

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

LESSON 2
Cowboy Hat Headband



SUPPLIES

- Paper hat
- Paper strips
- Twine
- Paint
- Glue or stapler
- Scissors
- Tape
- Stuffed animals
- Blocks

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

CA 4 Drama
Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

Give each child a Cowboy Hat shape and a piece of twine. Invite the children to dip the twine in paint and drag it across or press it on the hat. Then attach the headband strips. Invite the children to wear their hats and play follow the leader. Gallop around the room and pretend to ride a horse.

Ask, "What kind of hats do you wear? Why?" Explain that cowboy hats help protect from the rain and sun. Invite the children to dip the twine in paint and drag it across the paper hat or press it down to make a print. Help the children assemble the headbands. Invite the children to wear their hats and demonstrate how a cowboy walks, sings, works and eats.

Ask, "Why is wearing a hat important for a cowboy? How could you design a cowboy hat with paint and twine?" Encourage the children to paint with the twine to create details and patterns. Once dry, assemble the headbands and invite them to the headband pieces and invite them to create a story. Ask, "How will you help on the ranch?" Set out props, like blocks and stuffed animals. Encourage the children to perform their drama for the group.

Observation & Documentation Planning Calendar

DESERT DISCOVERY

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Boot Designs CA 3 Visual Arts ED 1 Self-Awareness	Cowboy Hat Headband CA 4 Drama PD 2 Fine Motor	Lasso Dance SED 3 Attention & Persistence CA 1 Drama	Ride the Horse SS 3 Geography SED 4 Social Relationships MR 1 Number Sense	Who's at the Rodeo? MR 2 Spatial Awareness SED 4 Social Relationships
Hand Letters Alphabetic Knowledge Writing MR Motor	Camel Ride PD 1 Gross Motor SED 4 Social Relationships	Forest Friends: Honest Owl LFD 6 Reading Comprehension SED 4 Social Relationships	Pyramid Hieroglyphics LFD 7 Writing SS 1 Culture & Community	I Am Honest MR 1 Number Sense SED 2 Self-Regulation
The Desert MR 4 Earth Science Relationships	Tortoise or Turtle? SCI 2 Natural & Earth Science MR 6 Classification	Burro's Song SED 4 Social Relationships CA 2 Dance & Movement	Cactus Sculpture PD 3 Safety SCI 2 Natural & Earth Science	Tumbleweed Tumbleweed SED 2 Self-Regulation CA 5 Dance & Movement
	Desert Night Painting SED 9 Physical Science PD 2 Fine Motor	The Coyote in the Night SED 4 Social Relationships CA 2 Dance & Movement	Rattlesnake Rhythm MR 3 Patterns CA 1 Music	Campfire Shapes MR 3 Shapes MR 2 Spatial Awareness CA 4 Drama

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

CHILD'S NAME	SED 1 Self-Awareness	SED 2 Self-Regulation	SED 3 Attention & Persistence	SED 4 Social Relationships	PD 1 Gross Motor	PD 2 Fine Motor	PD 3 Safety	LFD 2	LFD 4
Sample Child		4M							6E
Tomás		4M				3E			

