

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

GARDEN TREASURES

DATE _____

<p>LESSON 1</p> <h2>Plants Grow in the Soil</h2> <p>SCI 2 Natural & Earth Science SED 1 Self-Awareness</p> 	<p>LESSON 2</p> <h2>What's in the Garden</h2> <p>MR 1 Number Sense LLD 2 Communication</p> 	<p>LESSON 3</p> <h2>Not Too Much!</h2> <p>MR 1 Number Sense PD 2 Fine Motor MR 4 Measurement</p> 	<p>LESSON 4</p> <h2>Sweet Potato</h2> <p>CA 2 Dance & Movement LLD 1 Listening</p> 	<p>LESSON 5</p> <h2>Digging for Worms</h2> <p>MR 2 Spatial Awareness LLD 1 Listening</p> 
<p>LESSON 6</p> <h2>Moving Like a Plant</h2> <p>CA 2 Dance & Movement SED 2 Self-Regulation</p> 	<p>LESSON 7</p> <h2>Community of Leaves</h2> <p>SS 1 Culture & Community SED 4 Social Relationships LLD 1 Listening</p> 	<p>LESSON 8</p> <h2>Pollinating Letter F</h2> <p>LLD 4 Alphabetic Knowledge PD 1 Gross Motor</p> 	<p>LESSON 9</p> <h2>F Is for Flower</h2> <p>LLD 3 Phonological Awareness SED 2 Self-Regulation</p> 	<p>LESSON 10</p> <h2>Weeding the Colors</h2> <p>SCI 4 Technology PD 2 Fine Motor</p> 
<p>LESSON 11</p> <h2>Under the Dirt</h2> <p>LLD 3 Phonological Awareness SED 2 Self-Regulation MR 6 Classification</p> 	<p>LESSON 12</p> <h2>Build a Scarecrow</h2> <p>MR 2 Spatial Awareness SED 4 Social Relationships</p> 	<p>LESSON 13</p> <h2>Rabbit Mask</h2> <p>SED 1 Self-Awareness CA 4 Drama</p> 	<p>LESSON 14</p> <h2>Animals in the Garden</h2> <p>MR 5 Patterns SED 4 Social Relationships</p> 	<p>LESSON 15</p> <h2>Design a Beehive</h2> <p>SCI 4 Technology</p> 
<p>LESSON 16</p> <h2>Take a Bite!</h2> <p>PD 4 Personal Care PD 2 Safety</p> 	<p>LESSON 17</p> <h2>Produce Patterns</h2> <p>MR 5 Patterns SED 4 Social Relationships</p> 	<p>LESSON 18</p> <h2>Stone Soup Collage</h2> <p>SS 1 Culture & Community LLD 2 Listening CA 3 Visual Arts</p> 	<p>LESSON 19</p> <h2>Jumping Peas</h2> <p>CA 2 Dance & Movement PD 1 Gross Motor LLD 1 Listening</p> 	<p>LESSON 20</p> <h2>Shaped Gardens</h2> <p>MR 3 Shapes</p> 

Plants Grow in the Soil



SUPPLIES

- Circle Time Instrumentals* album
(see Member Resources)
- Basket of vegetables



SCI 2 Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 2 Natural & Earth Science

Play the song and sing. As the child plays with the vegetables, point to them and name each.

Play the song and encourage the children to sing. Name a vegetable and have the children select the correct one.

Discuss what grows in the soil. Sing the song and invite each child to choose a vegetable from the basket, then show and tell what it is.

Invite the children to choose a vegetable and describe how it grows. Invite a child to lead the song, choosing the next vegetable to insert into the song.

LESSON 2

What's in the Garden



SUPPLIES

- Theme Poster*
- I Spy Glasses: Concepts*
- Pocket Cube
- Cube Cards: Numbers 1-6
- Tray of soil
- Tape
- Paper
- Marker(s)



MR 1 Number Sense

Identifies numerals. Determines quantities.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Tape the poster on the floor and look at it with the child. Name the pictures and colors as the child explores and touches the poster.

Roll the cube and identify the number. Encourage the children to find the same quantity of the same picture on the Theme Poster.

Invite the children to use an I Spy Glass and find a specific object on the Theme Poster. Count the total number of each type of object.

Count similar items on the poster and record how many there are to determine which item is pictured most.

Not Too Much!



SUPPLIES

- Clear plastic cups/containers
- Permanent marker
- Eyedroppers
- Bin of water
- Water bottles
- Dice



MR 1 Number Sense

Identifies numerals. Determines quantities.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Fill water bottles with different amounts of water. Explore shaking and playing with the bottles. Talk about which one has a lot of water.

Pour or squirt water into clear containers and talk about whether we need one more to fill it up to the line.

