

Authentic Assessment

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



1-Month

Assessment Activity Calendar
& Group Observation Form



Daily

Assessment Activity Sheets



Observation & Documentation Planning Calendar

ICE CASTLE

DATE _____

<p>LESSON 1</p> <h2>Crystal Building</h2> <p>MR3 Shapes PD2 Fine Motor</p> 	<p>LESSON 2</p> <h2>Snowman Names</h2> <p>LLD7 Writing MR3 Shapes</p> 	<p>LESSON 3</p> <h2>Dripping Icicles</h2> <p>PD1 Gross Motor CA1 Music</p> 	<p>LESSON 4</p> <h2>Icy Feelings</h2> <p>SED2 Self-Regulation LLD3 Phonological Awareness</p> 	<p>LESSON 5</p> <h2>Icy Journal</h2> <p>LLD7 Writing CA3 Visual Arts</p> 
<p>LESSON 6</p> <h2>Hiking Up & Down</h2> <p>PD1 Gross Motor CA2 Dance & Movement</p> 	<p>LESSON 7</p> <h2>Timber!</h2> <p>PD3 Safety SED1 Self-Awareness SS1 Culture & Community</p> 	<p>LESSON 8</p> <h2>Van Gogh Painting</h2> <p>CA3 Visual Arts SED3 Attention & Persistence PD2 Fine Motor</p> 	<p>LESSON 9</p> <h2>T Is for Top</h2> <p>LLD4 Alphabetic Knowledge PD2 Fine Motor LLD7 Writing</p> 	<p>LESSON 10</p> <h2>Winter Pictures</h2> <p>LLD7 Writing MR6 Classification</p> 
<p>LESSON 11</p> <h2>Papa Penguin's Eggs</h2> <p>LLD4 Alphabetic Knowledge SCI2 Natural & Earth Science</p> 	<p>LESSON 12</p> <h2>Floating Icebergs</h2> <p>SCI3 Physical Science</p> 	<p>LESSON 13</p> <h2>Arctic Animal Bingo</h2> <p>MR6 Classification LLD1 Listening</p> 	<p>LESSON 14</p> <h2>Snow Leopards</h2> <p>MR2 Spatial Awareness PD2 Fine Motor CA3 Visual Arts</p> 	<p>LESSON 15</p> <h2>Arctic Foxes</h2> <p>CA3 Visual Arts PD2 Fine Motor</p> 
<p>LESSON 16</p> <h2>Arctic Gear Designs</h2> <p>MR3 Shapes SED3 Attention & Persistence</p> 	<p>LESSON 17</p> <h2>Blubber Glove</h2> <p>SCI4 Technology</p> 	<p>LESSON 18</p> <h2>Inuit Art Sculpture</h2> <p>SS1 Culture & Community PD2 Fine Motor CA3 Visual Arts</p> 	<p>LESSON 19</p> <h2>This Is the Way We Sled</h2> <p>PD1 Gross Motor CA1 Music</p> 	<p>LESSON 20</p> <h2>Where's the Polar Bear?</h2> <p>LLD1 Listening MR2 Spatial Awareness</p> 

LESSON 1

Crystal Building



SUPPLIES

- ☑ Connecting cubes*
- ☑ Card & spinner



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Play with blocks and stack them up and let them fall down. Talk about the shapes of the blocks.

Trace a few blocks onto paper then set the blocks aside. Encourage children to match the blocks to the outlines on the paper.

Flick the spinner and add or subtract connecting cubes (squares) to the Shape Design Mat. Continue to spin until all the squares are covered.

Flick the spinner and collect connecting cubes. Spin three times then count how many cubes were collected. Use the cubes to make one big square. Name other shapes and use the cubes to make those shapes.

Snowman Names



SUPPLIES

- Paper
- Buttons
- Paper circles
- Background paper
- Extra paper
- Crayons/markers
- Scissors
- Glue
- Cups



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Decorate a circle to be the snowman's head. Then tape the snowman to the wall and explore putting the snowman parts on and taking them off. Observe how the child uses their fingers to manipulate the pieces.

Encourage children to freely collage with the circles to create a snowman. Encourage them to draw on the snowman with black or make snow with the white crayon. Write each child's name on his circles or below the snowman.

Ask children to count how many letters are in their name and count out the same number of circles. Invite them to write one letter of their names on each circle. Then encourage them to build a snowman and decorate it with the supplies.

Ask children to count how many letters are in their name then draw and cut that many circles out of paper. Invite children to write one letter of their names on each circle. Then encourage them to build a snowman and decorate it with the supplies.