Observation & Documentation Planning Calendar

DESERT DISCOVERY

DATE _____

<p>LESSON 1</p> <h3>Boot Designs</h3> <p>CA 3 Visual Arts SED 1 Self-Awareness</p> 	<p>LESSON 2</p> <h3>Cowboy Hat Headband</h3> <p>CA 4 Drama PD 2 Fine Motor</p> 	<p>LESSON 3</p> <h3>Lasso Dance</h3> <p>SED 3 Attention & Persistence CA 4 Drama</p> 	<p>LESSON 4</p> <h3>Ride the Horse</h3> <p>SS 3 Geography SED 4 Social Relationships MR 1 Number Sense</p> 	<p>LESSON 5</p> <h3>Who's at the Rodeo?</h3> <p>MR 2 Spatial Awareness SED 4 Social Relationships</p> 
<p>LESSON 6</p> <h3>Sand Letters</h3> <p>LLD 4 Alphabetic Knowledge LLD 7 Writing PD 2 Fine Motor</p> 	<p>LESSON 7</p> <h3>Camel Ride</h3> <p>PD 1 Gross Motor SED 4 Social Relationships</p> 	<p>LESSON 8</p> <h3>Forest Friends: Honest Owl</h3> <p>LLD 6 Reading Comprehension SED 4 Social Relationships</p> 	<p>LESSON 9</p> <h3>Pyramid Hieroglyphics</h3> <p>LLD 7 Writing SS 1 Culture & Community</p> 	<p>LESSON 10</p> <h3>I Am Honest</h3> <p>MR 1 Number Sense SED 2 Self-Regulation</p> 
<p>LESSON 11</p> <h3>Hot in the Desert</h3> <p>PD 2 Fine Motor SCI 2 Natural & Earth Science SED 4 Social Relationships</p> 	<p>LESSON 12</p> <h3>Tortoise or Turtle?</h3> <p>SCI 2 Natural & Earth Science MR 6 Classification</p> 	<p>LESSON 13</p> <h3>Burro's Song</h3> <p>SED 4 Social Relationships CA 2 Dance & Movement</p> 	<p>LESSON 14</p> <h3>Cactus Sculpture</h3> <p>PD 3 Safety SCI 2 Natural & Earth Science</p> 	<p>LESSON 15</p> <h3>Tumblin' Tumbleweed</h3> <p>SED 2 Self-Regulation CA 2 Dance & Movement</p> 
<p>LESSON 16</p> <h3>Desert Cottontail Puppet</h3> <p>LLD 2 Communication CA 4 Drama</p> 	<p>LESSON 17</p> <h3>Desert Night Painting</h3> <p>SCI 3 Physical Science PD 2 Fine Motor</p> 	<p>LESSON 18</p> <h3>The Coyote in the Night</h3> <p>SED 4 Social Relationships CA 2 Dance & Movement</p> 	<p>LESSON 19</p> <h3>Rattlesnake Rhythm</h3> <p>MR 5 Patterns CA 1 Music</p> 	<p>LESSON 20</p> <h3>Campfire Shapes</h3> <p>MR 3 Shapes MR 2 Spatial Awareness CA 4 Drama</p> 

Boot Designs



SUPPLIES

- Title Display
- Inspiration Photo
- Paper boot
- Bottle cap
- Paint
- Markers
- Tape

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

Tape the Cowboy Boot shape to the table. Show the child how to dip their fingers and hands into the paint and press onto the boot. Encourage the child to explore the feeling of the paint and the marks made on the boot. Narrate what the child is doing (e.g., "Look! You made a hand print! Is it wet?").

Set out a Cowboy Boot shape for each child on the table. Invite each child to hold and explore a bottle cap. Give one-step directions: "Can you put it on your foot? Can you step on it? Can you roll it down your leg?" Then invite the children to press the cap in paint and make marks on the cowboy boot. Write each child's name on their boot.

Set out the Inspiration Photo and any additional materials. Ask, "What do you notice about the boot in the photo? What color is your favorite pair of boots? Are there any other designs on them? What happens when you use the bottle cap as a stamping and rolling tool? What else can you use to design your boot?"

Set out the materials for the children to explore. Ask, "What do you know about cowboy boots?" Briefly discuss what their boots might look like. Encourage the children to explore using different colors, stamping or creating patterns. Once dry, invite the children to share their artwork with the group, explaining how they created their boot designs.

Cowboy Hat Headband



SUPPLIES

- Paper hat
- Paper strips
- Twine
- Paint
- Glue or stapler
- Scissors
- Tape
- Stuffed animals
- Blocks



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

Tape the headband and hat shape to the table. Place dots of paint on the table or plate. Encourage the child to dip, swipe or smear the paint with their fingers. Describe the texture and colors as the child explores. Allow it to dry and assemble the headband. Move the headband out of reach or place it on the child's head and observe their reaction.

Give each child a Cowboy Hat shape and a piece of twine. Invite the children to dip the twine in paint and drag it across or press it on the hat. Then attach the headband strips, invite the children to wear their hats and play follow the leader. Gallop around the room and pretend to ride a horse.

Ask, "What kind of hats do you wear? Why?" Explain that cowboy hats help protect from the rain and sun. Invite the children to dip the twine in paint and drag it across the paper hat or press it down to make a print. Help the children assemble the headbands. Invite the children to wear their hats and demonstrate how a cowboy walks, sings, works and eats.

Ask, "Why is wearing a hat important for a cowboy? How could you design a cowboy hat with paint and twine?" Encourage the children to paint with the twine to create details and patterns. Once dry, assemble the headband pieces and invite them to create a story. Ask, "How will you help on the ranch?" Set out props, like blocks and stuffed animals. Encourage the children to perform their drama for the group.

