

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 1
A-A-Alligator



CA 2 Dance & Movement
Expresses through dance. Develops movement techniques.

SUPPLIES
 Dancing from A to Zoo album
 A to Zoo album
 Song Card: A
 Little Zoo album
 Scissors

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

CA 2 Dance & Movement
Rock the child back-and-forth, clapping like an alligator mouth, to the beat of the song.

Play the song. Show the children how to put hands above head with feet wide to form a capital A. Then open and shut arms and pretend to be an alligator chomping the /a/ sound. At the end of the song, show the children the Song Card and explain that "alligator" begins with the /a/ sound. Take turns saying the /a/ sound.

Ask, "How would an alligator move if it was angry?" (Furrowed? Scared?) Create movements for different emotions as a group. Play the song and select a dance leader. Encourage the children to follow the leader's "alligator" movements as emotions are named.

experience
EARLY LEARNING

Observation & Documentation Planning Calendar

A TO ZOO

DATE _____

LESSON 1 A-A-Alligator CA 2 Dance & Movement PD 1 Gross Motor	LESSON 2 Bird Puppets CA 4 Drama LED 6 Reading Comprehension LED 7 Writing	LESSON 3 Camel Crossing CA 1 Music PD 1 Gross Motor SED 4 Social Relationships	LESSON 4 Match the Shapes MR 6 Classification MR 3 Shapes	LESSON 5 Loud Elephants SED 1 Self-Awareness SED 2 Self-Regulation LED 1 Listening
LESSON 6 Red Puppet Alphabetic Sign The Motor Skill Arm	LESSON 7 Gorilla Portrait CA 1 Visual Arts CA 4 Drawing	LESSON 8 Mud Play MR 1 Number Sense MR 6 Classification	LESSON 9 Inchworm SCI 2 Natural & Earth Science CA 3 Visual Arts	LESSON 10 Dancing Jellyfish SED 2 Self-Awareness SED 3 Self-Regulation CA 5 Dance & Movement
LESSON 11 Textures For the	LESSON 12 Moose Antler Game MR 1 Number Sense LED 1 Listening	LESSON 13 A to Zoo Names LED 7 Writing SED 1 Self-Awareness LED 2 Communication	LESSON 14 Dancing Around the Den SED 4 Social Relationships MR 7 Logic & Reasoning	LESSON 15 Rattlesnake Slither PD 1 Gross Motor SED 4 Social Relationships
LESSON 16 Snakes For the	LESSON 17 Jumping Tiger LED 1 Listening PD 1 Gross Motor	LESSON 18 Twig Measure MR 4 Measurement SED 4 Social Relationships MR 6 Classification	LESSON 19 Zoo Movements LED 1 Listening LED 1 Self-Awareness	LESSON 20 Zoo Book PD 2 Fine Motor LED 7 Writing LED 5 Concepts of Print

experience
EARLY LEARNING

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 4 Social Relationships	PD 1 Gross Motor	PD 2 Fine Motor	LLD 1 Listening	LLD 2 Communication	LLD 4
Sample Child		4M						
Tomás		4M				3E		



