

# 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

GOING ON SAFARI

DATE \_\_\_\_\_

|  |  |   |   |  |
|--|--|---|---|--|
| <p>LESSON 1</p> <h2>Continent Toss</h2> <p>LLD 2 Communication<br/>SS 3 Geography</p>                 | <p>LESSON 2</p> <h2>Safari Hat</h2> <p>PD 4 Personal Care<br/>SED 1 Self-Awareness</p>    | <p>LESSON 3</p> <h2>Hiding Animals</h2> <p>MR 6 Classification<br/>SED 3 Attention &amp; Persistence</p>                            | <p>LESSON 4</p> <h2>Letter Path</h2> <p>LLD 3 Phonological Awareness<br/>LLD 4 Alphabetic Knowledge<br/>MR 7 Logic &amp; Reasoning<br/>SS 3 Geography</p>  | <p>LESSON 5</p> <h2>Protect the Animals</h2> <p>MR 2 Spatial Awareness<br/>MR 3 Shapes<br/>SED 3 Attention &amp; Persistence</p>  |
| <p>LESSON 6</p> <h2>Lion Mask</h2> <p>CA 4 Drama<br/>PD 2 Fine Motor</p>                              | <p>LESSON 7</p> <h2>Elephant Trunk</h2> <p>SCI 1 Investigation &amp; Inquiry<br/>LLD 4 Alphabetic Knowledge<br/>SCI 3 Physical Science</p>  | <p>LESSON 8</p> <h2>R Is for Rhino</h2> <p>LLD 4 Alphabetic Knowledge<br/>LLD 7 Writing<br/>SED 3 Attention &amp; Persistence</p>  | <p>LESSON 9</p> <h2>Zebra Stripes</h2> <p>LLD 7 Writing</p>    | <p>LESSON 10</p> <h2>Giraffe Spots Game</h2> <p>MR 1 Number Sense<br/>PD 2 Fine Motor</p>   |
| <p>LESSON 11</p> <h2>African Necklace</h2> <p>SS 1 Culture &amp; Community<br/>MR 5 Patterns</p>     | <p>LESSON 12</p> <h2>Play Hut</h2> <p>SS 3 Geography<br/>SS 1 Culture &amp; Community<br/>CA 4 Drama</p>                                  | <p>LESSON 13</p> <h2>Finding Food</h2> <p>SED 2 Self-Regulation<br/>PD 1 Gross Motor</p>    | <p>LESSON 14</p> <h2>Repeat the Beat</h2> <p>MR 5 Patterns<br/>CA 1 Music</p>   | <p>LESSON 15</p> <h2>Roll to Safety</h2> <p>LLD 4 Alphabetic Knowledge<br/>PD 1 Gross Motor<br/>SS 3 Geography</p>               |
| <p>LESSON 16</p> <h2>Grass Crown</h2> <p>SCI 2 Natural &amp; Earth Science<br/>PD 2 Fine Motor</p>  | <p>LESSON 17</p> <h2>Flamingo Puppet</h2> <p>LLD 2 Communication<br/>SCI 2 Natural &amp; Earth Science<br/>CA 3 Visual Arts</p>           | <p>LESSON 18</p> <h2>Bridge Over Water</h2> <p>SED 4 Social Relationships<br/>MR 7 Logic &amp; Reasoning</p>                     | <p>LESSON 19</p> <h2>Shape Beetles</h2> <p>MR 3 Shapes<br/>MR 5 Patterns</p>   | <p>LESSON 20</p> <h2>Safari Movements</h2> <p>PD 1 Gross Motor<br/>CA 2 Dance &amp; Movement</p>                                |



# Continent Toss



## SUPPLIES

- World Map
- Cube Cards: Continents
- Pocket Cube
- Continent Toss Game
- Masking tape
- Scissors
- Tape
- Scrap paper in color that match the continents
- Cups (6)



## 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

Tape the World Map to the floor and place the child in the middle of the map. As the child claps or pounds on the map, say their location (e.g., “water”) in a sing-song voice. Listen for the child to mimic your words or sounds.

Hang the World Map low on a wall where the children can touch it. Cut apart the Continent Cards and insert six of them into Pocket Cube. Put a tape path from one side of the room to the World Map. Roll the cube and help the children identify the color. Give them the same color paper scrap. Encourage them to walk over to the World Map and find the matching color. Name an animal on the map and invite the children to point to it.