Lasso Dance



SUPPLIES

- Dancing in the Desert* album
- Desert Discovery* album
- Lassos, Parachute or sheet
- Variety of obstacles (e.g., chairs, toys)



SED 3

Attention & Persistence

Attends and engages. Show flexibility and inventiveness.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Play the song while sitting with the child on the floor. Gently bounce the child on your lap to the rhythm of the music. While engaging with different facial expressions (e.g., smiling), use phrases like, "Yeehaw! Giddy-up!"

Invite the children to sit around a parachute with you. Play the song and invite each child to hold onto the parachute. Walk around and around without letting go. Work together to raise and lower the parachute.

Play "Lasso Dance (Instrumental)," track 9 on the *Dancing in the Desert* album. Encourage the children to use the lassos they made as dance props. Invite the children to twirl them low, then high or wiggle them like a snake.

Set out obstacles throughout the space. Explain that the children cannot touch these obstacles and need to move to avoid them. Ask, "What are some ways we can do this?" Encourage the children to use the lassos as props. Play the music and cheer for their creative movements. When the song ends, reflect as a group on how they problem-solved the obstacles.

Ride the Horse



13 14

SUPPLIES

- Hands-On Numbers: 13, 14
- Desert Discovery* album
- Letter Card: N
- Paper
- Markers
- Scissors
- Favorite toy

SS 3 Geography

Identifies types of places and interacts with maps.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 3 Geography

Place a favorite toy within sight but out of reach of the child. Encourage the child to move toward the toy by saying, "Let's go find your toy!" Clap or tap your hands to the rhythm of the music. Celebrate when the child reaches the toy.

Write the letter N on a small piece of paper for each child and place it on the floor in front of them. Show the children the Letter Card: N and discuss words they know that begin with an N. Ask, "Where would we find or ride horses?" Have them tap the letter N with alternating taps, like horse hooves. When they hear the letter N, encourage the children to "neigh" like a horse.

Ask, "Who might ride a horse?" Encourage the children to pretend they are riding a horse by squatting up and down in place. Hold up Hands-On Number 13, and invite the children to squat up and down 13 times. Repeat with the Number 14. Sing the song "Ride the Horse" to the tune of "Row Your Boat." Invite the children to suggest new places in the classroom to ride their horses and repeat the song.

Ask, "Where would we find horses? Who has ridden a horse?" Pretend to visit a ranch community and "ride" a horse by squatting up and down. Hold up Hands-On Number 13, and invite the children to squat up and down 13 times. Repeat Number 14. Sing the song "Ride the Horse" to the tune of "Row Your Boat." Reflect by asking, "How is our community different from a ranch community? How are they the same?"

Who's at the Rodeo?



SUPPLIES

- Rodeo Puzzles
- Scissors
- Sand tray
- Stacking cups

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

Sit on the floor with the child and place two different-sized stacking cups within reach. Show the child how to stack the cups. Encourage them to touch, stack or bang the stacking cups. If they stack them, exclaim, "Wow! Look, they fit together!"

Cut the Rodeo Puzzles into two pieces (tops and bottoms). Give each child the top half of a Rodeo Puzzle. Hold all of the bottom halves. Put one bottom half on the table and invite the children to take turns putting the head on the body. Each time ask, "Does the head go with the bottom?" Clap and say "yes" or shake head and say "no" together. Repeat until each full animal is found.

Cut the Rodeo Puzzles on the dotted lines and set on the table. Encourage the children to select similar puzzle pieces, and put them together in the sand tray. Continue to complete the puzzles and place them into the tray.

Cut the Rodeo Puzzles into multiple pieces. Add additional puzzle pieces and place them on the table. Encourage the children to look for and assemble the puzzles together in the sand tray. Continue to complete all of the puzzles. Discuss how the children problem-solved when the wrong puzzle piece was found.

Sand Letters



SUPPLIES

- Letter Cards: Ww, Nn
- Familiar objects or toys (2)
- Craft sticks (2)
- Plates
- Scissors
- Container of sand
- Marker



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

LLD 4

Alphabetic Knowledge

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



LLD 4 Alphabetic Knowledge

Place 2 familiar objects or toys within sight and reach of the child. Pick up each object and enthusiastically say, "This is a [object's name]! Here is the [object's name]!" Place them in front of the child. Ask, "Where is the [object]?" Give time for the child to point to or pick up that toy. Celebrate with the child.

Cut apart the small photo cards and hide them in the sand. Ask, "Where is the whale (wolf or worm)?" Invite the child to dig in the sand and identify if the photo on the card is a whale, wolf or worm. If it is the correct card, encourage the child to put it on the Letter W card. If not, keep looking.

