

Authentic Assessment

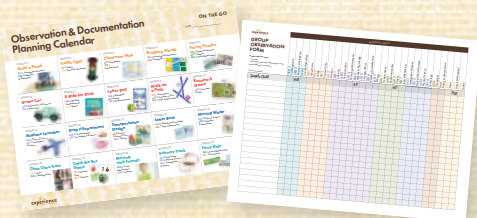
OBSERVE AND DOCUMENT LEARNING • INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE



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

ON THE GO

DATE _____

<p>LESSON 1</p> <h2>Build a Road</h2> <p>SCI 1 Investigation & Inquiry SED 3 Attention & Persistence</p> 	<p>LESSON 2</p> <h2>Traffic Light</h2> <p>PD 3 Safety CA 2 Dance & Movement</p> 	<p>LESSON 3</p> <h2>Classroom Map</h2> <p>SS 3 Geography MR 1 Number Sense</p> 	<p>LESSON 4</p> <h2>Bridging Words</h2> <p>LLD 3 Phonological Awareness SS 3 Geography</p> 	<p>LESSON 5</p> <h2>Fixing Puzzles</h2> <p>MR 2 Spatial Awareness MR 3 Shapes SED 4 Social Relationships</p> 
<p>LESSON 6</p> <h2>Green Car</h2> <p>SCI 2 Natural & Earth Science SCI 4 Technology</p> 	<p>LESSON 7</p> <h2>A Ride for Duck</h2> <p>LLD 6 Reading Comprehension CA 4 Drama</p> 	<p>LESSON 8</p> <h2>Letter Roll</h2> <p>LLD 4 Alphabetic Knowledge SCI 3 Physical Science</p> 	<p>LESSON 9</p> <h2>Walk on a Path</h2> <p>PD 1 Gross Motor LLD 5 Concepts of Print MR 7 Logic & Reasoning</p> 	<p>LESSON 10</p> <h2>Racetrack Game</h2> <p>LLD 5 Concepts of Print</p> 
<p>LESSON 11</p> <h2>Airplane Launcher</h2> <p>SCI 3 Physical Science SCI 1 Investigation & Inquiry</p> 	<p>LESSON 12</p> <h2>Drop It Experiment</h2> <p>LLD 2 Communication SCI 1 Investigation & Inquiry</p> 	<p>LESSON 13</p> <h2>Transportation Design</h2> <p>SS 4 History & Sense of Time LLD 7 Writing</p> 	<p>LESSON 14</p> <h2>Letter Boat</h2> <p>LLD 4 Alphabetic Knowledge MR 7 Logic & Reasoning</p> 	<p>LESSON 15</p> <h2>Moving Water</h2> <p>SCI 3 Physical Science SED 3 Attention & Persistence</p> 
<p>LESSON 16</p> <h2>Choo Choo Train</h2> <p>CA 1 Music SED 2 Self-Regulation</p> 	<p>LESSON 17</p> <h2>Catch the Bus Game</h2> <p>PD 4 Personal Care PD 5 Nutrition</p> 	<p>LESSON 18</p> <h2>Moving with Friends</h2> <p>SED 4 Social Relationships LLD 1 Listening</p> 	<p>LESSON 19</p> <h2>Subway Track</h2> <p>SCI 4 Technology SCI 3 Physical Science SCI 1 Investigation & Inquiry</p> 	<p>LESSON 20</p> <h2>Ferry Ride</h2> <p>SED 4 Social Relationships PD 1 Gross Motor</p> 

Build a Road



SUPPLIES

- Title Display
- Inspiration Photo
- Background paper
- Foam brush
- Paper strips
- Paper
- Chalk
- Paint
- Markers
- Scissors
- Glue
- Sand
- Chalk (optional)
- Masking tape
- Car picture
- Fabric



SCI 1

Investigation & Inquiry

Observes, inquires and investigates

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 1 Investigation & Inquiry

Create a “road” on the floor with masking tape. Tape a picture of a car to the road with a small piece of fabric covering it like a flap. Observe how the child lifts the fabric flap to discover the car picture. Add more car pictures to continue exploring.

