

# 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**





# Step-by-Step Assessment

DOCUMENTING A CHILD'S UNIQUE AND BRILLIANT LEARNING STORY



## Observation & Documentation Planning Calendar

OCEAN DIVE

DATE \_\_\_\_\_

<b>LESSON 1</b> <b>Five Oceans</b> SS 3 Geography LED 3 Communication MR 1 Number Sense	<b>LESSON 2</b> <b>Oyster Pearls</b> CA 4 Drama PD 2 Fine Motor SC 2 Natural & Earth Science	<b>LESSON 3</b> <b>Diving for Shells</b> SC 2 Natural & Earth Science MR 1 Number Sense CA 4 Drama	<b>LESSON 4</b> <b>Community Kelp</b> MR 6 Measurement SED 4 Social Relationships	<b>LESSON 5</b> <b>Sea Stories</b> LED 3 Communication MR 6 Classification
<b>LESSON 6</b> <b>Flip Your Flippers</b> MR 6 Measurement MR 6 Motor	<b>LESSON 7</b> <b>Octopus Windsock</b> PD 2 Fine Motor SC 2 Natural & Earth Science	<b>LESSON 8</b> <b>Breathe Like a Whale</b> SED 2 Self-Regulation LED 3 Phonological Awareness	<b>LESSON 9</b> <b>Sneaky Shark</b> PD 3 Music CA 1 Gross Motor	<b>LESSON 10</b> <b>Shell Shapes</b> LED 3 Shapes LED 7 Writing
<b>LESSON 11</b> <b>What's Inside?</b> MR 7 Logic & Reasoning SED 4 Social Relationships	<b>LESSON 12</b> <b>Daddy Seahorse</b> PD 3 Safety SC 1 Culture & Community CA 4 Drama	<b>LESSON 13</b> <b>Rainbowfish Scales</b> SED 1 Self-Awareness CA 3 Visual Arts	<b>LESSON 14</b> <b>Underwater Maze</b> PD 3 Fine Motor PD 3 Writing	<b>LESSON 15</b> <b>What Am I?</b> LED 3 Concepts of Print LED 6 Reading Comprehension
<b>LESSON 16</b> <b>Stormy Days</b> SED 2 Self-Regulation CA 1 Science & Movement	<b>LESSON 17</b> <b>My Postcard</b> SS 4 Inquiry SS 4 Science of Time LED 7 Writing	<b>LESSON 18</b> <b>Underwater Maze</b> SED 3 Geography PD 3 Fine Motor PD 3 Writing	<b>LESSON 19</b> <b>Letter Tanks</b> LED 5 Concepts of Print PD 1 Gross Motor LED 4 Alphabet Knowledge	

## 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 families to see. If desired, print or email the families 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.

## GROUP OBSERVATION FORM

In each child's row, write:

- Level 1-8
  - E (emerging with help) or M (meeting on own)
- Sample: **3E** (level 3, emerging)

