

Authentic Assessment

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



brightwheel
Experience Curriculum is now in **brightwheel**, the #1 all-in-one childcare platform.

1-Month

Assessment Activity Calendar & Group Observation Form



Daily









Assessment Activity Sheets



Observation & Documentation Planning Calendar

HEALTH & FITNESS

DATE _____

| | | | | |
|--|--|--|---|--|
| <p>LESSON 1</p> <h2>Sandwich Art</h2> <p>PD 5 Nutrition MR 2 Spatial Awareness LLD 2 Communication</p>  | <p>LESSON 2</p> <h2>Vegetable Stand</h2> <p>SS 2 Civics & Economics PD 5 Nutrition</p>  | <p>LESSON 3</p> <h2>Fruit Basket Sorting</h2> <p>MR 4 Measurement SED 3 Attention & Persistence MR 5 Patterns</p>  | <p>LESSON 4</p> <h2>What Type of Milk?</h2> <p>LLD 4 Alphabetic Knowledge LLD 3 Phonological Awareness</p>  | <p>LESSON 5</p> <h2>Healthy Plate Game</h2> <p>MR 7 Logic & Reasoning PD 5 Nutrition SED 3 Attention & Persistence</p>  |
| <p>LESSON 6</p> <h2>Squeaky Clean</h2> <p>SED 1 Self-Awareness PD 2 Fine Motor</p>  | <p>LESSON 7</p> <h2>Pouring Letters</h2> <p>LLD 4 Alphabetic Knowledge PD 2 Fine Motor</p>  | <p>LESSON 8</p> <h2>Chop & Cut</h2> <p>PD 3 Safety SCI 4 Technology</p>  | <p>LESSON 9</p> <h2>Fox and the Last Piece of Pie</h2> <p>LLD 6 Reading Comprehension SCI 4 Technology</p>  | <p>LESSON 10</p> <h2>Listen & Draw</h2> <p>LLD 2 Listening LLD 7 Writing LLD 2 Communication</p>  |
| <p>LESSON 11</p> <h2>Go Fast</h2> <p>CA 1 Music PD 1 Gross Motor LLD 1 Listening</p>  | <p>LESSON 12</p> <h2>Frog Jump</h2> <p>CA 4 Drama CA 3 Visual Arts PD 1 Gross Motor</p>  | <p>LESSON 13</p> <h2>Kickball</h2> <p>CA 3 Visual Arts PD 2 Fine Motor</p>  | <p>LESSON 14</p> <h2>Toss Challenge</h2> <p>PD 1 Gross Motor SED 4 Social Relationships MR 1 Number Sense</p>  | <p>LESSON 15</p> <h2>Yoga Stretch</h2> <p>PD 1 Gross Motor LLD 1 Listening</p>  |
| <p>LESSON 16</p> <h2>Doctor's Bag</h2> <p>SS 1 Culture & Community CA 4 Drama</p>  | <p>LESSON 17</p> <h2>Growing Tall</h2> <p>SED 2 Self-Regulation LLD 1 Listening</p>  | <p>LESSON 18</p> <h2>Lifting Weights</h2> <p>SS 4 History & Sense of Time PD 1 Gross Motor</p>  | <p>LESSON 19</p> <h2>Simple Scale</h2> <p>SCI 4 Technology MR 4 Measurement</p>  | <p>LESSON 20</p> <h2>Stretch & Breathe</h2> <p>SED 2 Self-Regulation MR 1 Number Sense</p>  |

Sandwich Art



SUPPLIES

- Paper bread
- Decor paper
- Tissue paper
- Menu
- Scissors (child-safe)
- Crayons
- Tape
- Variety of paper or magazine photos of food
- Glue



PD 5 Nutrition

Follows healthy nutrition routines.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 5 Nutrition

Tape the Paper bread pieces to the table and set out crayons. Encourage the child to scribble freely on the bread paper to create a “sandwich.”

Cut shapes out of the paper and tissue paper. Set out the paper bread and other materials. Ask, “What do you like on your sandwich?” Explain that eating healthy food, like sandwiches, helps our bodies grow. Invite the children to assemble different kinds of sandwiches. Encourage the children to follow positional words, such as on/off, over/under or up/down.

Ask, “What do you like to put on a sandwich?” Encourage the children to cut out the sandwich toppings (cheese, tomato and lettuce). Explore building different sandwiches. If desired, encourage the children to create additional sandwich types with other materials. Encourage the children to pretend to order and make sandwiches from the Menu. Talk about healthy foods and ingredients. Ask, “What healthy ingredients can you add to a sandwich?”

