

Authentic Assessment

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



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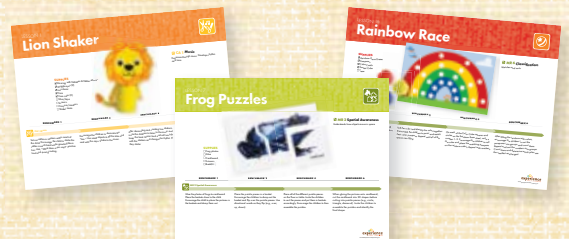
1-Month

Assessment Activity Calendar & Group Observation Form



Daily

Assessment Activity Sheets



Observation & Documentation Planning Calendar

FOLKTALES & FABLES

DATE _____

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| <p>LESSON 1</p> <h3>Lion Shaker</h3> <p>CA 1 Music SCI 1 Investigation & Inquiry CA 3 Visual Arts</p>  | <p>LESSON 2</p> <h3>Community Unity Chain</h3> <p>SS 1 Culture & Community SED 4 Social Relationships LLD 7 Writing</p>  | <p>LESSON 3</p> <h3>Counting Corn</h3> <p>MR 1 Number Sense SED 3 Attention & Persistence MR 4 Measurement</p>  | <p>LESSON 4</p> <h3>The Race</h3> <p>SS 3 Geography SED 4 Social Relationships CA 4 Drama</p>  | <p>LESSON 5</p> <h3>Letter Reflections</h3> <p>LLD 7 Writing SCI 1 Investigation & Inquiry</p>  |
| <p>LESSON 6</p> <h3>Filling the Pitcher</h3> <p>LLD 4 Alphabetic Knowledge LLD 1 Self-Awareness LLD 7 Writing</p>  | <p>LESSON 7</p> <h3>Frog Puzzles</h3> <p>MR 2 Spatial Awareness MR 3 Shapes SCI 2 Natural & Earth Science</p>  | <p>LESSON 8</p> <h3>Counting with Claws</h3> <p>MR 1 Number Sense PD 2 Fine Motor</p>  | <p>LESSON 9</p> <h3>Milkmaids</h3> <p>PD 4 Personal Care PD 1 Gross Motor MR 7 Logic & Reasoning CA 4 Drama</p>  | <p>LESSON 10</p> <h3>Mouse Ears</h3> <p>CA 4 Drama PD 2 Fine Motor PD 1 Gross Motor</p>  |
| <p>LESSON 11</p> <h3>Baby Portrait</h3> <p>SED 1 Self-Awareness LLD 7 Writing SS 4 History & Sense of Time</p>  | <p>LESSON 12</p> <h3>Hauling Loads</h3> <p>SCI 1 Investigation & Inquiry PD 1 Gross Motor MR 7 Logic & Reasoning</p>  | <p>LESSON 13</p> <h3>Breakfast Pan</h3> <p>PD 3 Safety CA 4 Drama</p>  | <p>LESSON 14</p> <h3>Rolling Log Dance</h3> <p>PD 1 Gross Motor CA 4 Drama</p>  | <p>LESSON 15</p> <h3>Lantern Lights</h3> <p>SCI 4 Technology SED 4 Social Relationships</p>  |
| <p>LESSON 16</p> <h3>Rainbow Race</h3> <p>MR 6 Classification SED 4 Social Relationships</p>  | <p>LESSON 17</p> <h3>Matching Stories</h3> <p>LLD 2 Communication MR 6 Classification</p>  | <p>LESSON 18</p> <h3>African Pot Design</h3> <p>SS 1 Culture & Community MR 5 Patterns</p>  | <p>LESSON 19</p> <h3>Stone Soup Counting</h3> <p>PD 5 Nutrition SED 4 Social Relationships MR 4 Measurement</p>  | <p>LESSON 20</p> <h3>Empty Pot</h3> <p>LLD 6 Reading Comprehension SED 4 Social Relationships LLD 2 Communication</p>  |

LESSON 1

Lion Shaker



SUPPLIES

- Dancing with Folktales & Fables* album*
- Wiggle eyes (2)
- Lion decor
- Core
- Core caps (2)
- Glue/tape
- Scissors
- Crayons/markers
- Shaker items

CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Set out rattles or shakers within reach of the child. Encourage the child to shake the rattles in each hand while growling like a lion. Ask, "What does a lion say?" Practice loud and quiet growling.

