

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.

learning through play • multi-sensory • theme-based • hands-on-experience • critical thinking

1-Month

Assessment Activity Calendar & Group Observation Form



Daily

Assessment Activity Sheets



Observation & Documentation Planning Calendar

BUBBLES, BOATS & FLOATS

DATE _____

<p>LESSON 1 Fish Story LLD 7 Writing CA 2 Dance & Movement</p> 	<p>LESSON 2 Building with Sticks MR 1 Number Sense SED 3 Attention & Persistence SED 4 Social Relationships</p> 	<p>LESSON 3 Catch It! CA 2 Dance & Movement SED 4 Social Relationships</p> 	<p>LESSON 4 Feed the Alligator PD 5 Nutrition LLD 3 Phonological Awareness</p> 	<p>LESSON 5 Waterfall Splash MR 7 Logic & Reasoning SCI 1 Investigation & Inquiry</p> 
<p>LESSON 6 Would You Rather? SS 2 Civics & Economics MR 7 Logic & Reasoning</p> 	<p>LESSON 7 Flying Fish PD 1 Gross Motor LLD 1 Listening</p> 	<p>LESSON 8 River Clean-Up LLD 5 Concepts of Print LLD 6 Reading Comprehension SS 3 Geography</p> 	<p>LESSON 9 Look What I Can Do! LLD 2 Communication SED 4 Social Relationships LLD 1 Listening</p> 	<p>LESSON 10 Rock Design MR 5 Patterns PD 2 Fine Motor MR 2 Spatial Awareness</p> 
<p>LESSON 11 Wash Off the Dirt SED 1 Self-Awareness PD 4 Personal Care</p> 	<p>LESSON 12 Helping Hands SED 3 Attention & Persistence CA 4 Drama</p> 	<p>LESSON 13 Build a Carwash SS 4 History & Sense of Time SS 2 Civics & Economics</p> 	<p>LESSON 14 Bubbly Letters LLD 4 Alphabetic Knowledge SED 4 Social Relationships</p> 	<p>LESSON 15 Bubbly Art PD 4 Personal Care SCI 1 Investigation & Inquiry</p> 
<p>LESSON 16 Rainy Windows SCI 1 Investigation & Inquiry CA 3 Visual Arts</p> 	<p>LESSON 17 Building a Rainbow SED 1 Self-Awareness LLD 7 Writing</p> 	<p>LESSON 18 Painting with Ice LLD 7 Writing LLD 4 Alphabetic Knowledge SCI 3 Physical Science</p> 	<p>LESSON 19 Water On, Water Off SCI 4 Technology PD 4 Personal Care</p> 	<p>LESSON 20 Constructing Pipes MR 4 Measurement MR 7 Logic & Reasoning SED 3 Attention & Persistence MR 2 Spatial Awareness</p> 

Fish Story



SUPPLIES

- Dancing with Bubbles, Boats & Floats* album
- Bubbles, Boats & Floats* album
- Paper
- Scissors



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Cut a “fish” out of paper. Play the song. Move the fish in front of the child to the rhythm. Encourage the child to reach for and manipulate the fish, using their fingers and hands.

Play the song. Invite the children to listen to the song and dance what they hear. Some children may hear words to prompt their movements, while others hear rhythms and wiggle. Encourage the children to make the letter W with their hands as they dance.

Play “Flow, Water, Flow,” track 1 on the *Dancing with Bubbles, Boats & Floats* album. Say “water” during the song and make the letter W in the air. Continue to dance.

Play the song. Call out letters and encourage the children to use their bodies to spell them out. For example, say, “W,” and the children form a “W” shape with their arms or hands while moving to the rhythm. Change the letter every 30 seconds. Can the children identify and form both upper- and lowercase letters in the air?

