

# Authentic Assessment

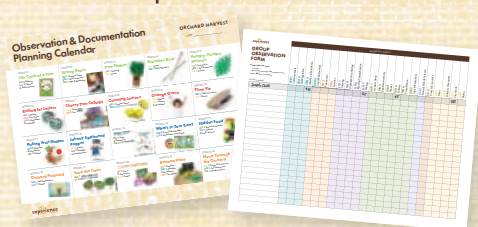
OBSERVE AND DOCUMENT LEARNING • INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE



**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

## ORCHARD HARVEST

DATE \_\_\_\_\_

<p>LESSON 1 <b>Life Cycle of a Tree</b></p> <p>MR 5 Patterns SCI 2 Natural &amp; Earth Science</p> 	<p>LESSON 2 <b>Strong Roots</b></p> <p>MR 1 Number Sense SED 1 Self-Awareness MR 7 Logic &amp; Reasoning</p> 	<p>LESSON 3 <b>Tree Shaker</b></p> <p>LLD 1 Listening CA 1 Music</p> 	<p>LESSON 4 <b>Branches Beat</b></p> <p>CA 1 Music SED 2 Self-Regulation</p> 	<p>LESSON 5 <b>Hungry, Hungry Animals</b></p> <p>PD 2 Fine Motor SED 1 Self-Awareness CA 4 Drama</p> 
<p>LESSON 6 <b>Rolling for Letters</b></p> <p>LLD 7 Writing PD 2 Fine Motor LLD 4 Alphabetic Knowledge</p> 	<p>LESSON 7 <b>Cherry Tree Collage</b></p> <p>CA 3 Visual Arts PD 2 Fine Motor</p> 	<p>LESSON 8 <b>Counting Lemons</b></p> <p>MR 1 Number Sense SED 3 Attention &amp; Persistence</p> 	<p>LESSON 9 <b>Orange Grove</b></p> <p>CA 4 Drama CA 2 Dance &amp; Movement</p> 	<p>LESSON 10 <b>Plum Pie</b></p> <p>SED 1 Self-Awareness CA 4 Drama</p> 
<p>LESSON 11 <b>Picking Fruit Shapes</b></p> <p>SED 3 Attention &amp; Persistence MR 3 Shapes</p> 	<p>LESSON 12 <b>Johnny Appleseed Puppet</b></p> <p>CA 4 Drama LLD 6 Reading Comprehension</p> 	<p>LESSON 13 <b>Bug Hunt</b></p> <p>MR 7 Logic &amp; Reasoning MR 6 Classification</p> 	<p>LESSON 14 <b>What's in Your Tree?</b></p> <p>SED 4 Social Relationships LLD 4 Alphabetic Knowledge</p> 	<p>LESSON 15 <b>Hidden Food</b></p> <p>MR 2 Spatial Awareness SCI 2 Natural &amp; Earth Science</p> 
<p>LESSON 16 <b>Orchard Postcard</b></p> <p>SED 1 Self-Awareness LLD 7 Writing</p> 	<p>LESSON 17 <b>Save the Trees</b></p> <p>MR 7 Logic &amp; Reasoning SS 2 Civics &amp; Economics</p> 	<p>LESSON 18 <b>Farmer's Market</b></p> <p>SS 2 Civics &amp; Economics CA 4 Drama</p> 	<p>LESSON 19 <b>Banana Plant</b></p> <p>PD 5 Nutrition SED 3 Attention &amp; Persistence PD 2 Fine Motor</p> 	<p>LESSON 20 <b>Move Through the Orchard</b></p> <p>CA 2 Dance &amp; Movement SED 1 Self-Awareness MR 1 Number Sense</p> 



## LESSON 1

# Life Cycle of a Tree



### SUPPLIES

- Spinner & Card
- Life Cycle Circles
- Tray
- Scissors

### MR 5 Patterns

Identifies, reproduces and creates patterns.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### MR 5 Patterns

Cut the Life Cycle Circle into slices. Encourage the child to play peekaboo with one of the slices. Does the child mimic your facial expressions?

Cut the Life Cycle Circles into slices and look at the pictures on the spinner. Give each child one piece of a circle. Spin and ask whoever has the matching piece to stand up. Then invite that child to sit down and spin again.