Set out the World Map. Place scraps of colored paper (to match each continent) in each cup. Make a masking tape path from the cups to the map. Choose six Continent Cards and insert them into the cube. Roll the cube and identify the color, then choose a matching scrap from a cup and place it on the map. Continue until all of the scraps are on the map.

Set out the World Map. Place scraps of colored paper in each cup. Make a masking tape path from the cups to the map. Place the Continent Cards in the cube. Roll the cube and identify the continent, then choose a matching scrap color from a cup and place it on the correct continent. Encourage the children to share what they know about that continent. Continue to fill the map.

# Safari Hat



## SUPPLIES

- Hat shape & strips
- Tissue paper
- Mirror
- Glue
- Scissors
- Markers/crayons



## PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## PD 4 Personal Care

Assemble a safari hat. Ask the child, "Where is your head?" Use the hat to point to the child's head. Continue to name different body parts and point to them with the safari hat.

Assemble a safari hat and talk about reasons people wear hats. Invite the children to help you tear up the tissue paper. Then collage the tissue paper on the hat. Explore looking in the mirror and naming body parts, then put the hat on/ take it off. Next, put on/ take off shoes. Pretend to get dressed for a safari.

Ask, "How do hats protect your head?" Explain that the weather in the African savanna is very hot. There are only two seasons: a dry season and a wet season. Set out the paper hats, tissue paper, crayons and glue. Invite the children to create a hat for the hot, dry season or the wet, rainy season. Talk about reasons people may sometimes wear hats, e.g., personal preference, safety or weather. Take turns looking in a mirror. Ask, "Which hats are similar? Which are different?"

Ask, "How do hats protect your head? What could happen if you did not protect your head?" Encourage the children to share how they may get sick or sunburned. Set out the paper hats, tissue paper, crayons and glue. Invite the children to create a hat for the hot, dry season or the wet, rainy season. Take turns looking in a mirror. Ask, "What parts of the hats are similar? What parts are different? What would those differences do to protect someone?"

# Hiding Animals



## MR 6 Classification

Matches and sorts.

### SUPPLIES

- Story Pieces: Follow the Path: Safari
- Counting Strips
- Safari Animal Matching Cards
- Scissors
- Nature items( grass, leaves, rocks)
- Toys (optional)



### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



### MR 6 Classification

Show the child a Story Piece or a favorite toy. Hide the Piece behind your back. Ask, "Where did (the Story Piece) go?" Show it to the child and exclaim, "There it is!" Hide the piece behind another body part and repeat. Observe how the child responds when the piece is hidden and when they see it again.

Cut apart the Counting Strips. Show the child one Counting Strip. Touch and count each animal. Find the matching Story Pieces and place them on the mat. Count again.

Option 1 (play outside): Hide one set of Matching Cards outside in the yard. Line up the second set of cards face-up together on the ground. Option 2 (play inside): Place the Matching Cards facedown on the table or floor. Arrange the nature items to cover some of the cards. Encourage the children to hunt for the hiding animals and put the Matching Cards on top of each other.

Hide one set of Matching Cards under the nature items. Ask the children to match all of the cards to the second set. Hide them again, and encourage the children to match all of the animals by another trait (e.g., land animals, four legs). Repeat with a second trait (e.g., carnivores, herbivores). Invite the children to explore another way to match the cards.

# Letter Path



## SUPPLIES

- Safari Animal Matching Cards
- Masking tape
- Toy vehicles
- Animal figurines

## LLD 3

### Phonological Awareness

Hears small units of sound.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



#### LLD 3 Phonological Awareness

Place a masking tape road on the floor in front of the child. Give the child a toy vehicle. Pretend to move it back and forth, making the noise of the vehicle. Encourage the child to mimic the noises they hear.

Create a large letter S with tape on the floor. Place toy vehicles at the top of the S path and toy safari animals at the bottom. Tell the children, "We need to be quiet on a safari to be able to see the animals and not scare them away." Encourage the children to point to the letter S and repeat, "S sounds like shhh!" Invite the children to select a vehicle and move it down the letter S, making the /s/ sound. Go back to the top of the letter S path and begin again.

Create a large letter S with tape on the floor. Put one set of matching cards at the bottom of the S path and the other set at the top. Encourage the children to pick one card at the top of the S and hold it while moving a toy vehicle on the taped letter S. At the bottom of the letter, the child finds the matching card and sets it aside. Go back to the top of the letter S path and begin again.

