

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

SCIENCE LAB

DATE _____

<p>LESSON 1 Painting with Ice SCI 3 Physical Science SS 4 History & Sense of Time</p> 	<p>LESSON 2 Freeze Dance CA 2 Dance & Movement SED 4 Social Relationships</p> 	<p>LESSON 3 Mixing Experiment SCI 1 Investigation & Inquiry MR 7 Logic & Reasoning LLD 2 Communication</p> 	<p>LESSON 4 Science Lab SCI 4 Technology CA 4 Drama PD 3 Safety</p> 	<p>LESSON 5 Science Shape Tracing MR 3 Shapes LLD 7 Writing PD 2 Fine Motor</p> 
<p>LESSON 6 Sound Bottles CA 1 Music MR 5 Patterns SCI 1 Investigation & Inquiry</p> 	<p>LESSON 7 Flashlight, Shine Your Light LLD 1 Listening SED 4 Social Relationships</p> 	<p>LESSON 8 Listen & Draw LLD 6 Reading Comprehension LLD 7 Writing CA 4 Drama</p> 	<p>LESSON 9 Friction Heat MR 1 Number Sense SCI 1 Investigation & Inquiry</p> 	<p>LESSON 10 Splatter Painting SCI 3 Physical Science CA 3 Visual Arts LLD 7 Writing</p> 
<p>LESSON 11 On Light, Off Light SCI 4 Technology PD 2 Fine Motor LLD 1 Listening</p> 	<p>LESSON 12 Boogie Woogie Bridge SS 3 Geography MR 2 Spatial Awareness</p> 	<p>LESSON 13 Paintbrush Design CA 3 Visual Arts LLD 7 Writing</p> 	<p>LESSON 14 Inventors & Scientists SED 3 Attention & Persistence</p> 	<p>LESSON 15 Wind Moves Me SED 1 Self-Awareness SED 4 Social Relationships</p> 
<p>LESSON 16 Leaf Animals Class Book LLD 5 Concepts of Print LLD 7 Writing PD 2 Fine Motor CA 3 Visual Arts</p> 	<p>LESSON 17 Growing Letters LLD 4 Alphabetic Knowledge SED 3 Attention & Persistence LLD 7 Writing</p> 	<p>LESSON 18 If You're a Bird LLD 3 Phonological Awareness SED 4 Social Relationships CA 4 Drama SS 1 Culture & Community</p> 	<p>LESSON 19 Finding Germs PD 4 Personal Care PD 3 Safety</p> 	<p>LESSON 20 Clean Water SCI 2 Natural & Earth Science SED 4 Social Relationships</p> 

LESSON 1

Painting with Ice



SUPPLIES

- Title Display
- Inspiration Photo
- Background paper
- Frame
- Water
- Ice cube tray or muffin tin
- Paint or food coloring
- Glue
- Tape
- Paper
- Zipped bag
- Small objects (e.g., buttons, pompoms)
- Ramps or trays with different surfaces (e.g., foil, fabric, sandpaper)



SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

The night before, freeze the colored water in an ice cube tray or muffin tin. Place one or two cubes inside a zipped bag and tape to the floor or table. While the child is on their tummy, invite them to explore the sealed bag with their hands, feet or arms. Narrate what is happening: "The bag is cold!"

The night before, put colored water in an ice cube tray or muffin tin and freeze. Set out the ice and additional materials on the table. Invite the children to explore painting with the ice colors on the paper. Talk about how the ice feels and the marks they are making on the paper.

The night before, put colored water in the muffin tray and freeze. Set out the ice and additional materials on the table. Invite the children to paint pictures with the ice. Ask, "When have you seen ice in the past? How does the ice feel? What happens when the ice melts on your paper? How does it look? What does your painting remind you of? Does the ice look different when you are done painting?"

Freeze colored water with small objects inside in muffin tins overnight. Set up textured ramps or trays covered with foil, sandpaper, fabric and wax paper. Have the children slide the ice cubes down the different surfaces and discuss how they move, asking which surface makes the ice cube slide faster and why. After the experiment, encourage them to paint with the melting ice and talk about the properties of the frozen objects. Once the ice melts, encourage them to sort the objects by color, texture and size.

