

Authentic Assessment

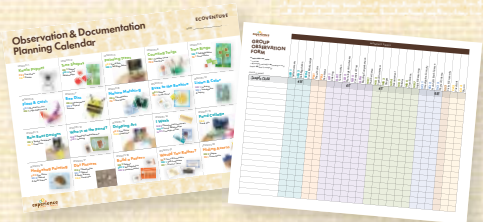
OBSERVE AND DOCUMENT LEARNING • INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE



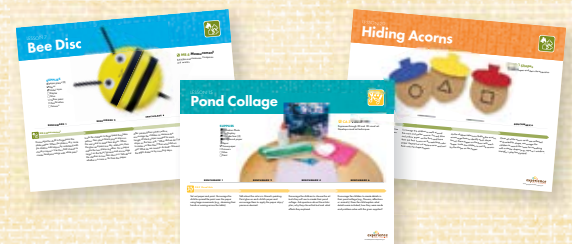
brightwheel
Experience Curriculum is now in **brightwheel**, the #1 all-in-one childcare platform.

learning through play • multi-sensory • theme-based • critical thinking • hands-on-experience

1-Month
Assessment Activity Calendar
& Group Observation Form



Daily
Assessment Activity Sheets



LESSON 1

Koala Puppet



SUPPLIES

- Koala
- Paper
- Cotton balls
- Markers
- Glue
- Stapler/tape
- Scissors



PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Dangle the koala puppet above the child so they can reach up with their hands or feet to touch it.

Encourage the children to glue the koala's ears, cotton balls and nose wherever desired. Tape or staple the front/back together. Play peek-a-boo with the puppet.

Encourage the children to cut out leaves or tree branches for the koala to play in and eat.

Set out supplies and a photo of a koala. Encourage the children to design and cut out their koalas.

LESSON 2

Tree Shapes



SUPPLIES

- Tree Shape Poster
- Foam shapes (save for later use)
- Shape toys
- Paper



MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Set out shape toys for the child to explore. Encourage the child to reach for, pick up and manipulate each shape. Name the shape the child is touching.

Explore the foam shapes and place them on the Tree Shape Poster. Name the shape the child is touching.

Set out the tree shapes and the poster. As you name a shape, have the children identify and find the shape on their mat. Encourage the children to repeat the name of each shape.

Set out additional paper. After the children have completed their poster, invite them to count which shape is found the most. Encourage the children to see who has the most squares on their tree. Who has the most circles? Other shapes?

