

Authentic Assessment

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



1-Month

Assessment Activity Calendar
& Group Observation Form



Daily

Assessment Activity Sheets



Step-by-Step Assessment

DOCUMENTING A CHILD'S UNIQUE AND BRILLIANT LEARNING STORY

LESSON 18
Cutting Twisters

SUPPLIES
□ Paper
□ Markers
□ Scissors

BENCHMARK 1 **BENCHMARK 2** **BENCHMARK 4** **BENCHMARK 6**

PD 2 Fine Motor
Builds strength and coordination of small movements as hands to pick up, separate, twist, cut and manipulate tools and toys.

Give the child a piece of paper to explore by tearing and crumpling. Supervise so the child doesn't eat the paper. Demonstrate how to tear and let the child help you rip off a piece.

Invite children to tear the shape into two or three pieces. Explore reassembling the shape.

Draw a spiral from the center of a paper circle, then demonstrate how to trace with the finger on the line from the inside to the outside. Then encourage the children to snip around the edge of the circle. Help the child cut along the spiral line, if desired.

Encourage children to draw a big circle, then make a spiral coming from the center. Invite them to cut along the line, then hold the circle from the center to see the tornado appear.

experience
EARLY LEARNING

Observation & Documentation Planning Calendar

WEATHER & SEASONS

DATE _____

| | | | | |
|--|--|---|---|--|
| LESSON 1 Sunny Shapes SED 3 Attention & Persistence | LESSON 2 Windy Letter SED 3 Concept of Print SED 7 Language & Reading | LESSON 3 Heavy Clouds SED 1 Investigation & Inquiry | LESSON 4 Tie-Dye Snowflake SED 2 Pattern Creation SED 3 Fine Motor SED 7 Visual Arts | LESSON 5 Drip Drop Rain SED 2 Social-Emotional SED 3 Learning |
| LESSON 6 Word Discovery | LESSON 7 Losing Leaves SED 1 Member Sense | LESSON 8 Does a Bear Wear a Hat in the Winter? SED 3 Concept of Print SED 4 Reading Comprehension | LESSON 9 Woke Up, Spring! SED 3 Self-Expression SED 3 Learning | LESSON 10 Dress the Bear SED 2 Social-Emotional SED 3 Fine Motor SED 7 Language & Reading |
| LESSON 11 Features | LESSON 12 Shine a Light SED 4 Physiological Awareness SED 4 Self-Management | LESSON 13 How Many Are Sleeping? SED 1 Member Sense SED 2 Communication | LESSON 14 Moving Animals SED 2 Investigation & Inquiry SED 3 Learning | LESSON 15 More or Less? SED 2 Language & Reading SED 3 Communication |
| LESSON 16 Shaker | LESSON 17 Counting Hail SED 1 Member Sense SED 2 Fine Motor SED 4 Mathematical Thinking | LESSON 18 Cutting Twisters SED 2 Fine Motor SED 3 Fine Motor SED 7 Fine Motor | LESSON 19 Strong Housel SED 2 Investigation & Inquiry SED 3 Member Sense | LESSON 20 Sink or Float? SED 2 Investigation & Inquiry SED 3 Communication |

experience
EARLY LEARNING

Step 1 PREPARE

Every morning, before children arrive, read the daily Assessment Activity Sheet.

Step 2 POST FOR FAMILIES

Hang the Observation & Documentation Planning Calendar and the day's Assessment Activity Sheet on the wall for parents to see. If desired, print or email the parents the Observation & Documentation Planning Calendar (available online on Member Resources).

Step 3 IMPLEMENT IN DAILY ROUTINE

These activities are embedded in your Experience Curriculum's daily lesson plans and are a key part of the comprehensive learning system. Check your Teacher Guide for when to naturally integrate the activity into the flow of your day. Look for the starred activity in your Teacher Guide to indicate the featured activity. As children naturally play and participate in the activity, assess and record learning.

Step 4 DOCUMENT LEARNING

Write the names or initials of your children in the Group Observation Form to record the child's skill level. Optional: Transfer the data and save child work samples in the year-long child portfolio.