Create a large letter S with tape on the floor. Put one set of matching cards at the bottom of the S path and the other set at the top. Clap out the number of syllables in a word. Encourage the children to find a card that has the same number of syllables from the cards at the top of the S. Have them hold it while moving a toy vehicle on the taped letter S to the bottom and find the match. Go back to the top of the letter S path and repeat.

# Protect the Animals



## SUPPLIES

- Safari puzzles
- Puzzle
- Link strips
- Blocks
- Tape
- Tray
- Scissors
- Simple puzzles
- Box
- Animal figurines
- Sticks (optional)



## 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

Place an empty box and animal figurines on the table or floor in front of the child. Encourage the child to place the animals in the “protected area.”

Cut out each of the puzzles. Place the puzzles on the table or floor. Surround them with blocks to create walls for a “protected area.” Ask the children to assemble the puzzles inside the protected area. For further play, tape half of each puzzle to a tray and leave room to place each puzzle’s missing half. Encourage them to turn or spin the pieces to fit. Support the child as they assemble the puzzles.

Place the Puzzle on the table or floor. Surround it with link strips to create walls for a “protected area.” If desired, place other puzzles on the floor and surround them with link strips. Encourage the children to choose a puzzle and put it back together in the “protected area.” Continue to choose a different puzzle and work to put it back together again.

Encourage the children to assemble the puzzles on the floor. Ask, “What could we build to protect these animals?” Invite the children to find objects to assemble walls or fences for the animals (e.g., blocks, sticks). Discuss where the animal would live and how this “protected area” would keep them safe.

# Lion Mask



## SUPPLIES

- Paper plate
- Paper
- Craft stick
- Scissors
- Glue/tape
- Mirror
- Crayons/Markers or paint
- Scissors (child-safe)
- Unsharpened pencils
- Blankets (optional)



## 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

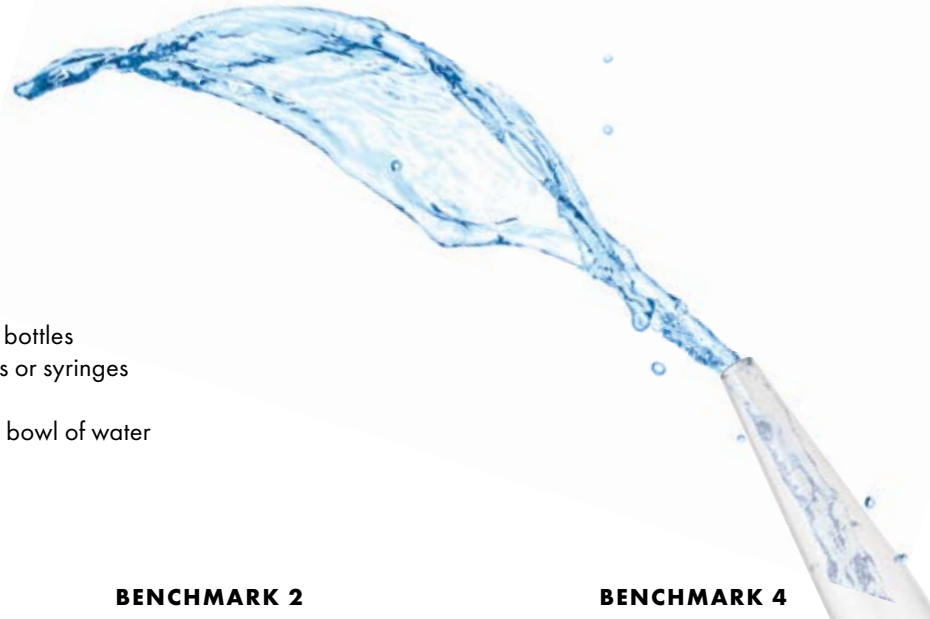
Create the Lion Mask. Place the mask on your face and make different facial expressions for the child. Name each expression (e.g., sad, mad). Invite the child to match your facial expression and place the mask in front of their face.

Cut strips of yellow paper and put them in the center of a table with glue. Cut out the center of each paper plate. Put glue around the edge of the paper plate and invite the children to add paper strips around the edge of the plate to make the lion's mane. Tape a craft stick to the bottom when done. Look in a mirror and hold up the lion mask to make roaring sounds.