CHILD'S NAME

Sample Child

Tomás

SED 1  
Self-Awareness

SED 2  
Self-Regulation

SED 3  
Self-Regulation

SED 4  
Social Relationships

PD 1  
Gross Motor

PD 2  
Fine Motor

PD 3  
Safety

LED 2  
Communication

LED 3  
Phonological Awareness

LED 4  
Alphabet Knowledge

4M

4M

3E



# Observation & Documentation Planning Calendar

OCEAN DIVE

DATE \_\_\_\_\_

<p>LESSON 1</p> <p><b>Five Oceans</b></p> <p><b>SS 3</b> Geography <b>LLD 2</b> Communication <b>MR 1</b> Number Sense</p> 	<p>LESSON 2</p> <p><b>Oyster Pearls</b></p> <p><b>CA 4</b> Drama <b>PD 2</b> Fine Motor <b>SCI 2</b> Natural &amp; Earth Science</p> 	<p>LESSON 3</p> <p><b>Diving for Shells</b></p> <p><b>SCI 2</b> Natural &amp; Earth Science <b>MR 1</b> Number Sense <b>CA 4</b> Drama</p> 	<p>LESSON 4</p> <p><b>Community Kelp</b></p> <p><b>MR 4</b> Measurement <b>SED 4</b> Social Relationships</p> 	<p>LESSON 5</p> <p><b>Sea Stories</b></p> <p><b>LLD 2</b> Communication <b>MR 6</b> Classification</p> 
<p>LESSON 6</p> <p><b>Flap Your Flippers</b></p> <p><b>CA 1</b> Music <b>PD 1</b> Gross Motor</p> 	<p>LESSON 7</p> <p><b>Octopus Windsock</b></p> <p><b>PD 2</b> Fine Motor <b>SCI 2</b> Natural &amp; Earth Science</p> 	<p>LESSON 8</p> <p><b>Breathe Like a Whale</b></p> <p><b>SED 2</b> Self-Regulation <b>LLD 3</b> Phonological Awareness</p> 	<p>LESSON 9</p> <p><b>Sneaky Shark</b></p> <p><b>CA 1</b> Music <b>PD 1</b> Gross Motor</p> 	<p>LESSON 10</p> <p><b>Shell Shapes</b></p> <p><b>MR 3</b> Shapes <b>LLD 7</b> Writing</p> 
<p>LESSON 11</p> <p><b>Jellyfish Hat</b></p> <p><b>CA 4</b> Drama <b>PD 1</b> Gross Motor</p> 	<p>LESSON 12</p> <p><b>What's Inside?</b></p> <p><b>MR 7</b> Logic &amp; Reasoning <b>SED 4</b> Social Relationships</p> 	<p>LESSON 13</p> <p><b>Daddy Seahorse</b></p> <p><b>PD 3</b> Safety <b>SS 1</b> Culture &amp; Community <b>CA 4</b> Drama</p> 	<p>LESSON 14</p> <p><b>Rainbowfish Scales</b></p> <p><b>PD 2</b> Fine Motor <b>SED 1</b> Self-Awareness <b>CA 3</b> Visual Arts</p> 	<p>LESSON 15</p> <p><b>What Am I?</b></p> <p><b>LLD 5</b> Concepts of Print <b>LLD 6</b> Reading Comprehension</p> 
<p>LESSON 16</p> <p><b>Diver's Mask &amp; Flippers</b></p> <p><b>CA 4</b> Drama <b>SS 1</b> Culture &amp; Community</p> 	<p>LESSON 17</p> <p><b>Stormy Days</b></p> <p><b>SED 2</b> Self-Regulation <b>CA 2</b> Dance &amp; Movement</p> 	<p>LESSON 18</p> <p><b>My Postcard</b></p> <p><b>SS 4</b> History &amp; Sense of Time <b>LLD 7</b> Writing</p> 	<p>LESSON 19</p> <p><b>Underwater Maze</b></p> <p><b>SS 3</b> Geography <b>PD 2</b> Fine Motor <b>LLD 7</b> Writing</p> 	<p>LESSON 20</p> <p><b>Letter Tanks</b></p> <p><b>LLD 5</b> Concepts of Print <b>PD 1</b> Gross Motor <b>LLD 4</b> Alphabetic Knowledge</p> 

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## LESSON 1

# Five Oceans



### SUPPLIES

- ☒ Ocean Map
- ☒ Cube Cards: Oceans
- ☒ Ocean Labels
- ☒ Shells\*
- ☐ Bowls (5)
- ☐ Basket
- ☐ Pocket Cube
- ☐ Tape
- ☐ Scissors
- ☐ Toy boat or bath toy



### SS 3 Geography

Identifies types of places and interacts with maps.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### SS 3 Geography

Fill five bowls of water and explore them with the child. Use a toy boat or bath toy. Move the toy from one bowl to the next.

