

Authentic Assessment

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



brightwheel
Experience Curriculum is now in **brightwheel**, the #1 all-in-one childcare platform.

1-Month

Assessment Activity Calendar & Group Observation Form



Daily

Assessment Activity Sheets



Observation & Documentation Planning Calendar

HABITATS & HOMES

DATE _____

<p>LESSON 1 House Painting CA 3 Visual Arts SED 1 Self-Awareness LLD 1 Listening</p> 	<p>LESSON 2 I Spy a Home LLD 2 Communication SCI 2 Natural & Earth Science</p> 	<p>LESSON 3 Shape Matching RV MR 3 Shapes PD 2 Fine Motor</p> 	<p>LESSON 4 Goldilocks in a Boat LLD 1 Listening CA 4 Drama</p> 	<p>LESSON 5 Castle Crown CA 4 Drama LLD 2 Communication</p> 
<p>LESSON 6 Lost Keys MR 1 Number Sense SED 1 Self-Awareness</p> 	<p>LESSON 7 Cozy Chairs SS 4 History & Sense of Time LLD 2 Communication</p> 	<p>LESSON 8 Hamburger Squirt CA 3 Visual Arts SED 2 Self-Regulation</p> 	<p>LESSON 9 Writing Shapes LLD 7 Writing SED 2 Self-Regulation</p> 	<p>LESSON 10 Patterning with Keys MR 5 Patterns MR 2 Spatial Awareness</p> 
<p>LESSON 11 Chore Chart SED 3 Attention & Persistence PD 4 Personal Care CA 4 Drama</p> 	<p>LESSON 12 Folding Shapes SED 3 Attention & Persistence MR 3 Shapes MR 7 Logic & Reasoning</p> 	<p>LESSON 13 My Book LLD 5 Concepts of Print LLD 4 Alphabetic Knowledge SS 1 Culture & Community</p> 	<p>LESSON 14 Clean Up Toys MR 6 Classification LLD 2 Communication</p> 	<p>LESSON 15 Goodbye CA 2 Dance & Movement LLD 1 Listening</p> 
<p>LESSON 16 Beaver Lodge SCI 2 Natural & Earth Science CA 3 Visual Arts</p> 	<p>LESSON 17 Weave a Web PD 2 Fine Motor SCI 2 Natural & Earth Science</p> 	<p>LESSON 18 Bunny Headband CA 4 Drama PD 2 Fine Motor</p> 	<p>LESSON 19 What Goes Together? MR 7 Logic & Reasoning LLD 2 Communication</p> 	<p>LESSON 20 Jack & Jill SED 4 Social Relationships CA 4 Drama</p> 

House Painting



SUPPLIES

- Title Display
- Inspiration Photo
- Paintbrush
- House shape
- Paint
- Markers
- Tape



CA 3 Visual Arts

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Demonstrate texture by dipping the child's hands into the paint. Encourage the child to spread the paint over the paper, using large movements (e.g., slamming their hands, waving across the table). If desired, tape the house paper to the surface.

Set out paint and paintbrushes. Invite the children to paint their houses their favorite color, or mix two colors on their house shape. Ask questions about the colors and media used.

Encourage the children to choose the art tools used to create their house paintings. Ask questions about the artistic plan, why they chose that media and what detail effects they explored.

Encourage the children to create details in their house painting (e.g., bricks, windows, doors, porches). Does the child explain what details were included, how they were made and problem-solve with the given supplies?

I Spy a Home



SUPPLIES

- ☑ Theme Poster*
- ☑ I Spy Glasses*



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

Point to the animal, name it and the sound it makes. Encourage the child to mimic the sound (e.g., tweet-tweet, whoo-who).

Encourage the children to name one animal/object on the Theme Poster and ask them to find and touch it. Repeat with other pictures.

Invite the children to classify the animals, e.g., by color, home or other characteristics. Ask questions about other habitats or homes where the animals could be found (e.g., Rabbits can be found in burrows, homes or farms).

Discuss where the children have seen these animals and their habitats (e.g., the zoo, a family member's house, the backyard). Listen for the correct use of new words, such as nest, den, lodge or habitat.

Shape Matching RV



SUPPLIES

- Shape sheet
- Puzzle
- Scissors
- Extra paper
- Crayons
- Blocks
- Different-shaped objects



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Invite the child to manipulate objects of the same shape as they appear on the Shape sheet. Observe how the child manipulates the toys/objects using their hands.

Cut the shapes out of the sheet and place them on the table. Invite the children to match each shape to the puzzle.

