

Authentic Assessment

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



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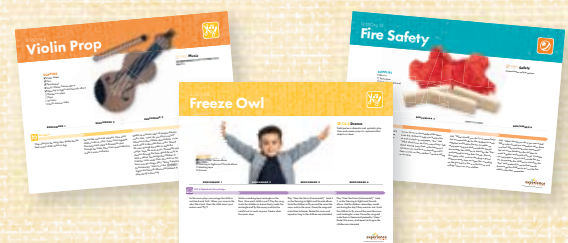
1-Month

Assessment Activity Calendar & Group Observation Form



Daily


Assessment Activity Sheets



Observation & Documentation Planning Calendar

COZY WINTER SENSES

DATE _____

<p>LESSON 1 Finding Instruments CA 1 Music MR 6 Classification</p> 	<p>LESSON 2 Blow Art SCI 3 Physical Science CA 3 Visual Arts SCI 4 Technology</p> 	<p>LESSON 3 Breath Control SED 3 Attention & Persistence MR 7 Logic & Reasoning SCI 3 Physical Science SS 3 Geography</p> 	<p>LESSON 4 Violin Prop CA 1 Music PD 2 Fine Motor</p> 	<p>LESSON 5 Piano Key Game MR 6 Classification SED 2 Self-Regulation</p> 
<p>LESSON 6 Snow Tracks SCI 2 Natural & Earth Science PD 2 Fine Motor</p> 	<p>LESSON 7 Dripping Icicles PD 2 Fine Motor CA 3 Visual Arts</p> 	<p>LESSON 8 Freeze Owl CA 4 Drama PD 1 Gross Motor</p> 	<p>LESSON 9 Make Some Music SED 4 Social Relationships CA 1 Music</p> 	<p>LESSON 10 Mystery Bird MR 1 Number Sense MR 2 Spatial Awareness</p> 
<p>LESSON 11 Mouse Body MR 2 Spatial Awareness CA 3 Visual Arts</p> 	<p>LESSON 12 Listen & Draw LLD 5 Concepts of Print LLD 7 Writing LLD 2 Communication</p> 	<p>LESSON 13 Frosting Cookies CA 3 Visual Arts MR 3 Shapes CA 4 Drama</p> 	<p>LESSON 14 Dress-Up Band CA 2 Dance & Movement CA 4 Drama</p> 	<p>LESSON 15 Fire Safety PD 3 Safety MR 7 Logic & Reasoning</p> 
<p>LESSON 16 Birthday Candles MR 1 Number Sense LLD 1 Listening</p> 	<p>LESSON 17 Starlight Wand LLD 7 Writing CA 4 Drama</p> 	<p>LESSON 18 Shadow Puppets MR 6 Classification LLD 2 Communication PD 2 Fine Motor</p> 	<p>LESSON 19 P Is for Postcard PD 2 Fine Motor LLD 7 Writing SED 1 Self-Awareness</p> 	<p>LESSON 20 Winter Solstice MR 4 Measurement SED 3 Attention & Persistence</p> 

Finding Instruments



SUPPLIES

- Instrument Cards
- Orchestra Matching Game
- Scissors
- Drum (optional)
- Toy instruments
(e.g., shakers, drums, rattles)



CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Set out a variety of toy instruments within reach of the child, e.g., shakers, drums, rattles. Observe how the child explores the sounds of the instruments with their senses.

Cut apart the matching Instrument Cards. Set out two Instrument Cards on a table, then hold up a card that matches one of them. Invite the children to take turns pointing at the matching card on the table. Make the sound of that instrument and encourage the children to mimic your sound.

Set out all of the cards facedown on the table. Turn over two cards and identify if they are a match. When a match is found, encourage the child to tap the drum. Take turns with the other children at the table and continue to find all of the matches.

Set out all of the cards facedown on the table. Turn over two cards and identify if they are a match. When a match is found, encourage the child to act out how to play that instrument. Take turns with the other children at the table and continue to find all of the matches. If desired, encourage the children to pick their favorite instrument and march around the room "playing" it, before returning for another round.

Blow Art



SUPPLIES

- Inspiration Photo
- Straw
- Background paper
- Title Display
- Paint (watery)
- Paintbrush
- Bowl(s)
- Bubble solution
- Bubble wand or pipecleaners
- Tape



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

SCI 3 Physical Science

Explores forces, motion and physical properties of materials.



SCI 3 Physical Science

Tape the paper to the wall or set up the materials outdoors. In a small bowl, mix watery paint with bubble solution. Holding a bubble wand (or bent pipe cleaner), encourage the child to blow bubbles through the wand. Explore the designs as the bubbles pop on the paper.

Set out the Inspiration Photo and additional supplies. Encourage the children to explore the paint with their fingers or a paintbrush. As they paint, invite the child to blow and see how the paint moves. Ask, "What happens when you blow hard? Soft?"