Create your own letter pointers by writing the letters N and n on one end of a craft stick and the letters W and w on the end of another. Set the trays and Letter Cards on the table. Encourage the child to choose a letter pointer and identify the letter. Use letter pointer or finger to write that letter (uppercase and lowercase) in the sand.

Set out trays of sand and the Letter Cards on the table. Using the created letter pointers, encourage the children to identify and make the letter sound on the pointer. Then use the pointer to write the letter in the sand. Ask, "What animal begins with this letter?"

Camel Ride



SUPPLIES

- Dancing in the Desert* album
- Desert Discovery* album
- Variety of items to balance
- Pillows or beanbags
- Toy food

PD 1 Gross Motor

Builds strength coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Sit the child in a stable position and allow them to explore a beanbag. Play the music. Place the beanbag on different parts of the child's body (e.g., head, shoulder). When the bag slips, say, "Oops, it fell! Let's try again."

Gather pillows or beanbags. Give each child a pillow or beanbag to put on their back. Crawl around like camels as the music plays.

Invite the children to crawl around the room while balancing something on their back. Crawl to the music of "Sahara, the Camel," track 8 on the *Dancing in the Desert* album. Invite them to pretend to ride a camel over and around the terrain.

Give each child an object to balance on their back. While the music plays, encourage them to crawl around the room balancing the item. Pause the song and have the children freeze. Change the direction and speed of their crawling and restart the music. Repeat as desired.

Forest Friends: Honest Owl



SUPPLIES

- Book and Story Pieces: Forest Friends: Honest Owl
- Toy apples
- Blocks

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

Sit with the child on your lap. Explore and read the book together. Encourage the child to look at the book while you point out characters and objects on each page.

Put a toy apple on a block. Sit with the children around the toy apple on the block. Read the story and act out what happens. Invite each child to take a turn pushing an apple off the block, then putting it back on. If desired, provide one toy apple and one block for each child to play with.

Ask, "What does it mean to be honest?" Listen to the children's thoughts and ideas around honesty. Read the story, then discuss if they would have told Bear the truth. Why or why not? Invite the children to retell the story using the Story Pieces.

Begin reading the story aloud to the children. After reading, have a brief discussion, asking questions like, "Why is honesty important? Who were the main characters in the story? Where did the story take place? What happened?" Invite the children to retell the story using the Story Pieces.

Pyramid Hieroglyphics



SUPPLIES

- Hieroglyphics Cards
- Scissors
- Tape
- Paper
- Markers
- Different-textured materials (wood, rock, fabric)
- Black paper (optional)
- Chalk
- Large crayons



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Place the paper and large crayons on the table. Show the child how to hold the crayon and encourage them to explore making marks on the paper. Celebrate their designs!

Cut apart the Hieroglyphics Cards. Go outside and invite the children to draw with chalk on a hard surface, such as a sidewalk, rock or piece of bark. Look at a Hieroglyphics Card and make similar wobble lines. If you can't go outside, provide black paper to draw on.

Ask, "Where is a good place to draw?" Explain that many pyramids in Egypt have small pictures called hieroglyphics drawn on the wall, telling ancient stories. Set out different-textured materials. Encourage the children to explore writing on different surfaces. Discuss the symbols on the Hieroglyphics Cards together and try to draw them on a sheet of paper.

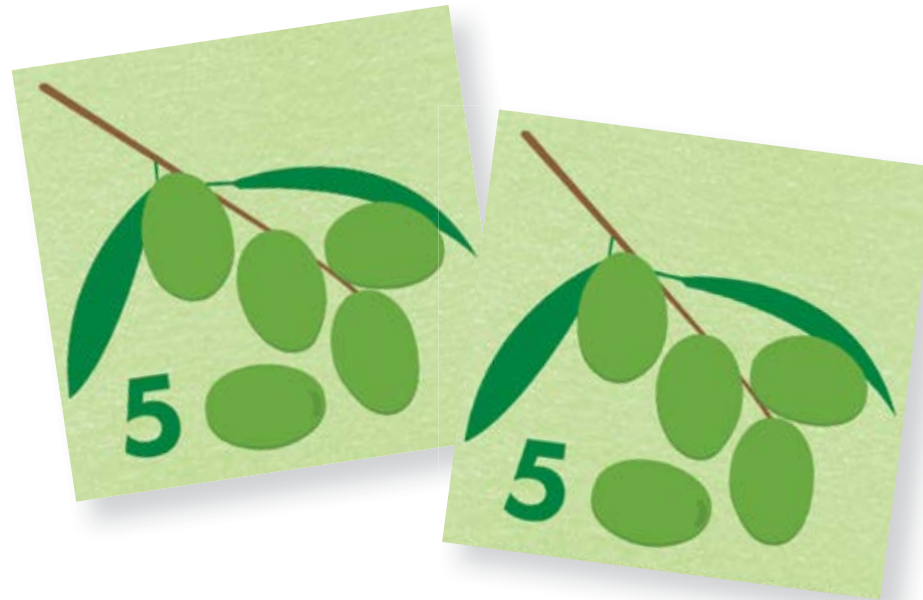
Explain that many pyramids in Egypt have small pictures called hieroglyphics drawn on the wall, telling ancient stories. Set out different-textured materials. Encourage the children to write their first and last name on the different surfaces. Set out the Hieroglyphics Cards and encourage the children to draw a "story" using the symbols on a sheet of paper.