Encourage the children to decorate the "lion." Use small objects to fill the tube and seal with the caps. Shake to the music.

After decorating and creating lion shakers, invite the children to listen to the music and keep the beat. Mimic loud and soft sounds with the shakers and change the rhythm as they shake.

Using the created lion shakers, invite the children to take turns as the musician leader. Encourage the leader to create the rhythm of the shakers and sing while the song plays.

Community Unity Chain



SUPPLIES

- Paper strips
- Tape/stapler
- Markers/crayons
- Pictures of children
- String
- Hole punch



SS 1 Culture & Community

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Take pictures of each child and string them up in the classroom. Encourage the child to point to the pictures as you name them.

Stand in a circle and invite the children to link arms with each other. Call out differences in features (e.g., brown hair, blue eyes, curly hair) and have the children step forward.

After creating the unity chains, encourage the children to compare and talk about their community with a peer. How long would the chain be if everyone's chain were attached? Discuss all of the people that are in their community.

Sit in a circle with the unity chains around each child's neck. Call out different roles and responsibilities and invite the children to hold up the name of the person responsible (e.g., "Who cooks?", child holds up mom). Emphasize some of the differences in roles.

Counting Corn



SUPPLIES

- Counting Corn Game
- Chip counters
- Pocket Cube
- Bowl
- Scissors
- Paper



MR 1 Number Sense

Identifies numerals. Determines quantity. Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Place the number cards in the Cube. Invite the child to roll the cube. Say the number and encourage the child to mimic you by clapping along as you clap the number.

Give each child a grasshopper card and place the number cards in the middle of the circle. Invite each child to select a number. Call out the number and encourage the children to jump that many times. Repeat as "ants" in another pose for that many seconds.

Using the Number Cards, encourage the children to select two cards and add up the numbers. Invite them to place that many "corn" pieces on the cards.

Encourage the children to select two number cards and add them together. Place that many "corn" pieces on the cards. Invite the children to line up the number cards one way, then switch the two cards to show in another way (e.g., $5+2=7$ or $2+5=7$).

The Race



SUPPLIES

- Masking tape
- Stuffed animals



SS 3 Geography

Identifies types of places and interacts with maps.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 3 Geography

Place the child on one side of the room and you on the other (or at a short distance for non-mobile children). Encourage the child to crawl, walk or reach for you. Praise the successful attempts.

Encourage the children to pretend to be rabbits and race by hopping. Repeat as turtles and crawl as they race. Discuss which was harder, racing as a rabbit or a turtle?

Invite the children to select two animals to race. Ask “what if” questions about possible obstacles in the race (e.g., “What if they had to swim through a pond?” “What if there were trees in the way?”).

Set out paper and markers. Encourage the children to draw a map of the race course. Then invite the children to choose two animals to race their track. Ask, “What do you think each animal will do on your course?”

Letter Reflections



SUPPLIES

- Cube Cards: A, B, C (from Lesson 2)
- Shape Cards (from Lesson 4)
- Mirror (or foil)
- Paint
- Tape



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Set out paint. Invite the child to explore the paint with their hands and fingers.

Set out the mirror or foil with paint. Encourage the children to explore making random marks with their fingers and hands.

Encourage the children to write their own name in the paint and foil.

Invite the children to write their first and last name in the paint and foil. Explore inventive spelling of other words.

Filling the Pitcher



SUPPLIES

- Alphabet Phonics Cards (save for later use)
- Pitcher Sheet
- Container or jar
- Crayons
- Scissors
- Bin or bucket
- Toys



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

Set out a bin or bucket with several toys. Invite the child to place the toys in the bin. Repeat the beginning sounds of the toy names and encourage the child to mimic the sounds.

Put only two Picture Cards in the jar. Name a picture and see if the children can pull out that card.

Place cards letter-side up. Invite the child to name the letter, then name something with the same beginning sound. Invite the children to write the letter in their Pitcher Page.

