress, explain the skills learned and show work samples. Address any questions families have for you.

experience
 EARLY LEARNING

GROUP OBSERVATION FORM

In each child's row, write:
 • Level 1-8
 • E (emerging with help) or M (meeting on own)
 Sample: SE (Level 3, emerging)

CHILD'S NAME

Sample Child
 Tomás

| SED 3 Attention & Persistence | PD 1 Gross Motor | PD 2 Fine Motor | PD 3 Safety | LD 1 Listening | LD 2 Communication | LD 4 Alphabetic Knowledge | LD 7 |
|----------------------------------|---------------------|--------------------|----------------|-------------------|-----------------------|------------------------------|------|
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| | | | | | | | |
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| | | 4M | | | | | |
| | | 4M | | | | | |
| | | | | 3E | | | |



Observation & Documentation Planning Calendar

ALL ABOUT ME

DATE _____

| | | | | |
|---|---|--|---|---|
| <p>LESSON 1 Name Pockets LLD 4 Alphabetic Knowledge PD 2 Fine Motor</p>  | <p>LESSON 2 Family Puppet SS 1 Culture & Community LLD 2 Communication</p>  | <p>LESSON 3 Block Skeleton SCI 2 Natural & Earth Science MR 3 Shapes</p>  | <p>LESSON 4 Head, Shoulders, Knees & Toes PD 1 Gross Motor CA 2 Dance & Movement</p>  | <p>LESSON 5 Body Part Lotto MR 6 Classification SED 3 Attention & Persistence</p>  |
| <p>LESSON 6 Mondrian Art CA 3 Visual Arts PD 2 Fine Motor MR 2 Spatial Awareness</p>  | <p>LESSON 7 My Five Senses Game SCI 2 Natural & Earth Science LLD 2 Communication MR 7 Logic & Reasoning</p>  | <p>LESSON 8 See & Copy Tangrams MR 3 Shapes SED 3 Attention & Persistence</p>  | <p>LESSON 9 Touch A LLD 7 Writing PD 2 Fine Motor</p>  | <p>LESSON 10 See the Sunshine PD 1 Gross Motor LLD 1 Listening CA 2 Dance & Movement</p>  |
| <p>LESSON 11 Head to Toe Bingo LLD 1 Listening MR 6 Classification</p>  | <p>LESSON 12 Dot Designs CA 3 Visual Arts PD 1 Gross Motor</p>  | <p>LESSON 13 Tall Yellow Hat LLD 1 Listening</p>  | <p>LESSON 14 Animal Coats MR 6 Classification LLD 2 Communication</p>  | <p>LESSON 15 Fill the Sock SED 3 Attention & Persistence SCI 1 Investigation & Inquiry</p>  |
| <p>LESSON 16 Wax Resist Art CA 3 Visual Arts LLD 7 Writing SCI 1 Investigation & Inquiry</p>  | <p>LESSON 17 Safety Gear Puzzles PD 3 Safety MR 2 Spatial Awareness</p>  | <p>LESSON 18 Counting Sheep PD 1 Gross Motor MR 1 Number Sense CA 1 Music</p>  | <p>LESSON 19 Teeth Cleaning SCI 4 Technology CA 4 Drama</p>  | <p>LESSON 20 Stretch & Pose PD 1 Gross Motor CA 2 Dance & Movement</p>  |

Name Pockets



SUPPLIES

- Nametag
- Craft sticks
- Paper
- Stapler
- Markers



LLD 4 Alphabetic Knowledge

Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 4 Alphabetic Knowledge

Put photos of the child or family members on sticks. Then play peekaboo with two photo sticks. Ask your child, "Where's Daddy? Where's Easton?"

Make a Name Pocket for each family member. Tape a photo on each pocket. Make a pocket and a letter stick for only the first letter of the first name. Can the child find their photo? Help them put in and take out the stick.

Fold up paper and staple to make a pocket for each letter in the child's first name. When ready, make a last name pocket. Can your child find the letter stick to match each printed letter and slide it into the corresponding pocket?