Ask, “What healthy ingredients would you put on a sandwich? How do these foods help your body grow?” Encourage the children to cut out the sandwich toppings and construct different sandwiches. If desired, invite the children to create additional sandwich types with other materials. Encourage the children to create their own menu and pretend to order. Talk about healthy foods and ingredients.

Vegetable Stand



SUPPLIES

- Play Dollars
- Vegetable Stand sign
- Vegetable Poster
- Scale
- Blocks or toy vegetables
- Bags
- Scissors

SS 2 Civics & Economics

Follows rules, limits and expectations.
Understands concepts of money and economics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 2 Civics & Economics

Set out the toy vegetables within reach of the child. Encourage the child to reach for and grasp the toys. Name the vegetables the child is exploring.

Put a variety of toy vegetables and shopping bags on a shelf or table. Give each child a dollar and invite them to take turns choosing a toy vegetable to buy. Exchange the vegetable for the dollar. If desired, put the vegetable in a bag and encourage the children to explore putting objects in and taking them out of the bag.

Set out a scale and baskets of blocks (or real vegetables). Display the Sign and Poster, then create a pretend vegetable stand with play money and bags. Role-play filling up bags of blocks (or vegetables), weighing them and paying for them. Ask, "Which block (or vegetable) weighs the most? What bag holds the most blocks? How much does a bag of vegetables cost?"

Encourage the children to create a Vegetable Stand sign with the cost of each vegetable listed. Ask, "Which vegetables (or blocks) weigh the most? What should the cost of each be based on their weight?" With the Play Dollars, invite the children to take turns operating the stand as buyers and sellers. Encourage correct exchanges of money for the vegetables. Role-play filling up bags of blocks (or vegetables), weighing them and paying for them.

Fruit Basket Sorting



SUPPLIES

- Fruit baskets
- Foam hearts
- Heart Pattern Guide
- Marker
- Ruler
- Block
- Toy fruits (or blocks)
- Scrap paper
- Marker



MR 4 Measurement

Estimates and measures. Compares and seriates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 4 Measurement

Place toy fruits (or blocks) on the floor in front of the child. While holding the fruit basket, encourage the child to pick up and drop the fruit inside the basket. Watch as they use their hands to grip and release the objects.

Place the foam hearts and baskets on the table. Draw a big heart on one basket in a small heart on the other. Encourage the children to compare the heart shape to the size of their hand. Is the heart smaller than the hand? Compare the heart shapes to the hearts on the baskets. Invite the children to sort the big and small hearts into the matching baskets. Once sorted, encourage the children to line up the hearts on the table. Repeat with the other basket. Which line is longer?

Place the foam hearts and baskets on the table. If desired, label two baskets by drawing a large heart and a small heart on scrap paper. Encourage the children to select a heart and identify if it is large or small. Drop the hearts into the matching basket until all of the hearts are sorted. Extension: Create a pattern using the foam hearts. Use the Pattern Guide or create your own pattern.

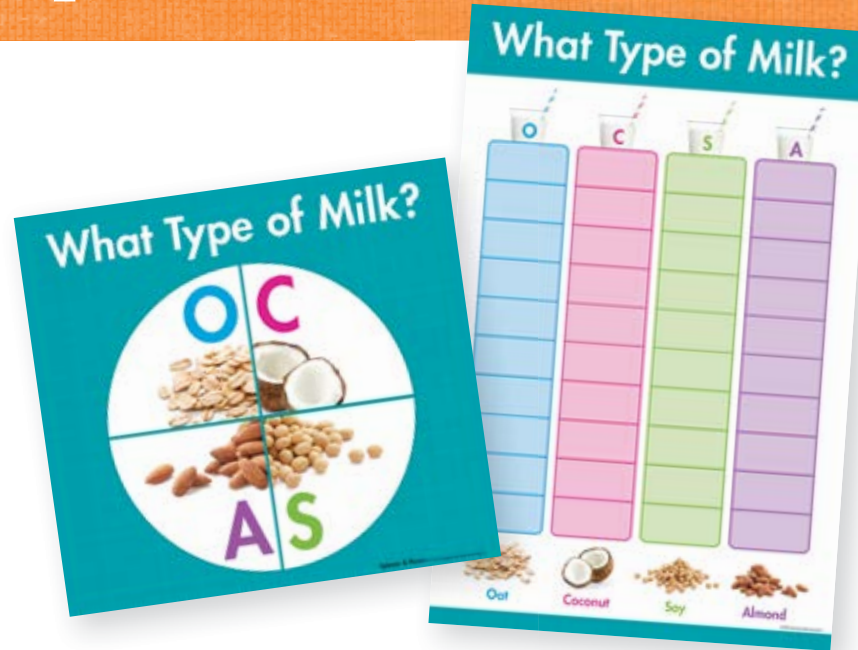
Place the foam hearts and baskets on the table. If desired, label two baskets by drawing a large heart and a small heart on scrap paper. Ask, "Looking at the hearts, do you think there are more large hearts or small hearts? Which basket will be heavier?" Drop the hearts into the matching basket until all of the hearts are sorted. Once sorted, use the ruler and block to make a simple scale and identify which basket is heavier.