Set out the strips of paper and the chalk. Display the road photo. Give each child a background paper to glue the strips on. Then invite them to draw with chalk on the roads.

Set out the Inspiration Photo and additional supplies. Ask prompting questions: “How do you think roads are made? What do you see happening in the photo? Will you cut or tear strips of paper for roads? How can you use the brush to add paint, sand or gravel onto your picture?”

Set out the Inspiration Photo and additional supplies. Explain that sometimes a road will go in two different directions, called a “fork in the road.” Ask, “How could you create a fork in the road? Do you think the two roads would be the same? Why or why not? How could you use the materials to show the different roads?”

Traffic Light



SUPPLIES

- Paper plate
- Background paper
- Circle stickers
- Paper
- On the Go! album
- Black paint
- Scissors
- Glue
- Masking tape
- Paint: yellow
- Tape or glue
- Paint: Red, Green, Paper



PD 3 Safety

Demonstrates safe practices.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 3 Safety

Tape paper to the table. Paint one of the child's hands red and the other green. Encourage them to paint with their hands. Say "stop" when the child stamps with the red paint and "go" when stamping with the green. Talk about the importance of listening to when they hear "stop" and "go."

Set out all of the materials. Help the children to paint the plate, then cut in half. Tape or glue each half to the ends of the paper. Add circle stickers to make a traffic light. Play a song and invite the children to dance. Pause it and say "stop." Everyone freezes. Then play the song and start dancing again.

Ask, "What colors do you see on a traffic light? What do you think they mean?" Paint the paper black. Cut it in half. Put the circle stickers onto the black paper, then attach the paper plate halves to the top and bottom. Put masking tape paths on the floor. Invite the children to hold their traffic lights and walk on the paths. When you shout, "red light," everyone stops. Shout, "green light" for the children to move again.

Paint the paper black and cut it in half. Put the circle stickers onto the black paper, then attach the plate halves to the top and bottom. Position traffic lights around the classroom. Encourage the children to role-play directing traffic in the classroom with their lights. Throughout the day, use them to encourage movement or volume in those areas, e.g., during lunch transition, give warning to clean up with the yellow light, then stop playing with the red light.

Classroom Map



SUPPLIES

- Circle stickers
- Large paper
- Markers
- Toys



SS 3 Geography

Identifies types of places and interacts with maps.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 3 Geography

Place the child's favorite toys in a circle on the floor, just out of reach. Place the child on their stomach in the middle of the circle. Observe how the child moves to familiar objects. Praise the child for reaching for the toys.

Draw a layout of the classroom on a large piece of paper. Set out the circle "footprint" stickers. Encourage the children to guess how many steps it takes to move from one location to another in the classroom (e.g., six steps from the block area to the art area). Give each child a turn to place the "footprint" stickers on the map. When finished, have the children follow you and walk the number of footsteps the map says to each location. Count the steps aloud.

Draw a simple map of the classroom. Include a few main areas or objects, such as the block area or the door. Draw simple symbols/pictures. Work together to add to the classroom map. Ask the children what they see in the room. Encourage them to draw it on the map paper.

After completing the community map of the classroom, encourage the children to think about the outdoor area. While sitting inside, invite the children to draw a map of the outside. Ask questions, like, "Where is the climber? The swings? How many trees are there? What toys are outside?" When finished, go outside and see how well they depicted the space. Add more details to the maps.

Bridging Words



SUPPLIES

- Bridge Poster
- Rhyming Cards
- Craft sticks
- Scissors



LLD 3

Phonological Awareness

Hears small units of sound.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 3 Phonological Awareness

Place the child on their back on the floor. Holding the child's feet, repeat, "The bridge goes up, up, up!" and move their legs up off the floor. Raise the pitch of your voice. Then move the child's feet back down to the floor, saying, "The bridge goes down, down, down!" while lowering your voice. Listen for the sounds the child makes with each action.