I Am Honest



SUPPLIES

- Forest Friends Story Pieces (from Lesson 8)
- Book: *Honest Owl* (from Lesson 8)
- Cube Cards: Olives
- Apples & Log
- Cube Cards: Apples on a Log
- Pocket Cube
- Scissors
- Toy fruit (apples)



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Set out 3 pieces of toy fruit (apples) within sight and reach of the child. Pick up one fruit and count them, "1,2,3." Encourage them to explore the toy fruit as you name them. Choose one fruit and hide it behind your back. Ask, "Where is the [fruit]?" Encourage the child to look for and find the missing fruit.

Cut apart the Cube Cards and apples/log. Insert the Cube Cards in a Pocket Cube or stack them on a table. Set out the apples/log and Story Pieces. Take turns drawing a Number Card and put the same number of apples on the log. Continue to play freely with the apples and Story Pieces. Give one apple to each Story Piece.

Put the Forest Friends Story Pieces and book on the floor, and have the children retell how *Honest Owl* is honest. Place one set of Cube Cards in the pile facedown. Deal out the other set of cards equally to the children. Remind them to not show anyone their cards. Explain that olive trees grow in the Sahara Desert. Turn over one card from the pile and ask, "Who has (number) olives?" Invite the child who is holding that card to be "honest" and say, "I do." Take the child's card. Continue until you have everyone's card.

Encourage the children to retell the story about honesty using the Story Pieces and book. Place one set of Cube Cards in a pile facedown. Deal out the other set of cards equally to the children. Remind them not to show anyone their cards. Explain that olive trees grow in the Sahara Desert. Turn over one card from the pile and ask for two cards, "Who has (number) olives?" Invite the children who are holding the cards to be "honest" and say, "I do." Ask them to add or subtract the numbers together. Continue until everyone has a turn.

Hot in the Desert



SUPPLIES

- Paper

PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Fold the paper into a fan. Lay the child on their back and fan different areas of their body (e.g., face, feet). Gently touch their hands and feet to the fan. Explore how the child reacts to the feeling of air movement.

Give each child a piece of paper. Ask, "When you are hot, how can you cool off?" Explain that it is hot in the desert. One way we can cool off is to fan ourselves. Demonstrate how to fold the paper in half and use it as a fan. Help the children as needed. Celebrate the different versions of fans the children create. Explore fanning themselves and others next to them.

Ask, "Do you like hot weather?" Explain that the Mojave Desert is very hot in the summer and cold in the winter. Discuss ways to cool down in hot weather, like swimming or drinking lots of water. Give each child a sheet of paper and demonstrate an accordion fold to create a fan. Encourage the children to copy you or find a different way to make a fan. Celebrate the different versions of fans that the children create.

Ask, "What are some ways we can stay cool in the hot weather?" Explain that the Mojave Desert is very hot in the summer and cold in the winter. Give each child a sheet of paper and demonstrate an accordion fold to create a fan. Encourage the children to copy you or find a different way to make a fan. Celebrate the different versions of fans that the children create. Discuss what makes each fan unique.

Tortoise or Turtle?



SUPPLIES

- Tortoise or Turtle Poster & Cards
- Scissors
- Mirrors
- Blocks
- Toys (turtles)
- Paper
- Marker



SCI 2

Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 2 Natural & Earth Science

Set out blocks and toys (turtles) within sight and reach of the child. Encourage the child to explore the toys with their senses. Name the actions of the child (e.g., "The turtle is in your mouth!")