What Type of Milk?



SUPPLIES

- Game Board & Pieces
- Card & spinner
- Pompoms or foam hearts
- Cup
- Paper
- Crayons
- Picture of milk



LLD 4

Alphabetic Knowledge

Identifies letters and words. Makes letter-sound connections and decodes words.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 4 Alphabetic Knowledge

Place the picture of milk and a cup on the table. Ask the child, "Where is the milk?" Encourage the child to point to the milk or cup and say the word. Give the child one crayon and set the paper on the table. Encourage them to scribble freely.

Assemble the spinner and put the Game Board on the table. Give each child a pompom (or foam heart). Take turns moving the spinner. Name the letter for the child and point at the Game Board where the child should place the pompom/heart. Talk about different types of milk we can drink. Work together to spend and put all of the pompoms/hearts on the Game Board.

Set out the Game Board, then put the people Game Pieces on each milk alternative word. Discuss how some people don't drink cow's milk. Instead, there are milk alternatives, such as oat, soy, almond and coconut. Spin and identify the letter. Which milk alternative begins with the same letter sound? Move the piece on that game path one step closer to the glass.

Set out the Game Board, then put the people Game Pieces on each milk alternative word. Ask, "Have you tried types of milk other than cow's milk?" Encourage the children to identify some milk alternatives, such as oat, soy, almond and coconut. Spin and identify the letter. Which milk alternative begins with the same letter sound? Move the piece on that game path one step closer to the glass. After the game, encourage the children to sound out and spell the different milk types on paper.

Healthy Plate Game



SUPPLIES

- Healthy Plate Game
- Scissors
- Tableware (plate, utensils, cups, etc.)



MR 7 Logic & Reasoning

Recalls info, builds memory, reasoning and problem-solving

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 7 Logic & Reasoning

Place the tableware items on the table or floor. Allow the child to explore the items. Ask questions, such as “Where is the cup?”

Cut out the food pieces. Place all of the pieces face-up on the table. Set out the plates and tableware. Explain that when we eat healthy foods, our bodies grow big and strong. A healthy plate has different foods on it. Taking turns, ask the children to find specific foods, e.g., “Can you place the apple on the plate?” Repeat with two or more food pieces. Once all of the food pieces are on the plate, talk with the children about what they like or dislike on the plate. Pretend to eat the food.

Ask, “What do you put on a table when it is time to eat?” Invite the children to explore setting a table with tableware. Set out five food pieces. Invite the children to identify the foods and place them in the correct food group on the Healthy Plate Game Board. Invite the children to close their eyes while you take one piece away. Countdown from five, then tell them to open their eyes. Ask, “What’s missing?” Repeat, adding more pieces or taking away two pieces, if desired.

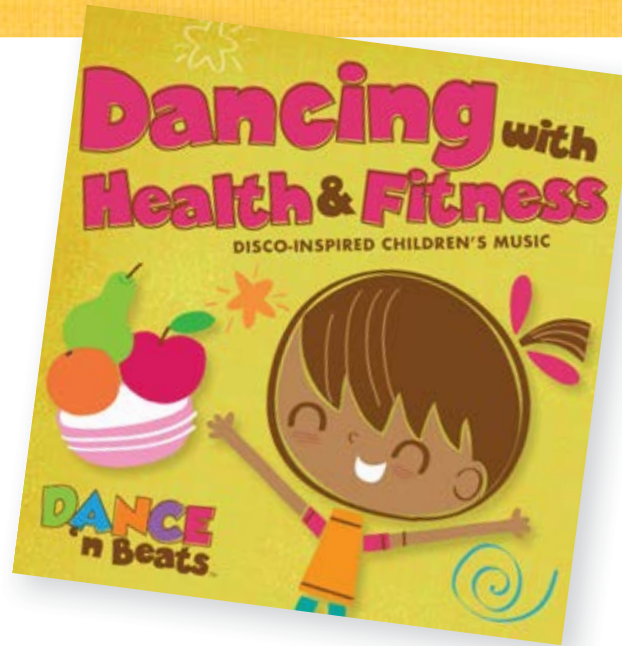
Ask, “What do you put on a table when it is time to eat?” Invite the children to explore setting a table with tableware. Set out five food pieces. Invite the children to identify the foods and place them in the correct food group on the Healthy Plate Game Board. Invite the children to close their eyes while you take one piece away. Countdown from five, then tell them to open their eyes. Ask, “What’s missing?” Show two foods and ask the children which is healthier and why.