Painting Trees



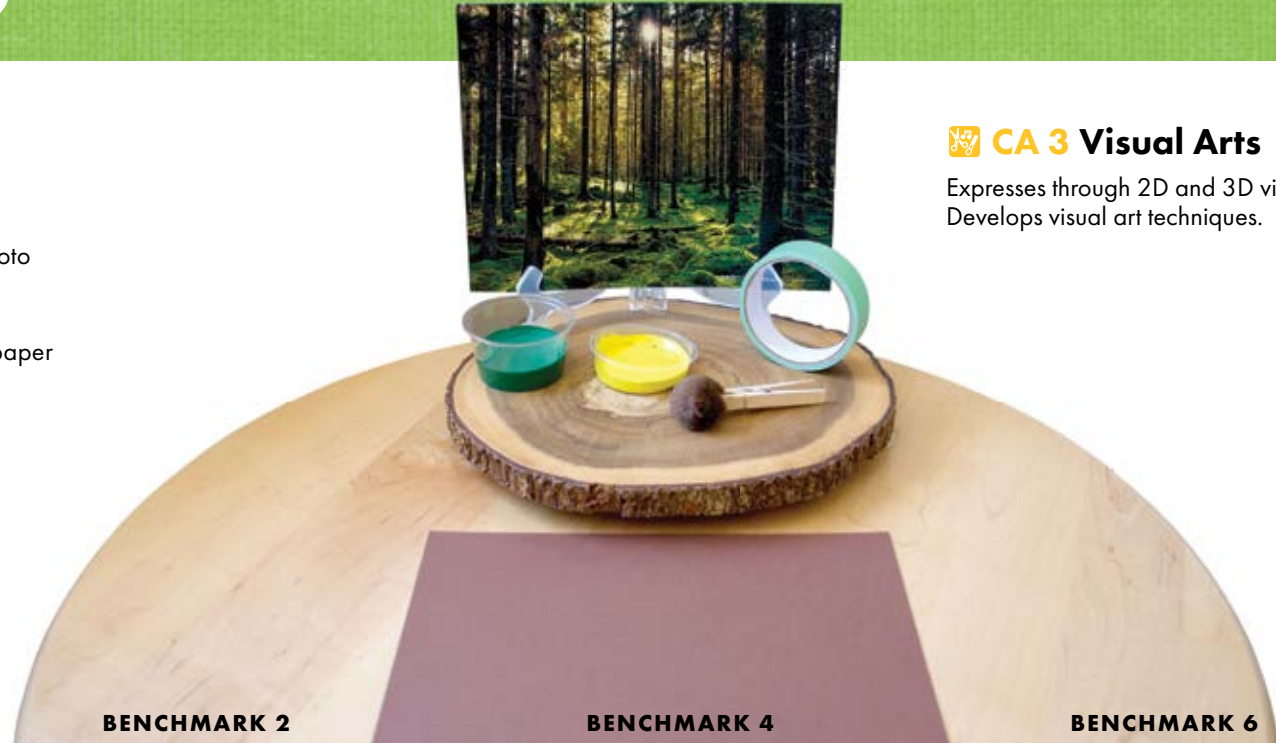
SUPPLIES

- Title Display
- Inspiration Photo
- Clothespin
- Pompom
- Background paper
- Scrap paper
- Paint
- Leaves
- Masking 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

Cut the paper into a tree shape. Invite the child to finger paint freely, e.g., pounding, waving or tapping.

Invite the children to paint freely over the top of the masking tape with a pompom attached to a clothespin. When dry, remove the masking tape to reveal the tree trunks. Decorate as desired.

Invite the children to paint their trees using the supplies and tools available. Ask questions about why they chose that media and what textures and effects they explored.

Encourage the children to create details in their trees (e.g., leaves, flowers, trunk, branches). Does the child explain what details were included, how they were made and problem-solve with the given supplies?

Counting Twigs



SUPPLIES

- Mystery Numbers
- Craft sticks
- Stuffed animals
- Playdough
- Tape

MR 1 Number Sense

Identifies numerals. Determines quantity. Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Tape the craft sticks to the floor. Invite the child to explore the sticks while you count and point to each.

Encourage the children to insert three twigs into their playdough. Count aloud and talk about their little trees.

Encourage the children to identify the Mystery Number next to the stuffed animal. As they place the craft sticks in the playdough, invite the children to count them. Ask, "How many trees would you have if two trees were removed? If one tree was removed?"

After the children have placed their "trees" in the playdough, invite them to count their peers' trees. Ask simple math questions (e.g., $3+5=8$, $8-3=5$) based on the group's number of "trees."

LESSON 5

Tree Bingo



SUPPLIES

- Bingo Playing Mats
- Bingo Calling Cards
- Bingo chips
- Apples
- Knife (adult use)
- Scissors



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

Lay the child on their back. Point to four different body parts (e.g., hands, toes, belly and nose), then shout, "Bingo!" Make different facial expressions or change tone of voice and see if the child mimics your expressions.

Set out one Bingo Playing Mat to share with the whole group. Show a Calling Card number that matches one of the numbers on the Playing Mat. Ask a child to cover it with a chip. Then do the exercise/yoga pose all together to the count of the number. Smile and see if the children mimic your facial expression.

Take turns drawing a card and placing the "apple" chip on the tree board. Invite the children to say how many "apples" are needed to cover the remaining numbers. Encourage them to identify what comes next in the game routine (e.g., selecting another card or placing a chip).

As the children are drawing numbers and identifying "apples" on their cards, discuss how it feels not having a "match" (e.g., sad or frustrated), or finding a match (e.g., happy or excited).

Float & Catch



SUPPLIES

- Lightweight items
- Blocks

SCI 3 Physical Science

Explores forces, motion and physical properties of materials.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 3 Physical Science

Place large blocks and toys close to the child on the floor. Drop the lightweight items from high and let them float to the ground near the child. Observe how the child reaches for the toys and items as they fall.