Cut the Life Cycle Circles into five slices and put them all on a tray. Encourage the children to take turns spinning and collecting pieces until they have all five pieces. If a child spins a piece they already have, collect no piece and spin again until all five pieces are collected. Put in order: seed, sprout, tree, flower and fruit.

Repeat the game, but remove one of the Life Cycle Circle slices from the pile. Encourage the children to identify the missing piece. Talk about the life cycle of trees throughout the day, asking the children questions about what comes next.

# Strong Roots



## SUPPLIES

- Playdough
- Paper plates
- Nature items: sticks
- Sensory Mat: li & 3
- Yarn
- Paper
- Tape



**BENCHMARK 1**

**BENCHMARK 2**

**BENCHMARK 4**

**BENCHMARK 6**

## MR 1 Number Sense

Identifies numerals. Determines quantity.  
Understands operations.



## MR 1 Number Sense

Create a plant with roots (yarn) extending to the bottom of the paper. Tape the roots paper to the floor and let the child explore the texture of the roots. Count the roots out loud.

Roll the playdough into logs and talk about how it looks like the letter I. Place the playdough on the mat to make the letter I. Turn the mat over and put three pieces of dough on the mat, then count to three.

Ask, "How do you think roots help a tree?" Encourage each child to choose a stick and try to stand it up on one end. Why does it fall? Give each child a paper plate and some playdough. Encourage the children to use the materials to problem-solve ways to help the stick stand up. Discuss any challenges or discoveries the children experience. Invite the children to count the total number of sticks aloud together.

Encourage the children to work together to make 10 sticks stand up in the playdough. Invite the children to identify how many small sticks and long sticks are used (e.g., 3 short and 7 long equals 10 sticks). Discuss challenges and discoveries.

# Tree Shaker



## SUPPLIES

- Dancing in the Orchard* album\*
- Core & lids
- Festoon
- Glue/tape
- Crayons or markers
- Shaker mix: nature items
- Scissors
- Rattle or music shaker

## LLD 1 Listening

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

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## LLD 1 Listening

Give the child a rattle or shaker toy. Play the song and encourage the child to shake their rattle when you say "Shake, shake."

Give each child a core and go outside to fill it with nature items. Tape lids securely. Go inside to play the music. Encourage the children to mimic you as you shake and march. Pause the music and stop. Resume and repeat.

Give each child a core and invite them to decorate as desired. Go outdoors to fill it with nature items, e.g., rocks, twigs and acorns. Go back inside, play the song and invite the children to shake and march. Encourage them to listen for one key word in the song. Stop shaking at that word, then resume.

Ask the children questions about different parts of the tree (e.g., branches hold leaves and fruit, bark protects the trunk). Encourage the children to point to their shakers as they answer the questions. While listening to the music, have the children listen for a word, freeze and stand like a tree when they hear it. Resume the music.

# Branches Beat



## SUPPLIES

- Dancing in the Orchard* album
- Twigs
- Rhythm sticks or claves



## CA 1 Music

Expresses through music. Develops rhythm and tone.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



#### CA 1 Music

Play the song and encourage the child to mimic your facial expressions and actions, as they clap to the beat.

Play the song. Give each child a stick and encourage them to tap the stick on a table and follow the speed of the song.

Play the song. Give each child two twigs and encourage them to copy the beats heard in the song by tapping the twigs together or pounding them on the floor. Use rhythm sticks or claves, and compare the sounds to real twigs.

As the children copy the beats of the music, encourage them to sing loudly and quietly with the song. Tap or pound loudly and quietly at the same time.

# Hungry, Hungry Animals



## SUPPLIES

- Yarn
- Leaf Shape
- Beads
- Crayons/makers
- Stickers: *Forest Friends: Bear Waits*
- Background paper
- Tape
- Colored blocks



## PD 2 Fine Motor

Builds strength and coordination of small movements.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## PD 2 Fine Motor

Place large blocks on the floor in the shape of a caterpillar. Encourage the child to reach or crawl towards the caterpillar. Invite them to manipulate the pieces. Name the color of the block in the child's hand.

Partially peel the stickers, if necessary, to help the children begin to use a pincer grip. Allow them to figure out how to get the stickers off their fingers and onto the paper. Allow them to place the stickers wherever desired. Encourage them to draw food for the animals next to the stickers.