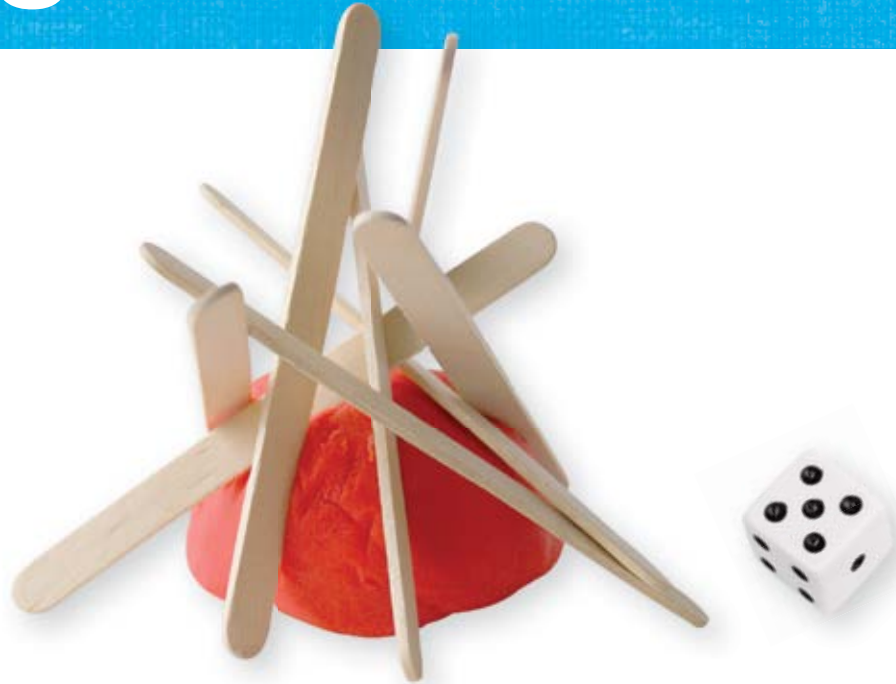
LESSON 2

Building with Sticks



SUPPLIES

- Die
- Craft sticks
- Playdough
- Plastic container
- Lid
- Scissors



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Punch holes in a plastic container lid and insert craft sticks halfway into the holes. Sit with the child and encourage them to pull out the sticks and push them back in. Count out loud as the child touches each stick.

Set out the supplies. Explain that beavers build homes out of sticks and wood. Invite the children to build a structure with the playdough and craft sticks. Point to each stick and count together. Ask, "How many sticks did we use?"

Ask, "What do you think a beaver uses to cut wood?" Set out playdough and craft sticks. Encourage the children to build with the materials. Observe how they problem-solve and build structures. Invite the children to create a community of beaver lodges. Encourage each child to take turns rolling the die and counting out the same amount of sticks. Invite them to use the sticks to build their own beaver lodge. Invite the children to work together to share their sticks and make one large lodge.

Ask, "What do you think a beaver uses to cut wood?" Set out playdough and craft sticks. Encourage each child to roll the die and count out the number of craft sticks rolled. Place the craft sticks in the playdough. Ask, "How many sticks do we have all together?" Invite the children to count each craft stick. Ask, "How many would we have if [child's name]'s beaver lodge washed away?" Encourage the children to work together to add and subtract with different scenarios.

Catch It!



SUPPLIES

- Dancing with Bubbles, Boats & Floats* album
- Bubbles, Boats & Floats* album
- Circle Time Poster: Once I Caught a Fish
- Sheet or parachute
- Scarves

CA 2

Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Place the child on their back on the floor. As the song plays, move the scarf up and down over the child's body. Observe how they reach for and react to the scarf's texture.

Give each child a scarf. Display the Circle Time Poster. Play the song. Invite the children to touch and explore the scarves as they listen to the song. After each verse, stop and ask the children to toss their scarves on the floor, then invite them to grab another. Continue the song.

Play "Liquid, Ice and Steam (Instrumental)," track 10 on the *Dancing with Bubbles, Boats & Floats* album. Invite the children to dance with a sheet, scarves or a parachute to try to "catch the wind."