Take turns rolling the cube and putting a shell on the same number Ocean Tag. After five rolls, which ocean has the most shells?

Label bowls as oceans. Take turns rolling the cube and put a shell in the bowl with the same Ocean Tag.

Each child takes three shells and puts them on their Ocean Tag. Everyone takes turns rolling the cube. If someone's ocean is rolled, they lose a shell. Start a new game when one child has no more shells.



## LESSON 2

# Oyster Pearls



### SUPPLIES

- ☒ Beads
- ☒ Paper plate
- ☒ Pipecleaner
- ☐ Crayons/markers
- ☐ Paint
- ☐ Stickers
- ☐ Small toy



### 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

Hide a toy under a plate. Encourage the child to pick up the plate and discover the treasure.

Paint the back of a paper plate. Fold each plate in half and add "pearls" (stickers) on the inside. Play peekaboo and find other objects to hide inside the oyster.

Create an oyster shell out of a paper plate. Thread a pipecleaner with beads onto the shell. Pretend to dive for pearls.

Make up a play about diving for shells and finding a valuable pearl. Assign parts and perform.

## LESSON 3

# Diving for Shells



### SUPPLIES

- ☒ Shells\*
- ☒ Shell Counting Strips
- ☒ Counting Cards: 15 & 16\*
- ☐ Flashlight
- ☐ Sheet
- ☐ Bowl
- ☐ Clear plastic bottle
- ☐ Sand (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

Put shells in a clear plastic bottle filled with water. Add sand, if desired. Shake and explore the sensory bottle.

Place Shell Cards under a table. Take turns crawling underneath to find a Shell Card and placing it on the Number Card with the matching type of shell.

Place seashells under a table, then cover it with a sheet. Use a flashlight and pretend to be deep sea divers. Draw a Number Card and collect that number of shells.

Take two cards and subtract the smallest number from the biggest number. Take turns blindfolding the children and encourage them to feel around the floor to gather that many shells.



## LESSON 4

# Community Kelp



### SUPPLIES

- ☐ Green paper
- ☐ Scissors
- ☐ Tape



### MR 4 Measurement

Estimates and measures. Compares and seriates.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### MR 4 Measurement

Hang paper strips on the wall at different heights. Observe as the child reaches and pulls off the paper "kelp."

Cut the paper into strips of different lengths, then find the longest paper strip. Measure height/length by lining up the paper strips next to each child.

Pretend that the green strips of paper are kelp. Use the strips to measure the length/height of each child. Afterward place all strips end-to-end. How long is the line of kelp?

Cut all paper strips the same length. Each child guesses how many strips tall they are. Test their guesses by measuring each child with the strips.



## LESSON 5

# Sea Stories



### SUPPLIES

- ✓ Theme Poster\*
- ✓ I Spy Glasses: Concepts\*
- Shells



### 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 Theme Poster and talk about the animals.

Take turns picking up a shell and naming the animal under it. Then name a specific animal and place a shell on it. Continue to cover the poster with shells.

Use the I Spy Glasses to identify objects and creatures on the Theme Poster. Describe the found images.

Play "I Spy." One child describes something they see. Can the other children guess the right object based on the clues?

## LESSON 6

# Flap Your Flippers



### SUPPLIES

- ☒ *Dancing in the Ocean* album
- ☐ Cups (2 per child)

### CA 1 Music

Expresses through music. Develops rhythm and tone.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### CA 1 Music

Clap to the song, then gently tap the beat on the child's back or legs.

Play "Dolphin Dance." Clap to the song, then change to slapping knees. Then alternate clapping/slapping to the end of the song.

Play track 3, "Big Blue Whale." Listen to the song and explore clapping and dancing to the beat. Imagine being whales and flapping flippers.

Follow the music leader. Everyone holds two cups and moves them in the same way as the leader.