Freeze Dance



SUPPLIES

- Dancing in the Science Lab* album
- Science Lab* album
- Baby STEM* album
- Masking tape



CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Lay the child on the floor on their back or tummy. Play the song and encourage them to move by clapping, kicking or waving their arms. Pause the music briefly and smile or say, "Freeze!" while staying still yourself. Then resume the music and encourage movement again. Watch how they respond.

Tape a large square on the floor. Play the song. Invite the children to move freely inside or outside the square. Pause the music and say, "freeze!" Have all of the children stay still, then start the music again.

Play "Freezing & Melting (Instrumental)," track 2 on the *Dancing in the Science Lab* album. Invite the children to listen for the changes in the music. Encourage them to move fluidly during the string sections and freeze into "ice sculptures" when they hear the bells.

Play the song. When string music plays, instruct them to move slowly and fluidly like melting ice. When bells ring, they should freeze in place, creating silly ice sculpture poses. Practice the sequence together, then encourage the children to describe their movements and poses. Reinforce the pattern as they dance together.

Mixing Experiment



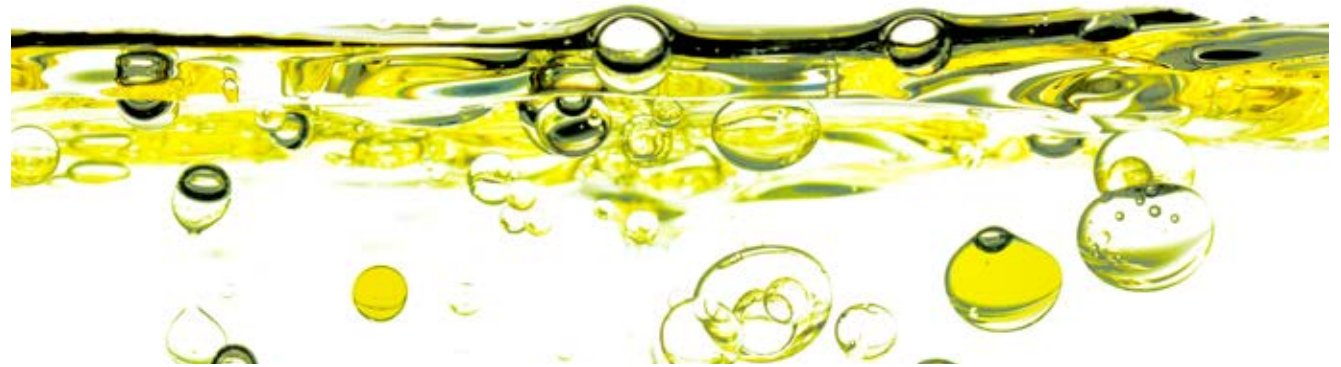
SCI 1

Investigation & Inquiry

Observes, inquires and investigates.

SUPPLIES

- Clear bottles with lids
- Bowls
- Water
- Sugar
- Oil
- Various stirring utensils (spoon, whisk, stick, etc.)
- Containers with lids
- Small objects: pompoms, magnets, flower petals



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 1 Investigation & Inquiry

Fill clear plastic bottles with small, safe items and seal them tightly. Place one or two bottles near the child during tummy time or while seated with support. Gently shake a bottle and roll it just out of the child's view, encouraging them to look for and reach toward it. Allow them to explore the containers.

Put a variety of containers with lids and the objects on the trays. Play with the children and help them fill the containers with a few small objects. Help them by twisting on the lids and securing them in place. Continue to play with the containers, exploring the objects and sounds.

Ask, "What tools can you use to stir?" Set out bowls of water and invite the children to explore stirring with various utensils. Pour some water into a bottle. Ask, "What might happen if we mix sugar into the water?" Add some sugar to the water and tighten the lid, then pass it around for the children to shake. Ask, "What happens to the sugar?" Invite the children to predict what might happen if you add oil to the water. Repeat the experiment in another bottle. Discuss the differences in the way the substances mixed with water.

Ask, "What do you think will happen if we stir sugar into water?" Set out bowls of water and a variety of stirring utensils. Invite the children to stir and observe what happens. Pour water into a clear bottle, add sugar and let each child take a turn shaking it. Ask, "What do you see now? Where did the sugar go?" Ask the children to predict what will happen if you add oil to water. Repeat the steps with a new bottle and compare the two mixtures.