Encourage the children to pick a block and put it on the floor. Then toss a lightweight item in the air and have it land on the block they chose.

Encourage the children to toss an item and land on the block. Sort the objects by how they moved (e.g., floated, flew past or came back). How can we aim the toss? What could we do differently to get the object to the block?

Invite the children to experiment with dropping or throwing objects from different heights. Create a chart of which objects floated the farthest or met the target block the best. Discuss the results.

LESSON 7

Bee Disc



SUPPLIES

- Paper plates (2)
- Paper
- Sticker eyes
- Stapler
- Glue
- Yellow paint
- Paintbrushes
- Scissors



MR 4 Measurement

Estimates and measures. Compares and seriates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 4 Measurement

Encourage the child to fingerpaint the plate yellow. When the plate is dry, invite the child to add stripes by scribbling with chunky crayons. Use the child's hands to create handprint wings with white paint.

Invite the children to fingerpaint the plates yellow, then place black paper strips on the wet paint to make bee stripes. When the glue and paint are dry, add eyes, then staple the two plates together. Put a paper target on the floor/ground and encourage the children to toss their disc to it. Talk about whether it is near or far from the paper.

After painting their plates yellow, encourage the children to measure the length of black paper needed for each stripe on the bee. Ask, "What did we do first to make our Bee Disc? Then what did we do? What do we need to do last?" Measure the flight distance by counting steps.

After creating their Bee Discs, encourage the children to guess the distance their disc will fly. Mark the guess with a sticky note and the child's name. Measure the distance of the flight and the distance between where the disc landed and the child's guess.

Nature Matching



SUPPLIES

- Matching Cards
- Tape
- Scissors
- Clothespins (9)
- Pocket Cube
- Envelope



MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

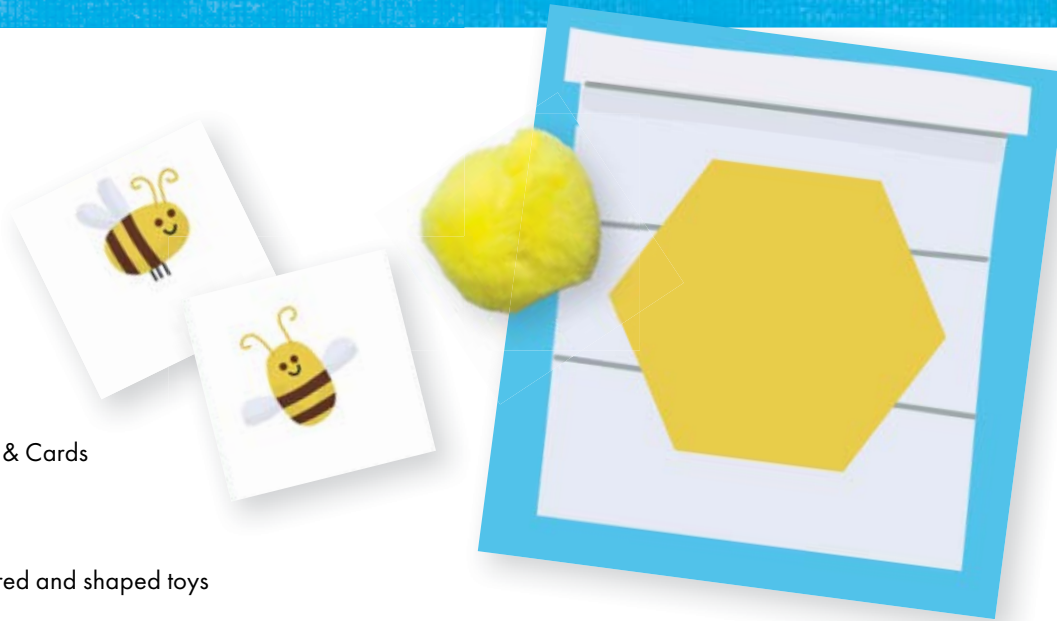
Insert one set of the Nature Matching cards into the Cube, then hand it to the child. Point at the picture and name it.