Dripping Icicles



SUPPLIES

- ☑ *Dancing in a Winter Wonderland* album*



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Sing these words to the tune of “Twinkle Twinkle” and wave a scarf from high to low until it lands on the child. Give the child a scarf to hold and play with, too.

Sing the words and encourage children to mimic the movements.

Invite one child to help you be the leader and stand on a “stage” (blanket or towel) and lead the other children in the movements.

Encourage two or three children to work together to make up dance moves then perform the song. Invite their peers to cheer.

Icy Feelings



SUPPLIES

- Letter Card: I*
- Blanket
- Bag
- Photos



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

Tape the cards on the floor then lay the child on their belly for tummy time. Explore reaching, wiggling or crawling to the pictures. Talk about how the child is feeling about their tummy time.

Invite children to sit together on a blanket and pretend it is an igloo. Take turns flipping over a card. If it is an inchworm, they wiggle in place and stay on the blanket igloo. If it is a polar bear, they make a scared look and quickly walk together around the blanket then sit back down.

Everyone sits on a blanket together and pretends it is an igloo. Take turns drawing a letter or photo cards from the bag. If it begins with /i/ sound stay on the blanket. If it does not, make a scared face and quickly crawl off the blanket.

Everyone sits on a blanket together and pretends it is an igloo. Take turns pulling a letter or photo cards from the bag. If it begins with /i/ sound stay on the blanket. If it does not, make a scared face and crawl around the blanket as the teacher tosses snowballs (cotton balls). If hit by a snowball, freeze in place.

LESSON 5

Icy Journal



SUPPLIES

- My Little Journal
- Ice cube
- Crayons
- Paper towel
- Glue
- Cotton balls (optional)



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Set out a bowl of ice and play with it. Put it on and off the paper. Using hands to manipulate the ice builds the muscles needed for eventually grasping a pencil and writing.

Pick up ice with a spoon and transfer it to another bowl. Then draw pictures or scribbles of self on the paper. Ask each child to tell you about their drawing and write their words on the paper.

Explore the feel of a melting ice cube. Talk about how it drips. Then draw a picture of self playing in the snow. Ask children to describe their pictures and write down their words.

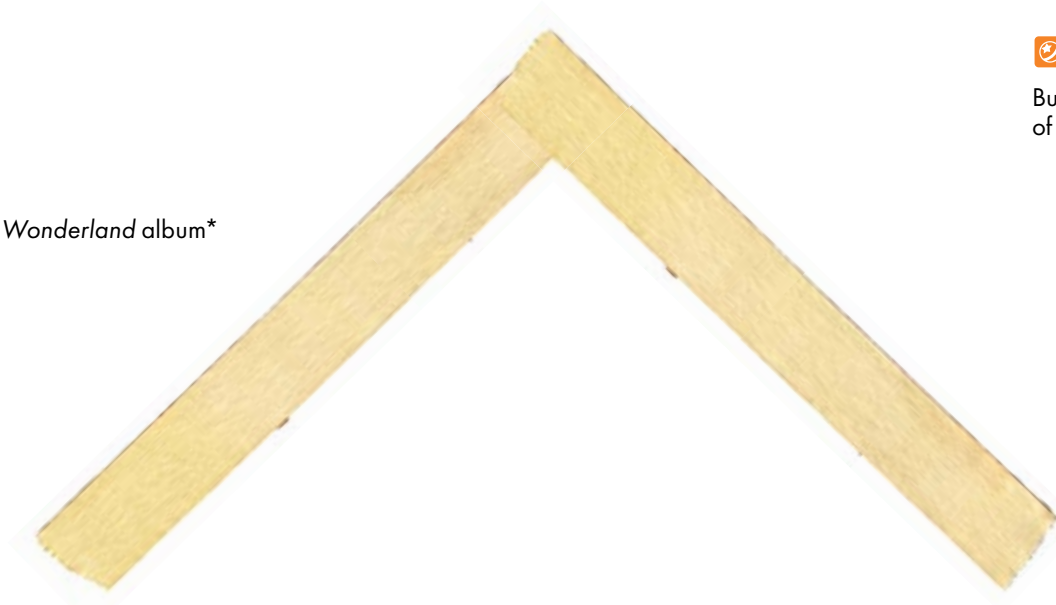
Encourage children to draw a picture and finish the sentence "When I play in the snow, I ...". Put all of the pages together to make a class book.

Hiking Up & Down



SUPPLIES

- Dancing in a Winter Wonderland* album*
- Masking tape



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 a ramp or stack up pillows and encourage the child to navigate crawling onto and over the stack.