Science Lab



SUPPLIES

- Book: *Robots*
- Bottle caps
- Lab apparel: Button-up shirts, gloves, safety goggles
- Beakers/containers
- Eyedroppers
- Magnifying glasses or microscope
- Lid (baby-safe)
- Paper



SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Offer the child a lid to explore while on their tummy. Gently tap the lid and say, “Boop beep!” in a playful tone, then encourage the child to mimic your actions. Repeat the tapping and sound, letting the child see and hear a pattern. Support the child in grasping or swatting the lid.

Give each child a bottle cap. Put one cap on the floor in front of each child. Explain that we are going to pretend to build a robot. Read the story aloud and, at the end of each page, press the cap as if it were a computer key and say, “boop beep.” Encourage the children to mimic your actions and words before turning the page.

Create a science lab in the dramatic play area. Set out button-up shirts, gloves, safety goggles, clipboards and paper to take notes. Set out science materials such as beakers, containers, eyedroppers, magnifying glasses and microscopes for the children to explore. Ask, “What do scientists do in a lab? What could you write or draw on the paper? How can you practice safety in a science lab?”

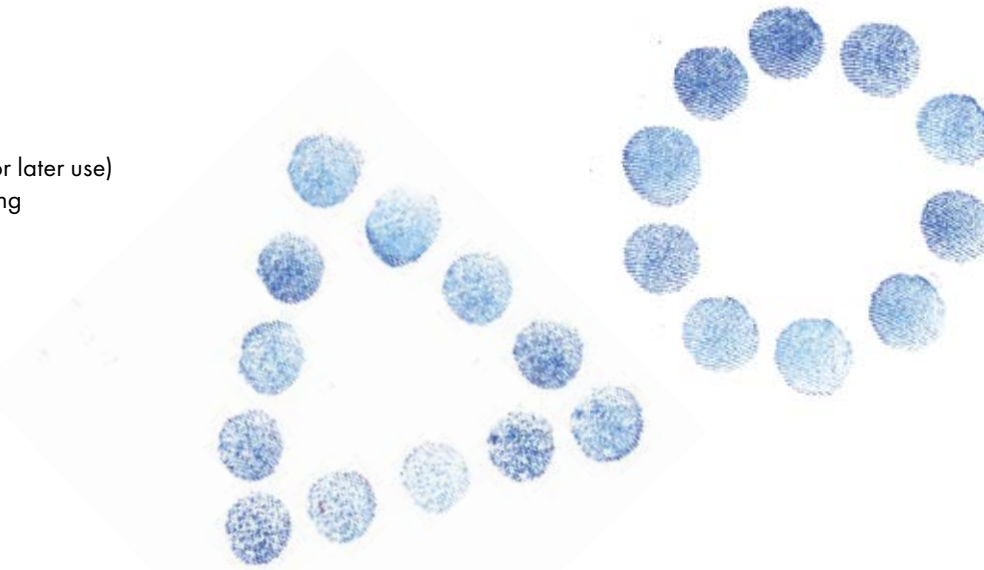
Set up a science lab in the dramatic play area with dress-up accessories and science tools. Invite the children to pretend they are scientists and explore using the tools to solve “problems,” such as mixing pretend potions, examining bugs or measuring ingredients. Ask questions like, “What are you trying to discover?” or “How are you using your tools to help you?” Encourage them to draw or write their findings like real scientists. Talk about how each tool helps them get a job done.

Science Shape Tracing



SUPPLIES

- Cube Cards: Shapes (save for later use)
- Coloring: Robot Shape Tracing
- Paper
- Inkpad (or paint)
- Markers (optional)
- Tape



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Draw simple shapes on a piece of paper and tape it onto the table. Gently guide the child's hand to press onto the ink pad, then onto the paper to make a fingerprint on or near each shape. Name each shape aloud as you point to it. Allow the child to explore the paper and shapes with their hands by patting, swiping or rubbing.

Set out a Science Shape Tracing page for each child. Encourage the children to press their finger on the ink pad, then on the paper. Discuss how their finger makes prints on the shapes. Point to each shape and name them aloud. Invite the children to repeat as you say the shape names.