Tape one of each image to an envelope, then tape the envelopes to the wall. Give the child one Nature Matching Card to put in the matching envelope.

Encourage the children to take turns flipping over cards and matching the pictures. Repeat by matching another feature (e.g., color of the sky, shapes of the objects or seasons).

Invite the children to match the cards to the clothespinned picture on the wall. Repeat by matching the same colors on the cards (e.g., blue skies or white clouds). Repeat a third time and match the seasons in the pictures.

Buzz to the Beehive



SUPPLIES

- Shape Cube
- Beehive Shapes & Cards
- Pompoms
- Tape
- Scissors
- Differently-textured and shaped toys

MR 3 Shapes

Identifies shapes and their characteristics.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Gather differently textured and shaped toys, placing them close to the child. As the child reaches for or moves toward the toy, name the shape. Explore touching, feeling and naming shapes.

Spread out the shapes on the floor. Invite the children to explore tossing the pompoms onto the shapes. Show one shape on the Shape Cube and encourage the children to toss the pompom to the matching shape.

Take turns rolling the Shape Cube twice, then toss the pompom to both matching shapes. Encourage the children to name the shapes. Repeat until each child has matched each shape.

Encourage the children to name the shapes pompoms to the matching card. After all of the cards have been matched, invite the children to roll the Shape Cube and find something in the classroom to match the shape.

LESSON 10

Listen & Color



SUPPLIES

- Listen & Color sheet
- Crayons
- White paper

LLD 1 Listening

Identifies, reproduces and creates patterns.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Invite the child to scribble on the paper with different-colored crayons. Name the color and encourage the child to repeat it back (e.g., "Red, red. Blue, blue").

Encourage the children to color freely. Talk about the colors they choose and the images on the sheet.

Set out the supplies and specific colors for each child. Give the children a multi-step direction, e.g., "Color the flowers orange and the sun yellow."

As the children color, encourage each child to follow multi-step directions, e.g., "Color the trees and grass green and the sky blue." Ask, "What do plants need to grow? Where do you see the animals in the picture?"

Rain Boot Designs



SUPPLIES

- Title Display
- Inspiration Photo
- Rain boot shape
- Tissue paper dots
- Glue
- Markers
- Collage materials (optional)
- Paper
- Paint

MR 2 Spatial Awareness

Understands how objects move in space.
Determines object location.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Set out paper and paint. As the child explores, encourage motion by raising their arms or legs and saying “up” and “down” as the child moves.

Talk about what can be seen in the Inspiration Photo. Ask the children how they will design their rain boots. Add glue and encourage the children to stick on confetti and collage materials.

Set out supplies and encourage the children to arrange the dots on the paper. Glue down and invite them to draw any additional features on their boot. Ask them how they designed their boot and listen for spatial words (e.g., next to, on top or under).

Encourage the children to discuss where they would wear their designed boot. Observe if the child uses 6-10 dots to make a complex design.

Who is at the Pond?



SUPPLIES

- Pond Play Mat
- Pond Cards
- Book and Story Pieces: Forest Friends
- Scissors



LLD 6 Reading Comprehension

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

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 6 Reading Comprehension

Look at the book together. Encourage the child to point to the characters.

Set all of the Pond Cards next to the Play Mat. Name a character and ask a child to pick up that card and put it in the pond. Talk about what that animal did in the storybook. Continue to put one card at a time in the pond. Pretend the animals are swimming and having fun.

After reading the story aloud, invite the children to retell the story using the Story Pieces to describe locations, e.g., "Bear was in the puddle" or "Bird was under the leaves." Encourage the children to role-play with the Story Pieces.

Invite the children to retell the story using the Story Pieces. Ask questions about the sequence of events, e.g., "Who came to the party first? Who was the last to arrive?"

Dripping Art



SUPPLIES

- Title Display
- Inspiration Photo
- Eyedropper
- Umbrella shape
- Background paper
- Watery paint
- Tray
- Glue
- Marker
- Tape
- Sponges



PD 2 Fine Motor

Builds strength and coordination of small movements.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Tape the umbrella shape to the table and set out sponges filled with watery paint. Encourage the child to stamp, slide or squeeze the sponge on the paper and watch the drips fall.