Cut apart the Rhyming Cards. Put one card on the floor. Place a rhyming card far away on the floor from the first card you placed down. Invite the children to help you line up the sticks from the first card all the way to the other.

Arrange the yellow set of Rhyming Cards on one side of the Poster and all of the green cards on the other side. Encourage the children to flip over a yellow card and a green card. If they have the same ending sound, use the sticks to connect them. If they don't rhyme, flip over another yellow card to find the rhyming match. Repeat until all of the rhyming words are connected by stick bridges.

Arrange the yellow set of Rhyming Cards on one side of the Poster and all of the green cards on the other side. Encourage the children to flip over a yellow and green card. If they have the same beginning, middle or end sound, connect the cards with sticks. If they don't match, flip over another yellow card and find the match. There may be duplicate matches.

Fixing Puzzles



SUPPLIES

- Puzzles
- Triangle Puzzle Cards
- Scissors
- Trays (4)
- Paper
- Crayons
- Craft sticks (optional)
- Glue (optional)
- Bucket
- Toy cars



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 a bucket and toy cars within reach of the child. Encourage the child to pick up the cars and place them in the bucket. Describe where the child places the cars: in, out and next to.

Cut apart the matching cards. Set two cards on the table and give each child one triangle card. Ask them to find the car that matches the triangle color and assemble the two-piece puzzle. Repeat with another color.

Cut each photo into pieces. Make some that are simple and others advanced. If desired, glue jumbo craft sticks to the back, then cut apart for more sturdy puzzles. Put each puzzle on a tray. Encourage the children to choose a puzzle tray. Turn and rotate the pieces to “fix” the puzzle and make it whole. Set out paper, crayons and scissors for the children to make their own puzzles.

Hide the puzzle pieces throughout the room. Draw a map of the location of each piece. Invite the children to follow the map to find the pieces. Invite them to assemble each puzzle. Encourage the children to hide the puzzle pieces again and draw their own map to find them. Exchange maps with a peer.

Green Car



SUPPLIES

- Car Photo
- Car shapes
- Straw
- Glue
- Crayons
- Scissors
- Nature items
- Blocks
- Markers
- Sheet protector
- Tape
- Permanent marker



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

Draw the outline of a car on the sheet protector or contact paper. Place the nature items inside a sheet protector and tape to the window. Name the nature items as the child explores (e.g., leaves, flowers).

Set out all of the materials. Gather nature items to glue onto the car and talk about how beautiful nature is. Help assemble the car, then explore rolling it outside on different surfaces.

Ask, "How can you visit nature from your car?" Invite each child to decorate their car shape as desired, using the photo for inspiration. Talk about destinations that feature natural beauty. Encourage the children to problem-solve how to assemble the car and make the wheels roll. Take the cars outside to explore rolling them on different surfaces. Use blocks to create towns to drive through.

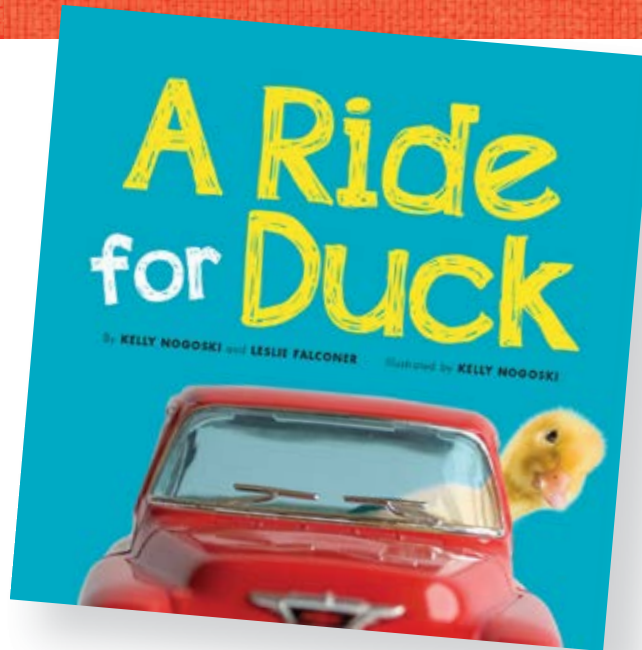
Encourage the children to problem-solve how to assemble the car and make the wheels roll. Take the cars outside to explore rolling them on different surfaces. Use blocks to create towns to drive through. Talk about different kinds of cars and where they travel. For example, if you were in the snowy mountains, what type of car would work best? Why?