Step 5 HOST A FAMILY CONFERENCE

Every three months, schedule a meeting with families to discuss the child's progress, explain the skills learned and show work samples. Address any questions families have for you.

experience
EARLY LEARNING

GROUP OBSERVATION FORM

In each child's row, write:

- Level 1-4
- E (emerging with help) or M (emerging on own)
- Sample: SE (Level 3, emerging)

CHILD'S NAME

Sample Child
Tomás

| | | | | | | | |
|----------------------------------|---------------------|--------------------|----------------|-------------------|-----------------------|------------------------------|------|
| SED 3 Attention & Persistence | PD 1 Gross Motor | PD 2 Fine Motor | PD 3 Safety | LD 1 Listening | LD 2 Communication | LD 4 Alphabetic Knowledge | LD 7 |
|----------------------------------|---------------------|--------------------|----------------|-------------------|-----------------------|------------------------------|------|

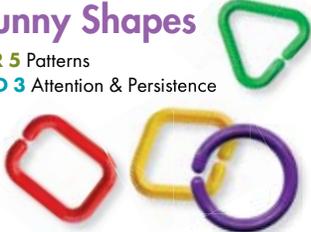
4-M
4M
3E



Observation & Documentation Planning Calendar

WEATHER & SEASONS

DATE _____

| | | | | |
|---|--|--|--|---|
| <p>LESSON 1 Sunny Shapes MR 5 Patterns SED 3 Attention & Persistence</p>  | <p>LESSON 2 Windy Letter LLD 5 Concepts of Print MR 7 Logic & Reasoning</p>  | <p>LESSON 3 Heavy Clouds SCI 1 Investigation & Inquiry</p>  | <p>LESSON 4 Tie-Dye Snowflake SCI 3 Physical Science PD 2 Fine Motor CA 3 Visual Arts</p>  | <p>LESSON 5 Drip Drop Rain CA 1 Music LLD 1 Listening</p>  |
| <p>LESSON 6 Gourd Discovery PD 2 Fine Motor</p>  | <p>LESSON 7 Losing Leaves MR 1 Number Sense</p>  | <p>LESSON 8 Does a Bear Wear a Hat in the Winter? LLD 5 Concepts of Print LLD 6 Reading Comprehension</p>  | <p>LESSON 9 Wake Up, Spring! SED 2 Self-Regulation LLD 1 Listening</p>  | <p>LESSON 10 Dress the Bear MR 2 Spatial Awareness LLD 1 Listening SCI 2 Natural & Earth Science</p>  |
| <p>LESSON 11 Leaf Creatures MR 2 Spatial Awareness CA 3 Visual Arts</p>  | <p>LESSON 12 Shine a Light LLD 3 Phonological Awareness SCI 4 Technology</p>  | <p>LESSON 13 How Many Are Sleeping? MR 1 Number Sense LLD 2 Communication</p>  | <p>LESSON 14 Moving Animals SS 3 Geography PD 1 Gross Motor LLD 1 Listening</p>  | <p>LESSON 15 More or Less? MR 7 Logic & Reasoning SCI 1 Investigation & Inquiry</p>  |
| <p>LESSON 16 Thunder Shaker CA 1 Music MR 5 Patterns</p>  | <p>LESSON 17 Counting Hail MR 1 Number Sense PD 2 Fine Motor MR 4 Measurement</p>  | <p>LESSON 18 Cutting Twisters PD 2 Fine Motor MR 3 Shapes</p>  | <p>LESSON 19 Strong House! MR 7 Logic & Reasoning MR 1 Number Sense</p>  | <p>LESSON 20 Sink or Float? SCI 1 Investigation & Inquiry LLD 2 Communication</p>  |

LESSON 1

Sunny Shapes



SUPPLIES

- ✓ Shape links*
- ✓ Cube Cards: Sun Colors
- ✓ Shape Design Mat
- ✓ Pocket Cube



MR 5 Patterns

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Make a chain of links and dangle them above the child to reach up and grab. As you move the link chain up and down, play a repetitive game of “Down, down, down. Up, up, up!”

Play with links. Show the child one color link and encourage them to find the same color link. Then find another color. Together make a link of repeating colors, e.g., yellow-orange, yellow-orange

Roll the cube and find a link with the same color. Place that link on a matching shape on the Design Mat.