Encourage each child to color on the leaf. Add tape to the ends of the yarn and invite the children to thread beads onto the yarn to make a caterpillar. Invite the children to practice weaving the caterpillar through the holes in the leaf and tell a story about a hungry caterpillar as they play.

Set out additional green paper and child-safe scissors. Encourage the children to trace the outline of the leaf and cut along the line with the scissors to create more leaves. Invite the children to draw different foods their caterpillar might eat on each leaf.

# Rolling for Letters



## LLD 7 Writing

Uses writing to represent meaning.

### SUPPLIES

- Apple Paper
- Pocket Cube
- Cube Cards: Apples & Letters
- Permanent marker
- Crayons
- Variety of objects (some round)
- Highlighter
- Paper
- Scissors



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### LLD 7 Writing

Cut a piece of paper into an apple shape. Using large crayons, encourage the child to scribble and make random marks on the apple paper.

Show the children the Pocket Cube and encourage them to point to the letters they see. Invite one child to roll the Pocket Cube. If it lands on a letter, say the name of the letter aloud with the children. Help the children trace the matching highlighter letter on their Apple Paper. When an apple is rolled, roll again.

Set out a variety of objects and encourage the children to explore rolling them. Show the Pocket Cube to the children and encourage them to point to the letter E and the letter L. Invite one child to roll the cube. Identify the letter facing upward, then invite the children to write that letter on the Apple Paper. If an apple appears, roll again.

As they roll, invite the children to predict which letter will be rolled. Encourage the children to write the letters in both upper- and lowercase. Invite the children to use inventive spelling of a word that starts with that letter.

# Cherry Tree Collage



## SUPPLIES

- Title Display
- Inspiration Photo
- Confetti
- Background paper
- Trunk paper
- Glue
- Markers
- Scissors
- Tape
- Paint



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

## CA 3 Visual Arts

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



## CA 3 Visual Arts

Set out paint on a plate. Glue the tree trunk to the background paper and tape the paper to the table. Encourage the child to create handprint "leaves" on their trees.

Help the children each trace their arm on the trunk paper. Explain that this will become the tree trunk. Cut out the tree trunks and help the children glue them onto the background paper. Invite them to add branches to the trunks, then dot the glue and add confetti "blossoms."

Help each child trace their arm on the trunk paper. Explain that these outlines will become "tree trunks." Ask, "What do you notice about the photo? What colors do you see? How can you decorate your page?"

After creating their trees, invite the children to explain how it was made. Ask questions about the techniques and tools used to make their tree "bloom."

# Counting Lemons



## SUPPLIES

- Counting Lemons Cards
- Yellow Playdough
- Scissors
- Yellow balls (2)

## MR 1 Number Sense

Identifies Numerals. Determines quantity. Understands operations.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 1 Number Sense

Set out two yellow balls. Encourage the child to reach for and play with the balls. Count the balls aloud. Hide one of the balls behind your back and invite the child to look for it.

Make playdough "lemons" together. Point to the number 1 on the Counting Card, saying "one" aloud. Encourage the children to mimic you, then a child adds one lemon to the card. Repeat with the number two.

Make playdough "lemons." Encourage the children to choose a Counting Lemons Card to use as a play mat. Identify the number and put the same amount of playdough "lemons" in the grid.

Encourage the children to create the "lemons" from the Counting Lemon Cards. With a peer, invite the children to add up the number of "lemons" between them. Ask, "How many more lemons would you need to get to 10? How many would you need to take away?"

# Orange Grove



## SUPPLIES

- ☑ *Dancing in the Orchard* album

## 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

Play the song and encourage the child to mimic movements and facial expressions as they dance.

Invite the children to listen to the song and dance what they hear. Some children may hear words to prompt their movements; others may just hear rhythms and wiggle.

Play the song. Invite the children to mimic the movement cues in the lyrics with their own movements.

Invite the children to create their own movements to the lyrics as a group. Encourage them to problem-solve together how they will move to the music. Play the music and listen for the cues.

# Plum Pie



## SUPPLIES

- Pie tin
- Pompom
- Poem Card
- Scissors
- Crayons
- Tape
- Various toys



## SED 1 Self-Awareness

Knows self and increases confidence.  
Expresses curiosity, preference and initiative.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SED 1 Self-Awareness

Set out the pie tin and toys in front of the child. Encourage the child to explore placing the toys inside the pie tin. Invite them to investigate their reflection or use the tin to make noise. Watch how the child vocalizes and explores the materials.