Ask, "Would you rather meet a happy lion or an angry lion? Why?" Cut out the middle of a paper plate. Invite the children to color or paint the plate, then cut the paper into short strips. Curl the paper strips around the pencil, then glue them to the mask. Attach the craft stick. Pretend to be a pride of lions and play follow the leader.

Cut out the middle of a paper plate. Invite the children to color or paint the plate, then cut and curl the paper into short strips. Glue them to the mask and attach the craft stick. Pretend to be a pride of lions, and invite the children to create a den where the lions can live.

# Elephant Trunk



## SUPPLIES

- Syringe
- Blocks
- Chalk
- Squirt toys or bottles
- Turkey basters or syringes
- Towel
- Plate or small bowl of water
- Water table



## SCI 1

### Investigation & Inquiry

Observes, inquires and investigates.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



#### SCI 1 Investigation & Inquiry

Cover the child's hands with chalk. Set out a plate or small bowl of water. Encourage the child to place their hands in the water. Exclaim, "Where did the chalk go?" or "All clean, like an elephant!" Dry the child's hands and repeat.

Use chalk to write the letters C, S, R and shapes on several blocks. Fill a syringe or various squirt toys with water and invite the children to explore pressing and squeezing them to squirt water at the blocks. Show the children how you write the letters/shapes on some of the blocks.

Use chalk to write letters C, S, R and shapes on several blocks. Set them out near a water table or outside. Name a letter and invite the children to find the blocks with that letter. Explore using turkey basters or syringes to squirt water to wash off the letters/shapes. Pretend to be elephants spraying water. Ask, "How is a straw like an elephant's trunk? Would you like to be an elephant? How much water do you think an elephant can spray?"

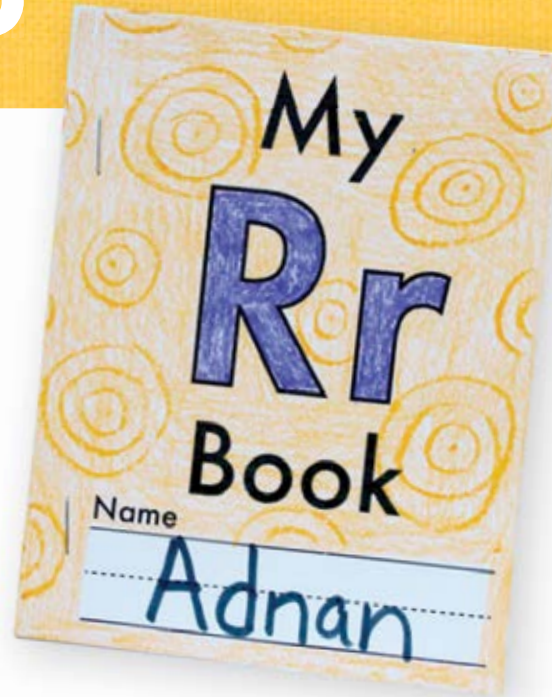
Write the letters C, S, R and different shapes on the blocks. Ask the children, "What would happen to the chalk if it was sprayed with water?" Explore spraying the blocks like elephants, using the turkey basters and syringes. Discuss if the predictions were correct. Ask, "How would an elephant cool off or wash themselves with water? How is that similar to washing with the syringes?"

# R is for Rhino



## SUPPLIES

- Sensory Mat: Rr & Rhino/Hippo
- Loose Letter Parts\*
- Loose Letter Mat: R\*
- Little Letter Book: Rr
- Playdough
- Craft stick
- Crayons
- Scissors (child-safe)
- Stapler
- Tape
- Paper
- Ball
- Marker



## 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

Write the letter R on paper and tape it to the floor. Roll a ball across the letter toward the child. Play with the ball and talk about the letter on the floor, saying “r-r-r-roll the ball!”

Set out the playdough and mat. Roll the playdough into logs and invite the children to help you bend them to fit the letter R. While rolling, say “r-r-r-roll!” Continue to emphasize the beginning sound of other words that begin with the letter R. Help the child slice or tear the playdough roll into pieces. Count the pieces aloud while the child touches them.

Place the Letter Mat, Loose Letter Parts and the Letter Book on the table. Encourage the children to build the letter R using the Letter Parts and Letter Mat. Trace the letter Rs in the book and color the pictures. Help the children cut and staple their books together, if needed.