Make a masking tape upside-down V on the floor. Imagine it is a mountain and march on it while listening to the song. Follow the leader and walk with hands reaching up as you go to the top then hands hanging down while going down.

Use masking tape to make a large upside-down V on the floor. Imagine it is a mountain and march on it while listening to the song. Pretend to get cold at the top then march back down backward.

Test endurance by jumping up onto a plank then jumping off again. Jump back up and repeat to the end of the song.

Timber!



SUPPLIES

- Blocks

PD 3 Safety

Demonstrates safe practices.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 3 Safety

Stack soft blocks and say “Timber!” when they fall over. Build up a tower again and wait for the child to knock them down.

Work together to build up one tall stack of blocks. Run to safety behind the tape line. Then give a ball to one child to roll and try to knock over the tower. Yell “Timber!” If they miss, give the ball to another child to try. Continue to take turns until it tumbles over. Then rebuild and repeat.

Work together to build five stacks of blocks. Recite the rhyme above and call the name of the child to knock down one stack then rebuild it.

Invite one child to build a stack of blocks and draw a large chalk circle around the blocks. Encourage the other children to stand outside the circle and roll balls toward the block tower and try to knock it down while the builder stays inside of the circle and protects it.

Van Gogh Painting



SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Teal frame
- Cotton swab
- Paint



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

Squeeze some paint on a paper and put a clear bag over it. Tape around the edges to secure. Invite the child to touch, smooch and spread the paint around on the paper. Frame the painting when done.

Talk about the colors the children see in the painting. Draw brown tree trunk lines then make green and orange paint dots on the paper as desired.

Set out small tree sticks for children to glue onto their paper then make yellow, orange and green dots on the paper. Discuss the painting technique of pointillism.

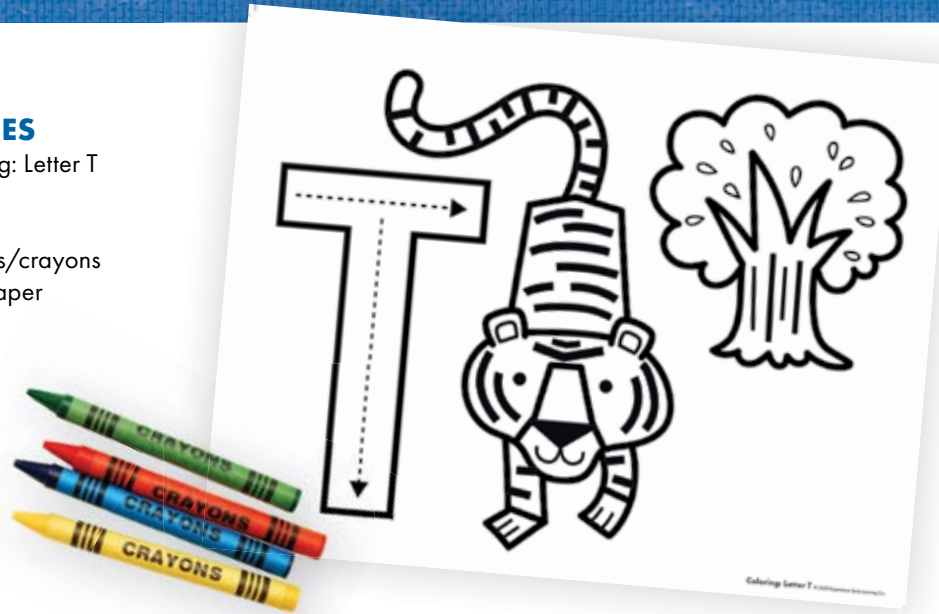
Set out the supplies and photo of the Van Gogh masterpiece and encourage children to create a painting inspired by Van Gogh. After they are done, ask them to describe their process.

T is for Top



SUPPLIES

- Coloring: Letter T
- Tissue
- Glue
- Markers/crayons
- Extra paper



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

Cut out paper letter Ts and put them on the floor or on a table. Cover them each with a stuffed animal. Encourage the child to peek under the stuffed animal and find the T. Then put the animal back "on top of the T."

Color the tiger and trees while talking about the letter T and its sound. If desired, tear up and glue tissues at the top of the T.

Ask children, "What can we put on the top of the T that begins with a /t/ sound?" Set out tissue paper and have fun repeating the /t/ sound together. Allow children to glue the tissue to the top of the T.

Encourage children to cut out the letter T and pictures from the Coloring page. Then find other words or pictures in magazines that begin with the letter T and glue them onto paper as a collage.