Using the Alphabet Cards, invite the children to create sight words and familiar words. Fill the jar with the words.

Frog Puzzles



SUPPLIES

- Frog photos
- Glue
- Cardboard
- Scissors
- Baskets

MR 2 Spatial Awareness

Understands how objects move in space.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Glue the photos of frogs to cardboard.
Place the baskets close to the child.
Encourage the child to place the pictures in the baskets and dump them out.

Place the puzzle pieces in a basket.
Encourage the children to dump out the basket and flip over the puzzle pieces. Use directional words as they flip (e.g., over, up, down).

Place all of the different puzzle pieces on the floor or table. Invite the children to sort the pieces and put them in baskets accordingly. Encourage the children to then assemble the puzzles.

When gluing the pictures onto cardboard, cut the cardboard into 2D shapes before cutting into puzzle pieces (e.g., circle, triangle, diamond). Invite the children to assemble the puzzles and identify the final shape.

Counting with Claws



SUPPLIES

- Number Cards
- Counting chips
- Playdough
- Tweezers
- Beads
- Scissors
- 3 balls
- Blanket



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Set out 3 balls and a blanket. Hide the balls under the blanket. Encourage the child to look for the balls. Pick them up with a "claw" grasp and count, "1, 2, 3."

Set out the playdough and counters. Encourage the children to count aloud with you as they press the counters into the playdough.

Press 10 counters into the dough. Encourage the children to use the tweezers to remove the counters. Invite them to place each counter in groups of 5 and count the groups.

Pressing 10 counters in the dough, invite the children to remove the counters and make groups that add up to 10. What variations can they make? (e.g., $2 + 8 = 10$, $4 + 6 = 10$).

Milkmaids



SUPPLIES

- Different-sized pails
- Aprons
- Objects to fill the pails
- Nesting cups

PD 4 Personal Care

Implements self-help routines for hygiene and dressing.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 4 Personal Care

Set out nesting cups within reach of the child. Encourage the child to explore the “pails” with their body. Name the body parts the child is using to explore (e.g., mouth, hands, fingers, feet).

Set out pails, aprons and a large bucket. Tell the children that the “milk pails” are dirty and need to be washed. How can we get them clean?

Encourage the children to carry different weighted pails around the room. Talk about what body parts are used to carry the pails.

Encourage the children to lift the “milk pails” and carry them around the room. Explain how milk is healthy for our bodies. Ask questions about being healthy (e.g., “How would lifting heavy milk jugs change your body?” “What else could you do to keep your body healthy?”).

Mouse Ears



SUPPLIES

- Headband
- Paper
- Eyes (2)
- Markers
- Tape
- Scissors



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

Assemble the headband for each child. Look into a mirror and see how the children react to their reflections. Talk about the Mouse Ears headband.

Set out markers and eyes. Tape the cut ovals to the headband as ears. Invite the children to decorate the headband and pretend to be mice, running around the classroom.

As the children decorate their headband, ask them what they know about mice. Talk about mice and how they run. Go outside while wearing headbands and explore running around the playground.

Make the headbands, then create an obstacle course with a friend. Try racing through it like little mice.

Baby Portrait



SUPPLIES

- Title Display
- Inspiration Photo
- Frame
- Background paper
- Crayons
- Child's baby picture (optional)
- 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

Place a mirror at the child's eye-level. Invite them to look and point at themselves in the mirror. Say the child's name and talk about their facial expressions.

Set out a photo of the child and the additional supplies. Encourage the children to draw a picture of themselves on the paper. When they are finished, write the child's name next to the picture.

While setting out the Inspiration Photo or child's photo, ask the children what they know about portraits. Encourage the children to draw themselves as a baby. What would be included in the picture to make it a baby picture?

After drawing the baby picture, ask the children what they could do differently to change their drawing? Were there other art supplies they wished to use? What would have helped them finish the drawing faster?

Hauling Loads



SUPPLIES

- Boxes or laundry baskets
- Items to fill the boxes or baskets
- Rope
- Favorite toys
- Scarf

BENCHMARK 1



BENCHMARK 2

BENCHMARK 4

SCI 1 Investigation & Inquiry

Observes, inquires and investigates.