Place the Letter Mat, Loose Letter Parts and the Letter Book on the table. Encourage the children to build the letter R using the Letter Parts and Letter Mat. Using the book, encourage the children to walk around the room (or outside) and write down words (or draw a picture) of objects starting with the letter R. Staple the book together, and invite the children to read each other’s books together.

# Zebra Stripes



## SUPPLIES

- Zebra shape
- Chalk
- Inspiration Photo: Zebra
- Title Display
- Background paper
- Glue
- Crayons



## LLD 7 Writing

Uses writing to represent meaning.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## LLD 7 Writing

Place the background paper on the table. Encourage the child to make marks on the paper with the chalk or crayons.

Display the Inspiration Photo and give each child a piece of chalk. Explore scribbling on the zebra. Talk about the lines as the child writes with the chalk. Explore scribbling on the zebra. Talk about the lines as the child writes with the chalk.

Set out the Inspiration Photo and additional materials. Ask, "What pattern do you see on the zebra? What type of stripes will you make on the Zebra shape? How can you make wide stripes with the chalk? Narrow ones? Wavy ones? How do the stripes you made on the zebra compare with the stripes you made on the black paper?"

Set out the Inspiration Photo and additional materials. Encourage the children to create a zebra using stripes and the materials. Glue the Zebra shape to the background paper. Flip over the paper and encourage the children to write their first and last name, using upper- and lowercase letters. Discuss how they created their zebra and how it compares to others.

# Giraffe Spots Game



## SUPPLIES

- Giraffe Spots Poster & Cards
- Giraffe Spots
- Bingo Chips
- Scissors



## MR 1 Number Sense

Identifies numerals. Determines quantities.  
Understands operations.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 1 Number Sense

Place the Giraffe Spot Poster on the wall, low enough for the child to reach, or tape to the floor. As the child explores, count the spots on the giraffe aloud, "1, 2, 3!" Point to the spots as you count.

Put the Giraffe Spots Poster and Cards on the table or floor. Show children one card with 1-3 spots. Count the spots then invite children to take turns putting spots anywhere on the Giraffe Spots Game. Repeat until the same number of spots are on the game as on the card.

Ask, "How does a giraffe's coat look?" Set out the Giraffe Poster and explore decorating it with bingo chips. Invite one child to draw a card, then place that many bingo chips on the poster. Count them aloud. Then invite another child to draw a card and remove that many chips. Clear off spots and repeat with two other children.

Set out the Giraffe Poster and invite one child to draw a card, then place that many bingo chips on the poster. Count them aloud. Then invite another child to draw a card. Ask, "How many chips will we have left?" Remove that many chips and ask if they were correct. Clear off spots and repeat with two other children.

# African Necklace



## SUPPLIES

- Paper plates
- Cotton swab
- Necklace Photo
- Title Display
- Inspiration Photo
- Dress-up jewelry
- Paint: red, orange, green, blue, yellow
- Scissors
- Mirror
- Gallon baggies
- Tape (optional)



## SS 1

### Community & Culture

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



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### SS 1 Community & Culture

Cut out the center of the plate for each child. Using a gallon baggie, place the paper plate and paint inside and seal. Add tape to secure. Encourage the child to explore moving and mixing the paint through the bag. Remove the plate from the bag and let it dry. When dry, invite the child to wear the "necklace" while looking in a mirror. Observe their reactions.

Cut out the center of a paper plate for each child. Squeeze out a bit of each paint into bowls or onto a paper plate. Show the children the photo of the necklace and talk about the colors and patterns. Set out dress-up jewelry for the children to try on and look in a mirror. Then set out one color of paint and invite the children to dip the cotton swab into the paint and press onto the paper plate. Set out a different color for the children to use. Continue putting out one color at a time until done. Wear the Maasai-inspired necklaces.

Set out the Inspiration Photo and additional materials. Ask, "What do you notice about the colors in the necklace? How can you make different shapes with the paint? Will you mix any of the colors? What do the colors in your necklace represent?"

Set out the Inspiration Photo and additional materials. Ask, "What do you notice about this necklace? How can you create different patterns with the paint? What is different from this necklace and other necklaces you have seen? What do you think this necklace represents to the Maasai people?"