Observation & Documentation Planning Calendar

A TO ZOO

DATE _____

<p>LESSON 1 A-A-Alligator CA 2 Dance & Movement PD 1 Gross Motor</p> 	<p>LESSON 2 Bird Puppets CA 4 Drama LLD 6 Reading Comprehension LLD 7 Writing</p> 	<p>LESSON 3 Camel Crossing CA 1 Music PD 1 Gross Motor SED 4 Social Relationships</p> 	<p>LESSON 4 Match the Shapes MR 6 Classification MR 3 Shapes</p> 	<p>LESSON 5 Loud Elephants SED 1 Self-Awareness SED 2 Self-Regulation LLD 1 Listening</p> 
<p>LESSON 6 Fox Puppet LLD 4 Alphabetic Knowledge PD 2 Fine Motor CA 3 Visual Arts</p> 	<p>LESSON 7 Gorilla Portrait CA 3 Visual Arts CA 4 Drama</p> 	<p>LESSON 8 Mud Play MR 1 Number Sense MR 6 Classification</p> 	<p>LESSON 9 Inchworm SCI 2 Natural & Earth Science CA 3 Visual Arts</p> 	<p>LESSON 10 Dancing Jellyfish SED 2 Self-Regulation CA 2 Dance & Movement</p> 
<p>LESSON 11 Llama Textures PD 2 Fine Motor CA 3 Visual Arts</p> 	<p>LESSON 12 Moose Antler Game MR 1 Number Sense LLD 1 Listening</p> 	<p>LESSON 13 A to Zoo Names LLD 7 Writing SED 1 Self-Awareness LLD 2 Communication</p> 	<p>LESSON 14 Dancing Around the Den SED 4 Social Relationships MR 7 Logic & Reasoning</p> 	<p>LESSON 15 Rattlesnake Slither PD 1 Gross Motor SED 4 Social Relationships</p> 
<p>LESSON 16 Counting Snakes MR 1 Number Sense MR 4 Measurement</p> 	<p>LESSON 17 Jumping Tiger LLD 1 Listening PD 1 Gross Motor</p> 	<p>LESSON 18 Twig Measure MR 4 Measurement SED 4 Social Relationships MR 6 Classification</p> 	<p>LESSON 19 Zoo Movements LLD 1 Listening SED 1 Self-Awareness</p> 	<p>LESSON 20 Zoo Book PD 2 Fine Motor LLD 7 Writing LLD 5 Concepts of Print</p> 

A-A-Alligator



SUPPLIES

- Dancing from A to Zoo* album
- A to Zoo* album
- Song Card: A
- Little Zoo* album
- Scissors

CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Rock the child back-and-forth, clapping like an alligator mouth, to the beat of the song.

Play the song. Show the children how to put hands above head with feet wide to form a capital A. Then open and shut arms and pretend to be an alligator chomping the /a/ sound. At the end of the song, show the children the Song Card and explain that "alligator" begins with the /a/ sound. Take turns saying the /a/ sound.

Play "A Is for Alligator," track 1 on the *Dancing from A to Zoo* album. Dance like an alligator might dance. Stand up on two legs and reach or lie on your tummy and crawl.

Ask, "How would an alligator move if it was angry? Frustrated? Scared?" Create movements for different emotions as a group. Play the song and select a dance leader. Encourage the children to follow the leader's "alligator" movements as emotions are named.

LESSON 2

Bird Puppet



SUPPLIES

- Bird shapes (2)
- Feathers
- Craft sticks
- Markers/crayons
- Glue
- Tape
- Paint
- Plate
- Puppet (or sock)



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

While the child is on their back, move the puppet closer, then farther away from them. While the child gazes at the puppet, begin to open and close the puppet's mouth and pretend it is sitting on the child's arm. Observe how they react to the pressure and touch on their arm and other body parts.

Give each child a bird shape and squeeze paint on a plate. Squeeze a little paint on the bird and invite the child to move the paint around with a feather. Press the feather into the wet paint so that it dries attached to the bird. Tape on a craft stick. Give simple one-step directions, such as, "Twirl around while holding your bird."

Ask, "Where have you seen a bird sitting?" Invite each child to decorate two birds, then attach craft sticks. Invite the children to play with the bird puppets as you recite the rhyme together. Insert the children's names into the rhyme. If desired, name a different body part each time.

Create the bird puppets. Make up a play about the birds flying around trees. Use the rhyme as a guide. Assign parts and perform.

Camel Crossing



SUPPLIES

- Dancing from A to Zoo* album
- A to Zoo* album
- Song Card: C
- Little Zoo* album
- Blocks
- Cups



CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

While the child is on their back, play the song. Help the child find their toes and hold them as the song plays. Touch the big toe during the first verse, then wiggle each smaller toe during the following verses.

Play the song. Invite the children to sit around a table and explore pounding an upside-down cup on the table. Explain that camels walk and make a /c/ "clop clop" sound. Play the song and pound the cups freely on the table.

Play "C Is for Camel," track 3 on the *Dancing from A to Zoo* album. Invite the children to crawl around the room and balance a block on their backs. Pretend to be camels helping others across the desert.