Encourage each child to pick their favorite paint color, then squeeze the eyedropper to squirt paint onto the paper. When done, punch out the umbrella and use the leftover frame to put on top of the dripping art. Save the umbrella for another art project of your design.

Encourage the children to glue the umbrella shape to the paper. Invite the children to explore making raindrops by squeezing the eyedropper, adding glue or drawing the drips with marker. Ask questions about their artistic decisions.

Set out supplies and encourage the children to trace the umbrella shape onto the paper. Invite them to explore the tools in different ways to create their art (e.g., eyedropper swirls, glue drops or marker dots).

I Wash



SUPPLIES

- Sight Word Pointers
- I Can Read book
- Water
- Sponges
- Crayons

LLD 3 Phonological Awareness

Hears small units of sound.



BENCHMARK 1



BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 3 Phonological Awareness

Read the book aloud with the child. Encourage them to point to pictures and name the objects in the story.

Read the book aloud to the children and encourage them to say "I" with you as it appears in the story.

Read the book aloud with the children as they follow along. Encourage them to use the Sight Word Pointers to find the sight words and "-sh" words. Clap the syllables together.

Read the book aloud with the children as they follow along with the Sight Word Pointers. Find the sight words and "-sh" words. Clap and count the syllables together. Explore the rhyme and letters of words (e.g., In cat, the first letter is "c" and the rhyme is "at.")

Pond Collage



SUPPLIES

- Inspiration Photo
- Title Display
- Cupcake liner (2)
- Background paper
- Paper
- Tissue paper
- Scissors
- Glue
- Paint

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

Set out paper and paint. Encourage the child to spread the paint over the paper using large movements (e.g., slamming their hands or waving across the table).

Talk about the colors in Monet's painting. Paint glue on each child's paper and encourage them to apply the paper strips/pieces as desired.

Encourage the children to choose the art tools they will use to create their pond collage. Ask questions about the artistic plan, why they chose that tool and what effects they explored.

Encourage the children to create details in their pond collage (e.g., flowers, reflections or animals). Does the child explain what details were included, how they were made and problem-solve with the given supplies?

Hedgehog Painting



SUPPLIES

- Hedgehog paper
- Fork
- Paint
- Scissors
- Marker



PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Encourage the child to fingerpaint the hedgehog and quills.

Invite the children to dip their hands in the paint and make handprints for the hedgehog quills.

Encourage the children to explore the sizes and shapes of the quills with the fork. Ask, "What was the best way to make the quills? What new ways did you use the fork and paint on the hedgehog?"

After the hedgehog paintings have dried, outline the hedgehog. Encourage the children to cut along the line with scissors.

Dirt Pictures



SUPPLIES

- Trays
- Dirt
- Bowls
- Nature items (sticks, pinecones, rocks, seeds, leaves, flowers, etc.)
- Pictures of nature items
- Tape

BENCHMARK 1



MR 6 Classification

Matches and sorts.

BENCHMARK 6



MR 6 Classification

Tape leaves and pictures of nature items to the floor, wall or window. Encourage the child to reach for the items. Point and name the nature items.

Encourage the children to sort the nature items into individual bowls, e.g., all of the rocks in one bowl or all of the pinecones in one bowl. Then invite the children to use the nature items to create designs and pictures in the dirt.

Encourage the children to sort the nature items by matches into individual bowls. Invite them to dump out the bowls and sort again by color, shape or length.

After sorting the nature items by matches into bowls, encourage the children to sort the items by shape, color and texture.

Build a Pattern



SUPPLIES

- Pattern Guide & Cards
- Envelope
- Scissors
- Blocks, crayons (optional)
- Two toys
- Two bins

MR 5 Patterns

Identifies, reproduces and creates patterns.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 5 Patterns

Set out two toys and two bins on the floor near the child. As the child watches, hide the toys under the bins. Ask, "Where did they go?" Lift each bin and say, "There it is" or "peek-a-boo!" Observe the child's reactions.

Give each child a pattern card and encourage them to work together to put it on the matching picture on the Pattern Guide. Repeat with other cards.

Invite the children to follow the examples on the Pattern Guide to create and extend the patterns with their cards. Encourage the children to choose two different Pattern Cards and compare them. Ask, "How could we form a pattern with these cards?"