# Play Hut



## SUPPLIES

- Soufflé cup
- Play Hut people
- Scissors
- Glue
- Paintbrush
- Nature items
- Blanket
- Sand
- Scissors (child-safe)
- Favorite toys (optional)



## SS 3 Geography

Identifies types of places and interacts with maps.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SS 3 Geography

Drape the blanket over a table. Encourage the child to crawl into the “hut” and explore the inside. Bring in favorite toys to play inside the hut.

Set out the soufflé cup, sand and other materials on the table. Cut out a door in the cup and flip it over to look like a hut. Explain that the hut is used by the Maasai tribe for sleeping. Help the children place glue on the cup using the paintbrush. Pour the sand over the glue on the cup. Pretend that the paper people live in the Maasai tribe. When dry, invite the children to play inside a blanket “hut” with the people, huts and nature items. Ask, “Where do you sleep in your home?”

Ask, “What do you do in your home?” Explain that a Maasai hut is small and used primarily for sleeping. Invite the children to cut a door in the soufflé cup. Flip over the cup so it looks like a hut. Glue sand to the cup. Pretend the paper people live with the Maasai tribe. The Maasai women gather sticks, cook and build the homes. Set out the nature items for dramatic play.

Explain that a Maasai hut is small and used primarily for sleeping. Ask, “How is this different from your home? What building materials do you have in your house that are different from the Maasai huts?” Invite the children to cut a door in the soufflé cup. Flip over the cup so it looks like a hut. Glue sand on the cup. Set out the nature items to pretend to be the Maasai tribe.

# Finding Food



## SUPPLIES

- Going on Safari* album
- Dancing on Safari* album
- Masking Tape

## 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

Lay the child on their back on the floor. Play the song. Pretend to search for “food” by lifting different body parts. Change your tone as you sing and look for the food.

Create a small dance space for each child with masking tape (make different shapes on the floor: square, circle, triangle and oval). Play the song. Invite the children to pretend to look for food, but challenge them to stay inside their shape.

Play “Big African Animals,” track 3 on the *Dancing on Safari* album. Invite the children to listen for different animals. Pretend to be that animal and look for food. Ask, “Are you chasing another animal or looking for green leaves?”

Play the song and invite the children to listen for different animals. Pretend to be that animal and look for food. Ask, “How would you feel looking for food as that animal? Why would you be moving fast or slow while you searched for food?”

# Repeat the Beat



## SUPPLIES

- Going on Safari* album
- Bowls
- Cups



## MR 5 Patterns

Identifies, reproduces and creates patterns.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 5 Patterns

Play the song while the child is sitting or laying on the floor. Play “pat-a-cake” to the rhythm of the beat, gently tapping on their legs, feet, hands or arms.

Give each child a bowl. Show the children how to tap on their bowl twice. Encourage the children to mimic the tapping. Play the song and invite the children to tap the bowl twice, pause and tap twice again. Count out loud.

Ask, “How can you make a happy sound? A scary sound?” Sounds can be used to communicate feelings and tell stories. Encourage the children to explore the bowls and try making different emotion sounds with them. Show the children how to tap on their bowl four times slowly. Encourage the children to mimic the tapping. Demonstrate how to pick up and pound down the cup. Make a pounding pattern for the children to repeat. Invite the children to work in pairs, if desired.

Encourage the children to explore the bowls and try making different sounds with them. Show the children how to tap on their bowl five times slowly, lift it up and place it down. Encourage the children to mimic the movements. Repeat and leave the last pattern (pick up the bowl) off. Have the children determine what is missing in the pattern. Repeat with another pattern.

# Roll to Safety



## SUPPLIES

- Letter Cards: C, S, R
- World Map
- Pocket Cube
- Phonic Photo Cards\*
- Ball
- Scissors
- Container with lid
- Pebbles
- Blanket
- Paper
- Markers



## 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

Encourage the child to sit or lay on the floor. Roll the ball toward the child, and repeat the /s/ sound. When it reaches the child say, "Safe!" Invite the child to roll it back, if desired.

Put the Letter S Card on the floor. Give a ball to one child. Ask the children to take turns rolling a ball towards the letter S when prompted. Roll the ball toward the picture on the Letter Card when prompted. Repeat with each child.

Ask, "What sounds might you hear if a million wildebeests came running by?" Fill a container with pebbles and invite the children to explore making sounds. Explain that the Great Migration is when over a million wildebeests walk from Tanzania to Kenya. Create a blanket "river" on the floor. Place the Letter Cards on one side. Invite a child to toss the Pocket Cube and identify the photo and its beginning letter. Roll a ball across the "river" to hit that Letter Card. Repeat with another child.