Squeaky Clean



SUPPLIES

- Dancing with Health & Fitness* album
- Health & Fitness* album
- Foam hearts
- Sponges
- Spray bottles with water



SED 1 Self-Awareness

Knows self, increases confidence. Expresses curiosity, preferences and initiative.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 1 Self-Awareness

Place a sponge on the table for the child. Spray water on the table and encourage the child to wipe the water up with the sponge.

One child walks around the table and gives each of the other children a foam heart. Invite the children to wash the table with the heart "sponges." Pause the song and encourage the children to switch hearts with a peer. Say "heart" each time the child hands a heart to a peer. Play the song and continue "washing" the table.

Listen to "Keep Movin' & Groovin'," track 9 on the *Dancing with Health & Fitness* album. Invite the children to sit at a table and hold a sponge. Wash the table by making large circles on the table. About half way through the song, scrub up and down. Encourage the children to persist to the end of the song, even if they are tired.

Listen to "Keep Movin' & Groovin'," track 9 on the *Dancing with Health & Fitness* album. Invite the children to spray water and wash the table and chairs with the sponge. Encourage the children to persist to the end of the song, even if they are tired.

Pouring Letters



SUPPLIES

- Phonic Photo Cards
- Letter Card: Q
- Craft sticks
- Marker
- Cookie sheets/trays
- Bowls or trays of sand
- Pouring utensils (funnels, measuring cups, sifters)
- Scissors
- Masking tape/Tape



LLD 4

Alphabetic Knowledge

Identifies letters and words. Makes letter-sound connections and decodes words.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 4 Alphabetic Knowledge

Put masking tape on two photo cards and put them on the wall for the child to pull off. Name the picture on the card the child touches.

Fill a tray with sand. Hide the Letter Q Card in the sand. Draw in the sand with the craft sticks. Explore making lines, circles and wiggly scribbles together. Search and uncover the Letter Q. Say to the child, "Q is for Queen!"

Place Phonic Photo Cards on the cookie sheets. Set bowls of sand and pouring utensils next to each cookie sheet. Write the upper- and lowercase letters Aa, Gg, and Qq on the craft sticks. Encourage the children to explore pouring sand over the Phonic Photo Cards. Uncover and identify the letters. Select a Letter Pointer and find that same Letter Mat. Write that letter in the sand.

Write the upper- and lowercase letters Aa, Gg and Qq on the craft sticks. Place Phonic Photo Cards and the craft sticks on the cookie sheets. Encourage the children to explore pouring sand over the Phonic Photo Cards. Uncover and identify the letters. Select a Letter Pointer and find that same Letter Mat. Practice writing the words that start with that letter in the sand.

Chop & Cut



SUPPLIES

- Cutting Mats
- Slice & Count Boards (optional)
- Cutting boards
- Playdough
- Child-safe cutting utensils
- Craft sticks



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

PD 3 Safety

Demonstrates safe practices.



PD 3 Safety

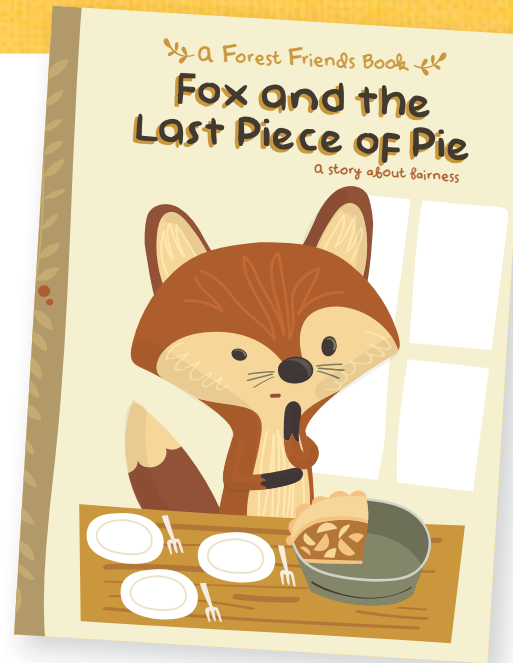
Place the playdough and a craft stick on the table. Encourage the child to explore the playdough by cutting with the stick. Remind them to be careful when cutting.