Set out Inspiration Photo and any additional materials. Ask, "What do you notice about the photo? What designs could you make with your breath? What happens to the paint if you blow softly, then with great force? How can you mix two colors together using your breath? What do you see happening?"

Set out the Inspiration Photo and any additional materials. Ask, "What happens to the paint if you blow softly, then with great force? What do you see happening?" Encourage the children to explore using both the straw and their mouth to blow the paint. Invite them to move around the room and discuss the movement effects on different surfaces.

Breath Control



SUPPLIES

- Pompoms
- Feathers
- Masking tape
- Straws
- Scarf



SED 3

Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 3 Attention & Persistence

Place the child on their back or in a sitting position. Hold the scarf out in front of you and the child, then blow. Does the child mimic the blowing of the scarf? Take turns blowing the scarf back and forth. Observe the child's reaction to the scarf's movements.

Place a line of masking tape and another a few feet away from the first. Ask, "How can we move the feather with our breath?" Demonstrate blowing on the feather through a straw and point out how it moves. Encourage the children to explore blowing the feather or pom-pom from one line to another.

Use the masking tape to make a path on the floor or on the table. If desired, make a simple path and a difficult one. Encourage the children to explore with the straw by blowing a pom-pom or feather along the path. If desired, encourage the children to use the materials to have a race.

Use the masking tape to make a path on the floor or on the table. Give one child a feather and the other a pom-pom. Encourage the children to use the materials to have a race. If the pom-pom or feather falls off the path or the table, the child will restart. Switch materials and race again. Discuss which material was easier to control and what techniques the children used to move the materials.

LESSON 4

Violin Prop



SUPPLIES

- Violin shape
- Yarn
- Pipecleaner
- Cozy Winter Senses* album
- Dancing to Sights and Sounds* album
- Markers or paint
- Tape
- Scissors
- Violin internet video



CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Clap along to the song, then gently tap the beat on the child's back or legs.

Set out the violin and markers. Give each child a violin to color. Color them together, then help each child to thread the yarn through the holes. Play music and pretend to make a violin orchestra.

Watch an internet video of people playing violins. Ask, "How do you play a violin?" Observe as the children demonstrate. Invite each child to decorate their violin. Thread the yarn through the holes to make the strings. Tape the ends down. Thread the pipe cleaner through the bow. Bend the ends to hold in place. Encourage the children to hold the violin under their chin and run the bow over the strings. Play "String Symphony (Instrumental)," track 5 on the *Dancing to Sights and Sounds* album and pretend to play along to the song.

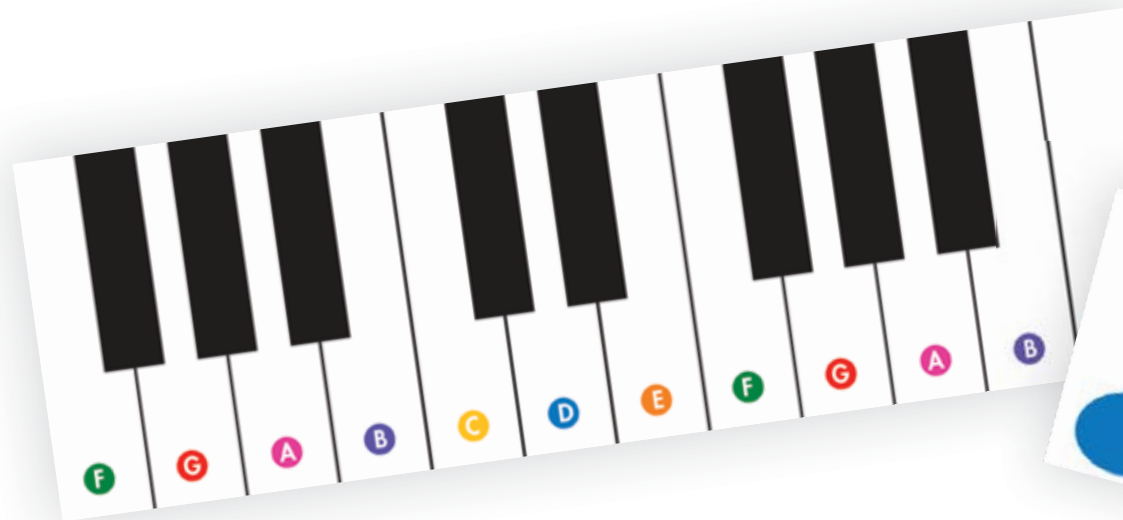
Watch an internet video of people playing violins. Invite each child to decorate their violin. Thread the yarn through the holes and tape the ends down. Thread the pipe cleaner through the bow and bend the ends to hold in place. Encourage the children to hold the violin under their chin and run the bow over the strings. Play "String Symphony (Instrumental)," track 5 on the *Dancing to Sights and Sounds* album and pretend to play along to the song.