Play the song and assign a music leader. Encourage the children to follow the leader. Everyone balances the block and moves in the same way as the leader.

Match the Shapes

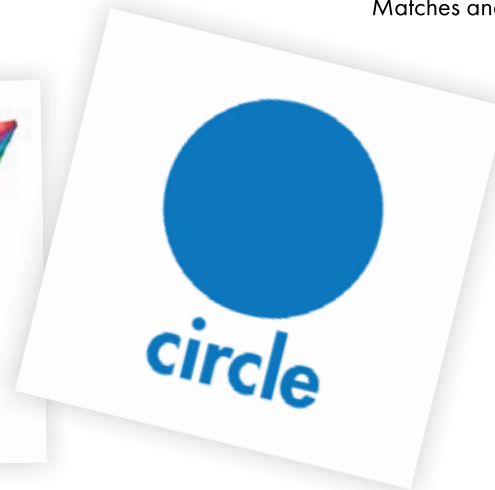


MR 6 Classification

Matches and sorts.

SUPPLIES

- Match the Shapes Cards
- Shape Matching Cards
- Pocket Cube
- Scissors
- Tape
- Tray



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Insert one set of cards into the cube, then hand it to the child. Point at the shape and name it, then trace the outline of the shape.

Cut apart the Shape Matching Cards. Put one Shape Card on the table. Talk about the shape. Then show the children two other Shape Cards. Which one has the same shape? Invite one child to stack the two matching Shape Cards. Repeat with another shape.

Cut apart the Matching Cards and set them out face-up on the table randomly. Invite the children to take turns finding one card, then its match. Encourage the children to name the shape each time a card is selected. Set aside the matched sets until all of the cards are paired. If desired, work in teams of two and encourage the first child to pick a card, then challenge their peer to find the match.

Set out the Matching Cards facedown on the table. Invite the children to take turns flipping one card, then another, looking for its match. Encourage them to name the shape each time a card is selected. Repeat until all of the cards are matched sets. Flip the cards over and sort them by trait (e.g., color or size).

Loud Elephants



SUPPLIES

- Dancing from A to Zoo* album
- A to Zoo* album
- Song Card: E
- Little Zoo* album
- Paper
- Tape
- Mirror



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

Sit with the child on your lap and look into a mirror together. Play the song. Make elephant sounds and move your mouth in exaggerated ways. Look in the mirror first, then look at the child. Observe how they study your mouth and attempt to mimic the sound.

Roll a piece of paper into a tube for each child. Play the song. Show the children how to hold the tube at their nose and pretend it is an elephant trunk. Encourage the children to look in the mirror to see their "trunks." Dance together. At the end of the song, show the children the Song Card and explain that "elephant" begins with the /e/ sound. Take turns saying the /e/ sound. Ask, "What do you like about elephants?"

Ask, "Do you prefer loud sounds or quiet sounds? Why?" Explain that elephants can create sounds through their trunks called trumpeting. Encourage the children to roll up a piece of paper and tape to secure. Explore using the paper tubes to make different kinds of elephant sounds. Play "E Is for Elephant," track 5 on the *Dancing from A to Zoo* album. Encourage the children to do a stomping dance to the music.

Encourage the children to roll a piece of paper and tape to secure it. Ask, "If you were an elephant, how would you communicate?" Explore using the tubes to make different kinds of elephant sounds that mean different things. Play the song. Encourage the children to choose to stomp or trumpet to the music.

Fox Puppet



SUPPLIES

- Conversation Poster
- Letter F shape
- Wiggle eyes
- Pompoms
- Sticker eyes
- Scissors (child-safe)
- Markers/crayons
- Glue
- Blankets or towels



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

Create the Letter F Fox Puppet. Play peekaboo with the puppet by hiding it under the blanket/towel. Ask, "Where is the fox?"

Set out one letter F shape for each child. Cut a large fox tail for each child from the extra red paper. Encourage the children to color and decorate their letter F freely. Talk about how "fox" begins with the letter F. Add sticker eyes and pompom nose.