BENCHMARK 6



SCI 1 Investigation & Inquiry

Set out a favorite toy and cover with a scarf. Encourage the child to look for the toy by pulling off the blanket. Ask, "Where is the toy?" and exclaim, "There it is!" when the child finds it.

Using the boxes or laundry baskets, encourage the children to "pick up" toys in the room. Ask, "Where is the (name a toy)?" Invite the children to take turns sitting in the laundry basket and being pushed or pulled.

Set out the boxes/baskets and a large pile of toys. Ask, "Do you think all of these toys will fit in the basket? What would happen if the basket is full? Will it be easier to push or pull this basket?" Experiment by filling the basket and pulling it around the room.

Before experimenting, invite the children to suggest the best ways to fit all of the toys in the box or basket. Encourage them to problem-solve if all of the items don't fit. With the basket full, ask the children to vote on which will be easier, pushing or pulling. Experiment with each.

Breakfast Pan



SUPPLIES

- Lid
- Craft stick
- Food pieces
- Tape or glue
- Scissors



PD 3 Safety

Demonstrates safe practices.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 3 Safety

Tape the breakfast pieces and a pan cutout shape to the floor. Pretend the food is "hot" and blow on the food. Encourage the child to mimic your actions.

Tape the craft stick to the lid to make a frying pan. Invite the children to pretend to cook and eat breakfast together. Blow on the pan to pretend it is "hot."

After creating a frying pan, encourage the children to role-play and serve the food. Talk about how to stay safe with hot foods and hot surfaces. What can we do if the food is hot? If the pan is hot, what can we use?

While role-playing with the frying pan and food, ask the children questions about everyday experiences with hot surfaces. "Have you ever had food that was too hot to eat? What did you do?" "What can we do to stay safe with hot plates?" "How do we stay safe in our homes with hot surfaces?"

Rolling Log Dance



SUPPLIES

- *Dancing with Folktales & Fables* album



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.



PD 1 Gross Motor

As the music plays, encourage the child to roll over and over.

As the music plays, encourage the children to stand in a line. When they hear the signal, one at a time, invite the children to roll like logs across the room.

Start the children in a tree pose as the music plays. When they hear the signal, encourage the children to log roll, spreading out in the room.

As they roll, encourage the children to change directions and stop before running into anyone.

Lantern Lights



SUPPLIES

- Sheets
- Chairs
- Different types of lights (lamps, flashlights, lanterns, twinkle lights)
- Lighted toy

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

SCI 4 Technology

Uses tools and technology to performs tasks.



SCI 4 Technology

Set out a lighted toy or child-safe night light (lantern). Encourage the child to reach for or move towards the toy. Observe how the child interacts with the toy.

Set the lighted toy or child-safe night light (lantern) in the tented area. Show the children how to turn the toy on or off. Invite the child to explore the switch or button.

Invite the children to explore simple levers with the on and off switches. Talk to the children about when we would need a light switch on or off.

Build the tent and invite the children to sit inside. State that it is dark inside the tent. "How can we solve the problem of it being too dark?" Encourage the children to discuss lighting, how bright a light and how to turn the lights on and off.

Rainbow Race



SUPPLIES

- Rainbow Race Game
- Pompoms
- Cube Cards
- Pocket Cube
- Tape



MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Insert the rainbow colors in the Cube. Roll the cube with the child and name the colors.

Roll the cube and identify the color together. Encourage the children to point and match their color pompom. Repeat until all of the spaces are filled.

On each of the Color Cube squares and circles on the Rainbow Race sheet, write a number 1-5. Encourage the children to roll the cube and place the matching pompom on the rainbow colors. Repeat with numbers.

After filling the rainbow with colors, encourage the children to sort the pompoms into groups and count them. Repeat and sort the numbers into groups. Count them and determine which piles are the smallest and largest.

Matching Stories



SUPPLIES

- Matching Cards
- Scissors
- Tape



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

Tape the cards to the wall or floor (matched). Invite the child to reach for and touch the pictures. Name the picture and encourage the child to mimic the name.

Place the cards face up on the table. Encourage the children to match two cards. Ask questions about the pictures (e.g., "What sound does a snake make?").