Give the child a piece of tape and help them attach the poem card to the top of the pie tin, with the poem facing down. Invite the child to open the flap and put the pompom inside. Read the poem aloud to the children and invite them to pull out the "plum" from the pie. Ask, "Do you like pie? What kind is your favorite?" Pretend to bake and sell pies in a pie shop role-play, if desired.

Encourage the children to put the pie tin upside-down on the Poem Card and trace around it. Cut out the circle. Tape one edge onto the tin. Lift the flap and put the pompom inside. Recite the poem and pull out the "plum" (pompom) from the pretend pie. Invite the children to set up a pie shop. Pretend to bake and sell pies.

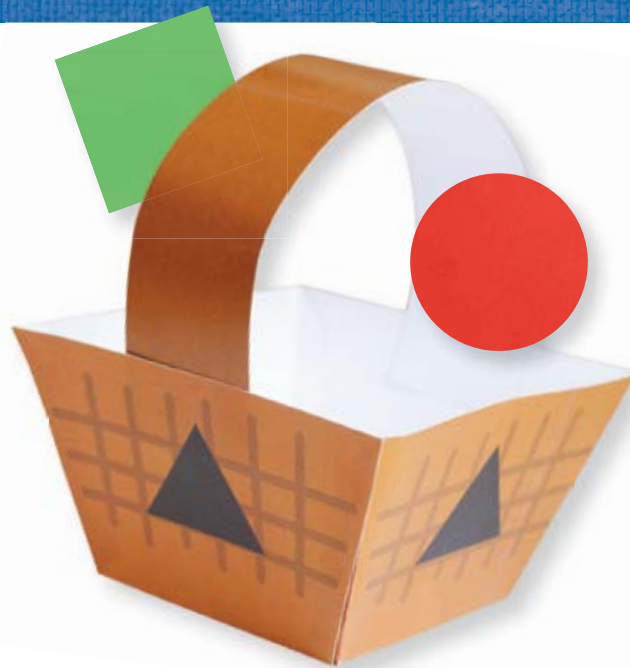
While deciding on roles in the pie shop, encourage the children to negotiate which role they would like to play. For example, if one child does not want to be the baker, how could they problem-solve to be the seller or customer (e.g., set a timer, both be sellers and bakers)?

# Picking Fruit Shapes



## SUPPLIES

- Foam shapes (save for later use)
- Cube Cards: Shapes
- Baskets: Shapes
- Tweezers
- Pocket Cube
- Scissors
- Tape
- Masking tape
- Stapler
- Basket/container
- Variety of shape toys



## SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SED 3 Attention & Persistence

Set out a basket or container of toys on the floor. Encourage the child to dump and fill the basket with the toys. Identify shapes in the child's hands. Does the child stay engaged with this activity?

Stick the foam shapes to the wall and assemble the baskets. Use only two shapes and two baskets. Encourage the children to take turns reaching up and removing a shape. Help them name the shapes. Then ask them to put each shape in the matching basket.

Assemble the baskets and put the Cube Cards in the Pocket Cube. Hang the foam shapes with tape at different heights on the wall. Roll the cube, then name a color and shape, e.g., "yellow circle." Invite a child to find that shape and pull it off the wall with tweezers. Encourage them to put the foam shapes in the matching baskets.

Place the baskets across the room with obstacles (e.g., toys, blankets, pillows) in front of them. As the children remove the shapes from the wall, have them race to the baskets, avoiding the obstacles in their path.

# Johnny Appleseed Puppet



## SUPPLIES

- Storybook: *Johnny*
- Craft stick
- Puppet body
- Clothing shapes
- Tape/glue
- 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 the puppet. Show the child the puppet and play peekaboo with them. Encourage the child to mimic facial expressions.

Give each child a shirt to color. Color them together, then glue them onto each child's Puppet. Repeat with the pants and hat. Read the story about Johnny Appleseed as the children hold their puppets.

Give each child a Puppet body, then invite them to choose a shirt shape and color it. Repeat with the pants and hat. Help the children glue the clothing shapes to the Puppet, then tape or glue to the craft stick. Read the book aloud and encourage the children to use their puppets to act out the story. Ask simple why/what/where questions as you read.