A Ride for Duck



SUPPLIES

- Book: *A Ride for Duck*
- Storytelling Pieces
- Duck puppet



LLD 6

Reading Comprehension

Responds to text. Retells, asks and answers questions about a text or story.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 6 Reading Comprehension

Read the book to the child. Pause at each page and identify characters in the pictures. Encourage the child to explore the pages as you read.

Find a duck puppet or use the included Duck Story Piece. Read the story aloud while holding the duck puppet or Story Piece.

Show the book's cover and read the title aloud together as you point at its words. Read the book and invite the children to guess what each animal will drive before you turn the page. Read the story and invite the children to make their hands look like a duck's mouth. Every time they hear "I'm a duck out of luck," encourage them to mimic the words. Use the Storytelling Pieces and Scene to reenact the story or make up a new ending.

Read the book once through to the children. Ask questions about the setting and characters, such as, "Where did the story take place? Who were the main characters? What was the lesson or moral of the story?" Use the Storytelling Pieces and Scene to reenact the story or make up a new ending.

Letter Roll



SUPPLIES

- Letter Cards: D & U
- Package Letter Cards (from PK Lesson 7)
- Letter Card: Dd
- Box
- Cardboard strips
- Balls (2) or toy car
- 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

Roll the ball (or a toy car) back and forth to the child. Place the ball beside you. Ask, "Where is the ball?" When the child identifies the ball, say, "There's the ball!" Move the ball to different locations, still visible to the child, and invite them to find it.

Cut out the Letter Cards. Arrange cardboard strips on each side of a box to create ramps. Show the Letter Card and repeat the /d/ sound. Place the card on the floor at a distance from the ramp. Set out two balls. Show the children the Letter Card and ask, "What picture do you see on the card?" In pairs, encourage the children to roll the balls down the cardboard ramp towards the Letter Card. As the balls roll, invite the children to make the /d/ sound. Identify which ball is the closest to the card. Ask, "Which ball rolled the fastest? Slowest?" Repeat with another pair.

Arrange cardboard strips on each side of a box to create ramps. Place one Letter Card at the end of each ramp. Spread out the D and U Package Letter Cards. Encourage the children to pick a card and identify the letter. Choose a ball or toy car and roll it down the ramp in the direction of the matching Letter Card. Continue to pick cards from the pile and experiment with rolling items down the ramps.

On strips of paper, write out sight words starting with D and U. Encourage the children to sound out the words. Flip the strips over and ask them to pick a strip. Invite the child to roll a ball or toy down the ramp in the direction of the matching Letter Card. Continue to pick sight words from the pile and roll items down the ramp towards the matching letters. Encourage the children to sound out the word before matching.

Walk on a Path



SUPPLIES

- Loose Letter Mats: D & U
- Phonic Photo Cards
- On the Go! album
- Masking tape
- Blocks
- Toy cars

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Create a triangle with masking tape on the floor. Play the song and move the child's arms and legs in a triangle motion.

Make a large triangle with masking tape on the floor. Play the song. Take turns walking on the triangle path as the song plays. If desired, give the children something to carry while walking along the path.

Ask, "Why do we walk on paths?" Tape many intersecting lines on the floor and invite the children to travel across the room on different paths. Place the letter cube cards from the Loose Letter Mats and the Phonic Photo Cards along the paths you created. Call out a letter, photo or word, then invite the children to walk on the paths until they arrive at the letter. Sit next to the letter until all of the children arrive. Repeat the activity, but change the direction and speed of walking (e.g., walk backwards in slow-motion).

