

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 Planning Calendar



LESSON 1
Lion Shaker

CA 1 Music
SCI 1 Investigation & Inquiry



LESSON 2
Mouse Headband

CA 4 Drama



LESSON 3
Bundle of Sticks

LLD 6 Reading Comprehension
SCI 2 Natural & Earth Science



LESSON 4
Milk Jug Exercises

PD 4 Personal Care
MR 4 Measurement



LESSON 5
Number Rocks

MR 1 Number Sense
SED 4 Social Relationships



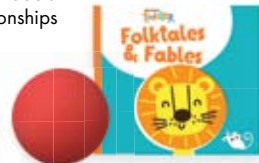
LESSON 6
Fox Face

SCI 4 Technology
CA 3 Visual Arts



LESSON 7
Fast Roll

PD 1 Gross Motor
SED 4 Social Relationships



LESSON 8
Toss the Tissue

SCI 1 Investigation & Inquiry
MR 4 Measurement



LESSON 9
African Pot Design

SS 1 Culture & Community
MR 5 Patterns



LESSON 10
Names in the Pot

LLD 4 Alphabetic Knowledge
SED 3 Attention & Persistence



LESSON 11
Paul Bunyan Food

PD 5 Nutrition
LLD 6 Reading Comprehension



LESSON 12
Color the Castle

LLD 7 Writing
LLD 4 Alphabetic Knowledge



LESSON 13
I'm Tall

SS 1 Culture & Community
MR 4 Measurement



LESSON 14
Breakfast Pan

PD 3 Safety
CA 4 Drama



LESSON 15
Self-Portrait

SED 1 Self-Awareness
LLD 7 Writing



LESSON 16
Rainbow Race

MR 6 Classification
SED 4 Social Relationships



LESSON 17
Fast Rabbit

SS 3 Geography
PD 1 Gross Motor



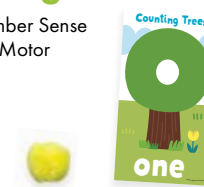
LESSON 18
Turtle & Rabbit Puppets

MR 2 Spatial Awareness
SED 4 Social Relationships



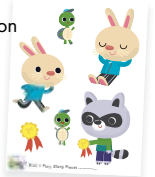
LESSON 19
Counting Trees

MR 1 Number Sense
PD 2 Fine Motor



LESSON 20
Hiding Turtle

LLD 2 Communication
SCI 1 Investigation & Inquiry





LESSON 1

Lion Shaker



SUPPLIES

- Core
- Lion parts
- Eye stickers
- Core caps (2)
- Markers
- Glue
- Shaker mix
- Rattles or shakers



CA 1 Music

- Expresses through music
- Develops rhythm and tone

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Set out rattles or shakers within reach of the child. Encourage the child to shake the rattles in each hand while growling like a lion. Ask, "What does a lion say?" Practice loud and quiet growling.

Encourage the children to decorate the "lion." Use small objects to fill the tube and seal with the caps. Shake to the music.

After decorating and creating lion shakers, invite the children to listen to the music and keep the beat. Mimic loud and soft sounds with the shakers and change the rhythm as they shake.

Using the created lion shakers, invite the children to take turns as the musician leader. Encourage the leader to create the rhythm of the shakers and sing while the song plays.



LESSON 2

Mouse Headband



SUPPLIES

- Headband strip
- Decor Paper
- Eye stickers
- Tape
- Scissors
- Mirror



CA 4 Drama

- Participates in dramatic and symbolic play
- Uses and creates props to represent other objects or ideas

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 4 Drama

Assemble the headband for each child. Look in a mirror and see the child's reaction to their reflection. Talk about the Mouse headband.

Give the children one crayon or marker to scribble on their headbands. Help attach the ears and sticker eyes, fitting to the child's head. Wear the headbands and pretend to be mice.

Encourage the children to design and assemble their Mouse headband. Invite them to create and act out a story about the "mice." Ask questions about each child's role in the drama.

After creating the Mouse headbands, encourage the children to design a play to act out. Who are the characters? Where is the setting? What will happen? How will it start and end? Invite the children to perform the drama.



LESSON 3

Bundle of Sticks



SUPPLIES

- Story and Story Pieces: Bundle of Sticks
- Scissors
- Twigs or sticks



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 story aloud with the child. Point to the characters and name them. Encourage the child to help hold the book while you read.

