

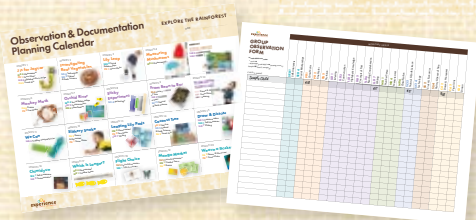
# Authentic Assessment

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

## EXPLORE THE RAINFOREST

DATE \_\_\_\_\_

<p>LESSON 1</p> <h3>J is for Jaguar</h3> <p><b>MR 4</b> Measurement <b>PD 1</b> Gross Motor <b>LLD 4</b> Alphabetic Knowledge <b>CA 3</b> Visual Arts</p> 	<p>LESSON 2</p> <h3>Investigating Root Vegetables</h3> <p><b>SCI 4</b> Technology <b>SCI 2</b> Natural &amp; Earth Science</p> 	<p>LESSON 3</p> <h3>Lily Leap</h3> <p><b>SED 4</b> Social Relationships <b>PD 1</b> Gross Motor</p> 	<p>LESSON 4</p> <h3>Measuring Mushrooms</h3> <p><b>MR 4</b> Measurement</p> 	<p>LESSON 5</p> <h3>I Spy an Ant</h3> <p><b>LLD 2</b> Communication <b>LLD 7</b> Writing</p> 
<p>LESSON 6</p> <h3>Monkey Mask</h3> <p><b>CA 4</b> Drama <b>PD 2</b> Fine Motor</p> 	<p>LESSON 7</p> <h3>Orchid River</h3> <p><b>SED 4</b> Social Relationships <b>LLD 2</b> Communication <b>MR 6</b> Classification</p> 	<p>LESSON 8</p> <h3>Sticky Experiment</h3> <p><b>SCI 4</b> Technology</p> 	<p>LESSON 9</p> <h3>From Bean to Bar</h3> <p><b>SS 4</b> History &amp; Sense of Time <b>LLD 5</b> Concepts of Print <b>SCI 2</b> Natural &amp; Earth Science</p> 	<p>LESSON 10</p> <h3>Bugs of the Rainforest</h3> <p><b>CA 2</b> Dance &amp; Movement <b>PD 1</b> Gross Motor <b>LLD 1</b> Listening</p> 
<p>LESSON 11</p> <h3>We Can</h3> <p><b>LLD 6</b> Reading Comprehension</p> 	<p>LESSON 12</p> <h3>Slithery Snake</h3> <p><b>CA 2</b> Dance &amp; Movement <b>PD 1</b> Gross Motor</p> 	<p>LESSON 13</p> <h3>Leaping Lily Pads</h3> <p><b>MR 4</b> Measurement <b>PD 2</b> Fine Motor <b>LLD 7</b> Writing</p> 	<p>LESSON 14</p> <h3>Coconut Tree</h3> <p><b>PD 5</b> Nutrition <b>SCI 2</b> Natural &amp; Earth Science <b>CA 3</b> Visual Arts</p> 	<p>LESSON 15</p> <h3>Draw &amp; Dictate</h3> <p><b>LLD 2</b> Communication <b>SED 1</b> Self-Awareness <b>LLD 7</b> Writing</p> 
<p>LESSON 16</p> <h3>Chimidyue</h3> <p><b>SED 1</b> Self-Awareness <b>LLD 2</b> Communication</p> 	<p>LESSON 17</p> <h3>Which Is Longer?</h3> <p><b>MR 4</b> Measurement <b>MR 1</b> Number Sense</p> 	<p>LESSON 18</p> <h3>Flight Choice</h3> <p><b>SS 2</b> Civics &amp; Economics <b>SED 1</b> Self-Awareness</p> 	<p>LESSON 19</p> <h3>Mango Market</h3> <p><b>SS 2</b> Civics &amp; Economics <b>MR 1</b> Number Sense <b>CA 4</b> Drama</p> 	<p>LESSON 20</p> <h3>Weave a Basket</h3> <p><b>CA 2</b> Dance &amp; Movement <b>PD 1</b> Gross Motor</p> 



# J is for Jaguar



## SUPPLIES

- J cutout
- Wiggle eyes
- Twist ties
- Crayons/markers
- Scissors
- Glue/tape

## MR 4 Measurement

Estimates and measures. Compares and seriates.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## MR 4 Measurement

Hold the child's hands or under their arms to lift them up in a jumping motion over the J. Talk about jumping high and higher.