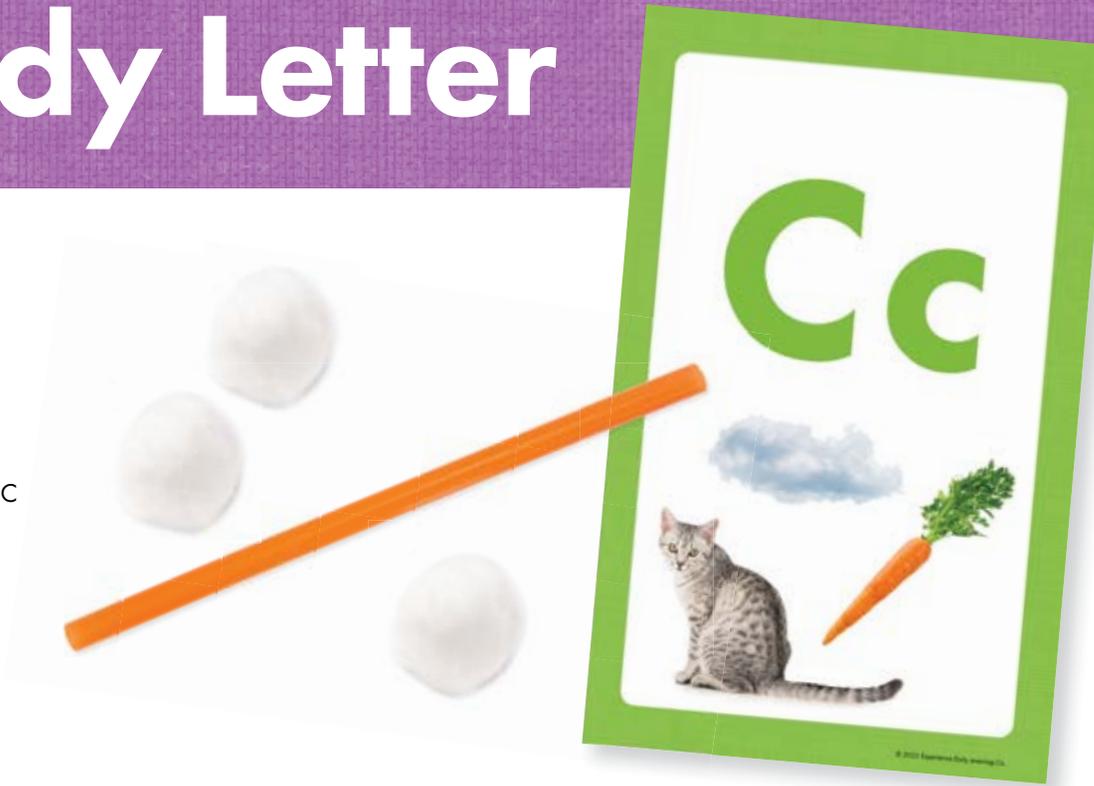
Create a chain link with a repeating pattern of colors. Determine the pattern by rolling the cube three times. Take the same color links and make a repeating chain with those colors as long as possible.

Windy Letter



SUPPLIES

- Letter Card: C
- Cotton balls
- Straws



LLD 5 Concepts of Print

Demonstrates print and book-handling skills.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 5 Concepts of Print

Put the Letter Card on the floor and cover it with a scarf. Lift up the scarf and point at a picture. Ask, e.g., "Where is the cat?" Follow the lead of the child and explore the pictures and scarf.

Tell a story about little cats being lost. Pretend the cotton balls are little cats. Encourage the children to find the cats (cotton balls) and put them on the letter C.

Make a big masking tape C on the floor and place the Letter Card at the bottom of the C. Invite the child to use the straw to push or blow the cotton ball along the masking tape C and onto the Letter Card.

Use cotton balls to make a letter. Name a word and invite the child to make the first or last letter of the word with the cotton balls.