Tape many intersecting lines on the floor and invite the children to travel across the room on different paths. Place the Phonic Photo Cards along the paths you created. Call out a letter, photo or word, then invite the children to walk on the paths until they arrive at the letter. Sit next to the letter until all of the children arrive. Repeat the activity, but change the direction and speed of walking (e.g., walk backwards in slow-motion).

Racetrack Game



SUPPLIES

- Foam die (from PK Lesson 6)
- Racetrack Game Board
- Racetrack Game Pieces
- Scissors
- Extra die (optional)
- Book



LLD 5 Concepts of Print

Use print concepts and explores books and other text.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 5 Concepts of Print

Snuggle with the child and read a story. Look at the pictures, then point to and name the images.

Set out the Game Board & Pieces. Work together to move one car around the track. Roll the die, then count aloud together while you help each child move the car. Talk about the letters, numbers and words on the racetrack while playing.

Ask, "What animals run very, very fast?" Go outside and have a race by first making a start and end. Name an animal that we ride (horse, camel, etc.), then run, hop or gallop toward the finish line. Invite up to four players to choose a Game Piece. Take turns rolling the die and counting spaces to move the pieces along the racetrack. Play until each child has collected three checkered flags.

Encourage the children to sound out the title of the game and identify the type of text, e.g., title or instructions. Invite up to four players to choose a Game Piece. Take turns rolling the die and counting spaces to move the pieces along the racetrack. Encourage the children to read the instructions or words on the board. Play until each child has collected three checkered flags.

Airplane Launcher



SUPPLIES

- Paper runway
- Straw
- Paper
- Stickers
- Tape
- Scissors
- Balls



SCI 3 Physical Science

Explores, forces, motion and physical properties of materials.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

Tape the paper runway to the floor. Place the child on their back on the runway and add balls around the child. Encourage the child to “launch” the balls by kicking them.

Set up the paper, tape and stickers. Tear paper into small pieces and put them on the table. Give each child a straw and explore blowing the paper pieces off a table.

Ask, “What helps an airplane fly?” A force from propellers or an engine pushes an airplane to move fast. This creates lift under the wings. Cut the paper into halves and give one half to each child. Encourage each child to wrap paper around the straw. Tape it to make a tube, then fold one end over to close the tube. Add wings, stickers or other desired features. Set out the runway. Invite the children to guess where their airplanes might land before they blow. Then blow through the straw to launch the planes. Do the planes land where they predicted?

Cut the paper into halves and give one half to each child. Encourage them to wrap it around the straw, then tape it to make a tube. Fold one end over to close the tube, then add wings, stickers or other desired features. Set out the runway. Before they blow, invite the children to guess where their airplanes might land. Ask, “If you blew softly, where might the plane land? What if you blew hard? Quickly? What about a long breath?” Experiment by blowing through the straw to launch the planes. Do they land where the children predicted?

Drop It Experiment



SUPPLIES

- Forest Friends Story Pieces (from PK Lesson 11)
- Book: Forest Friends: Generous Friends
- Masking tape
- Scissors
- Tray
- Nature items (feathers, grass, rocks, leaves, sticks)



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

Look at the book and Story Pieces. Talk with the child about the characters.

Tape a bullseye on the floor and place the nature items and the Forest Friends Story Pieces on the bullseye. Read the book. Ask, "What does it mean to be generous?" Encourage the children to stand over the bullseye and drop the nature items. Ask, "Which items fell fast? Which ones floated?" After dropping all the nature items, encourage the children to talk about a time when they were generous.

Tape a bullseye on the floor. Put nature items and the Forest Friends pieces on a tray. Put inside the bullseye rings. Encourage the children to stand and drop the nature items on the bullseye. Did they float before falling? Experiment with different dropping techniques. Which Forest Friend is near the dropped item?