Read the story aloud to the children. Show the Story Pieces as each character is mentioned. Invite the children to explore twigs and try to snap them into pieces.

Read the story aloud. After the reading, encourage the children to retell the story using the Story Pieces and twigs.

Read the story aloud. Encourage the children to retell the story with the Story Pieces. Ask questions about the sequence of events and plot (e.g., "Which character do we see first?" "Where is the setting?" "Who are the main characters?").



LESSON 4

Milk Jug Exercises



SUPPLIES

- Empty milk jugs
- Milk jugs filled with water



PD 4 Personal Care

- Implements self-help routines for hygiene and dressing

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 4 Personal Care

Set the empty milk jugs within reach of the child. Encourage the child to explore the jugs with their body. Name the body parts the child is using to explore the jugs (e.g., mouth, hands, fingers, feet).

Set out milk jugs filled with water. Encourage the children to explore weight by lifting a milk jug (e.g., lift the jug up and down). Practice carrying the jug around the room.

Encourage the children to explore weight by lifting a milk jug. Ask what body parts they are using. Does it hurt to lift the jug over and over? How would this exercise help your body?

Explore exercises and healthy living. Encourage the children to lift the milk jugs and carry them to one end of the room and back. Ask questions about being healthy (e.g., "How would lifting heavy milk jugs change your body?" "What would you need to do to keep your body healthy to lift weight?").



LESSON 5

Number Rocks



SUPPLIES

- Rocks
- Permanent marker
- Towels
- Bin of water
- Brown or gray paper



MR 1 Number Sense

- Identifies numerals
- Determines quantity
- Understands operations

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Crumple brown or gray paper into balls. Encourage the child to reach, throw, roll or drop the "rocks." Count each paper "rock" as they interact with it.

Put numbered rocks in a bin of water. Invite the children to reach in the water and pull out a rock. Put the rocks on the towel, drying them off and talking about the number they see. Repeat with each rock.

Number the rocks and place them in a bin of water. Encourage the children to find and identify numbers 1-5. Invite the children to count how many rocks are in the water. Remove one rock and recount.

Using the number rocks in a bin of water, encourage the children to find two rocks and add the numbers together (e.g., $1+9=10$ or $9+1=10$). Repeat and have each child choose one numbered rock. Invite them to work together to add their number to a peer's numbered rock.



LESSON 6 Fox Face



SUPPLIES

- Paper plate
- Eyes/nose stickers
- Paint: red, yellow
- Scissors
- Paintbrushes
- Paper
- Bin with lid
- Ball



SCI 4 Technology

- Uses tools and technology to performs tasks

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Place the plate in the bottom of a bin with a lid. Squeeze red and yellow paint onto the plate and place a ball inside. Ensure the lid is firmly on. Encourage the child to shake, kick, or roll the bin. Open the bin and let the plate dry. Add the facial features and play peek-a-boo.

Squeeze red and yellow paint on the plate and encourage the children to fingerprint the fox face. Talk about what happens when the colors mix. When dry, stick on the eyes, nose and ears. Talk about how our fingers can be tools.

After the painted plate has dried, encourage the children to use scissors to cut out the ears for their fox face. Talk about how scissors are simple tools, using levers (open and close) to cut the paper.

When the face is painted and dried, fold into a fox shape. Ask the children what features are missing? Encourage the children to add the eye and nose stickers. Draw the outline of the ears and invite the children to cut along the line. Discuss how scissors use levers to cut the paper.



LESSON 7

Fast Roll



SUPPLIES

- Song: Fast, Faster, Fastest
- Ball



PD 1 Gross Motor

- Builds strength, coordination and balance of large muscles



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Set out multiple balls. Encourage the child to sit independently as the ball is rolled to them.

Sit in a circle and play the song. Explore rolling the ball to the children and encourage them to roll it back. Repeat with each child.

Stand in a circle while the song plays. Encourage the children to gently kick and stop the ball within the circle.

While the song plays, invite the children to kick and stop the ball in the circle. As the music increases in speed, roll the ball faster and faster.