# Octopus Windsock



## SUPPLIES

- ☒ Hole reinforcement stickers
- ☒ Yarn
- ☒ Eyes
- ☒ Adhesives
- ☒ Octopus body
- ☐ Scissors
- ☐ Tape
- ☐ Crayons/markers



## PD 2 Fine Motor

Builds strength and coordination of small movements.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## PD 2 Fine Motor

Dangle a paper octopus above the child so they can reach up with hands or feet to touch it.

Make a windsock. Cut Octopus legs for each child. The child adds the "tentacles" (reinforcement stickers) wherever desired. Challenge the child to draw a face for the octopus.

Create an octopus windsock using paper, yarn, stickers, scissors, tape and crayons. Encourage the children to cut paper legs on their own.

Set out the supplies and a photo of an octopus. Encourage the children to design their own octopus.

## LESSON 8

# Breathe Like a Whale



### SUPPLIES

- ✓ Hands-On Letter: W\*
- ✓ Straws
- ✓ Pompom (save for later use)



### SED 2 Self-Regulation

Identifies emotions. Manages feelings and behaviors. Follows routines and transitions.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### SED 2 Self-Regulation

Play a blowing game and gently blow through a straw onto the child's hair and different parts of the child's body. Observe the child's reactions and continue if they enjoy it.

Name an ocean animal (such as the whale) and blow on that animal to move it.

Pretend to be whales and breathe through a "blowhole" (straw). Move a pompom toward the Hands-On Letter W.

Set out two pompoms. Two children both blow their pompom with one big breath. Which pompom goes farthest?



## LESSON 9

# Sneaky Shark



### SUPPLIES

- ☒ *Dancing in the Ocean* album
- ☐ Blanket



### CA 1 Music

Expresses through music. Develops rhythm and tone.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



#### CA 1 Music

Play the music while the babies have tummy time. Wiggle on the floor with them and make eye contact.

Lie on bellies on a blanket and move like sharks. Hold the edges of the blanket and shake it up and down to make waves.

Play track 2, "Sneaky Sharks." Wiggle on tummies and pretend to swim to the music like sneaky sharks.

Squat low and sneak around to the music. Challenge the children to stay low throughout the song.

## LESSON 10

# Shell Shapes



### SUPPLIES

- ☒ Cube Cards: Shapes
- ☒ Sea Turtle page
- ☐ Bag
- ☐ Crayons
- ☐ Pocket cube
- ☐ Scissors
- ☐ Big bowl
- ☐ Blocks
- ☐ Playdough



### MR 3 Shapes

Identifies shapes and their characteristics.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### MR 3 Shapes

Turn a big bowl upside-down, then put a block on the "shell" so it slides off toward the child. Does the child reach for the block? Name the block's shape and continue to slide blocks down the bowl.

Roll the cube and put playdough on a matching shape on the turtle's shell.

Take turns rolling the cube (or pulling from a bag), then drawing that shape on the turtle shell. When done, count up how many of each shape each child has drawn.

Take turns rolling and drawing shapes. Then see who has the most squares on their turtle. Who has the most circles? Other shapes?



## LESSON 11

# Jellyfish Hat



### SUPPLIES

- ☒ Curling ribbon
- ☒ Hairnet
- ☐ Tape



### 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

Lower and lift the hairnet slowly above the child. Observe as the child tracks it with their eye or reaches for it. Talk about jellyfish floating in the ocean.

Toss and catch a hairnet as if it were a floating jellyfish in the ocean. Look in the mirror and make different facial expressions. Talk about how jellyfish float up and down in the ocean.

Attach ribbon "tentacles" to a hairnet, then pretend to be jellyfish and swim around the room.

Create a jellyfish with the hairnet, then toss it in the air and watch it float down. Try blowing toward it to keep it in the air. Imagine it is a pet jellyfish.