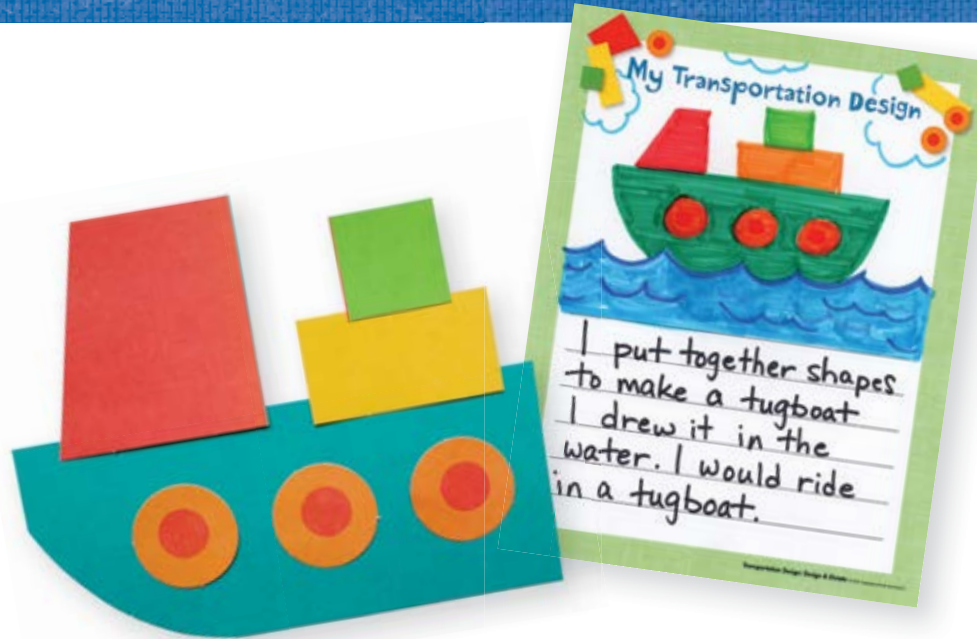
Encourage the children to stand and drop the nature items on the bullseye. Did they float before falling? Experiment with different dropping techniques. Recall the story. Which Forest Friend was the most generous? Drop the item near the character. Encourage the children to explain their decision. How could the characters show generosity in other ways? Drop a nature item by the character and explain how.

Transportation Design



SUPPLIES

- Transportation Design Guide
- Color Shapes
- Design & Dictate page
- Transportation Design Shapes
- Crayons/markers
- Scissors
- Glue
- Paper
- Toy car
- Paint



SS 4

History & Sense of Time

Develops sense of time.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 4 History & Sense of Time

Place a toy car, paper and paint at the table. Help the child dip the wheels of the car into the paint and move the car on the paper. Observe how long the child stays focused on the activity.

Show the Design Guide and explain how to recreate each vehicle with shapes. Invite the children to pick up and play with the shapes as desired and make different designs. As they play, talk about times when they have ridden in different vehicles. For example: "Remember when we/you went in the car to Grandma's house?" Encourage them to draw their designs.

Ask, "What shapes do you see on a car? A boat?" Show the sequences in the Design Guide and explain the steps for recreating the vehicles using words like first, next and last. Cut apart the Design Guide and invite the children to select one design to recreate with their Color Shapes. Invite them to draw one of their favorite vehicles on the Design & Dictate page. Ask them to recall the design steps and help them write their words on the page.

Show the sequences in the Design Guide and explain the steps for recreating the vehicles using words like first, next and last. Cut apart the Design Guide and invite the children to select one design to recreate with their Color Shapes. Invite them to draw one of their favorite vehicles on the Design & Dictate page. Ask them to recall a time they experienced riding in this form of transportation, e.g., fishing in a boat or riding in a car. Help them write the words on the page.