Set out the playdough, craft sticks and mats. Encourage the children to explore the dough and use the craft stick to press or poke on the dough. Talk about how to be gentle and pat lightly on the dough. Then role-play being careful and slowly press the craft stick into the playdough.

Set out cutting boards on the table. Place different-colored playdough and child-safe cutting utensils (plastic knives, spoons, craft sticks) next to the boards. Encourage the children to explore using their hands to roll and cut the dough into pieces. If desired, set out the Slice & Count Boards from Lesson 8 for the children to continue to explore with the playdough. Ask, "What food are you making with the playdough? How can you cut your playdough food into 4 equal amounts? What are some safety rules when cutting or chopping?"

Set out cutting boards on the table. Place different-colored playdough and child-safe cutting utensils (plastic knives, spoons, craft sticks) next to the boards. Ask, "What are the safety rules in a kitchen? What are some safety rules when cutting or chopping?" Encourage the children to explore cutting the dough into pieces. If desired, set out the Slice & Count Boards from Lesson 8.

Fox and the Last Piece of Pie



SUPPLIES

- ☑ Book & Story Pieces: Forest Friends: Fox and the Last Piece of Pie

LLD 6

Reading Comprehension

Responds to text. Retells, asks and answers questions.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 6 Reading & Comprehension

Help the child to explore holding the book. Read the words and name the pictures on the page the child turns to.

Give each child a Story Piece to hold (some may need to share). Explain that we can listen to a story when someone reads aloud or on an audio device. Show the children the audio device you use and how to control it. Listen to the read-aloud and move the Story Pieces to connect with the storytelling. Trade Story Pieces and repeat if desired.

Show the children the cover of the book and read the title aloud. Read the story aloud, then talk about what it means to be fair. Ask, "When have you been fair? Do you share your toys with your friends like Fox shared his pie with his friends?" Invite the children to use the Story Pieces to retell the story.

Read the story aloud. Pick a word (e.g., Fox) and count how many times that word appears in the book. Repeat with another word and determine which word appears most frequently.

Listen & Draw



SUPPLIES

- Book or Read-Aloud: Forest Friends: Fox and the Last Piece of Pie
- Draw & Dictate
- Puppet
- Craft stick
- Scissors (child-safe)
- Crayons
- Glue or tape
- Paper



LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Place the paper and one crayon on the table. Read the story aloud and watch as the child scribbles a design. Write the child's name and describe the activity on the back of the paper.

Cut a large circle out of paper, then cut the circle into pie segments. Give each child a pie piece and one crayon. Play the read-aloud. Ask, "Have you ever had to share something?" Invite the children to scribble or draw as they listen to the story. At the end of the story, take time for the children to show how they drew on their pie pieces. Write down what they say on the back.

Reread the book and ask, "When can you be fair and share something with a friend?" Give each child a Draw & Dictate paper. Help them write their name and date at the top. Invite the children to draw a picture of themselves being fair and sharing something. Encourage the children to tell you about their picture and write down what they say on the lines. Give each child a Puppet and encourage them to cut it out and attach it to a craft stick. Invite the children to use puppets to role-play how to be fair and share with others.

Reread the book and ask, "Why should we share? How can you show fairness?" Give each child a Draw & Dictate paper. Give the children multi-step directions, such as, "Write your name and date at the top of the page, then draw a picture of you being fair and sharing." Encourage the children to tell the group about their picture. Give each child a Puppet to create and invite them to use the Puppet to create and invite them to use the Puppet to role-play fairness and sharing with others.

Go Fast



SUPPLIES

- Dancing with Health & Fitness* album
- Foam hearts
- Health & Fitness* album
- Bowl

CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Clap to the beat of a song. Tap slowly on the child's legs and clap quickly with your hands.

Set out the foam hearts all around the room. Invite the children to freely dance to the music and pick up the hearts. Encourage them to bring the hearts back to the bowl. At the end of the song help the children feel their own heartbeats.

Listen to "Ready Set Go!" track 10 on the *Dancing with Health & Fitness* album, Name a movement (gallop, slide side to side) and race around the room doing that movement. Fall on the floor at the end of the song.

Invite one child to be the movement leader. Have the leader name a movement (gallop or slide side to side) and race around the room doing that movement. Everyone mimics the leader. Pause the music and change leaders.