Write letters A-Z on craft sticks. Encourage children to use the letter sticks to write their name or to make other words.

Family Puppets



SS 1 Culture & Community

Explores communities and families, culture and traditions.

SUPPLIES

- Paper bag
- Colored paper
- Sticker eyes
- Scissors
- Glue
- Tape
- Crayons or markers
- Blanket or box



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Tape a photo of each child onto a paper bag. Stuff the bags with newspaper and tape them shut on the top. Make a bag for each family member. Play together. Set up and knock down the bags. Talk about the people in the photos.

Tape a photo of each child and other family members onto paper bags. Stuff the bags with newspaper and tape them shut on the top. Use the bags like dolls and make conversation between the family members. Use them to pretend to eat, go for a walk, sleep or other typical family routines.

Invite children to create their own puppets. Make your own puppet, too, then have a conversation between the puppets.

Invite children to create their own puppets, then work together to make puppets of famous people (past or present) from around the world. Put on a puppet show and make conversations between the child's personal puppet and the famous people puppets.

Block Skeleton



SCI 2 Natural & Earth Science

Understands living and nonliving things, their characteristics and how they change.

SUPPLIES

- Basket of blocks
- Skeleton photos
- Paper tubes
- Tape
- Paper & marker (optional)



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 2 Natural & Earth Science

Roll paper into a tube and tape to secure. Use it to tap gently on different parts of the infant's body. Name the parts. Allow the child to investigate the paper tube.

Line up blocks or rolled paper tubes next to the child's leg, then imagine the blocks are the leg bones. Repeat for the child's arm or other body parts.

Set out a basket of blocks, rolled paper tubes and the skeleton photos. If desired, invite children to lie on a large paper and trace their outlines. Fill in the outlines with blocks.

Imagine a favorite animal, dinosaur or person and work together to make a life-sized skeleton out of blocks or other found materials from around the room.

Head, Shoulders, Knees & Toes



SUPPLIES

- ☑ *Dancing From Head to Toe* album

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Touch baby's head and toes during the song. Observe how the child moves their arms and legs as you dance and move together.

Dance along to the song and touch the child's head, then toes. Repeat the up-and-down movement throughout the song.

Dance along to the song and touch the named body parts in rhythm to the song.

Before dancing, name a body part to omit from the lyrics as you sing. While singing and dancing, remain silent as that body word is sung throughout the song. Choose another body part to omit, then sing again.

LESSON 5

Body Parts Lotto



SUPPLIES

- Body Parts Lotto Mats
- Body Parts Lotto Cards
- Tape



MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Tape the picture cards low on the wall where the baby can touch them. Point at a picture and name it, then touch the same body part on the infant.

Put one Lotto Mat on the floor and work together to fill it. Hand one card to the child and wait for them to find the match. If help is needed, point at the picture on the board.

Give each child or family member a Lotto Mat. Put all of the cards facedown, spread out on the floor. The child draws a card and places it on their mat if it matches. Repeat and take turns until all mats are full.

Give each child or family member a Lotto Mat. The leader picks a card and does not reveal it. The leader gives clues to what it is. The child guesses which picture it may be. If correct, the child receives the card to put on their mat.

Mondrian Art



SUPPLIES

- Title Display
- Inspiration Photo
- Paper strips
- Background paper
- Glue
- Scissors
- Contact paper
- Masking tape

CA 3 Visual Arts

Expresses through 2D and 3D visual art.
Develops artistic techniques.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Explore paper. Tape three different colors of paper to the wall with masking tape. Observe which one the child reaches for. Name the color and continue to explore and play with the paper.

Display the Mondrian Masterpiece. Set out a large piece of contact paper, sticky side up. Cut out rectangle and square shapes from different colors of paper. Work together to press the paper onto the sticky contact paper and create a collage. Cover with another layer of contact paper, sticky side down.