Winter Pictures



SUPPLIES

- Word Strips
- Matching Cards
- Paper
- Pencil



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Tape the cards to the wall and encourage the child to touch and remove the cards. This fine motor activity builds eye-hand coordination needed for future writing skills.

Tape one of each Matching Card to the top of a piece of paper then tape the papers to a wall. Fold up the bottom of the paper to make a pocket just below the picture. Start with three pockets on the wall. Hand one card to the child. Observe if the child puts the card in the matching pocket.

Put the Matching Cards facedown on a table. Flip over the cards until all the matches are found. Then place the match on the Word Strip and write the word on paper.

Give one card to each child then say, "Let's find matches without talking." Invite one child to begin drawing the picture on their card then call on another who thinks they have a match. If they match, set aside both cards. Repeat with another child.

Papa Penguin's Eggs



SUPPLIES

- Papa Penguin Game
- Cube Cards: I, T, P*
- Bingo chips
- Toy egg or pompom
- Pocket Cube or box



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

Write letters on toy eggs and put them in a basket. While the child plays with the eggs, point at the letters and name each for letter exposure.

Roll playdough into balls like eggs and set them aside. Mix up the Letter Cards and place them in a bag or bin. If the child selects a Letter P or Penguin Card, they place a playdough on the penguin. If they select any other card, they try again.

Invite children to take turns rolling the cube or flipping over a letter card until they find the letter P. Then place a bingo chip on one of the penguins on the mat. Continue until all penguins are covered.

Invite children to play together with one mat. Put one "egg" (bingo chip) on each penguin. Take turns rolling the cube. If it is a letter P, remove a chip. Continue until all chips are gone. Count to see who earned the most chips.

Floating Icebergs



SUPPLIES

- Connecting cubes*
- Bins
- Water
- Plastic lids



SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

Put floating objects and ice cubes in a bin of water. Explore the floating objects and observe as the children touch and play in the water. Narrate the children's actions.

Set out bins of water, sticks and ice cubes. Invite children to explore how ice floats and feels.

Set out bins of water and place plastic lids or real ice cubes on the water to float. Invite children to explore how many "polar bears" (connecting cubes) can fit on a lid before falling off. Encourage children to try different arrangements of the cubes, e.g., stacked, unstacked.

Put ice cubes in water then experiment with balancing different toy animals or objects on the ice. What is the biggest object that can balance on the ice cube?

Arctic Animal Bingo



SUPPLIES

- ✓ Bingo Calling Cards
- ✓ Bingo Playing Mats
- ✓ Bingo chips (from Lesson 11)
- Bowls (3)



MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Explore cotton balls and play with the child by placing them on different pictures on the Bingo Card. Name the pictures the child covers. Ask them, "Where is the ..."

Put two Bingo Calling cards on a table and give each child a "snowflake" (cotton ball or small scrap piece of white paper). Name one of the animals on the table and encourage children to place a snowflake on that matching picture. Add more picture cards to the table and continue until all pictures are covered with snow.

Give each child a Bingo Playing Mat. Name one Calling Card at a time and ask the children, "Do you have a ...". Children cover the matching pictures with bingo chips. Continue until someone gets a bingo.

Give each child a Bingo Playing Mat. Give three clues about the Calling Card and wait for children to guess what the picture is. If they believe they have the match, they raise their hand. Ask a child with a raised hand to name the picture. Children cover the matching pictures with bingo chips. Continue until someone gets a bingo.

Snow Leopard



SUPPLIES

- Title Display
- Inspiration Photo
- Snow Leopard photo
- Paper
- Glue
- Scissors
- Markers/crayons



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

Put the photo of the Snow Leopard in a sheet protector and put shaving cream on top of it. Invite the child to touch the shaving cream snow and talk about the animal "under" the snow. Use spatial words while playing, e.g., under, on top of, next to.

Cut the photos of the snow leopard into three or four pieces. Invite children to assemble the pieces and glue them on the paper.

Cut the photo of the snow leopard in half. Invite children to glue one-half on a paper and draw the missing side. If desired, glue the opposite half of the photo on the other side of the paper and draw the other half of the snow leopard.

Work in pairs. Cut the photo of the snow leopard in half. Tape the snow leopard head to a paper and the first child draws the rest of the Snow Leopard. Remove the head then the second child completes the drawing. Both children write their names on the drawing and name their snow leopard.

Arctic Fox



SUPPLIES

- Title Display
- Inspiration Photo
- Napkin
- Black foam adhesives (3)
- Background paper
- Crayons
- Glue
- Scissors



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

Explore a napkin and invite the child to touch the napkin and tear it into pieces, if desired. Spread glue on a paper for the child and encourage them to put napkin pieces on the paper for a snow collage.