Heavy Clouds



SUPPLIES

- Bowl of water
- Shaving cream
- Blue water
- Eyedroppers
- Clear zip bag
- Bin



SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 1 Investigation & Inquiry

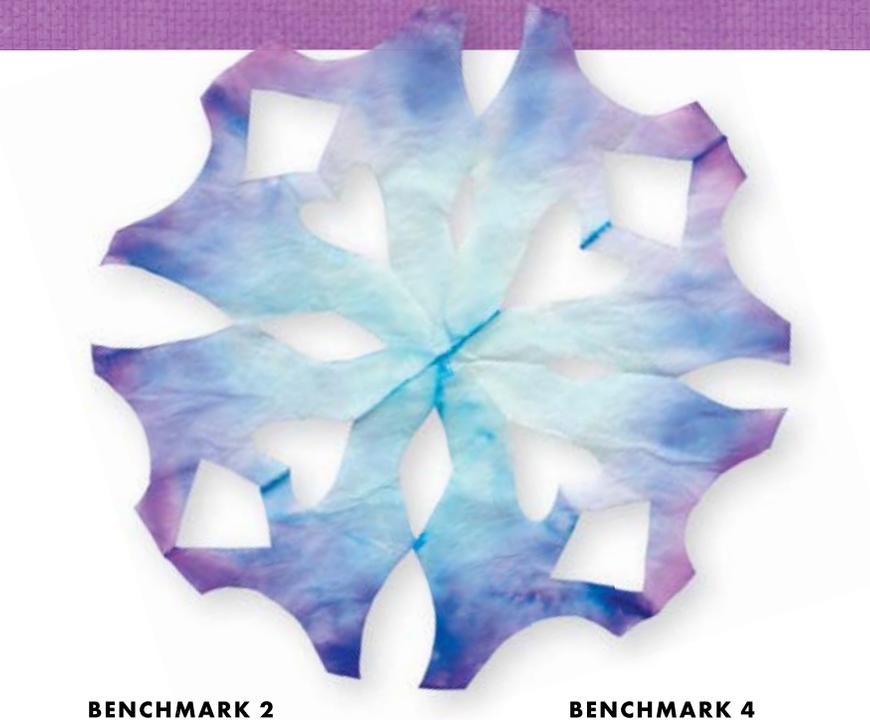
Put shaving cream in a bag and explore touching it through the bag.

Explore the texture of the shaving cream. Narrate each child's actions while they investigate.

Use the eyedropper to squeeze blue water on top of the shaving cream. Ask children to describe what they see happening.

Ask children what they think will happen when they squirt blue water on the shaving cream. Encourage them to test their ideas.

Tie-Dye Snowflake



SUPPLIES

- Coffee filter
- Eyedropper
- Markers
- Water
- Scissors

SCI 3 Physical Science

Explores forces, motion and materials and how they change.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

Drop the coffee filter from high and let it float to the ground near the baby. Observe how the baby reaches for it and watches it fall.

Explore tossing and catching the coffee filter. Talk about how it floats down to the ground. When done, cut the coffee filters into snowflakes and dangle them with yarn under a table. Children crawl under the table to explore the snowflakes.

Invite children to cut the coffee filter into snowflakes and experiment with how they float to the ground. Then, if desired, invite children to color on the coffee filters with washable markers and drip water on them. Describe how the colors mix.

Invite children to cut the coffee filters into snowflakes and experiment to see which snowflakes stay longest in the air. Ask children what they notice. Does a certain type of design stay longer in the air? Then decorate the snowflakes with washable markers and drip water on them to bleed the colors.

LESSON 5

Drip Drop Rain



SUPPLIES

- ☑ *Dancing in Every Weather* album

CA 1 Music

Expresses through music and develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Bounce the baby on your knees to the beat of the song.

Play the song and give each child a shaker or set out a drum to pound along to the song. Repeat the words “drip drop” throughout the song.

As the music plays, encourage children to shake an instrument to the beat. Tap the instruments on the body parts named in the song.

As the music plays, encourage children to dance and move only the body part named to the beat. Make a stage and encourage one child to perform for the others.

Gourd Discovery



SUPPLIES

- Gourds (sliced)
- Tweezers
- Craft sticks
- Bowls

PD 2 Fine Motor

Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Put a few whole gourds on the floor for the baby to touch and explore.

Cut open a gourd and invite children to touch and explore the various textures inside.

Cut open a gourd and invite children to use tweezers to pick out the seeds.