Invite the children to create their own puzzles using the shapes and supplies. Exchange their creations with a peer to complete each other's puzzles.

Invite the children to create their puzzles and hide their pieces in the classroom. Then encourage the children to hunt for the puzzle pieces.

Goldilocks in a Boat



SUPPLIES

- Storytelling Scene & Pieces (from Lesson 3)
- Storybook (from Lesson 3)
- Blocks and figurines
- Paper
- Crayons
- Building materials: sticks, boxes, cubes



LLD 1 Listening

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Invite the child to explore small blocks and figurines, e.g., banging the blocks together, placing the toys on top of the block and babbling to the figures. Move the block back and forth, encouraging the child to mimic the action.

Invite the children to create a boat out of the blocks or color a small box for a boat. Ask the child to put Goldilocks in the boat. Repeat and invite the children to take turns putting Goldilocks inside, outside, next to or under the boat.

Encourage the children to create a boat with blocks or a small box. Ask questions about the boat trip Goldilocks might take (e.g., “What would happen if the water had rapids?” and “How could Goldilocks stay safe in the boat?”).

Encourage the children to explain how Goldilocks would stay safe in the “boat.” Ask, “What are some rules when riding in a boat?” or “What size boats would each character need?” Invite the children to reenact the story with small, medium and large boats and the Story Pieces.

Castle Crown



SUPPLIES

- Jewels
- Crown strips
- Glue
- Tape
- Crayons/Markers

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

Create a paper crown for each child. Encourage the child to mimic “royal” behaviors (e.g., waving, taking the crown off, placing the crown on their head).

Invite the children to decorate their crowns as desired. Fit to each child’s head and secure with tape. Use the props to role-play. Talk about being a king, queen, prince and princess.

After creating crowns, invite the children to role-play as a king, queen, prince or princess. Using props, invite the children to give a “royal” wave as they march throughout the classroom “kingdom.”

Invite the children to plan and create a drama using their crowns and other props. Encourage them to develop a storyline of the characters, plot and ending. Take turns performing the play.

Lost Keys



SUPPLIES

- Key counters*
- Counting Cards: 19 & 20*
- Playdough
- Basket

MR 1 Number Sense

Identifies numerals. Determines quantities. Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Invite the child to watch as you hide two keys under the basket. Encourage the child to lift the basket and find the keys. Count the keys and repeat.

Place the key counters in a basket and playdough on the table. Invite the children to press the keys into the playdough and count them aloud with help.

Invite the children to press the keys into the playdough and count them aloud. Encourage each child to select a card, identify the number and create that amount of key impressions in the playdough.

Encourage each child to select a card, identify the number and create that amount of key impressions in the playdough. As a group, count the number of total impressions. Ask simple math questions (e.g., $2+5=7$, $7-2=5$) based on the group's number of keys.

Cozy Chairs



SUPPLIES

- Story Sequence Cards
- Scissors
- Blankets
- Pillows
- Boxes



SS 4 History & Sense of Time

Develops sense of time.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 4 History & Sense of Time

Create a cozy spot using blankets, pillows and other soft textures. Place the child in the cozy spot and encourage them to play with soft toys and books.

Invite the children to help you create a cozy reading spot using soft materials and boxes. What can you add to the cozy reading spot? Invite the children to sit with you in the cozy spot and look at the Story Sequence Cards. Ask the children to point at the pictures as you name them.

As the children help you create a cozy spot, ask questions, e.g, "What makes an area cozy?" or "What other soft materials could we use here?" Invite the children to observe the Story Sequence Cards and discuss what is happening in the picture and place the cards in the correct order.

After creating a cozy reading spot, encourage the children to explain how it was built. Invite the children to retell the events of the story using the Story Sequence Cards.

Hamburger Squirt



SUPPLIES

- Squirt bottle
- Title Display
- Inspiration Photo
- Paper plate
- Tissue paper
- Paper
- Puff paint: 1 cup flour, 1¼ c. water, 3 teaspoons baking soda, 1 tsp. salt, food coloring



CA 3 Visual Arts

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Encourage the child to spread paint over the paper plate using large movements (e.g., slamming their hands, waving across the table). If desired, tape the plate to the surface.

Encourage the children to move the paint around the paper plate with their fingers. When dry, cut into three pieces for buns and patty. Then invite the children to glue the "bun" and tissue paper "lettuce" to the background paper. When complete, use the squirt bottle at a water table and explore squirting water.

Invite the children to paint the plate and assemble their hamburger as desired. Ask, "Do you like mustard on your hamburger?" "What else would you add to the burger?" Encourage the children to be creative with their burger painting.