Draw big and little circles on the letter J to look like jaguars, then put them on the ground. Try jumping over the jaguars. Explore taking big and little jumps.

Decorate a large letter J to look like a Jaguar. Stand along a masking tape line and jump with two feet. Put the letter J where the child landed and take steps from the masking tape to measure the distance to the letter J. Jump again and try to land beyond the first jump.

Invite children to use the materials to create a jaguar. Then make a masking tape line on the floor. Children pretend to be jumping jaguars by running and jumping from the line. Use each child's letter J to mark the landing of their jumps. Measure each jump with a tape measure and record the distance. Repeat and try to beat the distances.

# Investigating Root Vegetables



## SCI 4 Technology

Uses tools and technology to perform tasks.

### SUPPLIES

- Root vegetables
- Clipboard
- Pencil
- Ruler
- Potato peeler
- Paper
- Box
- Tools for picking up: tongs, slotted spoon, etc.



### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



### SCI 4 Technology

Put different vegetables in a box. Explore dumping out the vegetables, then putting them back in the box. Fill and spill.

Encourage children to experiment with different tools for picking up the vegetables.

Investigate root vegetables. Experiment with a potato peeler and try peeling the skin off the vegetables.

Experiment with a potato peeler. Invite children to explain how the peeler works, then measure who was able to peel the longest piece of potato skin.



### SUPPLIES

- Dancing in the Rainforest* album\*
- Paper plates
- Toy animals (2)
- Marker

### 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 two plates and two toy animals. Invite the child to help you put one animal on each plate. Then remove the second plate and put all the animals on one plate. Have the animals say "hello."

Set out one plate for each toy animal. Remove a plate and ask the child to problem-solve who can share their plate and make room for two animals. Talk about sharing space and making sure all the animals feel included.

Set out one plate on the floor for each child. Play the song while children dance around the plates, then pause the music. Everyone finds a plate to put their foot on. Take away a plate each time so that children have to start to share plates. Talk about how it is nice to share and make space for everyone.

Put different amounts of dots on each plate. Set out only a few plates but make sure there are enough dots for each child. Play the song while children dance, then pause the music. Children have to put their foot on a dot. Encourage children to invite others to come to their plate if there is an open dot. Talk about how it is important to invite others to come play when you notice someone doesn't have a friend or know where to go.

# Measuring Mushrooms



## SUPPLIES

- Paper
- Scissors
- Tape
- Ruler



## MR 4 Measurement

Estimates and measures. Compares and seriates.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



#### MR 4 Measurement

Cut different sizes of mushrooms out of paper. Tape them on the wall where the child can reach them. Observe which mushroom the child touches and identify it as a “big or small” mushroom.

Cut three different sizes of mushrooms from paper. Tape them on the wall. Ask the child to find the biggest mushroom and pull it off the wall. Continue to look for the biggest mushroom and pull it off.

Cut five mushrooms from paper. Pick one mushroom, then encourage the children to sort the rest of the mushrooms into two piles: “bigger than” and “smaller than” the chosen mushroom.

Encourage children to work together to cut out 10+ mushroom shapes of different sizes from paper. Invite them to organize the shapes from smallest to largest. If desired, use two colors of paper and invite them to sort by color and size.

# I Spy an Ant



## SUPPLIES

- Theme Poster\*
- I Spy Glasses: Concepts\*
- Bag
- 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 poster low on a wall where the child can sit and easily look at it. Point and name the animals on the poster. Ask the child to find the monkey.

Tape the poster low on a wall where children can easily see and touch it. Put sticky notes all over the poster. Name an animal and encourage children to look under the sticky notes until they find that animal.

Tape the Theme Poster on a wall and play a game of "I Spy." Describe one of the animals and wait for children to name it and point to it. Place the I Spy Glasses in a bag and invite children to choose one, then follow the directions on the back. Invite children to spy an ant with the blank I Spy Glass.

Give three clues about an animal on the poster, then say "go!" Two children run to the poster and point at the named animal. The first one who correctly points gets to give three clues about another animal.