Frog Jump



SUPPLIES

- Frog Headband
- Paper strips
- Paint
- Old plastic bags
- Tape or glue
- Pencil
- Scissors
- Markers



CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 4 Drama

Use the headband to play peekaboo. Make frog sounds and hop while pretending.

Set out a frog head for each child. Invite the children to color their frog heads as desired, then add eyes and tongues. Tape each frog head to the strips and size to fit each child's head. Play a song and encourage the children to pretend to move like frogs and mimic you. Move fast, then very slow. Stop and don't move at all, then be silly. Encourage each child to control their body.

Ask, "Which animals do you think like to jump?" Give each child headband pieces and a plastic bag. Demonstrate how to crumple the bag and dip it in paint to press a unique design onto the frog face. Invite the children to curl the red strip around a pencil to make a tongue. Assemble headbands and size to fit each child. Encourage the children to wear their headbands and pretend to be frogs. Set up an obstacle course for the children to explore "swimming" under chairs and hopping over pillows.

Give each child headband pieces and a plastic bag. Demonstrate how to crumple the bag and dip it in paint to press a unique design onto the frog face. Invite the children to curl the red strip to make a tongue. Assemble headbands and size to fit each child. Pretend to be frogs. Invite the children to create a story or play with different characters and settings.

Kickball



SUPPLIES

- Title Display
- Inspiration Photo
- Ball shape
- Bubblewrap
- Paint
- Plate
- Large clear zip bag
- Tape



CA 3 Visual Arts

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



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Put paint on the plate and set the bubblewrap on top of the paint. Place the plate in a large clear zip bag. Seal it and tape the top to secure, if desired. Allow the child to explore moving the paint and pressing on the bubblewrap to create a textured design.

Set out the Inspiration photo, the ball shape, bubble wrap and paint on plates. Encourage the children to press their bubble wrap into the paint, then help them press it onto their kickball to add texture. Use the photo for inspiration.

Set out Inspiration Photo and additional supplies. Ask, "What do you see on the kickball in the photo? How can you create texture in your kickball? What tools can you use? Can you find other tools to create texture?"

Encourage the children to experiment with different amounts of paint when pressing the bubblewrap to the plate. Ask, "What will happen to the texture if you use more paint? Less paint?"

Toss Challenge



SUPPLIES

- Hands-On Numbers: 11,12*
- Catcher Cards
- Ball Cards
- Pompoms
- Beanbag or ball
- Tape
- Scissors
- Basket



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Place a basket on the floor a short distance from the child. Invite the child to explore tossing a pompom and beanbag towards the basket. Observe how the child throws (e.g., overhand or underhand).

Cut apart the Catcher Cards and tape them at the child's eye level on the wall. Give each child a pompom to toss. Name a number and point at the Catcher Card with the same number. Encourage the child to throw their pompom at that card. Repeat with another number.

Ask, "How do you throw something? How do you catch it?" Explore different ways to throw a beanbag, such as overhand or underhand. Explore ways to catch, such as one-handed or with a basket catch (both hands). Show Number 11 and encourage the children to try to toss the beanbag to each other 11 times before it is dropped. Count out loud together. Repeat with Number 12. Challenge the children by taking one step away from each other. Encourage the children to cheer for each other and give high fives when they meet their goal of 11 and 12.

Discuss different ways to throw a beanbag, such as overhand or underhand. Explore ways to catch, such as one-handed or with a basket catch (both hands). Show the Number 11 and encourage the children to try to toss the beanbag to each other 11 times before it is dropped. Count out loud together. Repeat with the Number 12. Can they catch it before it drops? Encourage the children to explore different ways to toss and catch together.

Yoga Stretch



SUPPLIES

- Spin & Stretch Spinner Board
- Health & Fitness* album
- Yoga Pose Card: Swimmer & Warrior
- Scarf

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

As the music plays, wave the scarf high and low in front of the child. Encourage the child to stretch and reach for the scarf before it lands.

Display the Yoga Pose Cards. Play the song. Show the children the Yoga Pose Cards, then demonstrate how to lie on your belly and kick your feet for the swimmer pose. Encourage the children to pretend to swim as the song plays. Demonstrate the warrior pose and encourage the children to mimic you.

Ask, "How far can you stretch your fingers? Your legs?" Name a body part and encourage the children to show you how they stretch just that body part. Invite a child to spin the Spinner and demonstrate that stretch to the group. Encourage the group to copy the stretch. Repeat with each child. Invite the children to choose their favorite stretch and take turns demonstrating it to the group.

Invite one child to be the "leader." Encourage them to spin the Spinner and demonstrate that stretch to the group. Ask, "How long will we hold this stretch, 11 or 12 seconds? Will you count fast or slow?" Encourage the group to copy the stretch while the leader counts. Repeat with each child.