Cut the paper into strips and write words from the Pocket Cube pictures on the strips. Create a blanket "river" on the floor. Place the Letter Cards and strips on one side. Invite a child to toss the Pocket Cube and identify the photo. Have them take two pebbles and toss one at the first letter of the identified photo and the other at the word. Repeat with another child.

# Grass Crown



## SUPPLIES

- Headband strips
- Bug stickers
- Stickers
- Paper strips (2)
- Tape/Stapler or glue
- Grass (optional)
- Child-safe scissors
- Markers



## 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

Assemble the headband for each child. Look into a mirror and see how the children react to their reflections and explore the headband. Talk about the grass headband.

Set out the stickers and the Headband Strips. Include child-safe scissors if the children are ready. Invite the children to explore tearing the edges of the paper to fringe and make grass. If desired, go outside and pick grass. Glue it onto the headband. Add the bug stickers. Where the crown and pretend to be waving grass.

Ask, "What are some types of weather?" Explain that there are two types of grasslands: tropical savannas (dry and wet seasons) and temperate grasslands (four seasons). Give each child two paper strips. Invite them to fringe-cut the edge of the paper. Attach the ends to make a grass crown. Invite the children to decorate their crown with stickers or other items. Encourage the children to wear the crowns outside and feel the weather.

Ask, "What are some plants that animals eat to survive?" Explain that there are two types of grasslands. Give each child two paper strips. Invite them to fringe-cut the edge of a grass crown. Invite the children to decorate their crown with stickers or other items. Encourage the children to wear the crowns outside and feel the weather. Ask, "What do you think the weather is like in the Savanna? In the temperate grasslands?"

# Flamingo Puppet



## SUPPLIES

- Flamingo shape
- Straws
- Tape or glue
- Paint
- Crayons



## 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

Assemble the flamingo puppet. Ask the child simple questions to interact with the puppet, such as, "Say 'hello, flamingo!'" or "Can you blow a kiss to the flamingo?" Observe how the child makes sounds and gestures to "talk" with the puppet.

Set out the flamingo shapes and paint. Put a dab of paint on the flamingo and explore dragging fingers through the paint. When dry, attach straws to the puppet. Use the puppets and say "hello" and "goodbye." Encourage the children to play with their puppets together.

Ask, "What is your longest body part? What do you think is a flamingo's longest body part?" Give each child a paper flamingo. Decorate them with paint or crayons. Attach the straw legs. Name the flamingos and take turns asking them simple questions. Encourage the children to both ask and answer questions.

Ask, "What makes a flamingo unique? What do you know about flamingos?" Give each child a paper flamingo. Decorate them with paint or crayons. Attach the straw legs. Name the flamingos and take turns asking them questions. Encourage the children to both ask and answer questions, using the names of each flamingo puppet and child.

# Bridge Over Water



## SUPPLIES

- Forest Friends book: *Building Buddies*
- Stuffed animals
- Sheet or blanket
- Strips of paper or blocks



## SED 4

### Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



## SED 4 Social Relationships

Set the stuffed animal in front of the child. Hide the stuffed animal behind a blanket or sheet. Ask, "Where is the toy?" Encourage the child to look for it. When found, praise the child and say, "You found it under the blanket bridge!"

Gather stuffed animals and sit on the floor with them. Demonstrate how to make a bridge by kneeling with hands on the floor. As the children make a bridge with their bodies, put a stuffed animal on their backs.

Show the *Building Buddies* book and encourage the children to recall what Mouse and Raccoon made to cross the river. Roll up a sheet and pretend it is a river. Give the children some strips of paper, blocks or other materials to construct a bridge over the river. Remind the children to share space, materials and ideas with each other.

Show the book and encourage the children to recall what Mouse and Raccoon made to cross the river. Roll up a sheet and pretend it is a river. Give each child one of the paper strips, blocks or other construction material. Ask, "How could we cross this river? Will this be enough to build a bridge over the river? Why or why not?" Encourage the children to problem-solve if they will need more supplies. Set out the materials and allow the children to work together to solve the group problems.