Invite the children to paint the plate and assemble their hamburger as desired. Encourage the children to be creative with their burger painting. Ask, "How did you make the pickles?" "What did you use to make the ketchup?"

Writing Shapes



SUPPLIES

- Cube Cards: Shapes (save for later use)
- Pocket Cube
- Writing Shapes sheet
- Scissors
- Paper
- Crayons



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Invite the child to explore making marks on the Writing Shapes sheet with crayons. Observe the whole-hand grasp, scribble marks and manipulation of the crayon.

Invite the children to take turns rolling the cube (or draw a card from the pile). Trace over the matching shape on the Writing Shapes sheet. Everyone draws that shape. If the mouse card is drawn, everyone walks around the table like a mouse, then sits back down.

Invite the children to take turns rolling the cube (or draw a card from the pile). Trace over the matching shape on the Writing Shapes sheet. Everyone draws that shape. Encourage the children to continue drawing the shapes on a separate piece of paper.

Invite the children to take turns rolling the cube (or draw a card from the pile). Everyone draws that shape on a separate piece of paper. Encourage the children to write the name of the shape next to the drawing.

Patterning with Keys



SUPPLIES

- House Pattern Cards
- Key counters*
- Scissors



MR 5 Patterns

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Invite the child to play "pat-a-cake," practicing patterns and rhythm.

Cut apart the House Pattern Cards, lay each strip on the table and set out the key counters. Invite the children to match the key counters to the colors on the House Pattern Cards.

Invite the children to extend the patterns on the pattern strips with the key counters. Encourage the children to create their own two-step patterns (e.g., ABAB).

Encourage the children to identify the missing piece in the key counter pattern. If desired, invite the children to create their own patterns, remove a piece and have a peer discover which is missing.

Chore Chart



SUPPLIES

- Chore Chart
- Chore Tabs
- Scissors
- Tape
- Stacking cups
- Jar



SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Invite the child to explore and manipulate the stacking cups with their hands. Observe the child shifting attention from one cup to another.

Use the Chore Tabs to assign one job per child each day. Put each child's name stick in one cup. Help the children learn to do their job during the day. When the chore is done, invite the child to remove their name stick from the cup and put it in the DONE jar.

Invite the children to choose chores for the day's Chore Tabs and place them with the chore ends showing. When the chore is done, flip the tab to "done" and clap in praise! Repeat new chores each day.

As the children complete their Chore Tabs for the day, encourage them to find new chores to help around the classroom. Discuss ways to problem-solve difficult chores (e.g., "If someone else has the broom now, I can use it to clean up later.")

Folding Shapes



SUPPLIES

- Paper plate
- Cellophane
- Clothes sheet
- Background paper
- Markers
- Tape/glue
- Scissors
- Laundry basket
- Clothes/towels or fabric
- Basket



SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Encourage the child to explore the textures of fabric, such as shirts, socks or towels. Observe the child shifting their attention and manipulating each object.

Set out a basket of clothing, towels or scrap fabric. Invite the children to explore different ways to fold the materials.

Invite the children to work together and fold an item from the basket into the named shape. Encourage the children to create their own shapes and explain how they made them.

Encourage the children to create shapes with laundry items and explain how they made them. Discuss problem-solving difficult shapes or obstacles (e.g., missing socks, different fabric textures).

My Book



SUPPLIES

- Book
- Pet Cards
- Scissors
- Stapler
- Glue
- 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

Invite the child to explore making marks on each page of the book with crayons. Once the pages are assembled, invite the child to open and close the book.

Read one page to the children and write down their responses. Then give the page to the children to draw their ideas or scribble. When done with all of the pages, staple them together to make a book.

Invite the children to draw their favorite pet or glue pictures on each page. Encourage the children to name their pet. Have the children read their books to each other, showing the words and pictures to their peers.

After creating their book about a favorite pet, encourage the children to write about their pet. Have the children read their books to each other, identifying the author, illustrator, words and pictures to their peers.

Clean Up Toys



SUPPLIES

- Toy bin sheet
- Toy sheet
- Scissors
- Toys



MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Place the child's favorite toy and another toy at eye level with the child. Observe the child's reaction. Does the child show excitement for the favorite toy? If mobile, do they move towards their favorite toy?

Help the children cut out all of the toys on their toy sheet. Choose a paper toy and identify the color. Encourage the children to "clean up" that toy by placing it on the matching toy bin color. Ask, "What color is it? Where does it go?"

Choose a paper toy, identify the color and encourage the children to "clean up" that toy by placing it on the matching toy bin color. Repeat by matching the shapes of each toy.