# Monkey Mask



## SUPPLIES

- Monkey mask
- Yarn
- Crayons/markers
- Tape
- Play food



## 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

Use the mask to play peekaboo. Make monkey sounds while pretending.

Invite the children to decorate the mask as desired by scribbling on it with crayons. Then help them wear the masks and pretend to be monkeys while playing follow the leader around the room.

Decorate masks, then wear them and pretend to be hungry monkeys. Hide play food around the room or yard and encourage children to run around like monkeys gathering the food.

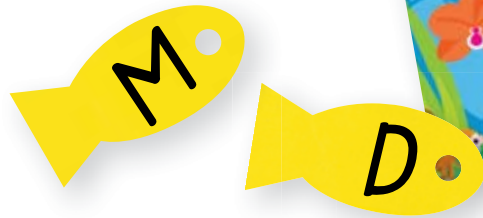
Decorate masks, then play a game of Monkey-See, Monkey-Do. One child is the leader and the other children copy the sounds and movements.

# Orchid River



## SUPPLIES

- Board game
- Foam fish\*
- Cube Cards: Colors
- Bowl of water
- Pocket Cube
- Marker
- Paper



## 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

Put the fish in a bowl and explore pulling them out. Begin practicing to share. Give one to the child and extend your hand to receive one from the child.

Use one fish and put it on the Game Board. Put all of the Color Cards facedown on the table or insert them into a Pocket Cube. Invite the child to pick a Color Card (or roll the cube) and work together to move the fish to a matching color flower.

Each child puts a fish on the Game Board. Practice taking turns and being patient by waiting as other children pick a Color Card and move their pieces to the matching color flower.

Write on a sheet of paper:  
 1 = move forward 1 space  
 2 = move forward 2 spaces  
 3 = go back 1 space  
 4 = go back 2 spaces  
 5 = go to yellow  
 6 = go to blue

Encourage children to roll the cube, then check the key before moving their game piece on the Game Board. Continue to roll until someone reaches the end.

# Sticky Experiment



## **SCI 4 Technology**

Uses tools and technology to perform tasks.

### SUPPLIES

- 3-4 different types of tape (masking, clear, duct)
- Variety of objects: rock, blocks, toys, markers
- Scrap paper
- Basket



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



#### SCI 4 Technology

Explore a piece of masking tape and observe how the child touches and plays with the sticky texture.

Give the child one piece of tape and go outside to see what sticks to it or put scrap paper on the floor to pick up with the tape.

Put different objects in a basket. Give each child a piece of tape. Which objects can the tape hold and which are too heavy?

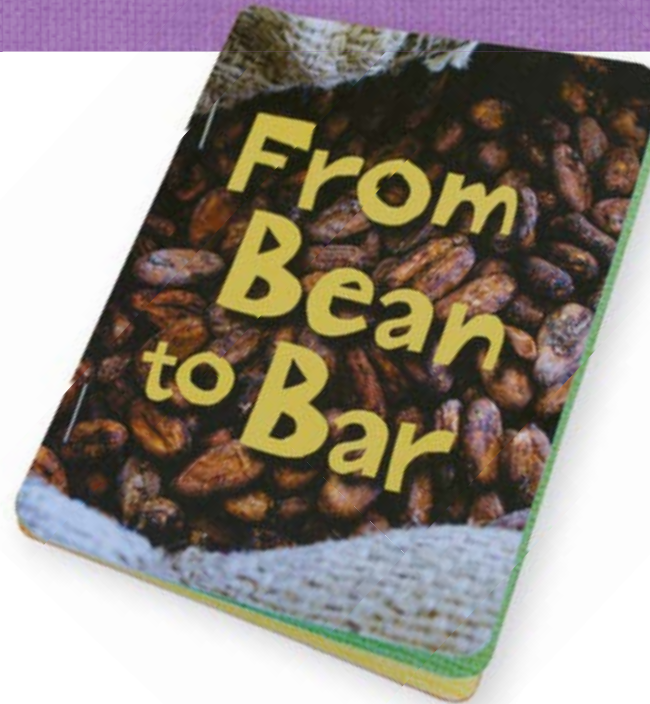
Set out a variety of objects, e.g., rocks, blocks, toy animals, markers. Children experiment with the tape to see which tape can hold the different objects. What happens if you shake the tape with the object on it?