Look at the photo of the fox. Tear and glue a white napkin onto the fur of the Arctic fox. Talk about how the fox blends into the white snow to keep itself safe.

Look at the photo of the fox. Draw a fox on the paper then tear and glue a white napkin onto the fur of the Arctic fox. Talk about how the fox uses camouflage to stay safe in the winter.

Look at the photo of the fox. Draw a fox on the paper then cut it out. Tear a white napkin into many small snowflake pieces. Glue the white fox onto a colored paper then glue the "snowflakes" all over the paper. How is the fox's camouflage just like hiding in the snowstorm?

Arctic Gear Designs



SUPPLIES

- ☑ Shape Design Mats
- ☑ Connecting cubes*

MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Cut shapes out of cardboard or other thick material and hide them in a boot or glove. Invite the child to reach in and pull out a shape. Name the shape then hunt for another.

Trace around two or three cardboard shapes then draw animal features on the shapes to make puzzles. Talk about how small shapes combine to make unique bigger shapes. Place the shapes on the Shape Design Mats to complete the designs.

Look at the Shape Design Mats and recreate the designs with connecting cubes. Encourage the child to create their own designs.

Work in pairs. Each child creates a design by connecting the cubes then traces around the design. Then exchange drawings and each partner tries to recreate it with the cubes.

Blubber Glove



SCI 4 Technology

Uses tools and technology to perform tasks.

SUPPLIES

- Zip bag
- Bin/container
- Icy water



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 4 Technology

Make two bowls of water, one icy cold and the other room temperature. Invite the child to put a hand in each. Observe how they react to the temperature differences.

Explore and play with icy cold water. Talk about cold and experiment with putting hands in cold water. Experiment with a “blubber glove” of shortening/lard and talk about how blubber helps animals stay warm in the cold.

Put shortening or lard in a zip bag. Insert another zip bag as a lining for the “blubber glove” and tape the top edges. Set out a big bowl of icy water. Encourage children to put their hands in a plain zip bag then into the water. Next put a hand in the “blubber glove” and immerse it in the water. How does the “blubber” protect from cold?

Put shortening or lard in a zip bag. Insert another zip bag as a lining for the “blubber glove” and tape the top edges. Set out a big bowl of icy water. Encourage children to predict what it will feel like when they put their hand in the bag then into the water. Ask children to explain how they think “blubber” protects animals from cold.

Inuit Art Sculpture



SS 1 Culture & Community

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

SUPPLIES

- Inuit Photos & Recipe sheet
- Flour
- Salt
- Water
- Nature items: sticks



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Explore the dough. Observe the child as they investigate it freely. Then help them make a handprint in it. Allow the handprint to dry and write the child's name and date on it.

Make playdough sculptures. Look at a photo of Inuit art and invite children to talk about the shapes they see in the photo sculpture. What shapes do they see in their own sculptures?

Invite children to explore the texture of the dough and practice forming it into different shapes. Encourage them to study the art photos then make their own sculptures.

Invite children to form dough into different shapes and practice making their own versions of Inuit art. Encourage children to study the art photos and make their own sculptures.

This Is the Way We Sled



SUPPLIES

- Dancing in a Winter Wonderland* album*
- Paper



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Invite the child to sit in a laundry basket and pretend it is a sled. Pull them around the room to the song.

Play the song. Invite children to explore getting in and out of laundry baskets. Play with pretend sleds and listen to the music. Take turns pulling children around in the "sled."

Play the song. Give each child two pieces of paper and encourage them to use them as a sled, skis or snowshoes as they move to the music.

Play the song. Give each child two pieces of paper and encourage them to stand on them like skis then play the song. Race from one side of the room to the other. Who was able to ski the fastest?

Where's the Polar Bear?



SUPPLIES

- Polar Bear Cards
- Ice cubes
- Paper plates

LLD 1 Listening

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Explore putting ice cubes on and taking them off a plate. Give simple requests and use your hands to point or prompt the child, e.g., "May I have this ice cube? Now put it here on the plate."

Give each child a plate with an ice cube on it. Give them a Polar Bear Card and give simple directions such as, "Can you put the bear on the ice? Can the bear run around the ice?" As the children play, narrate where you see each child put the bear and ice.

Give each child a plate with an ice cube on it. Ask, "Where can you put your polar bear?" Give simple directions that include position words, e.g., above, below, next to, on top of, under the ice cube.

Encourage two children to work together and give each other directions on where to put the polar bear and ice. Make up stories about why the ice and polar bear are moving around the plate.