Cut apart the Tortoise/Turtle Fact Cards. Invite the children to take turns looking in a mirror. Talk about how the children have similar and different features such as hair color, eyes and hands. Then look at the tortoise and turtle, and talk about their feet and shell color. How are they different?

Ask, "How is a tortoise similar to a turtle?" Invite the children to look in mirrors and identify their features and the features of others. Look at the Poster and discuss the differences. Place the Cards on the floor and invite a child to choose one. Read the card aloud and ask, "Does this card belong to the tortoise or the turtle? How do you know?" Invite the children to sort the cards either on the tortoise or turtle side of the poster.

Look at the Poster and ask, "How is a tortoise and a turtle similar or different?" Place the Cards on the floor and invite a child to choose one. Read the card aloud and ask, "Does this card belong to the tortoise or the turtle? How do you know?" Invite the children to sort the cards either on the tortoise or turtle side of the poster. After the Cards are sorted, ask, "What new information did we discover that both have? How are they different?" Chart responses.

Burro's Song



SUPPLIES

- Dancing in the Desert* album
- Desert Discovery* album
- Paper: black, green

SED 4

Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 4 Social Relationships

Sit on the floor with the child. Play the song and tap your hands on the floor like hoof sounds. Play peekaboo with the child, braying like a burro instead of saying, "Boo!" Continue tapping the floor and observe how the child responds.

Put two pieces of paper (black and green) on the floor. Make noises, or bray, like a burro. Encourage the children to stomp around the black paper while the song sings about black. Stomp on the green paper when the song sings about green.

Play "Burro's Song," track 10 on the *Dancing in the Desert* album. Encourage the children to follow you and make different hoof sounds each verse as you move around the room. (Stomp feet, slap hands to thighs, clap hands or snap fingers.)

Ask, "How might a burro dance?" Remind them that they need to be careful not to touch each other while dancing. Play the song and call out different movements, such as, "Gallop like a silly burro!" or "Move like a sleepy burro!" Encourage the children to take turns as the movement caller.

Cactus Sculpture



SUPPLIES

- Cornstarch noodles
- Soufflé cup
- Toothpicks
- Damp cloth/sponge
- Markers
- Glue
- Bin of sand
- Cactus photos (optional)
- Nature items and desert animal figurines (optional)
- Paper
- Large zip bag
- Tape
- Paint: green



PD 3 Safety

Demonstrates safe practices.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 3 Safety

Draw a simple cactus shape on the paper and place it inside the zip bag. Squeeze a small amount of paint in the bag, seal and tape it to the table. Encourage the child to explore by pushing and moving the paint inside the bag.

Put a wet sponge or washcloth on the table where the children can reach. If desired, create a cactus sculpture beforehand for the children to examine. Give each child two noodles. Press one onto the wet sponge, then attach it to the other noodle. Ask, "How does it feel?" Gently touch the end of the toothpick. Ask, "How can you be safe around sharp objects?" Talk about how to be safe around sharp objects. Encourage the children to finish building their cacti, then "plant" each one in a soufflé cup.

Ask, "How can you stand and look like a cactus?" Give each child a soufflé cup and invite them to decorate it like a pot. Color the starch noodles, if desired. Encourage the children to gently press a noodle to the damp cloth, then stick it to another noodle to create a cactus sculpture. Help the children break and poke toothpicks into the sculpture. Discuss safety rules around sharp objects. Glue the cactus sculpture into the cup. Invite the children to create a desert scene with their cactuses.

Ask, "What do you notice about cactuses?" Discuss safety rules around sharp objects. Encourage the children to decorate their soufflé "pot." Color the starch noodles, if desired. Encourage the children to gently press a noodle to the damp cloth, then stick it to another noodle to create a cactus sculpture. Help the children break and poke toothpicks into the sculpture. Invite the children to create a desert scene with their cactuses.

Tumblin' Tumbleweed



SUPPLIES

- Dancing in the Desert* album
- Desert Discovery* album
- Scarves or ribbons
- Masking tape



SED 2 Self-Regulation

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 2 Self-Regulation

Set out a scarf and lay the child on their back. Move the scarf up and down, over different parts of the body, as the music plays. Make different facial expressions to engage the child.

Make a large masking tape circle on the floor. Give each child a scarf or ribbon to hold. Play the song. Explain that a tumbleweed is a plant that breaks off and moves around the desert in the wind. Ask, "How do you think a tumbleweed moves?" Explore moving the scarves like tumbleweeds as the song plays.