Place Cube Cards facedown on the table. Set out paper and an ink pad. Invite a child to turn over a card and identify the shape. Encourage the child to dip their finger into ink, then draw that "molecule shape" by making "atom dots" (fingerprint marks) on their paper. Repeat with other shapes.

Place Cube Cards facedown on the table. Provide each child with a piece of paper and a washable ink pad. Invite the child to flip over a card, name the shape and say whether it's flat (2D) or solid (3D). Then have them dip their finger in the ink and create the shape using fingerprint "atom dots" on the paper. Encourage them to describe how the shapes look and feel different as they work. Repeat with new cards and shape discussions.

Sound Bottles



SUPPLIES

- Science Lab album
- Baby STEM album
- Clear plastic bottles with lids
- Variety of small items (beads, pompoms, sand, etc.)



CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Fill each bottle with one kind of small item and secure the lid. Give one bottle to the child while seated with support. Play the song and gently shake your own bottle to the rhythm, encouraging the child to do the same. Pause the music and stop shaking. Watch to see if the child responds by pausing or listening. Resume the song and repeat.

Fill each bottle with one kind of small item and secure the lid. Give each child a bottle and play the song. Encourage the children to shake the bottles freely. Pause the song and freeze. Resume the song and repeat.

Fill each bottle with one kind of small item and secure the lid. Invite the children to shake the bottles and compare the different sounds. Encourage a child to shake a rhythm pattern with one bottle and invite a peer to repeat it with a different bottle. Explore making various beats and sounds with the bottles.

Fill each bottle with a different small item and secure the lids. Invite the children to explore the bottles by shaking them and listening to how each one sounds. Encourage a child to create a simple rhythm pattern by shaking one bottle (e.g., “shake, shake, pause”) and have a peer try to repeat the pattern using a different bottle. Take turns making up rhythms and playing together. Ask, “Can you make a quiet sound? A loud one? What happens if we all shake together?”

LESSON 7

Flashlight, Shine Your Light



SUPPLIES

- Dancing in the Science Lab* album
- Science Lab* album
- Baby STEM* album
- Flashlight
- Blanket



LLD 1 Listening

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Dim the lights and play the song. While the child is lying on a blanket, gently move a flashlight beam across the floor or onto their hands, feet or belly. Name the body part as you touch or point to it. Pause and see if the child responds by turning their head, moving or making sounds. Repeat with other body parts.

Dim the lights and play the song. Invite the children to dance freely to the music. Shine the flashlight on one child and encourage them to point to and dance with a named body part (e.g., shake your arm or wiggle your toes). Repeat until everyone has a turn.

Dim the lights and play "Flashlight, Shine Your Light," track 7 on the *Dancing in the Science Lab* album. Give one child a flashlight and invite all of the children to dance freely to the music. Pause the song and invite the child with the flashlight to shine it on someone. Pass that child the flashlight and repeat.

Dim the lights and play the song. Encourage everyone to dance while the music plays. When the music stops, invite the child with the flashlight to shine it on a friend. That friend becomes the next flashlight holder. Repeat. Ask questions, like, "Why do we pause when the music stops?" or "What do we do after the flashlight picks someone?" Encourage the children to follow the steps and take turns, practicing listening and responding to multi-step instructions.

LESSON 8

Listen & Draw



SUPPLIES

- Book: *Forest Friends: Sounds from the Forest* (from Lesson 6)
- Draw & Dictate
- Puppet
- Craft stick
- Science Lab* album
- Scissors
- Crayons
- Nature items
- Glue or tape
- Paper
- Tape (optional)



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

Place paper and one crayon on the table. As you read the story aloud, hold the book close so the child can see the pages clearly. Encourage the child to reach for the book as you turn each page. Say, "Look at the dog! Can you touch the dog?" Watch how the child engages with the pictures and invite them to create marks or scribbles as they listen.

Give each child a paper and one crayon. 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 the drawings.

Ask, "What are some things you are curious about?" Give each child a Draw & Dictate paper. Show the book and recall what the animals used to make sounds. Invite the children to draw themselves making sounds or music with an object. Write down their words as they describe their drawing. Attach the puppet to the stick. Go outside and gather nature items (or set out items indoors). Encourage the children to form a nature orchestra and make music together.