# From Bean to Bar



## SUPPLIES

- Chocolate book
- Photo strip
- Crayons
- Glue
- Scissors
- Stapler
- Tape
- Nature items: seed, leaf, flower, stick
- Paper



## SS 4 History & Sense of Time

Develops sense of time.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SS 4 History & Sense of Time

Tape different nature items (e.g., seed, leaf, flower, stick) onto different sheets of paper. Explore the textures on the paper, using words like “first we see” and “next we see.” Take time for the child to touch and explore the objects taped onto the page.

Set out the book pages on a table with the photos already glued on. Take another set of picture cards and give one at a time to the child to place on the matching picture page.

Children staple the pages together, then glue the photos onto the pages. Help children find each picture to go with the words on the page. Children show their book and explain how they made it.

Children make the book on their own. They staple the pages together, then glue the photos onto the pages in order from bean to bar. Read the story and talk about how they made the book.

# Bugs of the Rainforest



## CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

### SUPPLIES

- Dancing in the Rainforest* album\*
- Masking tape
- Pompoms



#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



#### CA 2 Dance & Movement

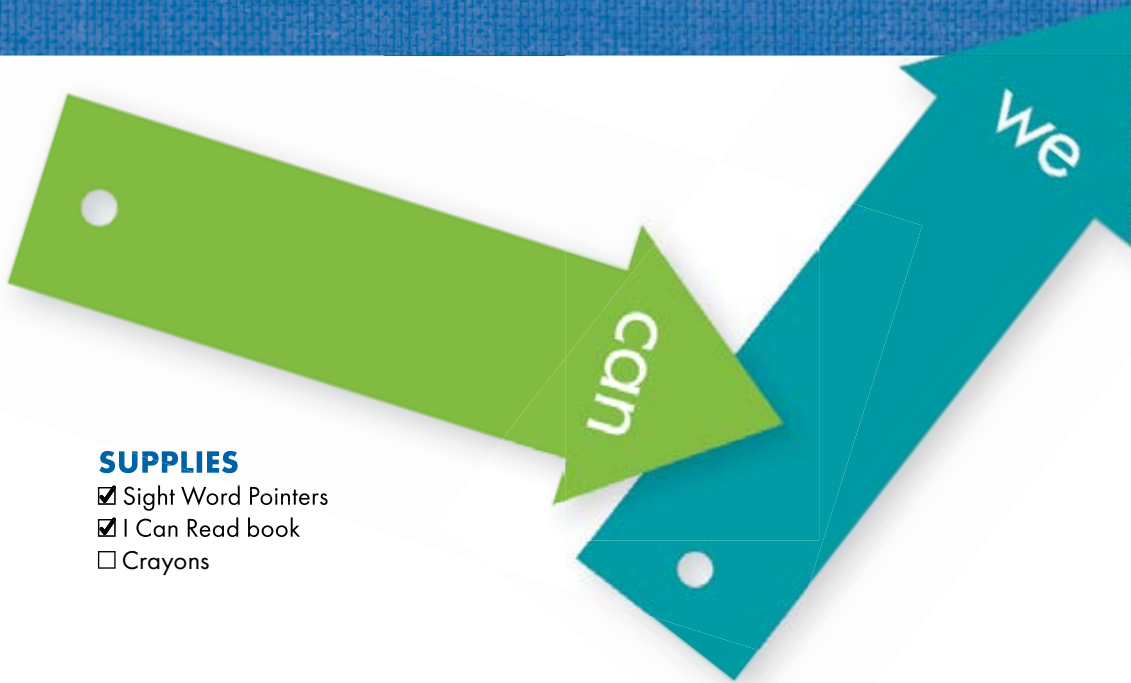
Listen to the song and hold the child while dancing according to the prompts in the song.

Make a masking tape hexagon path on the floor. Listen to the song and encourage children to follow the leader around the path. Demonstrate different ways to move along the path.

Make a masking tape hexagon path on the floor. Listen to the song and encourage children to follow you around the path while moving like bugs. Follow the prompts in the song, e.g., tiptoe, hop, crawl. Sometimes go backward or sideways to add complexity.