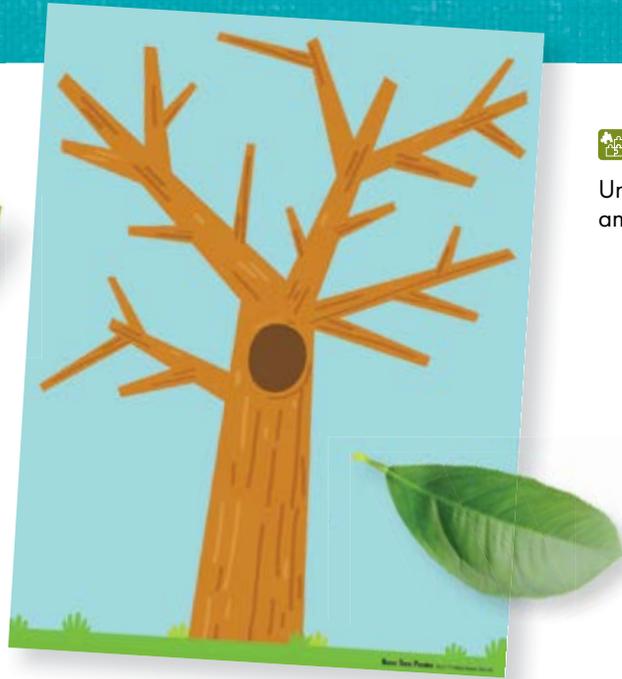
Use tweezers to pull seeds out of the gourd, then experiment with different ways to stack the seeds. Encourage children to count how many seeds they pull out of the gourd.

Losing Leaves



SUPPLIES

- Bare Tree Poster
- Foam die
- Real leaves



MR 1 Number Sense

Understands concepts of number and quantity.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Show a leaf to the baby, then hide it under your leg. Show it again and continue to play hide and seek with the leaf.

Set out three plates and encourage children to put one leaf on each plate. Count 1-3 aloud. Put the leaves back on the Bare Tree poster, then try putting two leaves on each plate.

Put leaves on the Bare Tree poster, then roll a die and remove the same number of leaves from the poster. Repeat until the leaves are all gone.

Put 10 leaves on the poster. Roll the die twice, write both numbers on a paper and remove that many leaves. Determine if they add up to 10. If not, which number is needed to make 10?

Does a Bear Wear a Hat in the Winter?



SUPPLIES

- Book: *Does a Bear Wear a Hat in the Winter?*
- Paper
- Markers

LLD 5 Concepts of Print

Demonstrates print and book-handling skills.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 5 Concepts of Print

Look at the book together. Point and name the animals.

Read the book aloud to the children. Ask the question in the book about the animal, then about the child. For example, "Does the Bear wear a hat in the winter? Does [child's name] wear a hat in the winter?"

After reading a few pages, turn a page and ask children what they see on the page. What is the child's favorite animal?

Encourage children to write their own page in the book by filling in the blank. Ask, "Does the [animal] wear a [piece of clothing] in the [season]?" Invite children to write and draw pictures to go with their pages.

Wake Up, Spring



SUPPLIES

- Wake Up Cards
- Dancing in Every Weather* album
- Scarf or parachute

SED 2 Self-Regulation

Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 2 Self-Regulation

Sit the baby on your knees and wait for the music to sing “bear,” then raise the baby up. Each time you hear “bear,” jump the baby up. Observe if the child responds to the change.

Listen to the song while everyone holds onto the same scarf or parachute. Raise it up and down, then freeze. Encourage children to stop moving and wait until you say go. Stop and go throughout the song.

Give each child a picture card and encourage them to wait until they hear their picture sung in the song, then jump up.

Give each child a picture card and encourage them to strike a pose until they hear that word in the music, then quickly change their pose.

Dress the Bear



SUPPLIES

- Bear Poster
- Clothes cutouts
- Weather spinner
- Tape
- Sheet protector



MR 2 Spatial Awareness

Understands how objects move in space and describes their location, e.g., on, under, next to.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Put the bear poster in a sheet protector. Tape the bear to the wall, then tape the clothing to the bear. Encourage the child to pull off and put on the clothing. Describe where the child places the clothing: on, off, next to.

Put the Bear Poster on the table with the clothing pieces. Encourage children to find the coat and put it on the bear. Name other clothing items to put on the bear.