Explain that there are plants in the Mojave Desert called tumbleweeds. These plants break off and dry out, then tumble around in the wind. Play "Tumblin' Tumbleweed," track 2 on the *Dancing in the Desert* album. Invite the children to dance freely to the music, then stop and roll their arms each time they hear the chorus. Continue dancing freely once the next verse begins.

Explain that there are plants in the Mojave Desert called tumbleweeds. These plants break off and dry out, then tumble around in the wind. Invite the children to sway gently like a tumbleweed. Ask, "Do you remember a time you felt mad? What about a time when you felt silly?" Choose one child to call out different emotions. Play the song and encourage the children to dance like that feeling.

Desert Cottontail Puppet



SUPPLIES

- Conversation Poster (from Circle Time)
- Paper bag
- Paper
- Wiggle eyes
- Double-sided adhesive
- Sticker eyes
- Glue or tape
- Markers
- Scissors (child-safe)
- Crayons
- Toys



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

Assemble the Cottontail Puppet. Sit with the child and use the puppet to identify different toys and body parts. For example, "Where is your nose?" When the child correctly identifies the body part, celebrate and say, "Yes, you found your nose!" Encourage the child to repeat the named part.

Cut long rabbit ears from the paper. Give each child two rabbit ears and a paper bag. Encourage them to color on the ears and bag. When done, help them attach the stickers eyes and ears to the bag to make a rabbit puppet. Help each child put a hand in the paper bag and wave it while saying, "Hello, Rabbit!"

Ask, "What do you do at night? What do you think a cottontail does?" Explain that cottontails are nocturnal. Set out markers, scissors and glue. Give each child a paper bag, paper, cotton ball, wiggle eyes and adhesive. Invite the children to observe the Conversation Poster, then use the supplies to create a rabbit puppet. Work together to make up, then act out, a story about the desert cottontail at night.

Ask, "What do you do at night? What do you think a cottontail does?" Explain that cottontails are nocturnal. Ask, "Why would being nocturnal help a cottontail?" Set out markers, scissors and glue. Give each child a paper bag, paper, cotton ball, wiggle eyes and adhesive. Invite the children to observe the Conversation Poster, then use the supplies to create a rabbit puppet. Discuss in a group what each child's cottontail would do during the night.

Desert Night Painting



SUPPLIES

- Title Display
- Inspiration Photo
- Background paper
- Star stickers
- Crayons
- Watery black paint
- Paintbrushes
- Plate
- Tape
- Large crayons



SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

Tape the paper to the table and set out a large crayon. Encourage the child to make marks on the paper. Set out a plate with the watery black paint. Demonstrate by dipping the child's hand in the paint and gently place it on the paper. Invite the child to explore painting their paper.

Set out the Inspiration Photo and any additional materials. Ask, "What do you see if you look at the sky at night?" Invite the children to color the paper with crayons. Encourage them to add the black watery paint over the crayon with the paintbrush.

Set out the Inspiration Photo and any additional materials. Ask, "What colors do you see at night? What desert animals or plants do you want to draw? What happens if you cover your drawing with black watercolor? How will you arrange your stars?"

Using the Inspiration Photo and materials, encourage the children to press firmly and draw with crayons on the paper. Suggest experimenting with different types of movements: wavy lines, zigzags, or patterns. Give each child a paintbrush and the black watery paint. Invite them to gently paint over their crayon drawings to create a 'night sky.'

The Coyote in the Night



SUPPLIES

- Circle Time Instrumentals* album
- Desert Discovery* album
- Masking tape

SED 4

Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 4 Social Relationships

Sit on the floor with the child. While listening to the music, play peekaboo with the child, howling like a coyote instead of saying, "Boo!" Observe how the child responds.

Play the song. Ask, "How does a coyote move and sound?" Encourage the children to dance freely as coyotes around the room to the music. Pause the song and howl like coyotes. Play the song again and repeat.

Ask, "What do you think coyotes do in the desert?" Encourage the children to sing "The Coyote in the Night" to the tune of "The Wheels on the Bus," track 14 on the *Circle Time Instrumentals* album. Mimic the motions and pretend to be coyotes in the night.