Mask a masking tape shape on the floor and encourage children to move along the outline according to the movement prompts in the song. You stand in the middle of the shape and toss pompoms at the children. If a child is tagged, they must crawl into the middle of the space and wait until the end of the song.

# We Can



### SUPPLIES

- Sight Word Pointers
- I Can Read book
- Crayons

### **LLD 6 Reading Comprehension**

Responds to text. Retells, asks and answers questions.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### LLD 6 Reading Comprehension

Help the child hold and explore holding the book. Read the words and name the pictures on the page the child turns to.

Name a picture and flip through the pages to find it.

Show one Sight Word Pointer to the children. Talk about the first letter of the word. Find the same letter or word in the I Can Read book.

Read the story aloud. Pick a Sight Word Pointer and count how many times that word appears in the book. Repeat for a second Sight Word Pointer and determine which word appears most frequently.

# Slithery Snake



 **CA 2 Dance & Movement**

Expresses through dance. Develops movement techniques.

**SUPPLIES**

- ☑ *Dancing in the Rainforest* album\*

**BENCHMARK 1**

**BENCHMARK 2**

**BENCHMARK 4**

**BENCHMARK 6**



**CA 2 Dance & Movement**

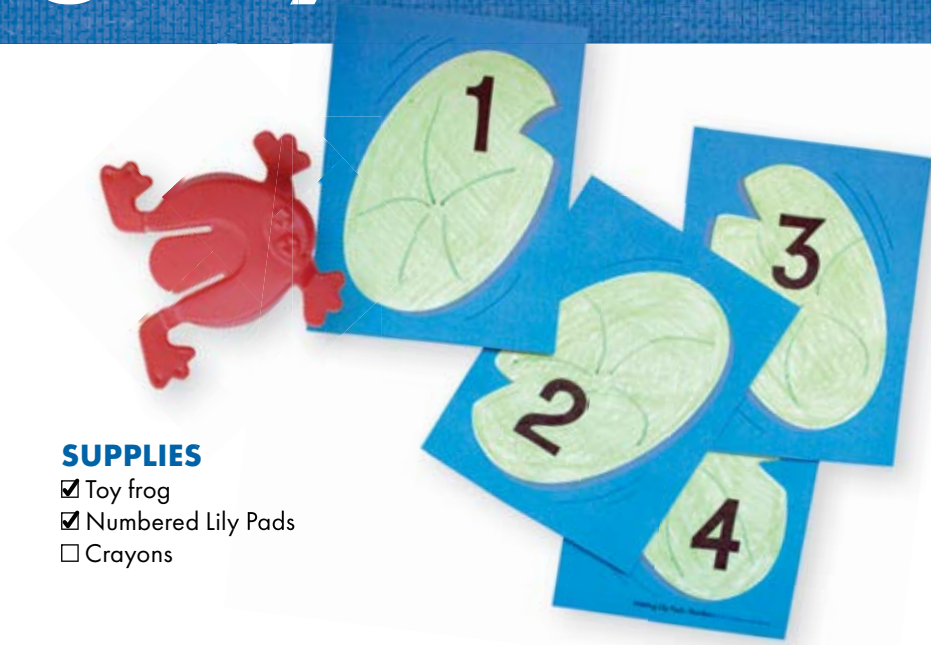
During tummy time, play the song and lay on belly, face-to-face with the child. Wiggle like snakes.

While the song plays, encourage the children to wiggle on their bellies across the floor like snakes.

Play the song and encourage children to hold their arms at their sides while they lie on their stomachs. Move across the room to the music.

Take turns demonstrating different ways to move like snakes on the floor. Then play the song and invite two children to race across the floor from one side of the room to the other on their bellies.

# Leaping Lily Pads



### SUPPLIES

- Toy frog
- Numbered Lily Pads
- Crayons

### MR 4 Measurement

Estimates and measures. Compares and seriates.

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### MR 4 Measurement

Toss a frog toy away from the child and observe the child crawl after it. Talk about how the frog jumped far.

Put one Lily Pad on the floor and explore tossing or jumping the frog toy onto it. Talk about if the lily pad is near or far. Identify the number printed on the card.