Doctor's Bag



SUPPLIES

- Paper doctor's bag
- Bandage
- Cotton ball
- Craft stick
- Tape
- Markers or crayons
- Stuffed animals/dolls
- Bag

SS 1

Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Place the supplies in a bag. Encourage the child to reach in and pull out different items to explore textures and uses. If desired, place a bandage on a stuffed animal and allow the child to explore removing it.

Set out the materials. Give each child a doctor's bag. Help the child take the sides and bottom of the bag together. Ask what they would put in the doctor's bag. Encourage the children to role-play helping a sick doll or stuffed animal.

Ask, "What kinds of bandages do you have at your house?" Give each child a doctor's bag to decorate and tape the sides together. Set out items to put inside the doctor's bag (cotton ball, bandage and/or craft stick). Encourage the children to role-play and pretend they are helping a sick animal or person.

Ask, "When you get hurt at home, what do you use to feel better? What are some ways that a doctor might help you feel better?" Give each child a doctor's bag to decorate and tape the sides together. Set out items to put inside the doctor's bag and encourage the children to pretend they are helping a sick animal or person.

Growing Tall



SUPPLIES

- Dancing with Health & Fitness* album
- Health & Fitness* album
- Paper: purple, pink
- Tape
- Favorite Toy

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behaviors. Follows routines and transitions.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 2 Self-Regulation

Sit or lay the child on the floor. As the music plays, encourage the child to reach for their favorite toy. Move the toy just out of reach around the child's body, encouraging them to stretch "taller and taller."

Tape 5-6 purple papers to the floor. Hold hands with the children to make a train. Play the song and move from purple paper to purple paper. Invite the children to squat and jump each time they hear the word "purple."

Listen to "Grow Up," track 4 on the *Dancing with Health & Fitness* album. Invite the children to squat and jump each time they hear the word "up." Twist each time they hear the word "disco."

Play the song. Invite a child to choose an emotion (e.g., sad, happy or excited). Invite the children to squat and jump, showing that emotion each time they hear the word "up." Pause the song. Select another child to choose a different emotion. Play the music and twist, showing the new emotion each time they hear the word "disco."

Lifting Weights



SUPPLIES

- Paper plates
- Paper
- Weightlifting Poster
- Tape
- Paint/Watery paint: black
- Scissors
- Paintbrushes
- Sponges



History & Sense of Time

Develops sense of time.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 4 History & Sense of Time

Create the dumbbell and place it on the floor near the child. Roll the dumbbell towards the child. Encourage them to explore it. Praise the child for reaching, stretching and grasping the dumbbell.

Write the child's name and age on the bottom of two plates and crayon. Set out watery black paint and sponges. Cut and roll the paper into a bar. Give each child a sponge to dip in the watery paint and press onto the plate. When the paint is dry, cut a hole in the center of each plate and insert a rolled black paper to make a dumbbell. Invite the child to mimic your actions as you count to 3 and lift the dumbbell. Repeat and count to 3 again.

Ask, "Where do you have muscles?" Invite each child to make a weight prop. Paint the paper plates black. Once dry, cut an X in the center of the plate. Roll paper and wrap it in tape. Insert into the holes on the plates and tape to secure. Pretend to exercise and lift weights. Do a variety of arm exercises while holding the weight prop. Count to 12 each time and do 12 reps.

Ask, "Have you ever watched someone lift weights? What does this do to your muscles?" Encourage the children to remember a time when they saw someone lift weights or did it themselves. Invite each child to make a weight prop. Paint the paper plates black. Once dry, cut an X in the center of the plate. Roll paper and wrap it in tape. Insert into the holes on the plates and tape to secure. Pretend to exercise and lift weights.