# What's Inside?



## SUPPLIES

- ☒ *Circle Time Instrumentals* album (see Member Resources)
- ☐ Clear jar/container (with lid)
- ☐ Small items, e.g., shells, marbles
- ☐ Water
- ☐ Glitter (optional)
- ☐ Food coloring: blue (optional)
- ☐ Empty water bottles



## **MR 7 Logic & Reasoning**

Recalls info, builds memory, reasoning and problem-solving.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 7 Logic & Reasoning

Roll the sensory bottle and observe how the child crawls or reaches for it.

Name objects inside a sensory bottle. The child turns the bottle in different ways to find the named object.

Fill a container with water and several small objects. Pretend it is an X-ray fish. Take turns rotating the bottle and name the items.

Invite the children to create their own mini ocean bottles. Gather nature items from outside and put them in empty water bottles. Then fill each bottle with water.



## LESSON 13

# Daddy Seahorse



### SUPPLIES

- ☒ Seahorse Cards (save for later use)
- ☐ Scissors
- ☐ Clear zip bags
- ☐ Tape
- ☐ Blocks
- ☐ Bag

### PD 3 Safety

Demonstrates safe practices.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### PD 3 Safety

Tape the seahorse pictures on blocks. Place blocks in a bag and invite the infant to reach in and grab the seahorse blocks.

Find baby seahorse cards and bring them back to put in the Daddy Seahorse pouch. Talk about personal safety.

Pretend to be daddy seahorses. Tape a bag onto stomachs and brainstorm ways to protect and care for the baby seahorses. Look for Seahorse Cards hidden throughout the room.

Invite the children to take turns putting a secret amount of seahorses in their bag. Work in pairs and encourage them to guess the amount in each other's bags. Change the numbers of seahorses after each turn.

# Rainbowfish Scales



## SUPPLIES

- ☒ Title Display
- ☒ Inspiration Photo
- ☒ Sequins
- ☒ Blue paper
- ☐ Crayons/markers
- ☐ Glue
- ☐ Scissors

## PD 2 Fine Motor

Builds strength and coordination of small movements.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## PD 2 Fine Motor

Make a handprint on the fish for a fin.

Cover a fish shape with fingerprint scales.

Trace around the children's hands, then turn the outlines into fish by adding a face and sequin scales.

Give each child a fish shape to decorate or cut into a different shape. Invite the children to name their fish and explain where they live.