Invite children to color the Lily Pads as desired, then help them spread them out on the floor in 1-2-3-4 order. Talk about distances using words like near, far and farthest. Starting near Lily Pad 1, invite children to take turns flicking the frog toy onto the Lily Pads in sequence. Each turn, encourage children to identify that number, then jump that many times.

Whose frog can jump the farthest? Two children flick a frog toy and measure which jumped the farthest. Repeat.

# Coconut Tree



**BENCHMARK 1**

**BENCHMARK 2**

## SUPPLIES

- Title Display
- Inspiration Photo
- Napkin
- Craft stick
- Coconut stickers
- Background paper
- Glue
- Scissors
- Markers
- Book: *Chicka Chicka Boom Boom*
- Real coconut

## PD 5 Nutrition

Follows healthy nutrition routines.

**BENCHMARK 4**

**BENCHMARK 6**



## PD 5 Nutrition

Show the child a real coconut and explore the texture and weight.

Invite children to tear up the napkin to make coconut tree leaves. Talk about trees and what food grows on trees. Glue the craft stick and the napkin on the background paper.

As children create their coconut tree art, talk about the shape and color of food. Where do coconuts come from? What other fruits and nuts grow on trees?

Invite children to use the materials to create their own coconut trees. At the end of the day, take turns showing and telling about each artwork.

# Draw & Dictate



### SUPPLIES

- Draw & Dictate
- Markers/crayons

### 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

Trace the child's hand on the Draw & Dictate page and talk about the child's hand and other body parts. Practice waving and saying hello.

Ask them if they would like a parrot or fish on their Draw & Dictate page. Trace the child's hand on the paper and help them decorate it to look like a parrot or a fish. Ask what color they would like. Continue to communicate and ask simple questions.

Give each child a Draw & Dictate page to draw a picture of their favorite rainforest animal, then tell you a story about it. Write their words on the paper as they talk.

Give the child a Draw & Dictate page to draw a picture of their favorite rainforest animal, then write a few words or sentences about their drawing. Help them spell words as they ask.

# Chimidyue



## SUPPLIES

- Book: *Chimidyue*
- Story Pieces
- Craft stick
- Pictures of children
- Scissors

## SED 1 Self-Awareness

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

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SED 1 Self-Awareness

Make a stick puppet with a photo of the child. Play peekaboo and talk with the child and the puppet about the puppet's feelings. Talk about feeling happy and scared.

Make puppets with the photos of individual children. Ask questions and observe if the children answer for their puppets. Ask, "How is your puppet feeling? Are they happy? Sad? Scared?"

Invite children to choose two Storytelling Pieces, then tell a story or make a conversation between the two characters about how they feel.

Encourage the children to tell a new adventure with the Storytelling Pieces. What new problem did the girl in the story face? How did the characters feel and how did they overcome conflict?

# Which is Longer?

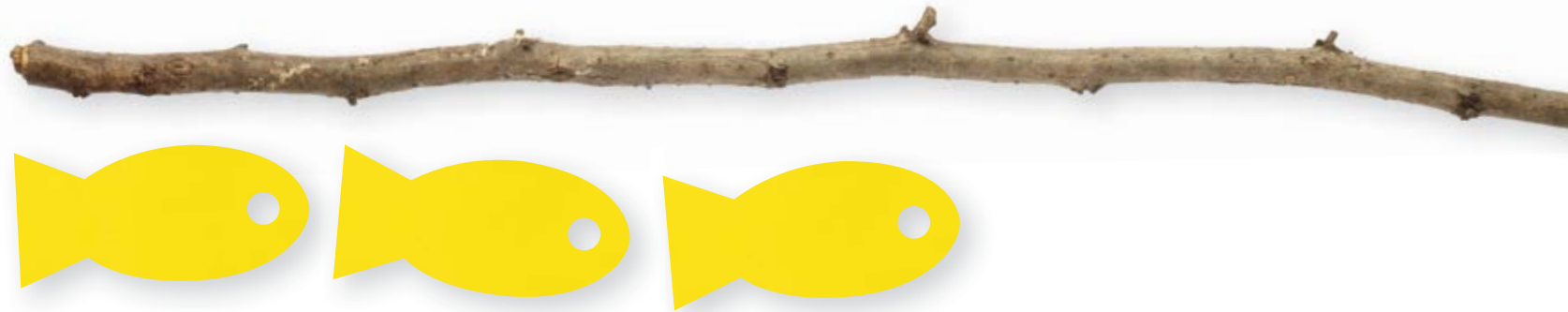


## SUPPLIES

- Foam fish\*
- Die (from Lesson 16)
- Nature items: sticks
- Tape
- Ribbons
- Scissors

## MR 4 Measurement

Estimates and measures. Compares and seriates.