Play the song. Encourage the children to think about how the wind feels. Invite them to stretch and move their bodies in the wind. Give each child a scarf. Encourage them to move their scarf to "catch the wind" (e.g., wave, float or flutter).

Feed the Alligator



SUPPLIES

- Alphabet Phonic Cards
- Box
- Paper
- Crayons or markers
- Scissors
- Tape
- Scrap paper
- Bowl
- Spoon



PD 5 Nutrition

Follows healthy nutrition routines.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

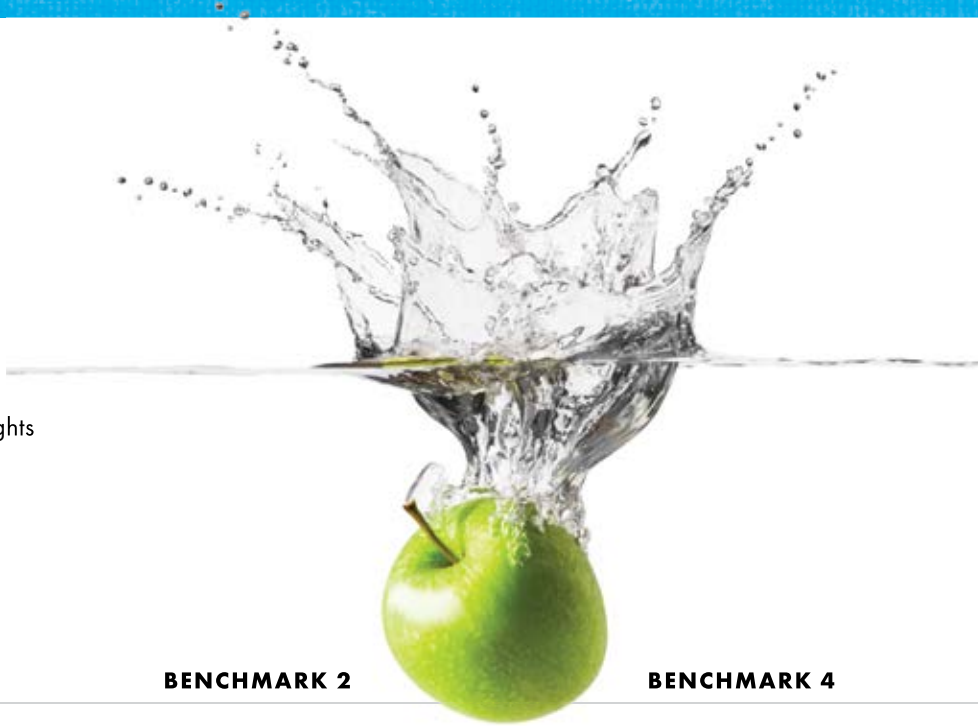
During lunch or snack, encourage the child to explore eating with a bowl and spoon. Each time the spoon is raised to their mouth, say, "Open wide like an alligator!"

Cut a hole in a box and tape white triangle teeth around the hole to look like alligator teeth. Put the Alphabet Phonic Cards upside-down on the floor or table. Invite a child to select a card, name the picture (or invite them to repeat the word as you say it), then put it in the alligator's mouth.

Cut paper triangle teeth and tape them into the open end of a box. Decorate the "alligator" box as desired. Place Alphabet Phonic Cards on the table facedown. Set out scrap paper and crayons. Encourage the children to flip a card, and identify the letter and say the sound the letter makes. Provide a word that begins with that letter and ask the children to say another word that begins with that letter. Feed the alligator the letter! Repeat.

Cut paper triangle teeth and tape them into the open end of a box. Decorate the "alligator" box as desired. Place Alphabet Phonic Cards on the table facedown. Set out scrap paper and crayons. Explain that alligators eat healthy foods. Encourage them to sort the Alphabet Cards by different traits (e.g., fruits or vegetables). Explore feeding the alligator by the sorted foods. Repeat.