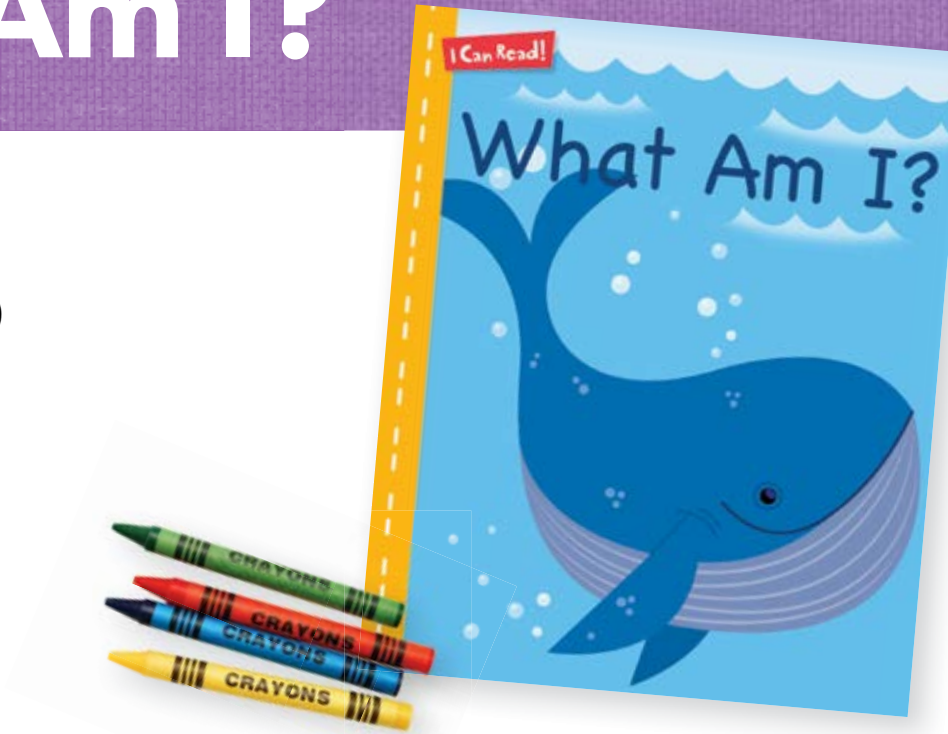
## LESSON 15

# What Am I?



### SUPPLIES

- ☒ Sight Word Pointers
- ☒ Conversation Posters (Days 6-15)
- ☒ I Can Read book
- ☐ 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

Snuggle with the child and read the story. Look at the pictures and name the images.

Read the book aloud and talk about pictures on the pages. Ask the children to name the picture they see.

Read the book aloud and encourage the children to anticipate what will happen next in the story. If desired, point at the sight words.

Invite the children to read the story aloud, then write their own last page for "what am I?"

## LESSON 16

# Diver's Mask & Flippers



### SUPPLIES

- ☒ Conversation Posters
- ☒ Mask
- ☒ Elastic
- ☒ Cellophane
- ☒ Flippers
- ☐ Scissors
- ☐ Tape
- ☐ Crayons/markers
- ☐ Craft stick



### 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

Make a mask and put a craft stick on it. Then play peekaboo with the infant by looking through the mask.

Color a diver's mask and flippers. Dress up and explore "swimming" to photos of ocean animals as music plays.

Create a diver's mask and flippers, then pretend to swim and dive around tables and chairs.

Write or invent a simple play about diving in the ocean. What happened? Act it out with the mask props.



# Stormy Days



## SED 2 Self-Regulation

Identifies emotions. Manages feelings and behaviors. Follows routines and transitions.

### SUPPLIES

- ☒ *Dancing in the Ocean* album
- ☐ Mirror



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### SED 2 Self-Regulation

Look in a mirror with the baby and make different happy and sad faces.

Mimic various emotions while dancing to a song. Name emotions for the children to dance in response to: scared, sad or happy.

Discuss what children do when they feel sad or are having a rough day. Explore dancing sad feelings to track 1, "Do What the Fish Do."

Ask the children to describe a time when they were sad. Then play the song and dance away all of the sadness.