Set out the cards face down on the table. Encourage the children to flip two until they find a match. Ask questions about the whereabouts of possible matches (e.g., "Do you remember where the snake was?") If the cards do not match, flip them back over. Once all the matches are found, ask the question, "Where have you seen this object before?"

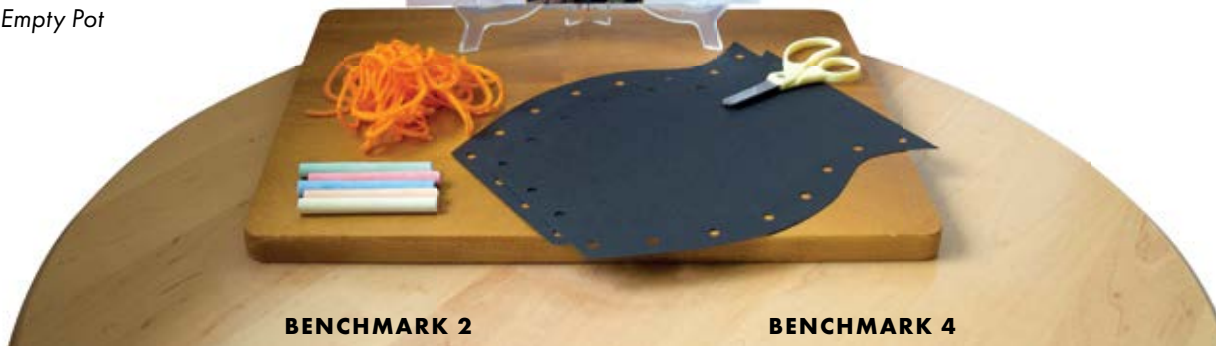
After all of the matches are found, encourage the children to recall the sequence of the story. Discuss what came first and last, and who the main characters were.

African Pot Design



SUPPLIES

- Inspiration Photo
- Title Display
- Yarn
- Chalk (save for later use)
- Pot shape (2)
- Story: *The Empty Pot*
- Scissors



SS 1 Culture & Community

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Read the story aloud. Encourage the child to scribble with chalk on the pot.

Look at the African Pot photo and move your finger on the zigzags or dots, making sounds like zip-zip, or pop-pop. Listen for the children to copy you. Invite the children to scribble on the pot with chalk.

After reading the story aloud, set out the Inspiration photo. Invite the children to explore the designs. Encourage the children to either copy the patterns or create their own patterns on their pot.

Talk to the children about the designs on the pots and the story they might tell. Ask the children to think of a story they want to tell and draw on their own pot. Encourage the children to share their story with their peers.

Stone Soup Counting



SUPPLIES

- Stone Soup Sheet
- Crayons
- Markers
- Play food



PD 5 Nutrition

Follows healthy nutrition routines.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 5 Nutrition

Set out play food within reach of the child. Hide one at a time and encourage the child to look for the food out of sight.

Encourage the children to color the foods in the Stone Soup pot. Invite them to find and circle the number 1. Ask, "Which of these foods do you like to eat?"

Invite the children to identify and color each of the foods on the Stone Soup sheet. Encourage them to count and group each food, writing down the number for each group.

Encourage the children to identify the foods in the pot and whether they are nutritious. How would these foods help you grow? After sorting and writing the number of each food, invite the children to add two groups together (e.g., tomatoes + corn = 5 + 2 or 7).

Empty Pot



SUPPLIES

- Story Script
- Book

LLD 6 Reading Comprehension

Retells, asks and answers questions about a text or story. Responds to text.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 6 Reading Comprehension

Show the child a book and place it out of sight. Encourage the child to look for the book. Once found, look through the pictures with the child.

Read the story aloud to the children, asking “where” questions as you go. Ask, “Where are the boys? Where are the plants?” Invite the children to act out the story, if desired.

Encourage the children to guess what will happen next in the story, as you read. After reading, invite them to retell the story and role-play together.

While retelling the story, encourage the children to answer questions about the characters, setting and major events. Ask questions to compare the characters (e.g., “Which characters had big, beautiful plants? Why was Jun chosen?”).