Spin the wheel and pick clothing to put on the bear according to the weather. Give positional prompts such as, "Put the hat on the bear's foot."

Give multi-step positional directions to the child. For example, "Put the bear's pants on his legs, then cover them with the coat. Next put the umbrella upside-down by his feet."

Leaf Creatures



SUPPLIES

- Title Display
- Inspiration Photo
- Foam dots
- Background paper
- Markers
- Glue
- Nature items: leaves, sticks
- Box



MR 2 Spatial Awareness

Understands how objects move in space and describes their location, e.g., on, under, next to.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Play with a leaf and a box. Talk about where the leaf is located, e.g., under the box, on the box, next to the box.

Encourage children to pick a leaf and put it on the paper. Listen for children to use words such as on, off and next to.

Set out leaves and encourage children to arrange them on the paper to create an animal. Glue down and invite children to draw any additional features. Ask them how they made the animal and listen for spatial words such as next to, on top of and under.

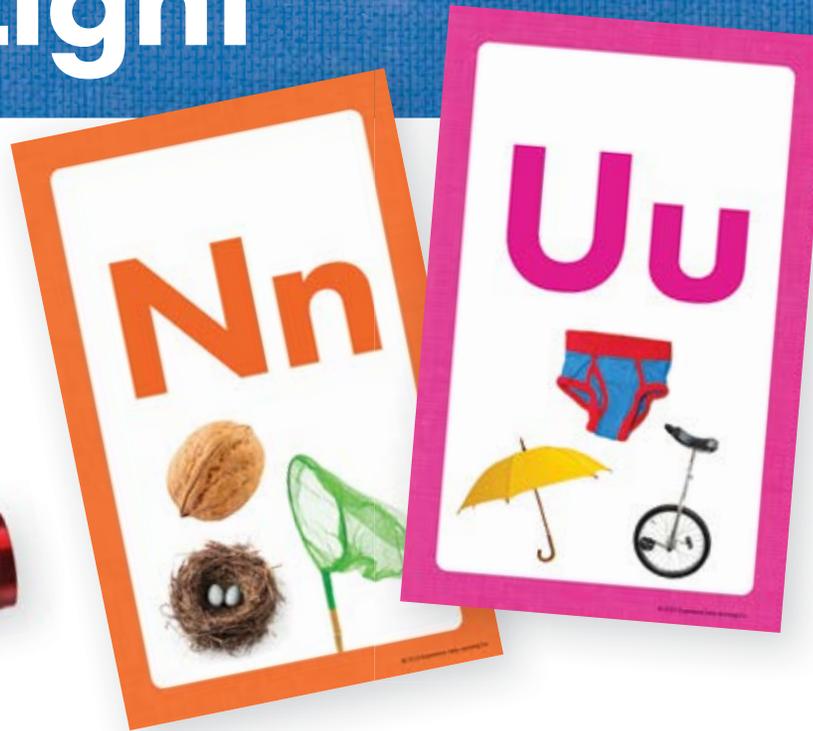
Encourage children to name an animal, then use leaves to recreate it. Observe if the child uses 6-10 leaves to make a complex animal design.

Shine a Light



SUPPLIES

- Cube Cards: N, U*
- Letter Cards: N, U*
- Flashlight
- Tape
- Pocket Cube



LLD 3 Phonological Awareness

Hears small units of sounds.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 3 Phonological Awareness