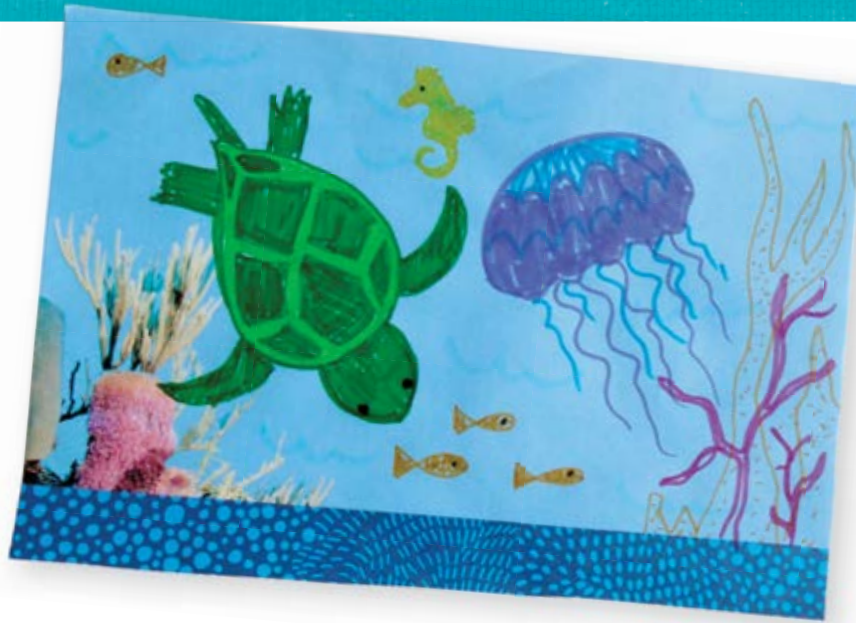
## LESSON 18

# My Postcard



### SUPPLIES

- ☒ Conversation Posters
- ☒ Postcard
- ☐ Crayons/markers
- ☐ 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

Make a footprint on the postcard and write a note to the family.

Scribble memories of birds or of the Forest Friend's book on the postcard. Write words on the back of the postcards.

Recall events from the past month, then decorate the postcard as desired.

Give each child a postcard and encourage them to write a memory from the ocean theme.



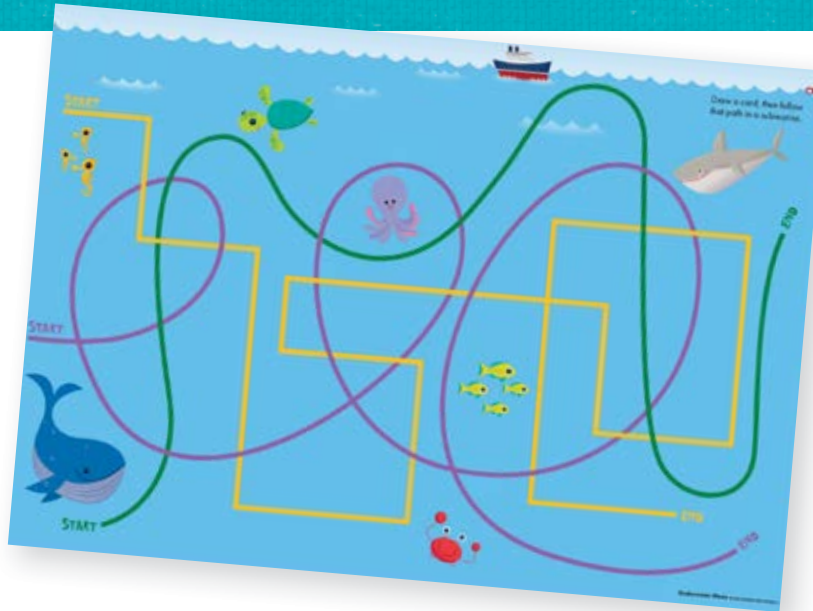
## LESSON 19

# Underwater Maze



### SUPPLIES

- ☒ Underwater Maze Game
- ☐ Scissors
- ☐ Extra paper
- ☐ Crayons
- ☐ Masking tape



### **SS 3 Geography**

Identifies types of places and interacts with maps.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### SS 3 Geography

Put a masking tape path on the floor. Encourage the child to touch it, pull it up and explore the path.

Move a crayon inside the lines of the Underwater Maze. Talk about the pictures on the paper.

Take turns drawing Color Cards, then navigate along a matching color path with Submarine Cards.

Leave out paper and crayons for the children to draw their own paths. Encourage them to make up games with their mazes.

## LESSON 20

# Letter Tanks



### SUPPLIES

- ☒ Cube Cards: O, W, X\*
- ☒ Letter Tanks
- ☐ Beanbags
- ☐ Masking tape
- ☐ Old magazines or newspapers



### 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

Put masking tape on two picture cards and put them on the wall for the child to pull off. Name the picture of the card the child touches.

Set out one Letter Tank and four picture cards. Name a picture card and ask the children to take turns picking it up and putting it in the matching letter tank.

Take turns drawing Cube Cards and identifying the letter or letter sound, then placing it on the matching Letter Tank.

Encourage the children to look through old magazines or newspaper ads and cut out words or pictures that match the letters on the tanks.