Waterfall Splash



SUPPLIES

- Cardboard or wooden ramp
- Bin of water
- Objects of different sizes and weights
- Stool or chair
- Various waterproof objects
- Wet washcloth

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 a wet washcloth on the child's arm. Observe how they respond to the wet sensation. If the child is engaged, squeeze some of the water out of the washcloth and onto their arm. Wait to see their reaction.

Set out a bin of water and a variety of waterproof objects. Explore how objects make splashes when they are dropped in water.

Set out a bin of water and a variety of objects. Set up a ramp that ends at the tub of water. Encourage the children to select different objects to roll down the ramp. Which one will make the bigger splash? Continue to experiment rolling one or multiple objects down the ramp. Which object makes the biggest splash?

Set out the bin of water, ramp and a variety of objects. Ask, "What toy do you think will roll smoothly down the ramp? Which will not roll well? What could we do to help the toy make the biggest splash?" Experiment and problem-solve with each object.

Would You Rather?



SUPPLIES

- Duck counters*
- Would You Rather Game
- Pompoms
- Scissors
- Blocks
- Masking tape
- Chairs
- Stuffed animals (e.g., duck)



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

Place the stuffed animals in front of the child as they lie on their tummy. As the child reaches out for the toy, hand it to them. Encourage the child to grasp and release the stuffed animal as they explore.

Tape one "Would You Rather" photo card onto each chair. Set out two chairs with the "Would You Rather" photo cards taped to the back. Ask a child to sit on the chair with the photo they like better. Set out another chair and invite the next child to pick between the two empty chairs. Continue to add more chairs until all of the children are seated. Repeat.

Ask, "What can float on water?" Set out blocks and encourage the children to construct a boat or other structure. Invite the children to put a few ducks inside and pretend it is floating in a lake. Read aloud a Would You Rater question card and set out the matching photo cards. Invite the children to vote on their favorite choice by placing a duck counter on that photo card. Encourage the children to discuss their choice. Count together to find out which choice has the most votes.

Show the children two photo cards and ask them a 'Would You Rather' question based on the images. Have the children vote for their favorite option by placing a duck counter on the corresponding photo card. Start a discussion by encouraging the children to explain their choices. Count the votes together to determine the most popular choice.

LESSON 7

Flying Fish



SUPPLIES

- Dancing with Bubbles, Boats & Floats* album
- Bubbles, Boats & Floats* album
- Beanbags
- Bucket
- Pompoms



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Play the song and hold the child. Swing the child in your arms, then pause the motion. Observe the child's reaction. How are they communicating their feelings about the movement?

Give each child a pompom. Play the song. Invite the children to toss and catch the pompom as the music plays. Remind them to be careful not to run into anyone. When the song ends, encourage the children to throw the pompoms into the bucket. As they release, encourage them to yell, "Fly fish!"

Play "Catch a Fish," track 4 on the *Dancing with Bubbles, Boats & Floats* album. Invite the children to toss and catch beanbags as the music plays. Throw the beanbags in a bucket when the song sings about catching the fish.

Play the song. Encourage the children to toss and catch beanbags as the music plays. Throw the beanbags in a bucket when the song sings about catching the fish. Play the song again and encourage the children to toss their "fish" into the bucket backwards.

Forest Friends: River Clean-Up



SUPPLIES

- Book: *Forest Friends: River Clean-Up*
- Story Pieces: Forest Friends: River Clean-Up
- Bowl of water
- Paper
- Crayons



LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 5 Concepts of Print

Sit with the child and hold the book. As you read, experiment with your voice. Repeat silly sounds that you notice attract the child's attention and interest. Listen for the child to repeat the sounds back.