Show the book and ask, "What sounds did the animals make in the story? What did they use to make music?" Encourage the children to remember and recount the events sequentially, identifying the characters and setting. Provide each child with a Draw & Dictate sheet and ask them to draw themselves making music with an object. Write down their words as they describe their scene. Attach a puppet to a craft stick. Invite the children to form a nature orchestra and create music together.

Friction Heat



SUPPLIES

- Die (from Lesson 2)
- Foam die
- Variety of textured materials (sandpaper, towel, leaf, etc.)
- Paper
- Marker



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

While the child is on their back, rub your hands together while counting (“1, 2”) and say, “Let’s warm up our hands!” Gently guide the child’s hands to mimic the motion or let them watch and listen.

Set out the die. Show 1-3 fingers. Say the number aloud and encourage the children to repeat it. Invite the children to rub their hands together as you count aloud. Ask, “Do you feel your hands getting warm?”

Ask, “Do you prefer bumpy or smooth textures?” Set out a variety of textured materials for the children to explore. Encourage them to rub their feet and hands against the various textures. Invite a child to roll the die and count the dots. Encourage the children to rub their hands together that same number of times. Ask, “Do you feel any heat?” Explore rubbing hands faster and slower. Explain that rubbing creates friction, and friction creates heat. The faster we rub, the more heat we create.

Ask, “Do you like bumpy or smooth textures more?” Set out a variety of materials with different textures to explore. Invite a child to roll the die. Have the child identify the number rolled and write it on the paper. Encourage everyone to rub their hands together that many times, counting out loud as they go. Ask, “Do your hands feel warmer now?” Explore rubbing faster or slower, and explain that rubbing creates friction, which makes heat.

Splatter Painting



SUPPLIES

- Title Display
- Inspiration Photo
- Pompoms
- Background paper
- Eyedropper (from Lesson 4)
- Paint
- Tape



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 background paper to the table. Dip a pompom into the paint and gently drop it onto the paper from a short height while the child watches. Say, "Look! The pompom made a mark!" Offer pompoms for the child to touch, squeeze or bat with their hands to make designs on the paper.

Set out the Inspiration Photo and other materials. Invite the children to experiment with dipping the pompoms in the paint and dropping from a height onto the paper. Ask, "What designs are you making?"

Show the children the Inspiration Photo, then set out for paint colors and put a pompom in each. Ask, "What do you notice about the photo? What kind of splatter might a pompom with paint on it make if you drop it on your paper? What kind of splatter will result from squirting paint from the eyedropper? What happens if you drop the pompom closer to the paper? Farther away?"

Show the Inspiration Photo and ask the children what they notice. Set out paint on trays with pompoms and in eyedroppers. Encourage the children to predict the splatter patterns of dropped pompoms versus squirted paint. Allow them to experiment by dropping pompoms onto paper from various heights and compare the resulting patterns. Ask, "What are the differences between the drops?" and "Which tool created a larger splatter?"

On Light, Off Light



SUPPLIES

- Dancing in the Science Lab* album
- Lightbulb shape
- Twist ties
- Yarn
- Paint: yellow
- Paintbrushes
- Glue
- Real lightbulb
- Plate

SCI 4 Technology

Uses tools and technology to perform tasks.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Explore turning the light on and off, saying, "Click! The light is on... click! Now it's off!" Place the lightbulb shape and a piece of yarn dipped in yellow paint on the table. Encourage the child to touch, squish or explore the yarn with their hands and talk about how it feels. Leave the painted yarn on the paper to dry as part of their sensory artwork.

Put yellow paint on a plate. Invite each child to explore turning a light on/off using a wall light switch. Then give each child a piece of yarn to dip in paint and drag on the paper lightbulb. When done, leave the wet yarn to stick and dry on the lightbulb shape.

Show a real lightbulb. Ask, "What do you see inside?" Give each child a lightbulb shape to paint as desired. Allowed to dry. Invite them to twist the ties together, then glue the "filament" onto their lightbulb. Play "On Light, Off Light." One child stands across the room from the other children. When they hold up their lightbulb and say, "On Light!" the other children walk toward them. When they lower it and say, "Off Light!" the other children freeze.