Encourage the children to use eyedroppers to squeeze water into containers up to a fill line. Count the number of squirts to fill it up.

Play as a group. Each child has the same sized clear cup. Roll dice and put the same amount of water squirts in the cup. Continue to take turns rolling and squirting. After five turns, who has the most water in the cup?

LESSON 4

Sweet Potato



SUPPLIES

- ☑ *Dancing in the Garden* album



CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Rock the child back-and-forth to the beat of the song.

Play the music and give verbal prompts, e.g., touch the ground, twirl around, squat low, tiptoe up high. Wait for the children to do the movement, then do it with them.

Invite the children to dance freely to the music, then plant their “roots” (feet) into the ground each time they hear the chorus.

Invite the children to work in pairs and make up a dance routine with 4 moves that they repeat over and over to the music.

Digging for Worms



SUPPLIES

- Rubber worms
- Bin of dirt
- Cup
- Spoon
- Bowl

MR 2 Spatial Awareness

Understands how objects move in space.
Determines object location.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Put the worm under a cup. Invite the child to find and touch the worm. Supervise so that the child does not put it in their mouth.

Demonstrate how to dig holes with the spoon. Encourage the children to dig up a worm, then use the spoon to move the worm to the bowl.

Invite the children to play with a rubber worm and respond to two- or three-step directions, e.g., "Dig it up, put it on a chair, wiggle your body."

Give 4-5 step directions for what to do with the worm. See if the child can remember all of the steps on their own.

Moving Like a Plant



SUPPLIES

- ✓ Plant Movement Cards (save for later use)
- ✓ *Dancing in the Garden* album



CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Play the song and hold the child in a standing position (or stand with the child) and rock side-to-side.

Invite the children to look at the Movement Cards while music plays and pretend to be growing plants. Squat down low and hug knees to form a "seed." Then slowly stand up, reaching arms to the sky.

Encourage the children to follow movement prompts and demonstrate stages of plant development/growth while listening to music.

Play Simon Says. Name a stage of plant growth and invite the children to make a movement for it. For example, "Simon says be a seed. Simon says bloom."

Community of Leaves



SUPPLIES

- Green paper
- Crayons
- Scissors
- Tape
- Nature items: leaves



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

Make a tree trunk from paper and trace children's hands on green paper. Cut out the handprints for the leaves.

Make a tree trunk and branches out of paper and tape it on the wall. Put all the leaves on the floor. Name one child at a time to find their leaf and stick it to the tree.

Invite the children to cut out paper leaves and decorate them. Work together to add the foliage to a paper tree.

Create a kindness tree together. Design the tree trunk, then encourage the children to cut out a leaf and write ideas about how to be kind on each leaf. Continue to add leaves whenever someone does something kind.

Pollinating Letter F



SUPPLIES

- Cube Cards: F*
- Other Cube Cards
- Letter Cards
- Cotton balls or pompoms
- Tongs



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

Holding a cotton ball, fly it around and make a buzzing sound. Pile the cotton balls on the flower and let the child touch them.

Give each child a cotton ball, demonstrate a buzzing sound and fly it around. Fly it to the letter F card on the other side of the room.

Invite the children to cover the flower card with cotton balls. Place the Letter F Card on the other side of the room. Invite them to pick up one piece of pollen and place it on the Letter F Card.

Set out the letter F cards and other Cube Cards. Name a letter for the children to put their pollen on. Encourage them to identify the sound that the letter makes.

F is for Flower



SUPPLIES

- Hands-On Letter: F*
- Letter Coloring: F
- Crayons
- Scissors
- Flower petals, glue (optional)
- Flowers
- Paper
- Tape
- Stapler



LLD 3 Phonological Awareness

Hears small units of sound.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 3 Phonological Awareness

Gather flowers and explore how they feel and smell. Tape a flower on a paper for the children to take home.

Observe the children's hands and how they control the crayons while coloring freely on a vertical surface. Ask the child what letter is on the page and explore repeating the /f/ sound while coloring.

Invite the children to color the letter F and practice making the /f/ sound together.

Make a letter F class book. Each child draws something that begins with F and writes a sentence about it. Staple all of the pages and read it aloud.

Weeding the Colors



SUPPLIES

- Cube Cards: Colors*
- Colored craft sticks
- Tweezers
- Pocket Cube
- Playdough
- Tongs, forks
- Collage materials (e.g., twist ties, rubber bands, pipecleaners)
- Hole punch or scissors
- Bag

SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Punch holes in the lid of a plastic container. Stick craft sticks halfway into the lid holes. Encourage the children to pull out the sticks and push them back in.

Invite the children to take turns pulling a link out of the bag. Identify the color. Encourage them to use the tongs to grab a similar matching color link from the playdough.