Hold the book upside down and show it to the children. Take time to explore how to handle a book. Ask, "Is this the right way to read a book?" Flip the book right-side up and read it aloud. As you read, ask questions about the pictures being the correct side up and invite a child to help flip the pages. Encourage the children to find the river on each page. When done reading, play with a bowl of water and talk about how rivers have water.

Show the cover of the book and read its title and subtitle aloud. Ask, "How can we be responsible with nature?" Read the story aloud and invite the children to point at the geographical features of Raccoon's home: river, tree and rocks. When you are done reading, invite the children to use the Story Pieces to retell the story. Encourage them to use words like first, then and last.

Begin by showing the book's cover and asking the children to identify the author and illustrator. Explain the roles of an author and illustrator. Read the story aloud, encouraging children to point to geographical features of Raccoon's home, such as the river, tree and rocks. After reading, have the children use the Story Pieces to retell the story.

Look What I Can Do!



SUPPLIES

- Hula hoops and balls (optional)

LLD 2 Communication

Uses language to express ideas.
Uses conversational skills. Uses and expands vocabulary.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 2 Communication

Place the child on their back on your legs and bounce them up and down. Look at the child and begin to repeat a duck sound, “quack, quack.” Bounce and repeat the sound slowly, then faster. Listen for the child to repeat the sound.

Set out the materials. Ask, “What is something you are good at?” Explain that everyone is special and has a unique skill, even animals. Ducks are excellent swimmers. Invite each child to say or show something they are good at. For example, “I can kick a ball!” or show off a picture they drew. Clap after each child demonstrates their skill.

What is something you are good at? Explain that ducks are excellent at swimming. Invite each child to say or demonstrate something they are good at. For example, a child may demonstrate their toy hoop skills or ability to sing. Encourage the children to clap after a child demonstrates their skills.

Explain that ducks are excellent swimmers. Invite each child to share or show something they are good at. For example, a child might show their ability to sing or demonstrate their skills with a toy hoop. Encourage the children to clap for each other after they share. Then ask a volunteer to share something they liked about what the child demonstrated. For example, the volunteer could say, “I liked when you kept the hula hoop off the ground by twirling it.”

Rock Design



SUPPLIES

- Shape Design Mats
- Sensory Mat: Rock Design
- Bowl of rocks
- Playdough: blue, green, yellow
- Rocks or pebbles
- Toys (2)



MR 5 Patterns

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Place two toys on the floor. Observe which toy attracts the child's attention. Pick up and show the child the preferred toy. Play peek-a-boo with the toy, making different sounds.

Set out the playdough, rocks and mat. Set out two playdough colors. Play on the mat and put pieces of dough on the matching colored cans. Show the children how to press the rocks into the dough and encourage them to experiment. Ask, "What designs can you make with the rocks?"

Set out a bowl of rocks and the Shape Design Mats on the table. Encourage the child to select a mat and arrange the rocks on top of the mat. Select a new mat and play again. Invite the child to create their own rock shape designs.

Place Shape Design Mats and a bowl of rocks on a table. Let the child choose a mat and arrange the rocks on it. Take away a piece of the pattern and ask the child what's missing. Continue the activity with a new mat. Encourage the child to design their own rock shapes.

Wash Off the Dirt



SUPPLIES

- Color and Shape Mat
- Signing Cards: wash, dirt
- Brown finger paint
- Bin of soapy water
- Paper towel
- Toy cars & boats
- Washcloth



SED 1 Self-Awareness

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 1 Self-Awareness

Sit with the child and place a washcloth in one hand. When the child reaches for the washcloth, hide it behind your back. Then bring it out and move it around the child, encouraging them to track with their eyes and hands.

Show the children the Signing Cards and practice making the signs for “wash” and “dirt” together. Use the signing word “wash” while playing with soapy water, toy cars and boats. Ask them to choose their favorite toy to clean.