Ask, "What parts of you are similar to a fox?" Encourage the children to discuss ways to turn the Letter F into a fox. Invite the children to remove the F from its frame then use the leftover paper to cut a tail and/or ears. Attach to the Letter F. Decorate the fox as desired. Set out blankets and chairs for the children to build a fox den. Pretend their fox is hiding or sleeping inside.

Ask, "What sound does the letter F make? The letter O? The letter X? If we put all of those sounds together, what word do they create?" Encourage the children to write the word "fox" on their letter F. Decorate the fox as desired. Set out blankets and chairs for the children to build a fox den.

Gorilla Portrait



SUPPLIES

- Title Display
- Inspiration Photo
- Comb
- Gorilla Portrait
- Background paper
- Paint
- Stuffed animals
- Glue
- Nature items
- Zip bag
- 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

Fill a clear zip bag with paint and paper. Seal securely with tape. Encourage the child to create designs with their hands on the bag, moving the paint around.

Set out the Inspiration Photo and other materials. Point to the Inspiration Photo and ask, "Do you see the gorilla's fur?" Invite the children to create "fur" on their painting by dipping the comb in the paint. Help the child spread glue over the background paper. Encourage them to glue the nature items to the paper and create a habitat. Ask, "What is the gorilla doing in the habitat?"

Set out the Inspiration Photo and additional materials. Ask, "What do you notice about the gorilla? How can you use a tool to make your portrait? Will you add more details? How? What do you think your gorilla likes to eat? How would you play if you were a gorilla?"

Encourage the children to experiment with the comb and paint. Ask, "What do you notice about the gorilla? What details will you add to your portrait? How will you use the materials to make the gorilla?"

LESSON 8

Mud Play



SUPPLIES

- Bear counters*
- Die
- Bin of dirt
- Small pitcher or bottle of water
- Water bottles with lids



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Fill water bottles with different consistencies of mud. Secure the lids. Explore shaking and playing with the bottles. Talk about which one has the thick mud.

Add water to the bin of dirt and mix well. Sit with the children and give each child one bear. Take turns saying “hello” to each bear and inviting them to come to the Bear Mud Party. Name your bear’s color and ask if the child has the same color bear. Pretend to walk bears over to the bin of mud and have them jump in. Count each bear as it jumps into the mud. Have fun playing with the bears together.

Set out a bin of dirt, water and the Bear Counters. Encourage the children to make a mud lake in the dirt. Invite a child to roll the die and put the same number of bear counters in the lake. Repeat until all of the bears are in the mud.

Encourage the children to make a mud lake in the dirt. Invite a child to roll the die twice. Have them add the two rolled numbers together and put the same number of bear counters in the lake. Repeat until all of the bears are in the mud. Explore adding and taking away counters. Count aloud together.

LESSON 9

Inchworm



SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Fork
- Background paper
- Paint
- Tape or Glue
- Scissors
- Nature items
- Plate
- Yarn
- Bottle
- Water



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

Add yarn to a clear plastic bottle filled with water. Seal the lid well. Shake and explore the "inchworms" in the sensory bottle.

Squeeze liquid glue on one plate and paint on another plate. Cut the green paper into strips. Look at the photo and talk about the inchworm, colors and shapes. Invite the children to glue paper strips onto their papers like inchworms. Then dip the fork in the paint and create little inchworm legs.

Set out the Inspiration Photo and any additional materials. Cut the green paper into strips, as desired. Ask, "What do you see in the photo? How do inchworms move through the grass? Could you make your paper strip into an inchworm? How could you make it 3D? Will you make one long inchworm or many small ones? What could you use to make grass markings?"

Set out the materials and encourage the children to create their own inchworm. Invite them to name their inchworm and explain where they live. Discuss what an inchworm would need to survive.

LESSON 10

Dancing Jellyfish



SUPPLIES

- Dancing from A to Zoo* album
- A to Zoo* album
- Song Cards: J
- Little Zoo* album
- Scissors
- Scarves



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

Place scarves around the room. Play the song. Walk around the room while holding the child. Pause at each scarf and lean the child toward it. Observe how they work to grasp the scarf.