Display the Mondrian Masterpiece. Set out glue and paper cut into rectangles and squares. Leave out extra paper for the child to cut as desired. Glue and collage onto white paper.

Set out paper, scissors and glue. Create Mondrian-inspired masterpieces as desired. Take turns presenting the artwork and describing the creation process.

Five Senses Game



SUPPLIES

- My Senses Card & Spinner
- My Senses Cards
- Tape
- Scissors
- Cups



SCI 2 Natural & Earth Science

Understands living and nonliving things, their characteristics and how they change.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 2 Natural & Earth Science

Tape the wheel to the wall, spin and touch the same body part on the baby. If desired, use a doll or puppet and explore touching stuffed animal's similar body part. Talk about how we use the various body parts, e.g., "We hear with our ears."

Hide cards under cups. Name one of the pictures and encourage the child to pick up cups and look for it. Talk about how we can taste, smell or hear the object they are looking for.

Hide cards under cups and invite a child to pick one and explain if we can taste, hear, touch or smell it. If desired, spin the wheel and answer yes or no if we can "hear" the picture.

Place all the cards facedown. A child takes a turn, spins the wheel and names the sense. Then the child picks two cards and each child tries to explain how that sense can be used with the pictures on the cards. For example: Spin the sense smell. Flip over the skunk card. "I can smell the stinky skunk spray. The skunk smells the ground for food."

See & Copy Tangrams



SUPPLIES

- Tangrams*
- Shape Design Mats
- Paper plate
- Pocket Cube
- Cardboard
- Different textured materials
- Scissors
- Glue



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Gather different textured materials and cut out shapes. Glue the shapes onto a large piece of cardboard or onto different sides of a box. Explore touching, feeling and naming the shapes.

Cut shapes out of recycled cardboard. Glue a few together to make them more durable. Explore pressing them into playdough. Remove from dough, then replace it as you name the shape.

Gather or make your own set of multi-style tangrams and use them to recreate the designs on the Shape Design Mats. Build them on top of the mats, then next to the mats.

Gather or make two sets of multi-style tangrams. Children find a partner. One person makes a design. The other person copies the design with their own tangrams.

Touch A



SUPPLIES

- Loose Letter Mat: A*
- Sand
- Paper plates
- Straws
- Nature items: sticks

LLD 7 Writing

Uses scribbles, drawings, letters, characters or words to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Fill a tray with sand or dirt. Explore the texture with hands and little bare feet. As you play with the baby, write the letter A on their foot with your finger or in the dirt.

Fill a tray with sand or dirt. Use sticks to draw in the sand. Together with your child, explore making lines, circles and wiggly scribbles.

Set out a letter card with a tray of sand and sticks. Copy and write the letter in the sand. Repeat with other letters, shapes or numbers.

Game 1: Name a word and write it in the sand.

Game 2: Play with a partner. Begin to write a secret word but leave out a missing letter. Have the partner guess which word it is and write in the missing letter.

See the Sunshine



 **PD 1 Gross Motor**

Builds strength, coordination and balance of large muscles.

SUPPLIES

- Dancing From Head to Toe* album

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Play the song and clap along with your baby. Clap on their legs, then clap on their arms so they can feel the beat.

Listen to the song and use one movement per weather type. For example: Sun: Reach arms up. Rain: stomp feet.

Ask the child to help invent a movement for each weather type, then listen for the weather in the song and recall the movements. For example: Sun - reach up, Rain - wiggle fingers down.

Listen to the song and name the dance leader. The leader moves as desired and everyone else copies the movements. Then, after a few seconds, the child names a new leader.

Head-to-Toe Bingo



SUPPLIES

- Bingo Calling Cards
- Bingo Playing Mat
- Bingo chips
- Tape

LLD 1 Listening

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Tape picture cards on the wall where the child can see them. Point at one of the cards and name it (for example: pants), then ask the child, "Where are your pants?" Immediately touch and name that same type of clothing on the child.