LESSON 8

Toss the Tissue



SUPPLIES

- ☑ Box of tissues



SCI 1 Investigation & Inquiry

- Observes, inquires and investigates

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 1 Investigation & Inquiry

Drop the tissues from high and let them float to the ground near the child. Observe how the child reaches for the tissues as they fall.

Give each child a tissue. Explore height (high and low) by tossing tissues high in the sky. Catch the tissue and toss again. Talk about how the tissue floats down.

While tossing tissues, ask the children, "What would happen if..." (e.g., we crumpled the tissues into a ball? We blew the tissues in the air?). Encourage the children to guess at possible answers or outcomes.

Before tossing the tissues, invite the children to guess what would make the tissues go the highest. Write down the responses. Experiment the guesses and see which answer was right.



LESSON 9

African Pot Design



SUPPLIES

- ☑ Story: *Anansi and the Pot of Wisdom*
- ☑ Pot
- ☑ Chalk
- ☑ Inspiration Photo
- ☑ Yarn



SS 1 Culture & Community

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Read the story aloud. Encourage the child to scribble with chalk on the pot.

Look at the African Pot photo and move your finger on the zigzags or dots, making sounds like “zip-zip,” or “pop-pop.” Listen for the children to copy you. Invite them to scribble on the pot with chalk.

After reading the story aloud, set out the Inspiration Photo. Invite the children to explore the designs. Encourage them to either copy the patterns or create their own on their pot.

Talk to the children about the designs on the pots and the story they might tell. Ask the children to think of a story they want to tell and draw on their own pot. Encourage them to share their story with their peers.



LESSON 10

Names in the Pot



SUPPLIES

- Nametags
- Basket or pot
- Marker
- Pictures of the children

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 pictures of each child in the basket or pot. Invite the child to explore pulling out the pictures from the basket or pot. Name the child in the picture.

As each name is pulled, make the beginning sound and pronounce the name once for the children. Make the beginning letter sound several times and clap each time. Invite the children to mimic you. Repeat for each name.

Set the nametags out. Have each child write their name, then place it in the pot or basket. Encourage the children to select a name. Invite them to identify the first letter and its sound. Have them find their own name.

Invite the children to select a name out of the basket or pot. Encourage the children to sound out the first few letters and identify the name of their classmates.



LESSON 11

Paul Bunyan Food



SUPPLIES

- Story Pieces: Paul Bunyan and the Flapjacks
- Grocery ads
- Scissors
- Plate
- Play food
- Tape



PD 5 Nutrition

- Follows healthy nutrition routines

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 5 Nutrition

Tape the food to the floor, table or cardboard. Set out plastic play food. Encourage the child to “feed” Paul the food.

Sit in a circle and put a plate in the middle. Hold up the Paul Bunyan Story Piece and explain that Paul is very hungry. Say, “What would you like to eat, Paul?” Ask one child to look at the food pictures and put it on the plate for Paul Bunyan to eat. Choose another child and continue to saying, “Paul is still hungry so he needs more food”

While sitting in the circle with the plate in the middle, explain that Paul needs to eat healthy foods. Invite the children to take turns identifying the foods in their hands. Call out different types of food (e.g., something to drink, meat, vegetable, fruit). Encourage the children to name their foods and fill Paul’s plate.

In a circle, invite the children to take turns identifying the foods in their hands as nutritious. Call out different types of food (e.g., something to drink, meat, vegetable, fruit). Encourage the children to pretend to prepare the food and fill Paul’s plate.