Encourage the children to plan a play with the Johnny Appleseed puppets. What role will each child play? What will happen in the story? Encourage the children to perform the play for the class.

# Bug Hunt



## SUPPLIES

- Bug Hunt sheet
- Digging tools
- Magnifying glasses
- Crayons/markers
- Clipboards
- Paper



## MR 7 Logic & Reasoning

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

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 7 Logic & Reasoning

Take a walk with the child and look for bugs. Describe the insects found and note the child's reaction.

Place digging tools and magnifying glasses outside for the children to find bugs with. Give the children a clipboard with paper and crayons or markers. Ask, "What kinds of bugs do you think you'll find outside?" Take the children outside and help them use the tools to dig and look for bugs. Encourage the children to draw pictures of bugs on their paper.

Place digging tools and magnifying glasses outside for the children to find the bugs with. Encourage the children to check the bugs they find on the Bug Hunt sheet. Draw any other bugs that are found.

Ask the children questions to problem-solve if bugs are not found. "What could we do to invite the bugs out of hiding? Where would we look for hiding bugs? Where do they live and where should we look? Will we find different types of bugs, based on the weather?"

# What's in Your Tree?



## SUPPLIES

- What's in Your Tree Game
- Bin
- Scissors
- Nature items: dirt, twigs, leaves
- Animal figurines (optional)
- Playdough (brown & 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

Set out green and brown playdough and animal figurines on the table. Encourage the child to press the animals into the playdough. What impressions do they see? What is living in their "tree"?

Choose a Game Card and say the word aloud. Emphasize the beginning sound. Encourage the children to say the word aloud and mimic the beginning sound with you. Add the card to the game board. Repeat with the rest of the Game Cards.

Set out a bin of dirt, twigs and leaves. Include animal figurines if you have them. Encourage the children to explore building holes, dens or nests in the dirt. Set out the Game Cards face-up. Invite a child to spin for a letter, then choose a card with the matching beginning sound to place on their tree. While the children wait their turn, invite them to practice writing the letter in the dirt. Continue until all of the players have filled their trees with a card for each letter.

Continue playing until all of the players have filled their trees with a card for each letter. Ask problem-solving questions such as, "If your tree was next to your friend's tree, how would the animals get along?"

# Hidden Food



## MR 2 Spatial Awareness

Understands how objects move in space.  
Determines object location.

### SUPPLIES

- Small balls or pompoms
- Blocks



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### MR 2 Spatial Awareness

Set the blocks in front of the child.  
Encourage the child to move the blocks in their hands and around their body. Play peekaboo with them.

Build a hiding spot for the “food” (pompom). Encourage the children to build their own hiding spots for their “food.” Ask, “Where do you think squirrels hide their food? Why would they hide their food?”

Put small balls or pompoms in the block area. Build hiding spots around the “food.” Ask, “Where do you think squirrels hide their food? What would be the best place to hide food? What do you think a squirrel’s home looks like?”

Encourage the children to create structures. Ask the child questions about their hiding spots and what they created. Invite the children to use directions as they guess where the food is hidden (e.g., “Look under the yellow blocks.”).

# Orchard Postcard



## SUPPLIES

- Postcard
- Conversation Poster
- Crayons
- Paint: red, pink
- Inspiration photo
- Frame
- Paper
- Pompoms
- Plates
- Paper



## SED 1 Self-Awareness

Knows self and increases confidence.  
Expresses curiosity, preference and initiative.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SED 1 Self-Awareness

Set out paper and a plate with various paint colors. Encourage the child to use their fingers to dot on the paper with the paint. When dry, add a note about all of the different fruits and nuts growing in an orchard.

Invite the children to use a pompom to stamp cherries onto their paper. Talk about the different fruits that can be found in an orchard. Ask, "What is your favorite fruit?" When dry, help the child write a note on the back of their paper and ask who they want to send their picture to.

What color are walnuts? Explain that walnuts grow inside a round, green husk. Inside the husk is the hard, brown shell that holds the nut we eat. Ask, "How can you make walnut prints with paint? Could you use your finger? What will you draw on your postcard? Will you draw an animal eating a walnut?"

Encourage the children to create a design using the supplies. Does the child make intentional marks (e.g., adding leaves, making details on the walnuts)? Ask prompting questions to determine their process.