Using the Pattern Guides and Cards, encourage the children to create and extend the existing patterns. Have the children close their eyes and remove a pattern piece from each created pattern. When they open their eyes and ask, "What piece is missing?"

Would You Rather?



SUPPLIES

- Would You Rather Game
- Scissors
- Bin of dirt
- Nature items
- Seeds
- Tape



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

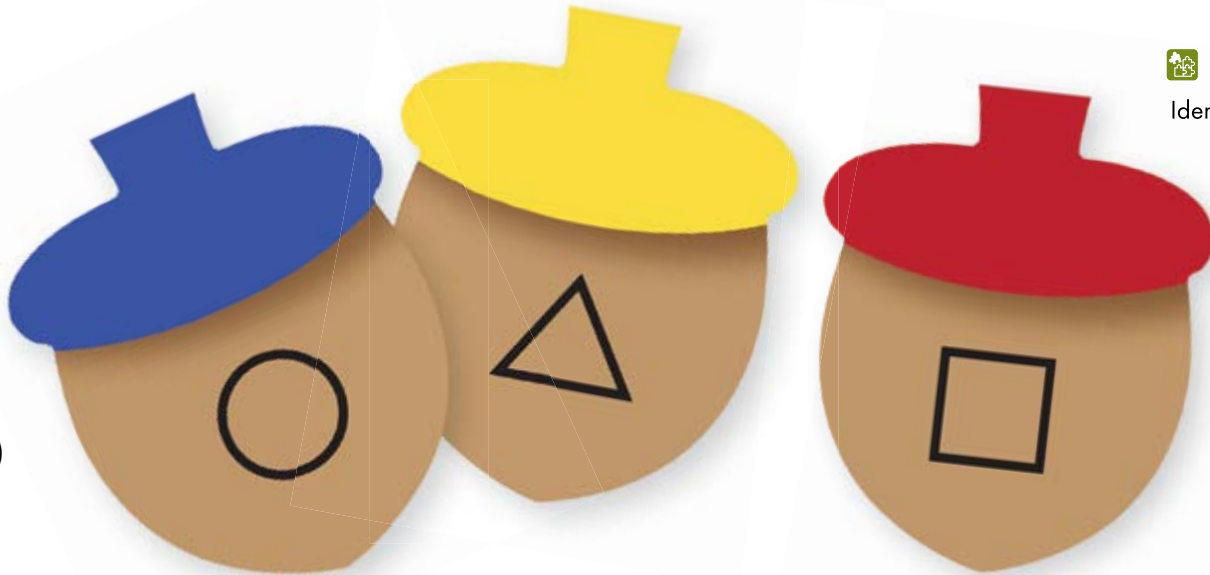
Set photos on the floor or tape them low on the wall where the child can reach them. Observe which picture they reach for and enjoy the most.

Ask the children a Would You Rather question and use the two choice cards to prompt their decision-making. Encourage the children to point to the card of their choice. Count the votes to determine the winner. Continue prompting the children with the Would You Rather cards.

Ask the children the Would You Rather questions, placing a seed above their choice. Repeat and add a third and fourth choice card to the question. Count the votes for each card.

Encourage the children to create their own Would You Rather cards. Invite them to make choices, vote and count the votes from the new Would You Rather questions.

Hiding Acorns



MR 3 Shapes

Identifies shapes and their characteristics.

SUPPLIES

- Acorn Cards
- Spinner (from Lesson 3)
- Paper
- Scissors
- Tape

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 3 Shapes

Tape the red, blue and yellow acorns to a low wall, window or floor. As the child reaches for them, name the color of the acorn.

Encourage the children to walk around the room and gather acorns. Put red, blue and yellow paper on the floor and have them put their acorns on the matching color paper. Repeat but cut white acorns and sort them onto the shape papers.

As the children take turns finding the acorns, encourage them to identify each shape found. Place paper on the floor with each shape. Invite the children to sort the acorns by the shape on the paper.

Once all of the acorn cards are collected and sorted by shape, encourage the children to search the room for something with a similar shape (e.g., square = window, triangle = play food pizza).