Ask, “What things are brown inside the room? What things are brown outside?” Show the Color and Shape Mat and give it to a child who would like to share a response. Encourage the child to take turns dipping their finger into the brown paint. Discuss the importance of washing hands and not spreading germs. Take turns washing hands in the soapy water, then drying them.

Give the mat and brown paint to a child who wants to answer. Encourage the child to dip their finger into the paint and take turns. Talk to the children about washing their hands so they don’t spread germs. Have the children take turns washing their hands with soapy water and drying them. Ask the children how they would wash off dirt and talk about different ways to do that.

Helping Hands



SUPPLIES

- Dancing with Bubbles, Boats & Floats* album
- Bubbles, Boats & Floats* album
- Foam diamonds
- Paper or plastic dishes
- Bowl
- Small toy
- Plate



SED 3

Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Place a small toy under a bowl. Play the song. Show the child the toy and place the bowl on top. Observe how the child searches for the toy.

Scatter the foam diamonds around the room and give each child a plate. Invite the children to dance freely to the music while holding a plate. Encourage them to pick up the diamonds and pretend to wash the plate with the diamond "sponge." Place the diamond in the bowl and repeat with a new diamond.

Play "Scrubbing Bubble (Instrumental)," track 6 on the *Dancing with Bubbles, Boats & Floats* album. Invite the children to pass paper or plastic dishes around the circle as the music plays. Pause the song and invite each child to pretend to wash the dish they are holding.

Play the song and have the children pass paper or plastic dishes around the circle. When the music stops, each child should pretend to wash the dish they are holding. Ask the children, "How could we wash the dishes faster?"

Build a Car Wash



SUPPLIES

- Car Wash & Play Dollars
- Scissors (child-safe)
- Tape
- Toy cars
- Towels
- Bin of dirt
- Bin of soapy water
- Box and tape (optional)
- Streamers
- Stick or box

SS 4

History & Sense of Time

Develops sense of time.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 4 History & Sense of Time

Tape the streamers to a box or stick. Lay the child on the floor. Move the streamers up and down the child's body. Observe the child's reaction to the streamers' movements.

Cut and fold the car wash display so that it is ready for play. If desired, wrap the display around a cardboard box. Give a child one dollar. Invite them to give you a dollar in exchange for a toy car. Demonstrate how to push a toy car through the car wash at the first table. Then have a bin of soapy water at the second table for the children to continue to clean and play with the cars.

Ask, "How do you think a car wash works?" Discuss how a car wash is a service people pay for. Give each child a car wash sheet. Help them cut apart the dollars and fringe-cut the opening, then assemble the building. Ask the children to explain how their car wash works. Encourage them to demonstrate as they explain. Role-play trading play dollars for a toy car wash.

Ask, "How does a car wash work?" Allow the children to share their car wash experiences. Explain that a car wash is a paid service. Assist the children in cutting out the dollars and fringe-cutting the opening. Then help them assemble the building. Ask each child to explain how their car wash functions and encourage them to demonstrate as they explain. Role-play using the play dollars to pay for a toy car wash.

Bubbly Letters



SUPPLIES

- Bubbles
- Letter Cars: Vv, Ff & Yy
- Index cards
- Marker
- Tape
- Scissors

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

Sit facing the child (or hold them in your lap). Blow bubbles and observe as the child moves their body and reaches for them. Say, "B-b-bubbles!" and encourage the child to repeat.

Hang the Letter Cards spread apart on the wall. Give one child bubbles and invite them to blow them towards any letter on the wall. Repeat until all have had a turn. Name the letters as they play. Play outside, if desired.

Write familiar letters on the index cards, then tape them on the table, wall and floor. This activity can also be done outside. Encourage the children to take turns blowing bubbles onto the letters. Shout out the letter(s) it touches and say the sound. Invite a child to call out a letter or letter sound, then encourage a different child to blow bubbles on that letter.