Letter Boat



SUPPLIES

- Loose Letter Parts
- Cube Cards: Parts in Water
- Loose Letter Mats: D, U, J
- Pocket Cube
- Letter Cards: D, J, U
- Large blue paper
- Tape
- Blocks
- Figurines



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

Set out the large blue paper, blocks and figurines on the floor. Seat the child in the middle of the paper and place a figurine on top of the block. Name the figurine (e.g., “Momma is on the boat.”). Encourage the child to explore the materials while you name them. Listen for repeated sounds.

Cover the table with blue paper (water). Set out the Letter Cards, blocks and figurines. Encourage the children to choose a letter. Invite the children to build letter “boats” with the blocks in the water. Place the figurines on the boat as it “floats” in the water.

Cover the table with blue paper (water). Put all of the Letter Parts on the paper. Insert the Parts in Water Cards in the Pocket Cube. Display the Letter Mats for reference. Encourage the children to roll the cube and find the matching parts on the paper. What letters can they make with those parts? Can they build more than one letter with the same parts? Pretend there is a story and the letter boat breaks into pieces. Roll and build again.

Encourage the children to roll the cube and find the matching parts on the paper. What letters can they make with those parts? Can they build more than one letter with the same parts? What words can they create with those letters? Roll and build again.

Moving Water



SUPPLIES

- Tub/Bowl of water
- Variety of plastic lids
- Leaves
- Other floating objects
- Spoons
- Whisks
- Towel

SCI 3 Physical Science

Explores, forces, motion and physical properties of materials.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

Sit with a child next to a bowl of water. Put a few items in the water that float. Observe how the child explores the water and the objects.

Set out a tub of water and a variety of lids, leaves and other floating objects. Invite the children to place objects in the water and explore moving them. Ask, "How will you move the objects from one end of the tub to the other? Can you make the objects move fast? How can you keep them still?"

Set out a tub of water. Put a variety of plastic lids, leaves and other objects in the water and investigate how they move. Set out spoons and whisks to use in the water. Ask, "How can you make the water move? What does it look like? How can you create big ripples in the water? How can you make small ripples? What happens to the objects in the water when it's moving?"

Set out a tub of water and a variety of floating items (lids, leaves, etc.), spoons and whisks. In what ways can you make the items move? Why are some items easier to move in the water than others? Remove the objects and explore moving them on the table. Ask, "Is it easier to move the objects on the table or in the water?"

Choo Choo Train



SUPPLIES

- Dancing in Cars
- Trains and Planes album
- On the Go! album
- Ribbon or rope



CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Play the song and clap to the music. Call out "Choo Choo!" to the rhythm of the song. Observe how the child responds to the sounds.

Play the song. Dance freely to start. Listen and play follow the leader. Invite the children to pretend to be trained chugging around the room. Encourage them to hold onto a long piece of ribbon or rope to make the train.

Play "Rumble Bumble," track 6 on the Dancing in Cars, Trains and Planes album. Invite the children to make a train by holding onto one another's shoulders and traveling around the room to the song. Call out movements such as "march tippy toes over a bridge" or "squat up and down." Do the movements to the song's rhythm.

Play the song. Invite the children to line up behind a "leader." Encourage the leader to create a rhythm pattern as they "chug" along in the classroom (e.g., clap, stomp and stomp). Pause the music at the first "train stop" and switch leaders. Repeat until everyone has had a turn.

Catch the Bus Game



SUPPLIES

- Bus Cards
- Market Cards
- Foam die (from PK Lesson 15)
- Play Dollars
- Scissors
- Sheet protector
- Tape
- Dry erase marker
- Damp cloth



PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 4 Personal Care

Place the Bus Cards in a sheet protector and tape closed. Scribble over the buses with dry erase markers. Invite the child to wipe the “dirty” buses clean with a damp cloth.

Put the buses on a table facedown. Put the Market Cards on the floor next to the table. Take turns flipping over a Bus Card, then running together to the matching Market Card. Identify the type of food at the matching market.