Play the song. Ask, "How might your body move when you are sad? Happy?" Demonstrate a "calm" movement by relaxing your arms, then jiggling them back and forth in front of you. Say an emotion out loud and prompt the children to mimic your movements as you dance to the song with that emotion. After the song, sit on the floor. Show the children the Song Card and explain that jellyfish begins with the /j/ sound. Take turns saying, "J is for jellyfish!"

Ask, "How might a jellyfish move?" Encourage each child to give a demonstration. Play "J Is for Jellyfish," track 10 on the *Dancing from A to Zoo* album. Invite the children to move their bodies like jelly and pretend to float as they dance to the music. Remind the children to practice personal space and try not bumping into others.

Play the song. Encourage the children to move their bodies like jellyfish. Ask, "How would a jellyfish move if they were sad? Mad? Excited? When might a jellyfish feel like that?"

Llama Textures



SUPPLIES

- Dancing from A to Zoo* album
- Letter L shape
- Yarn
- Sticker eye
- Background paper
- Yarn
- Little Zoo* album
- Scissors (child-safe)
- Glue
- Crayons or markers
- Plate
- Colorful socks
- Towel



PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

While the child is on their back, roll a towel and place it under their hips to help them see their feet. Play the song. Put colorful socks on their feet. Help bring attention to the socks and observe how they gaze at them, reach for them and kick their feet.

Help the children cut each piece of yarn into many small pieces. Spread glue on the letter L. Encourage the children to pick up and collage the yarn onto their letter L. Talk about llamas and the letter L. Add the sticker eye as desired.

Ask, "How might a llama's wool feel?" Invite the children to remove the Letter L from its frame and make a llama. Encourage them to cut ears and legs from the frame, then attach to the L. Add a sticker eye, then cut yarn into pieces and glue on "wool." Glue the llama onto the paper and decorate as desired. Invite the children to play "L is for Llama," track 12 on the album. Hide llamas around the room, then search for them while a song plays.

Encourage the children to cut out ears and legs from the frame, then attach to the L. Add a sticker eye, then cut yarn into pieces and glue on "wool." Glue the llama onto the paper and decorate as desired. Play the song. Encourage the children to dance with their llamas to the music.

Moose Antler Game



SUPPLIES

- Moose Antler Game
- Mini craft sticks
- Pocket Cube
- Scissors
- Links

MR 1 Number Sense

Identifies numerals. Determine quantity. Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

While the child is sitting propped up, place a link over one of their hands. How does the child explore the cup? Do they shake it off? Do they touch it with their other hand? What emotions do they express?

Set out the Moose Antlers Mat and craft sticks. Name a number, such as two, and hold up two fingers. Invite the child to try and hold up the same number of fingers then find two craft sticks and put them on the moose's antlers. Give simple one-step directions to the child while playing. For example: "Can you put one stick on the moose's nose?"

Insert number cards into the Pocket Cube and place near the Game Board. Invite a child to toss the cube, then count out that amount of "antlers" (sticks). Arrange sticks on the moose to look like antlers. Clear the board and roll again.

Invite a child to toss the cube twice and add the numbers together, then count out that amount of "antlers" (sticks). Arrange the sticks on the moose and take away craft sticks. Count aloud together.

A to Zoo Names



SUPPLIES

- Animal Nametags
- Sensory Mat: A to Z
- Rocks
- Permanent marker
- Paper strips
- Crayons
- Playdough
- Toy animals
- Tray
- Sand



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Fill a tray with sand. Place toy animals in the sand. Explore the texture with hands and bare feet. As you play with the child, write the letter A on their foot with your finger or in the sand. Say the animal names as you point at each of them.

Set out the materials. Name an animal and encourage the child to put playdough on it. Press the dough flat and encourage the children to attempt to copy the letter into the playdough with their fingers. Talk about the letter or what that animal may like to eat.

Write all of the letters in each animal name on the rocks. Set them on the table along with the Animal Nametags, paper strips and crayons. Encourage a child to choose an Animal Nametag. Search for all of the letters in that name on the rocks. Arrange the rocks to make that word.

Encourage a child to select an Animal Nametag and find the letters of that name on the rocks. Then arrange the rocks to spell the name. Repeat by finding the letters of their own name.