Write familiar letters and sight words on the index cards, then tape them on the table, wall and floor. This activity can also be done outside. Encourage the children to take turns blowing bubbles onto the cards. Shout out the letter(s) or word it touches. Invite a child to be the "caller" and encourage the children to blow bubbles to the called cards.

Bubbly Art



SUPPLIES

- Title Display
- Inspiration Photo
- Bubble wrap bag
- Background paper
- Circular items (cups, bottle caps)
- Paint (blue, white, purple)
- Bowl of soapy water
- Paper plates
- Tape



PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 4 Personal Care

Dip the child's toes in paint and tape the paper to the floor. Support the child as they move their painted toes on the paper, creating "bubbles." Wash their toes off in the bowl of soapy water and dry.

Display the Inspiration Photo and give each child a bubble wrap bag. Squeeze a little paint on opposite ends of each child's paper. Encourage them to pat the paint with the bubble wrap and spread around the paint on their paper. When done, set out a bowl of soapy water and encourage the children to wash their hands. Explain it is healthy to wash our hands.

Set out the Inspiration Photo and any additional materials. Ask, "What shapes do you see on the photo? How many bubbles can you make on the page? How do you make bubbles during bath time? Can you make bubbles of different sizes?"

Ask, "What are some ways to stay clean? How do you make bubbles during bath time? When is it important to wash?" Set out the Inspiration Photo and any additional materials. Encourage the children to use a variety of materials to create their masterpiece.

Rainy Windows



SUPPLIES

- Title Display
- Inspiration Photo
- Eyedroppers
- Background paper
- Window frame
- Watery paint (blue, purple)
- Glue
- Bowl
- Sponge
- Tape



SCI 1

Investigation & Inquiry

Observes, inquires and investigates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 1 Investigation & Inquiry

Tape the paper to the table. Place watery paint in a bowl. Place the sponge in the paint. Lift it above the child and slowly squeeze. Observe how the child splashes, pats and explores the “rain.”

Squeeze a few drops of paint into a bowl of water and mix. Explore this art experience as a group. Cover the table with the white paper and tape it down to secure. Give each child an eyedropper and encourage them to explore playing with it in the bowl of water. Explore squeezing and dripping watery paint on the table and decorate the paper together.

Set out the Inspiration Photo and any additional materials. Ask, “What do you notice about the photo? What do raindrops look like on a window? How might you make raindrops? Do you have windows in your house? Where?”

Ask, “What do you notice about the photo? What do you think you could use to make the raindrops? How can you test this?” Set out the Inspiration Photo and any additional materials. Encourage the children to explore their predictions. After they have created their “windows,” ask what went well or what they could have been done differently.

Building a Rainbow



SUPPLIES

- Coloring: Letter Y
- Crayons (colors of the rainbow)
- Paper
- Cups
- Tape
- Highlighter



SED 1 Self-Awareness

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 1 Self-Awareness

When the child is in a highchair, place the paper on the tray. Give the child one crayon. Hold another crayon up and ask if they would like it. Observe how the child vocalizes their wants for the new color. Do they show a preference for one or the other?

Hang the Coloring page on a wall for practice drawing on a vertical surface. Write each child's name in highlighter at the bottom of each page. Encourage the children to choose a favorite color and scribble freely on the Letter Y page. Notice how each child holds the crayons and makes marks. Help the child trace the highlighter letters of their name. When finished, line up the children's coloring pages to make a rainbow or other desired pattern.

Put same-colored crayons in each cup, then place them around the floor with a piece of paper next to each cup. Explain that the children are going to work together to make a rainbow. Invite the children to find a spot next to a cup of crayons and color on that paper with some friends. Prompt the children to stop coloring, then move to a different color. Once all of the papers are colored, tape them on the wall in order (red, orange, yellow, green, blue, indigo and violet).

Explain that the children are going to work together to make a rainbow. Invite the children to find a spot next to a cup of crayons and color on that paper with some friends. Prompt the children to stop coloring, then move to a different color. Rotate around the colors a second time, with less time to draw. Once all of the papers are colored, tape them on the wall in order (red, orange, yellow, green, blue, indigo and violet).