Ask, “How do you get to the market?” Spread out the Bus Cards face-up on the floor. Call out a number and encourage the children to walk quickly to that card and “catch the bus.” Place all of the Bus Cards face-down. Roll the die and flip over a bus. If the numbers match, “run to the market” with the matching fruit or vegetable and pay a dollar for a card. If no match, stay seated. If a child turns over an unhealthy card, they pay a dollar but get nothing.

Call out a number and encourage the children to walk quickly to that card and “catch the bus.” Place all of the Bus Cards face-down. Roll the die and flip over a bus. If the numbers match, “run to the market” with the matching fruit or vegetable and pay a dollar for a card. If no match, stay seated. If a child turns over an unhealthy card, invite the child to identify a healthy option instead. How does this new choice keep you healthy?

Moving with Friends



SUPPLIES

- Scarf



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

Use a scarf to play peek-a-boo with the child. Observe how they responds to different facial expressions.

Invite the children to line up behind a leader and pretend to be driving a taxi. Encourage the children to move from one destination to another in the room. Call out "obstacles" and have the leader decide the movement around the obstacle (e.g., "Oh no! There's a huge pothole in the road. What do you do?" Response: "Jump over it!") Have the children take turns being the leader.

Invite two children to stand up. Give one child a scarf to put over their eyes. Encourage the other child to help the blindfolded child get to a specific destination in the room (book corner, sink, door, etc.) by holding their hand and leading them to where they need to go. Repeat until everyone has had a turn.

Invite two children, one blindfolded and one leading, to work together moving to a specific location. Repeat until everyone has had a turn. Sit in a circle and discuss how it felt to be led blindfolded and how it felt to lead someone blindfolded. Did you run into any problems? How did you solve them?

Subway Track



SUPPLIES

- Wooden craft spoons/ice cream sticks
- Cardboard tube/Core
- Yarn
- Paint or markers
- Tape
- Wheeled toys (e.g., cars)



SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Connect wheeled toys together with yarn to make a "train." Encourage the child to pull the yarn and discover how the train moves.

Set out the cores, yarn and ice cream sticks. Give each child one marker to scribble on their core. Then thread the yarn through the center of the core and tape both ends of the yarn onto the wall or door. Explore pushing the subway along the yarn line. After play, attach the craft sticks to the ends of the yarn for take-home play.

Ask, "How many different ways can you walk? Can you walk sideways, backwards and forwards?" Paint or color the subway car to match the yarn. Thread the tube on the yarn and help the child tie or tape each end to a craft spoon. Encourage the child to hold the spoons and pull the yarn tight. raise one hand at a time to make the subway move along the track.

Paint or color the subway car to match the yarn. Thread the tube on the yarn and help the child tie or tape each end to a craft spoon. Encourage the child to hold the spoons and pull the yarn tight. raise one hand at a time to make the subway move along the track. Ask, "How can you make the 'subway car' move fast? Slow? Why would someone need to move fast on the subway? What would make a subway car move slowly?"

Ferry Ride



SUPPLIES

- Nametags (from PK Lesson 1)
- Blanket



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

Lay the child on the blanket. Slowly pull the blanket around the room. Observe how the child responds to the movement.

Place a blanket on the floor and pretend it is a ferry. Explain that a ferry is a big ship that moves people, cars and other things across the water. It has a team of people keeping the ferry going called the crew. Invite one child to sit on the ferry. Invite two children to grab each front corner of the blanket and pull the "ferry" across the room. Have them work together and count aloud, "One, two, pull." Continue until everyone is at a turn to ride the ferry.

Set out a blanket and pretend it is a ferry. Choose a Nametag and invite that child to sit on the ferry. Choose one or two more Nametags and invite those children to help pull the ferry across the room. Continue until everyone has had a turn riding on the ferry. Encourage the children to say "thank you" to the child who gave them a ride.

Set out a blanket and pretend it is a ferry. Choose a Nametag and invite that child to sit on the ferry. Choose one or two more Nametags and invite those children to help pull the ferry across the room. Explore what would happen if more children were on the ferry. Ask, "How could you problem-solve when the ferry doesn't move?"