Bubbly Letters



SUPPLIES

- Dancing from A to Zoo* album
- A to Zoo* album
- Song Card: P
- Little Zoo* album
- Boxes
- Blanket
- Paper
- Craft sticks
- Markers
- Blocks
- Tissue box



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 propped up, show them the blocks. Play the song and hide the blocks in the tissue box. Observe how the child reacts.

Write the letter P on a small piece of paper for each child. Put one P on the floor in front of each child. Play the song. Give each child a craft stick to hold like a drumstick. Encourage the children to mimic you by tapping the letter P papers. After the song, show the children the Song Card and explain that polar bear begins with the /p/ sound. Play the song again and sing along.

Ask, "Where do you think a polar bear sleeps? Where do you sleep?" Encourage the children to work together to build a cozy den. Play "P Is for Polar Bear," track 16 on the *Dancing from A to Zoo* album. Pretend to be a polar bear and dance or crawl around the den.

Ask, "Where do polar bears live?" Explain that polar bears live in cold climates, swim in the ocean and sometimes can be found on ice. Play the song. Encourage the children to dance like polar bears. When the music pauses, invite them to crawl into the den to sleep.

Rattlesnake Slither



SUPPLIES

- Dancing from A to Zoo* album
- A to Zoo* album
- Song Card: R
- Little Zoo* album
- Rattles or shakers



PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 1 Gross Motor

Help the child sit with support. Play the song and bounce your head along with the movement of the rattle during the song. Pick another movement to do. How does the child mimic the movement or expression?

Give each child a rattle or shaker. Play the song. Invite the children to move like rattlesnakes and slither on their bellies as the music plays. Shake the rattles as they move around the room. After the song, show the children the Song Card and explain that “rattle” and “rattlesnake” both begin with the /r/ sound. Take turns saying the /r/ sound.

Play “R Is for Rattlesnake,” track 18 on the *Dancing from A to Zoo* album. Invite the children to slither to the music and try to make it all the way across the floor on their bellies before the song is over. Attach rattles to the back of each child’s waistband, if possible.

Encourage two or three children to work together to make up dance moves as snakes, using the rattles if desired. Invite them to perform the song for their peers. Repeat with another group.

Counting Snakes



SUPPLIES

- Die
- Yarn
- Card or paper
- Marker
- Scissors
- Sock

MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

While the child is on their tummy, touch a sock “snake” to their cheek. Continue to touch the sock to the child’s head, arm and leg. Observe their reaction to the sensory stimulation.

Cut paper into cards and number them one through five. Cut yarn into multiple pieces and place them in the middle of the table. Set out cards 1 through 3 and place them facedown on the table. Encourage the children to take turns flipping one card and help identify the number. Invite them to select that name of “snake” yarn pieces. Flip the card back over and repeat with each child. Prompt the children to count the number of snakes in their pile. Repeat as desired.

Show the children how to roll the die, identify the number and count that amount of yarn. Repeat and make two piles. Show the children how to count both piles and decide which one has more, which one has less and if they are the same or not. Give a child the die to roll. Identify the number. Count out that many “snakes” (pieces of yarn). Repeat with another child. Compare both piles of snakes. Who has more snakes? Play again with two different children.

Roll the die twice, identify the numbers and count that amount of yarn. Repeat with a second child. Compare the two piles. Decide which one has more, which one has less and if they are the same or not. Ask, “Who has more snakes? How could we make the piles equal?” Play again with two different children.

Jumping Tiger



SUPPLIES

- Ribbon
- Masking tape

LLD 1 Listening

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

While the child is on their back, wave the ribbon up and down in front of them. Observe as the child reaches for the ribbon and tracks with other motions. Say, "A tiger says grrrr."

Place the ribbon on the floor in a long line. Invite the children to line up behind the ribbon and pretend to be tigers. Give one-step directions, such as "touch the ribbon with your paw." Other directions might include: "Step over the ribbon. Sit on the ribbon."