Sit all together around one Bingo Mat. Show the child one picture card and ask, "Where is the ___?" Wait for the child to point at the matching item on the Bingo Mat. Cover it, then repeat with another picture card.

Give each child their own Bingo Mat. One person picks a card and says what it is. Children listen and look for the matching picture on their mat. All children with the matching picture on their mat covers it. Play until someone covers three pictures in a row.

Everyone gets a Bingo Mat. The leader chooses a picture card but does not reveal it. Players ask the leader "yes" or "no" questions to find out what the picture is. For example: "Is it blue? Do you wear it on your head?" After three questions, everyone covers the picture they think it is. The leader reveals the card. If they guessed correctly, they keep the picture covered.

Dot Designs



SUPPLIES

- Title Display
- Inspiration Photo
- Background paper
- Clothespin
- Pompom
- Paint
- Clear zip bag
- Shaving cream



CA 3 Visual Arts

Expresses through 2D and 3D visual art.
Develops artistic techniques.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Fill a clear zip bag with a mixture of shaving cream and paint. Seal securely with packing tape. Press on the bag to make dots and lines.

Use pompoms to stamp in paint and press on the paper.

Clip a pompom at the end of a clothespin. Dip in paint and explore making dots or stripes on paper. For mess-free outdoor fun, press pompoms in water, then make wet dots on sidewalks.

Invite children to use the materials to make a dot and stripe design. Use the pompom clothespin to dip in paint and print on paper. Make any design and describe what it is.

Tall Yellow Hat



SUPPLIES

- Dancing From Head to Toe* album
- Scarves or fabric pieces

LLD 1 Listening

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Play the song and wave scarves to the music. Explore putting scarves on and taking them off each other.

Listen to the song and reach up each time the song says “tall” and tap your head each time the song says “hat.”

Listen to the song while holding a scarf and dance with it in response to the song, e.g., put it on, take it off, spin around. Observe how the child interprets the music for dance.

Name the dance leader and give that child a scarf. The leader moves as desired and everyone else copies the movements. Every few seconds, encourage each leader to give the scarf to a new leader.

Animal Coats



SUPPLIES

- ✓ Animal Coats Matching Game

MR 6 Classification

Matches and sorts.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Insert one set of cards into the cube, then hand it to the child. Point at a picture and name it, then make that animal sound.

Put two plates on the floor with one animal photo card on each of them. Then show one fur card. Wait for the child to point at the animal with the matching fur. Match the cards and set them aside. Then put a new animal card on that plate and repeat.

Put all of the animal photo cards facedown spread out on the table. Make a pile of the fur cards. The child draws a fur card, flips over an animal photo and determines if it is a match. If not, put the fur card under the pile and the next child takes a turn.

Hide the animal fur cards and insert the animal cards into a cube (or lay them facedown on the floor). Roll the cube to see which animal fur the children must run and find. Continue until all fur cards are found.

Fill the Sock



SUPPLIES

- Fill the Sock sheet
- Small toys
- Socks
- Bowl of dry beans
- Spoons
- Marker



SED 3 Attention & Persistence

Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Hide nonchoking toys or rattles in a sock. Explore finding and pulling out the toys.

Explore scooping dry beans from the bowl with a spoon and into a sock. Dump and refill.

Set out 5-10 socks. Put three scoops in each sock. Then dump them out and begin again but add 4 scoops per sock.

Show children a sock. Each child guesses how many scoops of beans will fill the sock. Each person writes down their predicted number of scoops. Test the guess by filling a sock and counting the scoops. Observe how children stay focused on counting and scooping to finish the experiment. How close was the prediction? Repeat with other socks or containers.

Wax Resist Art



SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- White crayon
- Watercolor paint
- Cup of water
- Paintbrushes
- Bowl of soapy water



CA 3 Attention & Persistence

Expresses through 2D and 3D visual art.
Develops artistic techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Set out a bowl of soapy water and explore splashing in it with the child. While playing, talk about washing hands and staying clean.