Show the children a real lightbulb and ask, "What do you see inside? What do you think it does?" Give each child a lightbulb shape and encourage them to decorate it. Invite them to use a twist tie or yarn to create a "filament," then glue it onto their art. Talk about how the filament helps the lightbulb work. Play the song and invite one child to stand with their lightbulb. When they say, "On Light!" and hold it up, the others walk toward them. When they say, "Off Light!" and lower it, everyone freezes. Continue taking turns.

Boogie Woogie Bridge



SUPPLIES

- Dancing in the Science Lab* album
- Science Lab* album
- Baby STEM* album
- Masking tape
- Toys
- Paper
- Crayons

SS 3 Geography

Identifies types of places and interacts with maps.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 3 Geography

Tape a large triangle on the floor and place the child on their tummy. Play the song and line toys along the triangle's edges. Encourage the child to reach, roll or scoot toward the toys. Move a toy during play to see if the child notices and responds.

Make a large triangle "bridge" using masking tape on the floor. Play the song. Take turns walking on the triangle "bridge" as the song plays. Encourage the children to place the heel of one foot in front of the toes of the other foot. If desired, give the children toys to carry while walking along the bridge.

Tape a desired path on the floor (straight, curvy, letter-shaped, etc.). Play "Boogie Woogie Bridge," track 12 on the *Dancing in the Science Lab* album. Encourage the children to dance to the music while trying to stay on the "bridge" (path).

Tape different paths on the floor—straight, curvy, zigzag or letters. Explain that these paths represent "bridges" or "roads." Play the song. Encourage the children to dance along the paths while staying "on route." After dancing, invite the children to draw a simple map of the path they followed, Ask questions like, "How is our path like a street in your neighborhood? What might you see on a road in another town?"

Paintbrush Design



SUPPLIES

- Rubber band
- Craft stick
- Background paper
- Paint
- Various nature items or recycled materials
- Soft materials (e.g., sponges, crinkled paper)
- Puff paint



CA 3 Visual Arts

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Create baby-safe brushes with soft or textured materials. Encourage the child to touch, pat or swat at the brushes. Say, "This one is soft" or "This one feels bumpy." Help them make paint marks on paper, if desired.

Create "paintbrushes" with natural or recycled materials. Set out the paper, brushes and puff paint. Encourage the children to explore the "paintbrushes" by touching the different materials. Ask, "Does this brush feel soft or hard?" Invite the children to explore using the different brush "bristles" in the puff paint and creating designs freely.

Ask, "What could you use to make a paintbrush?" Give each child a rubber band and craft stick. Set out a variety of materials to make brush "bristles." Invite each child to create their own paintbrush by fastening materials to the end of their craft stick with the rubber band. Test out the paintbrush by dipping it in paint and making art. Ask, "What works and what doesn't work? How can you improve your paintbrush design?" Experiment with paintbrushes made by friends.

Ask the children, "What could you use to make a paintbrush?" Provide each child with a craft stick, rubber band and a variety of nature items. Invite them to create their own paintbrush by attaching the materials to the stick. Encourage them to test their brushes by dipping them in paint and making artwork. Ask, "What kind of marks does your brush make?" and "How did you make your brush?" Encourage the children to try each other's brushes and talk about which materials worked best and why.

Inventors & Scientists



SUPPLIES

- Story Pieces (from Lesson 1)
- Coloring: *Ingenuity!*
- Metal trays or backing sheets
- Paper
- Crayons
- Masking tape
- Highlighter

SED 3

Attention & Persistence

Attends and engages. Shows flexibility and inventiveness

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Tape paper to the table. Offer a crayon and encourage the child to look at and scribble on their paper. Say their name and point to the marks or scribbles. Watch as the child shifts focus between the paper, your voice and the crayon.

Hang the coloring pages 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 scribble freely on the coloring sheet. Point to the numbers and say them aloud. Notice how each child attends to their coloring and how they hold the crayons to make marks. Help the child trace the highlighter letters to spell their name.

Set out trays, paper, crayons, the Story Pieces and their frame. Invite the children to place paper on a tray, then stick a Story Piece on the paper. Trace the piece, then decorate the scientist outline as desired. Continue making scientists. Explore finding the pieces that fit on the traced shapes or inside the frame.