LESSON 12

Color the Castle

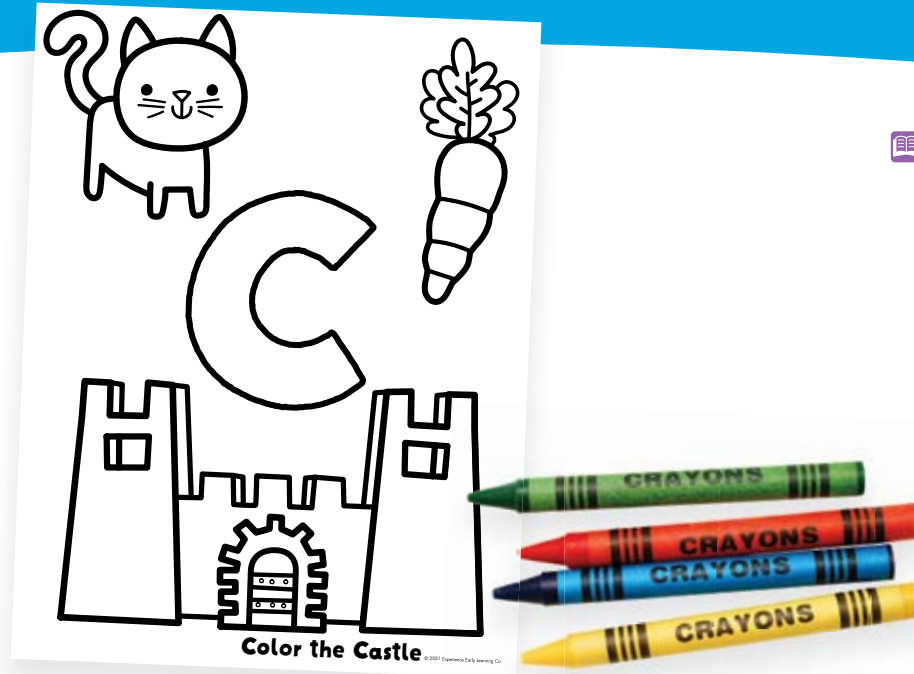


SUPPLIES

- Coloring: Castle
- Crayons

LLD 7 Writing

- Uses writing to represent meaning



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Set out the paper and large crayons. Encourage the child to explore writing with the crayons (e.g., scribbling, tapping).

Set out the supplies and encourage the children to freely color the paper. Notice if they recognize the letter C and attempt to trace over it.

As the children color and trace over the letter C, talk about each picture on the paper. Invite the children to write the letter C next to each picture on the paper.

Encourage the children to point to and color each of the pictures, starting with the letter C. Using inventive spelling, invite the children to write the name of each picture. Encourage them to sound out the words as they write.



LESSON 13 I'm Tall



SUPPLIES

- Paper
- Tape
- Marker
- Scissors

SS 1 Culture & Community

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



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Tape the strip of paper to the floor. Explore height by measuring each child and writing their name on the paper next to their height. When finished, stand the paper up on the wall and point to the different heights.

Tape a paper on the wall. Encourage the children to stand next to the paper and write their name on the paper based on the child's height. Measure each child's height.

After measuring each child's height, invite the children to recognize differences in the group. Who is the tallest? Who is the shortest? Are there any children the same height?

While exploring height, discuss differences in the group. (e.g., tallest, shortest, same height). Encourage discussion about how the children compare to others in their family (e.g., "Who is the tallest in your family?" "How can being shorter be helpful in your family?")



LESSON 14

Breakfast Pan



SUPPLIES

- Lid
- Craft stick
- Breakfast pieces
- Tape
- Scissors



PD 3 Safety

- Demonstrates safe practices

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 3 Safety

Tape down the breakfast pieces and a pan cutout shape to the floor. Pretend the food is "hot" and blow on the food. Encourage the child to mimic your actions.

Tape the craft stick to the lid to make a frying pan. Invite the children to pretend to cook and eat breakfast together. Blow on the pan to pretend it is "hot."

After creating a frying pan, encourage the children to role-play and serve the food. Talk about how to stay safe with hot foods and hot surfaces. What can we do if the food is hot? If the pan is hot, what can we use?

While role-playing with the frying pan and food, ask the children questions about everyday experiences with hot surfaces. "Have you ever had food that was too hot to eat? What did you do?" "What can we do to stay safe with hot plates?" "How do we stay safe in our homes with hot surfaces?"



LESSON 15

Self-Portrait



SUPPLIES

- Frame
- Paper
- Markers or paint
- Mirror



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

Set out a mirror and encourage the child to explore their own face. Ask the child to identify different facial features while looking in the mirror (e.g., 'Where is your nose? Eyes? Mouth?').

Set out a paper and marker for each child. Encourage the children to draw a picture of themselves. If desired, use a mirror so the children can see themselves.

Using a mirror, invite the children to create a self-portrait. Give them the options to use paint or markers to create their picture.

While the children are creating their self-portraits, ask them to add a detail about their day (e.g., playing outside, washing hands, reading a book). Encourage the children to negotiate what they will add to the portrait.