Painting with Ice



SUPPLIES

- Letter Cards: Vv, Yy*
- Phonic Photo Cards*
- Read-Aloud: Rowing Down the River
- Paper
- Ice cube tray
- Paint
- Water
- Bowl



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Set out a bowl of ice and play with it. Put it on and off the paper. Manipulating ice with hands helps build muscles for fine motor.

Pour watery paint into ice trays and freeze. Give each child a piece of paper and one frozen paint cube. Play the read-aloud. Invite the children to scribble or draw while they listen to the story. At the end of the story, take time for the children to show and tell about their drawings.

Thin paint with water, then freeze it in an ice cube tray. Ask, "What happens to water in the freezer?" Set out the ice cube tray filled with the colored ice. Observe as the children work to remove the ice cubes and investigate them. Show a Letter Card. Say the letter and the sound. Invite the children to write that letter on paper with an ice cube. Show the children the Phonic Vocabulary Cards, say the words and ask them to produce another word that begins with the same sound.

Set out the ice cube tray filled with the colored ice. Ask, "What do you notice about the paint cubes?" Show a Letter Card. Say the letter and the sound. Ask, "What words start with this letter?" Invite the children to write that letter or words on paper with an ice cube. Show the children the Phonic Photo Cards, say the words and ask them to produce another word that begins with the same sound. Encourage the children to write their first and last name on the paper.

Water On, Water Off



SUPPLIES

- Pompoms
- Beverage dispenser
- Water
- Bin(s)
- Pouring materials (containers, turkey baster, funnel, etc.) (optional)
- Containers with lids
- Basket
- Sink/faucets
- Water bottles (clear)



SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Fill water bottles with different amounts of water. Explore shaking and playing with the bottles. Pretend to pour the water and sent the bottle back down. Observe how the child mimics your actions.

Fill a basket with a variety of containers with different types of lids. Help the children explore containers and lids: turn, twist, open and close. Put pompoms or other small objects in the containers so that children find surprises. If desired, use the containers to explore filling/pouring with water.

Set out a beverage dispenser and fill with water. Place a bin under the tap to catch the water. Encourage the children to explore turning the water on and off. If this is unavailable, fill a bin of water and set out pouring materials (containers, turkey baster, funnel, etc.) to explore. Ask, "What can you turn on and off? What happens to the water in the dispenser? In the bucket? What else do you know about water?"

Ask, "How could we fill this bucket/bin?" Encourage the children to predict ways to fill the bucket. Invite the children to explore turning the water on and off. If this is unavailable, fill a bin of water and set out pouring materials (containers, turkey baster, funnel, etc.) to explore. Ask, "What can you turn on and off? What happens to the water in the dispenser? In the bucket? What way was the most successful in filling the bucket?"

Constructing Pipes



SUPPLIES

- Masking tape
- Straws
- Scissors
- Paper of various lengths



MR 4 Measurement

Estimates and measures. Compares and seriates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 4 Measurement

Hang paper strips (“pipes”) on the wall at different heights. Observe as the child reaches for and pulls at the “pipes.”

Use tape to create different lengths and designs on a tabletop. Cut straws into different lengths. Encourage the children to explore the straw lengths by placing them on the tape designs. Invite them to pick up two straws and ask, “Which is longer? Which is shorter?” Continue until all of the “pipes” are placed on the tape designs.

Use tape to create different lengths, designs or pathways on the tabletop. Cut straws into different lengths. Encourage the children to connect the straws and follow the taped lines. Continue to construct “pipes” and copy the taped lines.

Create designs or pathways of different lengths on the table top. Place the cut straws out for the children to explore. Ask, “How many straws do you think it will take to make this design?” Invite them to check their estimations but connecting the straws and creating the “pipe” tape lines.