Set out trays with paper, crayons, the Story Pieces and their frame. Invite the children to place a piece of paper on the tray and choose a Story Piece to trace. Decorate the outline to turn it into a scientist. Encourage them to keep adding pieces and creating new characters. Challenge them to find which Story Pieces fit inside the frame or match their traced shapes. If a piece doesn't fit, ask, "What else could you try?" or "How can you make it work?"

Wind Moves Me



SUPPLIES

- Dancing in the Science Lab* album
- Science Lab* album
- Baby STEM* album
- Feathers or light weight items (napkins, scarves, etc.)



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

While the child is on their back, wave a scarf in the air above them. Play the song. Call the child's name as you let the scarf float down toward them, saying, "Here it comes, [name]!" Encourage the child to reach, kick or move in response.

Allow each child to choose a favorite feather or another light item. Play the song. Invite the children to toss the feather into the air. Encourage them to try to catch it before it touches the ground. When the music ends, invite the children to blow their item in the air. Play the song again.

Play "Wind Moves Me," track 15 on the *Dancing in the Science Lab* album. Invite the children to toss feathers or other light items (napkins, scarves, etc.) in the air. Encourage them to blow on the feathers to try to keep them "dancing" in the air as the song plays.

Play the song. Give each child a lightweight item. Invite them to toss it into the air and try to keep it floating by blowing or gently waving it. Encourage them to experiment with different ways to make it stay up longer (blowing faster, moving around or tossing it higher). Ask, "What worked best to keep your object in the air?" Invite the children to try again and improve their strategies.

Leaf Animals Class Book



SUPPLIES

- Class Book Cover
- Yarn
- Class Book Pages
- Leaves
- Sticks
- Glue
- Markers or 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

Create a simple book ahead of time with leaf animals glued on each page. Sit with the child and slowly turn the pages, naming the animals as you go: "Here's a bear made of leaves!" Encourage the child to look at or pat the pictures. Help them open and close the book with support.

Give each child a Class Book Page. Set out the other materials. Ask, "What is your favorite animal?" Invite the children to use the materials to create their own leaf "animal." Help spread the glue, if needed. Encourage the children to name their animal and write each name under the picture. Assemble the book and explore it together. Identify if the pictures are right-side up or upside down.

Ask, "What is your favorite animal? Why?" Invite each child to write their name on their Class Book Page. Encourage the children to glue on leaves and sticks to create animal pictures. Invite each child to name their animal and help write it on the page. Tie the cover and pages together with yarn to create a Class Book. Sit in the book area and invite the children to take turns pretending to be the teacher and reading it to others.

Ask, "What is your favorite animal? Why do you like it?" Give each child a Class Book Page and invite them to write their name at the top. Set out leaves, sticks and glue for the children to create an animal picture. Help each child write the name of the animal on their page. Once finished, tie the pages together with yarn and create a cover that includes a title, the authors (the class) and illustrators (the artists). Gather in the book area and take turns reading the book aloud.

Growing Letters



SUPPLIES

- ☑ Alphabet Cards: Uppercase (from Lesson 2)
- ☑ Link strips*
- ☑ Sensory Mat: Growing Letters
- ☐ Playdough



LLD 4

Alphabetic Knowledge

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 4 Alphabetic Knowledge

Place a small amount of playdough in front of the child at the table. Point to one letter on the mat and name it. Encourage the child to look at the letter and babble or reach toward it. Invite them to touch or pat the playdough. Say their name and the letter again to help connect familiar words and sounds.

Set out the Sensory Mat and playdough on the table. Point to and identify a letter at the top of the sensory mat. Encourage the children to repeat the letter name and roll the playdough into strips to create letters. Ask, "Can we make the letter grow?" Roll the playdough into longer strips. Compare which letter is bigger than their hand.

Set out the Alphabet Cards facedown. Set out the link strips. Invite the child to turn a card over. Ask, "What letter is it? What sound does it make?" Roll the playdough and create that letter. Experiment with making letters longer/bigger by connecting link strips to the playdough. Pretend their letters are growing. Ask, "How big can you make your letter?"

Place Alphabet Cards facedown and set out link strips and playdough. Invite each child to turn over a card and say the letter name and its sound, e.g., "B says /b/." Encourage them to roll playdough to form the letter shape. Challenge them to make the letter "grow" by adding link strips or more playdough to stretch it longer. Ask, "How big can you make your letter?" and "Can you make a word that starts with this letter?" Invite the children to sound out simple two- to four-letter words using their letters.