# Save the Trees



## SUPPLIES

- Tree Toppers
- Foam die
- Clothespins
- Mini ball
- Scissors
- Glue/tape
- Clothespins (optional)
- Contact paper or tape
- Nature items
- Tape
- Paper tree trunks



## MR 7 Logic & Reasoning

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

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 7 Logic & Reasoning

Attach nature items (e.g., leaves) to the paper tree trunk using contact paper or tape. Hang it on the wall and encourage the child to explore the textures. Note their reactions.

Put the trees on the floor around the room. Roll the die and invite the children to run with you over to the first tree. Count the fruit. Does it match the number you rolled? If not, run to the next tree and count the fruit. Keep running until you find the matching quantity fruit tree. Talk about how soon all of the trees will be gone and invite the children to help you plant the trees and play again.

Cut out the Tree Toppers and attach each one to a clothespin. Arrange Toppers 1-6 in a row at one end of the room. Invite the children to take turns rolling the die, then trying to use the ball to knock over the corresponding numbered Topper. If desired, invite the children to help you set up all 12 Toppers that get knocked over each round.

Invite the children to roll the die twice, taking turns. Invite the child to plan which Toppers they will knock over. After rolling the ball once, ask, "Which of the toppers should you avoid to get the total number rolled? (e.g., if the last number is 5, the cannot knock over a 7)"

# Farmer's Market



## SUPPLIES

- Fruit Letters
- Basket/containers
- Scissors
- Play dollars
- Bag
- Play food
- Printed labels
- Tape
- Play money
- Crayons



## SS 2 Civics & Economics

Follows rules, limits and economics.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SS 2 Civics & Economics

Place a basket and play food in front of the child. Encourage them to grasp the food and place it in the basket. Name the food in the child's hands.

Set up a pretend market with toy fruit. Pretend to go shopping and trade money for fruit. Ask each child to give you one dollar for each fruit.

Create a simple fruit and vegetable stand by setting out baskets and containers. Place play food in the baskets. Print labels and set out play money, if desired. Ask, "What might you see at a farmer's market? How much does one piece of fruit cost? Would you rather be a seller or a buyer?"

Encourage the children to exchange the play money for "food," counting out the correct number of bills aloud.

# Banana Plant



## SUPPLIES

- Title Display
- Inspiration Photo
- Starch Noodles
- Craft stick
- Paper
- Scissors
- Damp cloth/sponge
- Nature items: grass, leaves, etc.
- Water
- Washcloth
- Sponges
- Paint (green, brown, yellow)



## PD 5 Nutrition

Follows healthy nutrition routines.

**BENCHMARK 1**

**BENCHMARK 2**

**BENCHMARK 4**

**BENCHMARK 6**



## PD 5 Nutrition

Set out paper, paint (green, brown and yellow) and sponges. Encourage the child to dip the sponge in the paint and create banana trees.

Talk about bananas and explain that they grow on trees. Do the children like to eat bananas? Help the children glue leaves onto the top of a craft stick to make a banana tree. Hand each child a damp starch noodle to press onto the "tree." Color starch noodles, if desired.

Look outside for grass, leaves or other natural textures. Ask, "What do you notice about the photo? How is a banana plant similar to and different from other trees? What colors and shapes do you see? How will you use the craft stick? How will you use the noodles to create a banana sculpture?"

As the children create, ask, "What are some nutritious ways you can eat bananas?" Have the children share ways they like to eat bananas.

# Move Through the Orchard



## CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

### SUPPLIES

- Cube Cards: Movement
- Conversation Posters (from Lessons 6-10)
- Pocket Cube
- Tape
- Blocks
- Scissors
- On the Go* album

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### CA 2 Dance & Movement

Show the child a variety of movements (e.g., clapping, tapping, wiggling). Encourage the child to mimic the movements they see. Help them clap their hands and tap their feet.

Play the song. Roll the Pocket Cube. Demonstrate the movement for the children and encourage them to mimic it or follow along together. Continue to roll the Pocket Cube and perform the movements together.

Set out the Conversation Posters on the floor. Invite a child to suggest a way to move, then encourage everyone to move in that way. Encourage a child to roll the Pocket Cube. Invite the child to follow the movement suggestion as they review the basic concepts.

As the children move, invite them to dance with a specific feeling, e.g., "Jump like you're mad 3 times, clap like you're happy 4 times or twirl like you're sad once."