How high can you jump? Explain that a tiger can jump over 10 feet high. Measure 10 feet high on a wall (or as high as the ceiling allows). Invite the children to jump as high as they can and mark it with tape. Lay the ribbon on the floor. Invite a child to pretend to be a leaping tiger and jump over it. Continue to give movement prompts for children to follow, such as:

- Walk down the ribbon line
- Tiptoe around the ribbon
- Roll over the ribbon

Encourage two children to work together. Invite one child to jump as high as they can and the second child to mark it with tape. Switch and repeat. Lay the ribbon on the floor. Invite a child to give directions on how to pretend to be a leaping tiger and jump over it. Switch and repeat with the second child.

Twig Measure



SUPPLIES

- Nature items (twigs, leaves, rocks)
- Baskets or bowls
- Stuffed animals or toys
- Paper strips
- Tape



MR 4 Measurement

Estimates and measures. Compares and seriates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 4 Measurement

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

Work together to collect twigs and other nature items similar in size. Set them in baskets or bowls on the table. Set out the stuffed animals and toys. Invite the children to select a toy or stuffed animal. With help, encourage the children to lay twigs next to the toy. Point to each twig and count together. Say, "This toy is ___ twigs long!" Select another toy and repeat, if desired.

Ask, "What might you find on an outdoor walk?" Give each child a bag or basket and encourage them to work together to gather twigs and other nature items. Dump them out and sort them into separate piles. Invite one child to lie on their back. Work together to line up the twigs next to the child and measure them. Point to each twig and count aloud together. Say, "You are ___ twigs long!" Repeat with another child. Afterward, work together to make a vulture nest.

Give each child a bag or basket. Encourage them to collect twigs and other items from nature. Dump out their bags and ask, "Which pile will have the most items?" Invite them to sort the items into separate piles. Ask, "Who do you think will measure with the most twigs? Least number of twigs?" Have each child lie down on their back, then work together to line up the twigs next to the child to measure their height in twigs. Count the twigs aloud together and announce the child's "twig height."

Zoo Movements



SUPPLIES

- Cube Cards: Movement
- Pocket Cube
- Scissors
- Variety of animal books
- Toy animals

LLD 1 Listening

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Place animal toys in front of the child. Make animal noises. Repeat with two more animals. How does the child respond to the different animal sounds?

Set out animal books. Encourage the children to find and point to their favorite animal in the book. Ask, "How does that animal move?" Encourage the child to walk around the room pretending to be that animal. Select a number between 1 and 3. Call out the number and invite the children to walk across the room that number of times as the animal they chose. Repeat as desired.

Ask, "Which zoo animals are big? Which zoo animals are small?" Name a zoo animal and encourage the children to walk around the room and pretend to be that animal. Invite a child to roll the Pocket Cube. Read the prompt and encourage the children to do that movement. Repeat as many times as desired.

Name a zoo animal and encourage the children to walk around the room and pretend to be that animal. Roll the Pocket Cube twice, then do those two animal movements in sequence as a race between two children. The winning child rolls the cube for the next two animal racers.

Zoo Book



SUPPLIES

- Class Book Cover
- Conversation Posters (any desired)
- Yarn
- Class Book Page
- Book: *Follow the Path: Endangered Animals*
- Sticker eyes
- Collage shapes
- Background paper
- Crayons
- Tape or stapler
- Paper (variety of colors)
- Scissors (child-safe)
- Glue/glue sticks



PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Give the child a piece of paper and a crayon. Tape the paper to the table, if desired. Encourage the child to scribble. Talk about different animal sounds. Observe how the child holds the crayon. When all of the children have finished, collect and assemble the class's "Zoo Book."

Display the book. Show various pages and name some animals. Invite each child to hold a collage shape. Compare its color and shape to a picture in the storybook. Explore gluing and collaging the shapes on the paper. Create a class book with the pages, if desired.

Tape the Conversation Posters on a nearby wall for the children to look at. Set out Book Pages, crayons and the Storybook. Invite the children to look through the different animals and recall which ones were their favorite. Choose one or two animals to draw on their Book Page. Collect all of the pages to create a Class Book. Attach the Cover Page and tie with the yarn. Keep the book out for the children to look through.

Set out the materials and encourage the children to look through the book to recall a favorite animal. Encourage them to create and cut out materials to design their animal. Invite the children to use inventive spelling to name their animal. Collect all of the pages and assemble a classroom "Zoo Book."