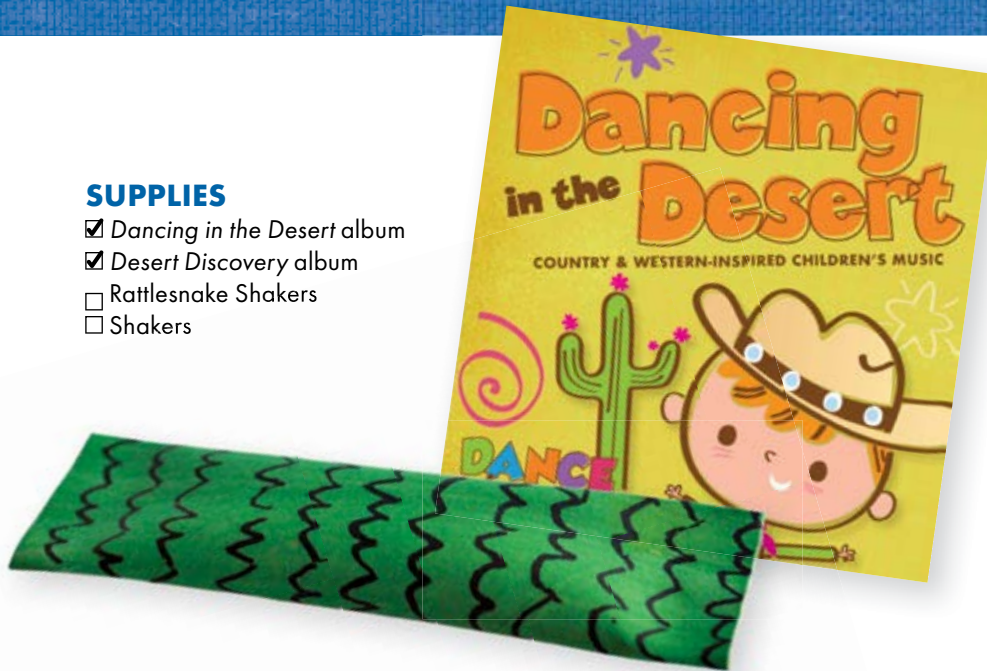
Create boxes on the floor using masking tape, but not enough for each child. Ask, "What do coyotes do in the desert? How do they communicate?" Explain that some animals will communicate to tell others this is their territory or home. Play the song and pretend to be coyotes in the night. Pause and have them find a "territory" box. Play the song again. After the music ends, discuss ways the children problem-solved when there were not enough territories.

Rattlesnake Rhythm



SUPPLIES

- Dancing in the Desert* album
- Desert Discovery* album
- Rattlesnake Shakers
- Shakers



MR 5 Patterns

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Set out shakers within sight and reach of the child. Play the song. Encourage the child to mimic your actions as you shake the shaker to the rhythm of the music.

Invite the children to use a shaker as they dance. Play the song. While the music plays, encourage the children to freely shake their shakers.

Before playing the song, invite the children to use their Rattlesnake Shakers to shake two times fast and two times slow. Can the children mimic that? Play "Rattlesnake Shake (Instrumental)," track 11 on the *Dancing in the Desert* album. Explore the rhythm patterns in the song. Encourage the children to begin to copy the pattern, even if not on beat.

Before playing the song, invite the children to shake their Rattlesnake Shakers and mimic your pattern. For example, shake, shake, stomp your foot, shake shake, stomp. Repeat twice, then pause before the pattern is complete. Ask, "What is missing in the pattern?" Play the song and explore the rhythm patterns in the music.

Campfire Shapes



SUPPLIES

- Campfire Design Mats
- Scissors
- Rocks
- Sticks
- Bowl of scrap paper (red/orange colors)
- Playdough
- Sheet protectors
- Tape (optional)
- Different-shaped items



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Set out different-shaped items (red/orange colors). Sit on the floor and encourage the child to explore each item by manipulating with their hands and feet.

Set the playdough, nature items and bowl of scrap paper on the table. Place the Campfire Design Mats inside sheet protectors and tape the end, if desired. Copy the shape on the mat by placing the playdough and nature items directly on the shapes. Invite the children to place "fire" (scrap paper) inside the space design.

Place Campfire Design Mats, rocks, sticks and a bowl of scrap paper on the table. Encourage a child to select a mat and copy the design to create a "campfire." Use the mat as a guide and place the rocks and sticks on or next to the mat. Next, encourage the children to place the "fire" (scrap paper) inside the shape design. Ask, "Which campfire shape is your favorite?"

Place the nature items, scrap paper and Campfire Design Mats on the table. Encourage the children to identify the shape on their mat, as well as if they are 2D or 3D. Explain that they will be using the materials to create 3D "campfires." Encourage the children to place the "fire" (scrap paper) inside the shape design. Ask, "How did you make your campfire shape?"