# Shape Beetles

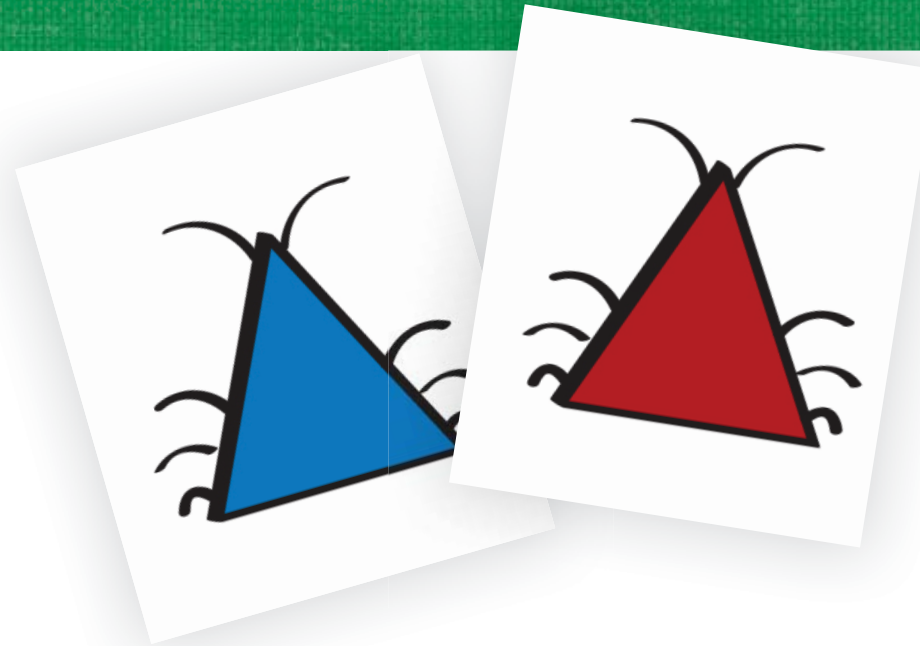


## MR 3 Shapes

Identifies shapes and their characteristics.

### SUPPLIES

- Shape Beetle Cards & Pattern Strips
- Scissors
- Toys of a variety of shapes



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### MR 3 Shapes

Set out toys of a variety of shapes. As the child explores each toy, name the shape (e.g., "The ball is a circle."). Observe how the child interacts with each shape.

Cut apart the Shape Beetle Cards and Pattern Strips. Name a color and hold up one Shape Beetle Card in that color. Encourage each child to find a beetle with that matching color. Then name that card's shape and invite them to find that matching shape.

Set out the Shape Beetle Cards and the Pattern Strips. Set out one pattern mat, turn over cards and match them to build the pattern. Encourage the children to explore finding matches and placing Shape Beetle Cards on the Pattern Strips to build a pattern. Encourage them to work in pairs to recreate several Pattern Strips and extend them. If desired, invite them to create their own patterns.

Set out the Shape Beetle Cards and Pattern Strips. Encourage the children to turn over the cards and match them to a selected pattern mat. Encourage the children to explore finding matches and placing Shape Beetle Cards on the Pattern Strips to build a pattern. Invite the children to search the room for shapes and create their own patterns using different toys or materials.

# Safari Movements



## SUPPLIES

- Going on Safari* album
- Cube Cards: Safari Movements
- Pocket Cube
- Cube Cards: Movement
- Letter Cards: C, R, S\*
- Number Cards: 9, 10\*
- Counting books
- Scissors
- Tape (optional)



## 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. Encourage the child to move their body freely to the rhythm. Invite them to mimic your movements, such as raising arms, clapping, kicking feet or shaking their shoulders.

Insert the cards into a Pocket Cube. Invite a child to roll the cube, then read the prompt aloud. Everyone tries to act out the prompt on the card. Play the song and try that same movement to the music.

Ask, "If you could be any safari animal, which one would you be? Why?" Take turns walking around the table like the animal the child named. Set out the Letter Cards and the Number Cards for the children to use during the activity. Invite a child to roll the Pocket Cube. Read the directions aloud. Encourage the child to perform the movement. Other children cheer. Repeat for each child.

Ask the children to name a safari animal. Take turns walking around a table like the animal named. Set out the Letter Cards and the Number Cards for the children to use during the activity. Invite a child to roll the Pocket Cube. Read the instructions aloud. Invite the child to act out the movement. Encourage the other children to give a direction and speed of the movement. Repeat for each child.