Invite the children to take turns exploring various tools to pull a craft stick out of the bag. Identify the color. Which tool is easiest to use? Which is most difficult?

Set out a variety of collage materials such as twist ties, rubber bands, craft sticks and pipecleaners. Encourage the children to invent a tool to pick up craft sticks.

Under the Dirt



SUPPLIES

- Matching Cards
- Tray of dirt
- Tape
- Paper
- Marker



LLD 3 Phonological Awareness

Hears small units of sound.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 3 Phonological Awareness

Tape two sets of matching cards to the wall. Observe which pictures the child engages with most. Name the pictures.

Hide one set of cards in the dirt. Give each child the remaining cards. Invite each child to take a turn reaching into the dirt to find a card. Does it match? What letter sound does the picture begin with?

Hold one set of cards and leave the other set face-up. Tell the children you have something that begins with, e.g., "the /r/ sound." Invite them to choose a matching picture card (e.g., rabbit), then draw the letter R in the dirt.

Show the children one card and brainstorm words that rhyme with it. Write down how many words the children can think of for each card.

Build a Scarecrow



SUPPLIES

- Scarecrow Puzzles
- Scarecrow Pictures
- Scissors
- Tape
- Small piece of fabric

MR 2 Spatial Awareness

Understands how objects move in space.
Determines object location.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Tape the scarecrow picture to the wall with a small piece of fabric covering it like a flap. Observe how the child lifts the fabric flap to discover the scarecrow picture.

Cut the scarecrows into two pieces (top and bottom). Tape the scarecrow bottoms to the table. The children take a top piece and place it on the bottom that matches.

Encourage the children to work together to build a scarecrow using the different pieces.

Encourage the children to draw a body shape, then cut different clothes out of construction paper. Invite them to dress up their scarecrow bodies.

Rabbit Mask



SUPPLIES

- Dancing in the Garden* album
- Paper plate
- Craft stick
- Paper
- Scissors
- Glue
- Tape
- Crayons/markers

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

Make a bunny mask and play peekaboo with the baby.

Invite the children to draw big rabbit ears on the paper. After they color, cut out the ears and help tape them on the paper plate. Name a number and invite the children to jump that many times.

Invite the children to create a rabbit mask with a paper plate and craft stick. Dance to music and freeze in place, then dance again.

Brainstorm animals that might sneak into a garden. Encourage the children to use the paper plate to make that animal.

Animals in the Garden



SUPPLIES

- Board Game
- Cube & Pieces
- Tape
- Scissors
- Sticky notes
- Craft stick

MR 5 Patterns

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Put one of the animal pieces on a craft stick to make a puppet. Make a pattern of hiding the stick behind your back and under your knee, then kiss the child's hand. Repeat these three movements over and over. Does the child start to anticipate what comes next?

Look at the game board and recite the color pattern over and over while sitting with children and slapping knees. While reciting, pause and wait for the children to say what color comes next in the pattern, then roll and move an animal to the matching colors.

Cover three places on the Game Board with a sticky note or paper. If a child lands on a sticky note, ask them to guess what is hiding under the note. Look at the Game Board for a clue to the repeating pattern. The child gets a second turn if they guess correctly.

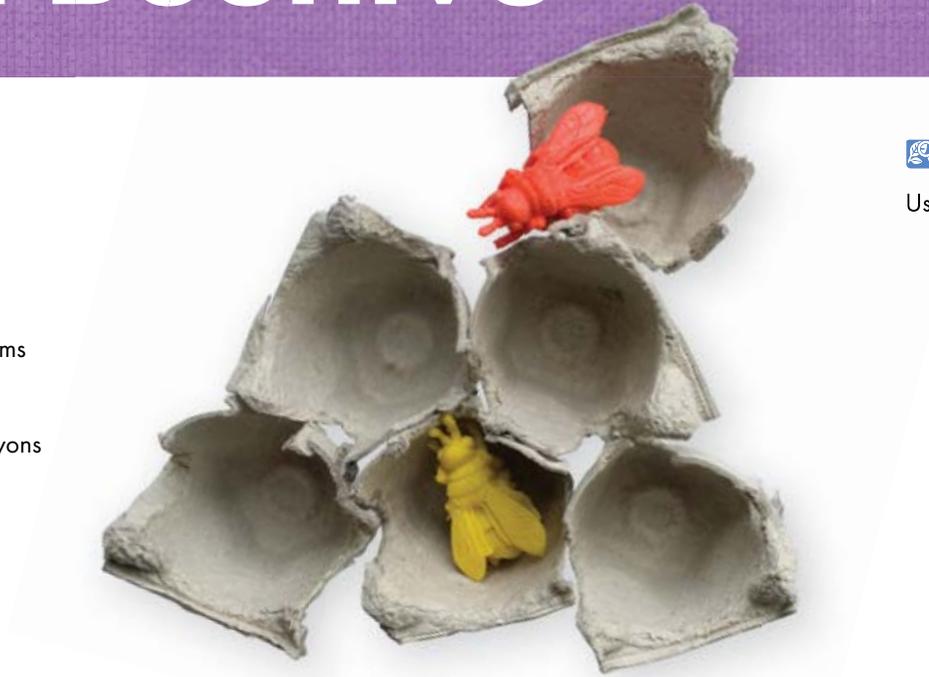
Cover 10 places on the game board with a sticky note or paper. If a child lands on a sticky note, ask them to guess what is hiding under the note. Look at the game board for a clue to the repeating pattern. The child gets a second turn if they guess correctly.