If You're a Bird



SUPPLIES

- Circle Time Instrumentals* album
- Rhyme Poster: If You're a Bird
- Tape
- Paper
- Marker



LLD 3

Phonological Awareness

Hears small units of sound.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 3 Phonological Awareness

Place the Rhyme Poster on the floor and the child on their tummy. Point to an animal and say, "Look! It's a dog! Woof, woof!" Encourage the child to watch your mouth, smile, babble or make sounds in response. Vary your pitch and volume to invite vocal play.

Hang the Rhyme Poster where it can be seen by all of the children. Ask, "What is your favorite animal? What makes it special?" Write down each child's response. Encourage the children to clap and sing the rhyme to the tune of "Happy and You Know It". Take turns naming animals and sharing what makes them special.

Ask, "What is special about a bird? What is special about you?" Encourage the children to sing to the tune of "Happy and You Know It," track 6 on the *Circle Time Instrumentals* album. Take turns thinking of special animal parts that help them survive in their environments.

Ask, "What is special about a bird? What is special about you?" Invite the children to sing a song to the tune of "Happy and You Know It," using animal parts in their verses (e.g., "If you have wings and you know it, flap them now!"). As each animal is shared, break the animal name into syllables together, like "tur-tle," or "kan-ga-roo," and count them out by clapping. Practice identifying the onset (first sound) and rime (ending sound) of animal names, like /b/ and -ird in "bird."

Finding Germs



SUPPLIES

- Masking tape
- Small paper scraps



PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 4. Personal Care

While the child is on their back, drop small paper scraps from above them. Say, "Let's clean up the germs!" Pick the paper up and count aloud. Cheerfully say, "All clean!"

Spread out the small paper scraps around the room. Explain that germs can make us sick and are spread by touching things or others. Wrap a piece of tape around each child's hand with the sticky side outward. Encourage them to pick up the "germs" (paper scraps). When everything is picked up, sit back down and pretend to wash hands by counting aloud to 10.

Ask, "Where might you find germs?" Explain that germs can spread by picking things up or touching others. They can sometimes make us sick. Encourage the children to find a partner(s) and hand them a big tape loop. Spread paper scraps on the floor and invite the partners to pick up the "germs" together with their tape. Sit back down together and discuss ways to prevent spreading germs, such as washing hands, covering mouth when coughing or not sharing food utensils.

Ask, "Where do you think germs might live?" Explain that germs can spread when we touch things or other people and that they can sometimes make us sick. Give each pair or small group a large loop of tape (sticky side out) and scatter "germs" (paper scraps) around the room. Invite the children to work together to "hunt" and collect the germs using their tape. After all of the germs are collected, talk about ways to stay healthy (e.g., washing hands, covering coughs).

Clean Water



SUPPLIES

- Tub of water
- Paper scraps and other small materials
- Marine animal toys (optional)
- Scooping utensils (slotted spoon, net, sieve)
- Clear container with lid
- Water
- Sequins
- Animal figurines (optional)



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

Set out a clear, sealed container filled with water, paper scraps, sequins and small toy animals. While the child is on their tummy, gently shake or swirl the container and describe what you see. Observe the child's reactions to the sensory experience.

Set out the tub of water and materials. Place animal toys in the tub of water, if desired. Explain that we need to keep the water clean for the animals to be safe. Encourage the children to work together to scoop out the paper to clean the water.

Set out the tub of water (with animal toys, if desired) and begin to drop in paper scraps and other materials. Ask, "What might happen when water becomes polluted or dirty?" Explain that when water is polluted, it affects not only the water we drink but the plants and animals that live in it. Encourage the children to work together and scoop out the materials to clean the water. Discuss more things they can do to help the environment stay clean.

Fill a tub with water and add toy animals. Drop in paper scraps and other small materials to simulate pollution. Ask, "What do you think happens to animals when the water gets dirty?" Explain that living things need clean water to survive. Invite the children to work together to scoop out the "pollution" and clean the water. Talk about how animals need food, water and shelter. Ask, "How can we help keep their homes clean?" Group the animals by similar features (animals with fins or animals that hop).