LESSON 16

Rainbow Race



SUPPLIES

- Rainbow Race Game Board
- Pompoms
- Cube Card: Colors
- Pocket Cube
- Tape



MR 6 Classification

- Matches and sorts

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Insert the rainbow colors in the Color Cube. Roll the cube with the child and name the colors.

Roll the cube and identify the color together. Encourage the children to point and match their color pompom. Repeat until all of the spaces are filled.

On each of the Color Cube squares and circles on the Rainbow Race sheet, write a number 1-5. Encourage the children to roll the cube and place the matching pompom on the rainbow colors. Repeat with numbers.

After filling the rainbow with colors, encourage the children to sort the pompoms into groups and count them. Repeat and sort the numbers into groups. Count them and determine which piles are the smallest and largest.



LESSON 17 Fast Rabbit



SUPPLIES

- Song: Fast, Faster, Fastest
- Toys and blocks



SS 3 Geography

- Identifies types of places and interacts with maps

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 3 Geography

Encourage the child to clap to the beat of the music played. Clap fast and slow.

Play follow the leader and move like rabbits around the room. Navigate around obstacles.

Listen to the song and play follow the leader. Invite the children to pretend to "hop" over a "river," "burrow" under a table, or move around "tree" chairs.

Before listening to the music, ask the children, "Where do rabbits live?" "What would make a rabbit move faster?" Play follow the leader and pretend to move around the rabbit's environment to the music.



LESSON 18

Turtle & Rabbit Puppets



SUPPLIES

- Book: *The Turtle and the Rabbit*
- Puppets
- Craft sticks
- Scissors
- Tape
- Bin
- Crayons (optional)



MR 2 Spatial Awareness

- Understands how objects move in space
- Determines object location

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Using the rabbit and turtle puppets, invite the child to place the puppets inside a bin and take it out. Encourage the child to use new vocabulary, "in" and "out."

Give a puppet upside-down to each child. Observe as they turn it right-side up. Read the story aloud and encourage the children to decorate their puppets. Compare the puppet features to the characters in the story (e.g., eyes, nose, ears).

Read *The Turtle and the Rabbit* story aloud. Invite the children to act out the characters. Encourage the children to use positional terms (e.g., between, in front, behind).

After reading the story, encourage the children to reenact the plot. Invite them to use objects in the classroom as props (e.g., blocks for the path, tape for the finish line). Discuss the shapes that are used.



LESSON 19

Counting Trees



SUPPLIES

- Counting Cards
- Pompoms
- Scissors
- Toy tree or favorite toy



MR 1 Number Sense

- Identifies numerals
- Determines quantity
- Understands operations

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Using a toy tree or favorite toy, play peekaboo with the child. Encourage them to look for the object that is out of sight.

Invite the children to place pompoms on a Counting card and cover the circles. Ask each child to touch one pompom at a time while you count aloud.

Encourage the children to place the pompoms that match each of the number cards on them. Remove one pompom from each card and invite the children to recount.

After the cards are filled with the matching number of pompoms, encourage the children to work with a peer and add the total from their cards (e.g., $3+4=7$).



LESSON 20

Hiding Turtle



SUPPLIES

- Story Pieces: The Turtle and the Rabbit
- Bowls (3)
- Tape



LLD 2 Communication

- Uses language to express ideas
- Uses conversational skills
- Uses and expands vocabulary

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 6 Reading Comprehension

Tape the Story Pieces low on a wall where the child can sit and easily look at them. Point and name the animals. Ask the child to find the turtle.

Put the turtle Story Piece on your legs and walk it out of sight, under a bowl. Encourage the children to “help” you find it. Hide the turtle again (e.g., behind your back, under a different bowl). Continue playing hide-and-seek with the Story Pieces.

Hide the turtle Story Piece and ask the children, “Where did the turtle go?” Listen for directional words (e.g., “under the bowl”, “over the leg”) and “Where should the turtle hide next?” Encourage the children to make up a story of the turtle’s next three hiding spots.

As the children explain where the turtle is hiding, ask them “why” questions (e.g., “Why do you think the turtle is hiding under the bowl?” or “Why did the turtle hide again?”). Encourage the children to retell the story events using the Story Pieces.