Design a Beehive



SUPPLIES

- Egg cartons
- Tape
- Scissors
- Bowl of pompoms
- Spoon
- Paper
- Markers or crayons



SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Set out an empty egg carton for the child to touch and explore.

Play a game where the “bees” (bowl of pompoms) are on one side of the room and the “hive” (egg carton) is on the other side. Invite the children to take one pompom on a spoon over to the egg carton.

Cut the egg cartons into individual cells. Invite the children to tape the cells together to make a hive. Investigate the tape and how to use it to assemble the egg sections.

Set out egg cartons, paper and old paper tubes. Encourage the children to draw a beehive design, then try to build it.

Take a Bite!



SUPPLIES

- Carrots
- Carrot baby food
- Potato peeler

PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 4 Personal Care

Serve carrot baby food. Talk about the color and taste.

Explore carrots and taste one that is cooked. Talk about how carrots help our eyes. Set out four carrots. Encourage the children to help you arrange them from smallest to biggest. Help the children compare two carrots at a time and determine which is smaller.

Invite the children to take a bite of carrot. Talk about vitamin A, which helps vision. Encourage them to count from across the room the numbers of fingers held up.

Set out carrots for the children to wash and peel with a potato peeler.

Produce Patterns



SUPPLIES

- ☑ Pattern Guide & Cards
- ☐ Real produce (3 different kinds)



MR 5 Patterns

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Use real produce and put the vegetables or fruit in a bowl for the children to pull out and investigate.

Give each child a card to put on the Pattern Guide. Can they find a matching picture to place it on? Slap your knees and recite the pattern. Encourage the children to copy you as you repeat the pattern in rhythm.

Create an AABCC pattern with the cards.

Encourage the children to use the cards and create their own repeating pattern. Then repeat and create a different repeating pattern.

Stone Soup Collage



SUPPLIES

- Alphabet stickers
- Pot shape
- Produce photos
- Glue
- Scissors (child-friendly)
- Nature items: rocks
- Real pot
- Real vegetables
- Construction paper



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

Set out a real pot and a few real vegetables. Explore putting them in and pulling them out of the pot. Ask the child for a vegetable and observe if they hand it to you.

Read the folktale about Stone Soup. Give each child a Vegetable Page and encourage them to tear it into small pieces. Squirt glue on the pot and invite them to collage with the paper and alphabet stickers.

Read the folktale about sharing, then create a soup collage with alphabet stickers and vegetable photos.

Set out construction paper for the children to cut out their own vegetables and other ingredients for their soup.

Jumping Peas



SUPPLIES

- Dancing in the Garden* album
- Masking tape
- Real pea pod

CA 2 Dance & Movement

Expresses through dance.
Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Listen to the song and explore a real peapod with the child.

Make a masking tape diamond on the floor. Play "Peas in a Pod." Whenever you hear "a pea jumps in the pod," everyone jumps inside the shape. Then jump back out and show the same amount of fingers as indicated in the song.

Make a masking tape diamond on the floor. Play track 3 on the *Dancing in the Garden* album. Listen for the words "jumps in the pea pod." Invite the children to jump in and out of the shape on the floor. Explore jumping in and out on one foot.

Make a masking tape diamond on the floor. Play track 3 on the *Dancing in the Garden* album. Listen for the words "jumps in the pea pod." Invite one child at a time to jump into the shape on the floor. Continue to include more children and see how many fit inside.

Shaped Gardens



SUPPLIES

- Sticks or rulers
- String
- Scissors
- Variety of shaped toys
- Shape links



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Offer the child a variety of shaped toys. As the child touches a shape and holds it, name it.

Playing with connecting shape links, offer the child one shape. Place two shape links on the floor. Encourage the child to find the matching link.

Encourage the children to push sticks into the ground to make a shape. Create a garden shape with string around the sticks.

Encourage the children to choose a shape and describe it. Then push sticks into the ground to make a shape. Create a garden shape with string around the sticks.