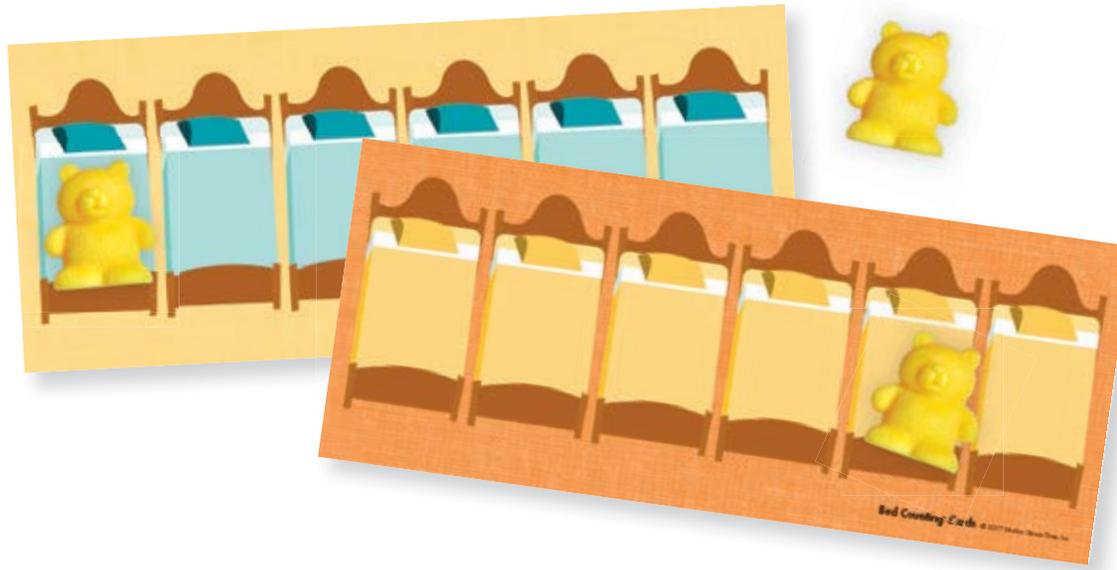
Play catch the light and shine the light on different toys in the room. Name the toy and emphasize the beginning sound. Respond as the child tracks the light or reaches out to play with it.

Hold a flashlight and give one to each child to hold. Explore shining a light on the letter cards and encourage children to take turns holding the flashlight and shining it on letter and photo cards.

Hang letter and photo cards on the wall. Give children a flashlight, name a letter sound and invite them to shine on the card that has that beginning sound. For example, make the /n/ sound and the child shines the "nest" photo.

Hang photo and word cards on the wall. Name a sound that is either at the beginning, middle or end of a word. Encourage children to shine their lights on the card with the same sound in that place. Name a word card and ask the child to read the words and shine the light on it.

How Many Are Sleeping?



SUPPLIES

- Cube Cards: Numbers*
- Bear counters*
- Bed Counting Cards
- Pocket Cube
- Masking tape
- Toys or shape links
- Die

MR 1 Number Sense

Understands concepts of number and quantity.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Write 1 with one dot on a paper. Write 2 with two dots on another paper. Tape the papers to the floor. Put one toy (or a shape link) on the dot of the 1 paper and two toys on the number 2 paper. Play with the toys and count them as the child explores the papers and the toys.

Put a bear counter on the bed and ask children to put "one more" on the next bed. Continue to add "one more" until all the beds have a bear. Count together.

Roll the die and put the same number of bears on the Counting Beds Cards. Continue to roll until there are six bears on the bed.

Encourage the child to use two different colors of bears and Counting Beds Cards to determine different number combinations that add up to six. Write the number equations. For example: $2 \text{ blue bears} + 4 \text{ yellow bears} = 6$; $3 + 3 = 6$; $1 + 5 = 6$. Repeat with a different number.

Moving Animals



SUPPLIES

- Cube Cards: Migrating Animals
- Pocket Cube
- Colored tape
- Masking tape
- Box or bowl
- Paper
- Markers or crayons



SS 3 Geography

Identifies types of places and interacts with maps.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 3 Geography

Tape the picture cards on the floor and explore how the child crawls around and navigates the environment to discover the cards.

Make a masking tape path on the floor and put one obstacle along the path. Give each child one animal card to carry along the path and place in a box or bowl at the end of the path. Repeat with another card.

Make a masking tape path on the floor across the room. Invite children to take turns rolling the cube, then move like that animal along the path. If the child rolls the wild card, they choose any animal. Talk about how animals migrate to warmer weather in the winter.

Invite each child to roll the cube and identify the creature, then draw a migration map showing where the animal would go when it migrates. Invite children to show and describe the features of their map.

More or Less?



SUPPLIES

- Clear containers
- Pitcher
- Water



MR 7 Logic & Reasoning

Uses logic to solve problems.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 7 Logic & Reasoning

Play with the child at a water faucet. Explore turning the water on and off while the baby reaches out for the water. How does the child communicate when they want the water on?