Encourage the children to "clean up" the toys, matching by color and characteristic (e.g., red toys with wheels, blue toys that make sounds).

Goodbye



SUPPLIES

- Circle Time album
- Nametag
- Bag
- Signing card: shoes



CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

As the song plays, encourage the child to move their body to the music (e.g., clap hands, sway body, kick feet).

Invite the children to put on their shoes and wave "Goodbye." Listen for the word "shoes." Sign that word as it appears in the song.

Invite the children to dance to the song, pause and wave "Goodbye". Wave their hands fast and slow to the music's beat. Pretend to "leave" by walking and running in place.

As the children are waving "Goodbye," invite them to pretend to wave with different emotions. Ask, "How would you wave goodbye if you were sad? Happy? Shy?"

Beaver Lodge



SUPPLIES

- Title Display
- Inspiration Photo
- Wood chips
- Wooden spoon
- Background paper
- Glue
- Markers



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

Invite the child to explore a variety of textured objects using their senses. Include textures that are soft, firm, rough and smooth.

Invite the children to glue their beaver photo onto the paper. Then encourage them to dip a wood chip in glue and press it onto their paper. Repeat to make a beaver lodge collage. Write their name on the paper.

While the children create their beaver collage, explain that beavers use wood to build their lodges in ponds and rivers. Ask questions about beavers (e.g., "What does a beaver eat?" "How does a beaver move around?").

Encourage the children to discuss where a beaver would find the supplies for a den. Invite the children to describe how they grouped the materials (e.g., "Why did you use the sticks for the lodge and the chips for the food?").

Weave a Web



SUPPLIES

- Paper plate
- Yarn
- Toy spider
- Hole punch
- Masking tape
- Scissors
- Glue
- Markers/crayons
- Tape

PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Encourage the child to spread the paint over the paper plate using large movements (e.g., slamming their hands, waving across the table). If desired, tape the plate to the surface.

Encourage the children to pat a hand in the paint, then press it onto their plate. Repeat with a second handprint to make a spider. Add reinforcement stickers as eyes. Help by beginning to thread the yarn on each plate to make a spider web. Invite each child to pull the yarn through the hole.

Invite the children to punch holes in their plates and string the “web” through each hole. Attach the spider to the end of the yarn. Encourage the children to write the letters of their name on strips of paper, cut them out and glue the letters to the yarn.

After threading the “web” through the holes, encourage the children to tie the ends of the yarn on the back of the plate. Mark the strips of paper with a line to divide each letter. Invite the children to cut along the line for the letters of their name.

Bunny Headband



SUPPLIES

- Bunny headband
- Sticker eyes (2)
- Pompom
- Adhesive
- Crayons
- Tape
- Scissors
- 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 bunny mask and put a craft stick on it. Then play peekaboo with the infant by "hopping" the mask back and forth.

Invite the children to decorate the headband and add sticker eyes wherever desired. Size the bands to each child's head. Cut out large shapes (two of each). Put one of every shape on the floor. Hold up a shape and ask them to move to the matching shape on the floor.

Invite the children to decorate the bunny headband and fit it to the child's head. Encourage the children to build a den and pretend to be bunnies living in the burrow.

After creating the bunny headbands, encourage the children to plan a drama of a bunny's life. Explore roles for each child in the group, create a burrow for the setting and tell a story as they act it out.

What Goes Together



SUPPLIES

- What Goes Together Cards
- Scissors
- Masking tape

MR 7 Logic & Reasoning

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 7 Logic & Reasoning

Tape the Habitat and Animal Cards to the floor and observe how the child crawls or reaches for them.

Place the Habitat and Animal Cards on the floor and connect the habitat to the animal with a long masking tape trail. Invite the children to take turns and pick an animal, following its path to the Habitat Card.

Spread the cards facedown on the floor and invite the children to flip over one blue and one green card. Encourage the child to explain why the two cards go together or not. Ask, "Is there more than one match for that animal? Why or why not?"

As the children explain why the two cards go together or not, ask questions to "eliminate" possibilities. For example, "If the nest and lodge cards are already matched, which habitats are left?"

Jack & Jill



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

While the child is on their back, chant the rhyme and gently move the child's feet, legs and arms to the words.

Invite the children to listen to the rhyme and follow the movements, e.g., march in place, rub head or roll arm over arm.

Encourage the children to chant the rhyme. Invite the children to describe the emotions of Jack and Jill in the rhyme (e.g., "Jack was hurt/sad from falling.").

As the children rhyme and explore Jack and Jill's emotions, ask how the fall could have been prevented (e.g., "How could they have stayed safe?").