Give the child a white crayon to scribble on white paper. While the child colors, talk about how soap covers our hands to push away germs. Dip a paper towel in very watery paint. Allow the child to wipe the wet towel all over their drawing and reveal the white crayon.

Invite children to draw a picture with white crayon. As they draw, talk about how soap covers our hands to push away germs. Set out watercolors and encourage the child to paint over the crayon drawing to see how the wax repels the paint just as soap repels germs.

Draw a picture or write a secret message with white crayon. Set out watercolors and encourage children to paint over the drawing to see how the wax repels the paint just as soap repels germs. While they draw and paint, talk about germs and the importance of washing hands.

Safety Gear Puzzles



SUPPLIES

- Safety Gear Puzzles
- Scissors
- Tape
- File folders
- Paper
- Markers or crayons



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

PD 3 Safety

Shows awareness of safe practices and demonstrates them when participating in activities.



PD 3 Safety

Cut the safety puzzle into four pieces. Put masking tape on the back of each piece and press onto the wall where the child can reach. Help the child pull off and put back the puzzle pieces on the wall. While the child plays, talk about how the people in the puzzle help us stay safe.

Tape the bottom feet of one puzzle person on the inside of a file folder. Give the child the three pieces to complete one safety person puzzle. As the child assembles that puzzle, describe how that person helps us stay safe. Then give them the pieces to put together the next safety person puzzle.

Tape the feet of each puzzle on the inside of a file folder. Give the child all of the pieces to sort and build the different safety puzzles. While the child plays talk about how the people use different types of safety gear to stay safe.

Children work in pairs. Tape the puzzle head to the top of a paper and encourage one child to draw the rest of the body, including safety gear. Then remove the puzzle head and encourage the second child to draw the head.

Counting Sheep



SUPPLIES

- ☑ *Dancing From Head to Toe* album



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Lay the child on their back and hold their hands. Help them sit up, lay back and repeat the sit-ups throughout the song.

Listen to the song with the child while lying on your backs. Hug knees and rock back and forth. Count while the child rocks.

Listen to the song and lie on the floor. Hug knees and rock to the music, then put fingers in the air to count 1-10 with the music.

Listen to the song while lying on the floor. Give each child a number between 1-10. When they hear that number, encourage them to lift their legs into air, then put them back down.

Teeth Cleaning



SUPPLIES

- Toothbrushes
- Small snacks
- Shaving cream
- Ice cube tray
- Floss (optional)
- Bowl of water
- Bowl for shaving cream



SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Explore the ice cube tray. Put a snack in the cube sections for the child to reach in and pull out with fingers. Enjoy snacks and exploring the mouth and teeth.

Give the child an old toothbrush to hold and scrub up and down on the ice cube tray. Add a small amount of shaving cream to the tray. Talk about brushing teeth and toothpaste.

Fill one bowl with water and another bowl with shaving cream. Set out the tray and old toothbrushes. Explore dipping the toothbrush in shaving cream to spread on the tray, then rinsing in water. Experiment with brushing up and down and in circles.

Fill one bowl with water and another bowl with shaving cream. Set out the tray and old toothbrushes. Explore brushing the tray with shaving cream and water. Talk about types of teeth, dental hygiene, flossing and brushing.

Stretch & Pose



SUPPLIES

- Movement Cards: Stretch & Pose
- Pocket Cube
- Scissors



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Insert cards into a Pocket Cube. Roll the cube, then do the stretch next to the baby while holding them in your arms or while seated on your legs.

Insert cards into a Pocket Cube. Roll and encourage everyone to try to do the stretch to a count of 5. Roll again.

Insert cards into a Pocket Cube. Roll and have the child do that stretch to a count of 10. Roll again.

Insert cards into a Pocket Cube. Roll the cube two times and do the two movements in sequence. Count to 10 while holding the first post, then change immediately into the second pose. Repeat but try rolling three times, then do a three-step sequence.