**BENCHMARK 1**

**BENCHMARK 2**

**BENCHMARK 4**

**BENCHMARK 6**



## MR 4 Measurement

Tape ribbons of different lengths on a wall. Which one does the child reach and pull off? Talk about which ribbons are long and which are short as the child plays.

Set out a variety of sticks for the children to explore. Look at two sticks and encourage children to give you the longer stick.

Set out 5-10 sticks and put a piece of tape on the table. Invite children to choose a stick, then make two piles: "bigger than" or "shorter than" the piece of tape.

Set out 10-20 sticks and encourage the children to order the sticks from shortest to longest.

# Flight Choice



## SS 2 Civics & Economics

Follows rules, limits and expectations.  
Understands concepts of money and economics.



### SUPPLIES

- Would You Rather Cards
- Block
- Paper plates
- Pompom
- Tape

#### BENCHMARK 1

#### BENCHMARK 2

#### BENCHMARK 4

#### BENCHMARK 6



### SS 2 Civics & Economics

Tape one photo card to each paper plate. Spread the plates around the floor and invite the child to decide which plate to investigate and pick up, then help you stack the plates.

Tape one photo to each paper plate. Invite children to toss a pompom at their favorite card. Ask other questions, e.g., "Which picture do you think is the prettiest?" Children vote by tossing a pompom at the plate.

Place two different Would You Rather cards on opposite sides of the room. Read a question and invite children to vote by moving to the picture of their choice.

Place two different Would You Rather cards on opposite sides of the room. Give each child a block or other small item to place next to the picture of their choice. Encourage each child to explain why they picked their choice. Count which choice was most popular.

# Mango Market



## SUPPLIES

- Pattern blocks\*
- Mango Market Cards
- Play Money
- Bag or purse
- Toys or play food



## SS 2 Civics & Economics

Follows rules, limits and expectations.  
Understands concepts of money and economics.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## SS 2 Civics & Economics

Explore inserting play dollars in a bag or purse and removing them.

Set up a table with a variety of toys or play food and make-believe shopping. Give each child a play dollar to hold. Encourage them to pick a fruit and hand you a dollar. After an exchange, put the fruit in a bag (if desired) and give it to the child.

Give each child 5-6 play dollars and set up the Mango Market with the pattern blocks and price tags. Role-play buying different shape pattern blocks and paying the amount of dollars as listed on the price tag.

Give each child 10 play dollars. Set out pattern blocks and invite the children to create a design with any 4-6 pieces. Then encourage them to figure out how much their design costs by adding up the cost of the different shapes based on the price cards. Can they afford their design? Does it cost more or less than \$10? How will they change their design so that they afford it?

# Weave a Basket



## SUPPLIES

- Dancing in the Rainforest* album
- Music Movement Cards (from Lesson 18)
- Cube Cards: Feelings
- Scarf

## CA 2 Dance & Movement

Expresses through dance. Develops movement techniques.

### BENCHMARK 1

### BENCHMARK 2

### BENCHMARK 4

### BENCHMARK 6



## CA 2 Dance & Movement

Listen to the song and invite the child to wave a scarf with the music.

Invite children to dance and show their moves. Then hold up a Music Movement Card and invite all children to mimic the words of the song, e.g., weave a basket, catch a fish, as they dance.

While dancing, match the actions listed in the song (as shown on the Movement Cards) with a specific feeling. For example, "How would you weave the basket if you were feeling sad? How would you climb a tree if you were feeling happy?"

Invite one child to hold up a Music Movement Card and another child to hold up a Feelings Card. Invite everyone to match the emotions/feelings to the movements throughout the song. For example, "How would you weave the basket if you were feeling sad? How would you climb a tree if you were feeling silly?"