Set out two measuring cups. Ask children to pick the smaller cup. Fill it with water and invite one child to pour it into the bigger cup. Repeat with other children, then invite them to explore the cups freely.

Set out two containers of different sizes filled with differing volumes of water. Encourage children to pick which container they think has the most water in it. Check the results by pouring the water into same-sized cups. Ask children to explain if their guesses were right or wrong.

Set out multiple containers and invite children to vote on which they think will hold the most water. Observe how they test their predictions. Do they use process of elimination to determine an answer or solution? Ask children to explain the sequence of figuring out which container holds the most water.

Thunder Shaker



SUPPLIES

- Cardboard tube
- Shaker mix
- Lids
- Tape
- Crayons/markers
- Tissue paper (optional)



CA 1 Music

Expresses through music and develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Make a shaker for the baby. Stop and start playing the shaker. Observe how the child responds to the sounds.

Invite children to help you put shaker mix in the tube to make an instrument. Play a song and shake the instrument along with the music. Start and stop shaking when the music starts and stops.

Set out the supplies for each child to make their own shaker. Invite them to copy your shaking pattern. Continue to play and repeat the beat.

Set out the supplies for each child to make their own shaker. Invite them to shake a rhythm pattern, then copy their pattern. Take turns being the leader.

Counting Hail



SUPPLIES

- Playdough
- Ball or block
- Cottonballs (optional)
- Plate or bowl



MR 1 Number Sense

Understands concepts of number and quantity.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Show the child a ball or block, then move it out of sight. Observe if the child looks for it when it goes out of sight. Continue to play hide and seek.

Make balls of playdough or use cotton balls with the children. Work together to put two playdough balls (or cotton balls) on each plate or bowl. Count 1-2 aloud.

Play with dough or cotton balls and encourage the child to make a pile with 3 balls. Then ask them to make a pile with 4 balls. Then ask them to make a pile with 5 balls. As they play on their own, how many balls do they put in a pile?

Encourage children to count out 20 cotton balls or playdough balls. Then ask them to put the balls into five equal groups. Then try six equal groups. Ask them what they think they should do with the extra dough balls.

Cutting Twisters



SUPPLIES

- Paper
- Markers
- Scissors



PD 2 Fine Motor

Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Give the child a piece of paper to explore by tearing and crumpling. Supervise so the child doesn't eat the paper. Demonstrate how to tear and let the child help you rip off a piece.

Invite children to tear the shape into two or three pieces. Explore reassembling the shape.

Draw a spiral from the center of a paper circle, then demonstrate how to trace with the finger on the line from the inside to the outside. Then encourage the children to snip around the edge of the circle. Help the child cut along the spiral line, if desired.

Encourage children to draw a big circle, then make a spiral coming from the center. Invite them to cut along the line, then hold the circle from the center to see the tornado appear.

Strong House



SUPPLIES

- Cube Cards: Numbers
- Pocket Cube
- Building materials, e.g., blocks, sticks
- Die
- Pipecleaners (optional)

MR 7 Logic & Reasoning

Uses logic to solve problems.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 7 Logic & Reasoning

Play with the baby and explore putting sticks in a container, then dumping them out.

Set out nature items for children to build a structure. Observe and wait for them to ask for help.

Roll the die and count out the same amount of building supplies. Observe how they problem-solve building a house with those supplies. Then roll the die again, count out more supplies and continue to build.

Encourage children to draw a house design. Then encourage them to use the supplies (pipecleaners or sticks) to make the house. Possible extension, if desired: Roll the die and take away that many pieces. How does that change the design?

Sink or Float?



SUPPLIES

- Bin
- Water
- Items of various weights
- Baskets (2)
- Paper
- Crayons or markers
- Plates

SCI 1 Investigation & Inquiry

Observe, inquire and investigate objects and events to gain understanding.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 1 Investigation & Inquiry

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 bin of water and a variety of objects. Play with them in the water. Talk about how some float and others sink.

Set out a bowl of water and a variety of items. Label two plates: one "sink" and the other "float." Invite children to experiment by dropping the items into the water, then sorting them onto the plates.

Encourage children to presort the objects into two piles: those that sink and those that float. Ask them to predict which objects will sink or float. Test the predictions by dropping them into water.