Simple Scale

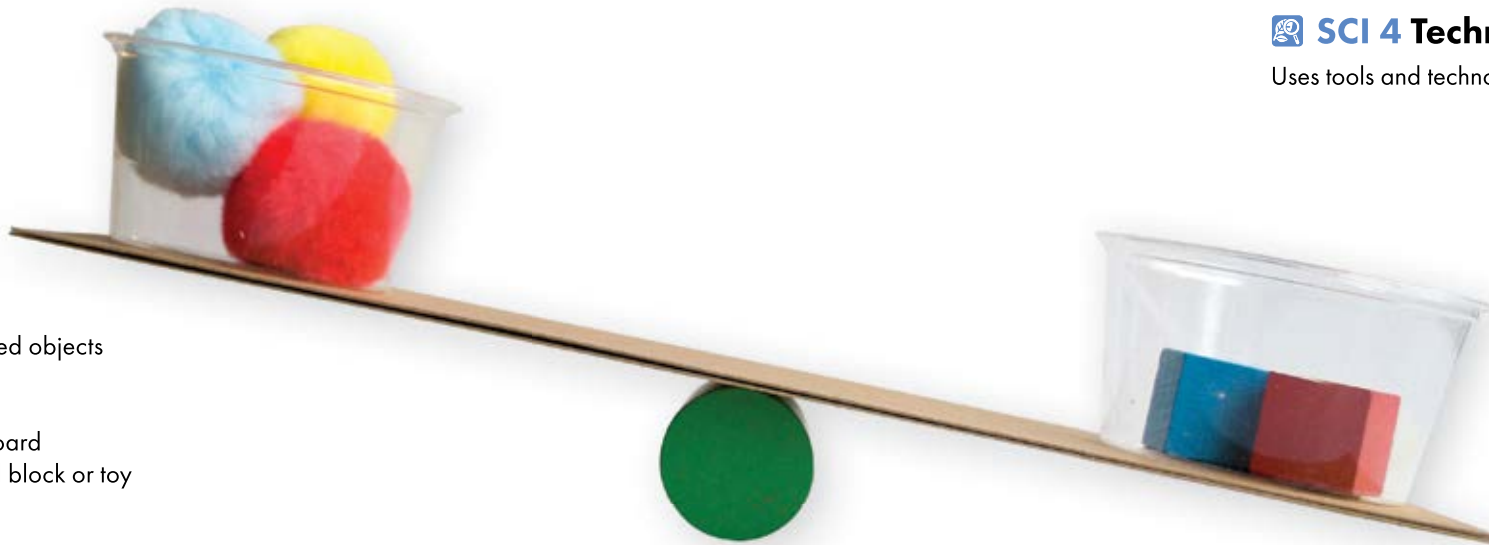


SCI 4 Technology

Uses tools and technology to perform tasks.

SUPPLIES

- Long ruler
- Block
- Different-weighted objects
- Spoon
- Bowls (2)
- Wood or cardboard
- Cylinder-shaped block or toy



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Place a spoon on a small block in front of the child. Using soft items (e.g., pom-poms), place the item in the spoon and press down on the bottom of the spoon. Encourage the child to explore how the object moves.

Set out a long ruler, a block and objects of different weights. Hand the children two different objects of different weights. Ask, "Which feels the heaviest?" Explain that one way to measure if one thing is heavier than another is to place them on a scale. Help the children build a simple balance scale with the materials. Take turns placing the objects on the scale to discover their weight.

Set out a long ruler and a block. Make a simple balance scale. Set out different-weighted objects or manipulatives. Encourage the children to place them on the scale and share their discoveries. Ask, "What types of things do you weigh? How can you balance a scale? How can you tell if one thing is heavier than another? What could you do if one end is lower than the other?"

Set out a long ruler and a block. Make a simple balance scale. Set out different-weighted objects or manipulatives. Ask, "How can you balance the scale? How can you make one end lower than the other?" Encourage children to discuss before experimenting. Invite the children to explore these questions and share their discoveries. Ask, "What worked? What did not work? What would you do differently next time?"

Stretch & Breathe



SUPPLIES

- Spin & Stretch Spinner/Board
- Die
- Bubbles

SED 2 Self-Regulation

Identifies emotions. Manages feelings and behaviors. Follows routines and transitions.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 2 Self-Regulation

Place the child on the floor. Blow bubbles in their direction while the music plays. Encourage the child to reach and stretch to catch the bubbles. Say, "Look at you stretch for the bubbles!" If desired, hold the bubble wand for the child to blow bubbles.

Attach the spinner. Put the spinner and die on the table. Move the spinner and demonstrate the stretch for the children. While stretching count to five. Continue to stretch and count to five. Listen for the children to begin counting with you.

Encourage the children to explore blowing on their hand. Try blowing quickly and also very slowly. Afterward ask, "How does your body feel?" Invite the children to imagine being angry and holding their breath, then slowly relax and blow out. Take turns spinning for a stretch and roll the die. Do the stretch and everyone breathes in and out slowly to the number rolled. Ask the children how they feel after each stretch. Repeat with another.

Ask, "How does your body feel when you are angry? Anxious? Scared? What are some ways we can calm our bodies when we feel this way?" Take turns spinning for a stretch and roll the die. Do the stretch and everyone breathes in and out slowly to the number rolled. Ask the children how they feel after each stretch. Repeat with another.