Piano Key Game



SUPPLIES

- Piano Key Game
- Scissors
- Paper
- Markers
- Tape



MR 6 Classification

Matches and sorts.



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 2 Spatial Awareness

Tape the music note cards to the floor where the child can reach them. As the child touches a color, name the color.

Place the Piano Key Poster on the table. Cut out the music note cards and pattern strips. Spread out the musical notes on the floor. Point and name a color on the poster. Encourage the children to find the music note that matches the selected color. Count the number of matching notes. Continue taking turns with each child.

Place the piano key poster on the table. Cut out all the music note cards and the music pattern strips. Flip the cards over face down. Encourage the children to flip a card over, then find that colored music note on the Piano Key Poster. Tap that same colored key with a finger. Continue taking turns and flipping over more cards. For more of a challenge, encourage the children to choose a pattern card. Copy the pattern by tapping the colored piano keys in that order.

Place the piano key poster on the table. Cut out all of the music note cards and music pattern strips. Flip the cards face-down. Encourage the children to choose a pattern card and copy the pattern by tapping the colored piano keys in that order. If desired, invite the children to create their own pattern cards and give to peers to “play” on the piano keys.

Snow Tracks



SUPPLIES

- Inspiration Photo
- Animal Tracks Guide
- Background paper
- Cotton swab
- Title Display
- Paint: white
- Glue
- Nature items (sticks, corn kernels)
- Plate
- Tape
- Markers



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

Tape the paper to the table and set out paint on a plate. Dip the child's hands into the paint and place them on the paper. Encourage the child to stamp handprints on the paper on their own.

Display the Inspiration Photo and set out white paint. Invite the children to paint their foot or hand and make a print on the paper. Then use a cotton swab and dip in paint to stamp marks on paper. Show the photo of the raccoon and observe the snow and the tracks.

Set out the Inspiration Photo and any additional materials. Ask, "What do you notice about the tracks in the photo and on the guide? How can you make tracks with your fingers? How can you use the cotton swabs? What else could you use to make tracks? Where do you think the animal of these tracks might live? How do they survive if they live in the snow? How could you use your hand or fist to make a track?"

Set out the Inspiration Photo and any additional materials. Ask, "What do you notice about the tracks in the photo and on the guide? What tools could you use to recreate these tracks? What type of animal tracks will you make? Where might you find this animal in the wild?" When the paper is dry, invite the children to write the animal and where it lives on the back of the paper. As a group, encourage the children to sort the prints by characteristics, e.g., big prints, two feet or where the animal lives.

Dripping Icicles



SUPPLIES

- Inspiration Photo
- House paper
- Roof paper
- Eyedropper
- Title Display
- Tape
- Paint: white
- Markers
- Water
- Sponge
- Bowl
- Scissors



PD 2 Fine Motor

Build strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Place the paper on the table. Tape it down, if desired. Wet a sponge in watery paint. Encourage the child to explore stamping and dripping on the paper. Hang to dry and point out the drip marks.

Set out the Inspiration Photo and additional supplies. Help the children fill the eyedropper and encourage them to squeeze the paint onto the paper. Before it dries, hang the picture up and watch the paint drip. Ask, "What happens when you squeeze the paint onto the paper?" Point out the longest and shortest drips.

Set out the Inspiration Photo and any other additional materials. Thin the paint with water in a bowl. Cut roof paper into four triangles to split between the children. Hang the child's paper on a wall. Ask, "What do you notice about the photo? What do you think happens to ice when it melts? Will you make a paper house or something different? What will happen if you squeeze paint on the paper with the eyedropper?"

Set out the Inspiration Photo and any other additional materials. Thin the paint with water in a bowl. Cut the roof paper into four triangles to split between the children. Encourage the children to cut and create a house. Ask, "What did you create, a house or something different? What happens when you squeeze the paint with the eyedropper? How might the paint look different if we hang it up? What happens to the paint? Using the eyedropper, can you make different designs?"

Freeze Owl



CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

SUPPLIES

- Cozy Winter Senses* album
- Dancing to Sights and Sounds* album
- Masking tape
- Scarves

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 4 Alphabetic Knowledge

As the music plays, encourage the child to rock back and forth. Wave your arms to the side, like a bird. Does the child mimic your actions and “fly”?

Make a masking tape rectangle on the floor. Give each child a scarf. Play the song. Invite the children to dance freely inside the rectangle and fly like snowy owls but be careful not to touch anyone. Freeze when the music stops.

Play “Hear the Horns (Instrumental),” track 3 on the *Dancing to Sights and Sounds* album. Invite the children to fly around the room like snow owls to the music. Pause the song and invite them to freeze. Restart the music and repeat as long as the children are interested.

Play “Hear the Horns (Instrumental),” track 3 on the *Dancing to Sights and Sounds* album. Ask the children where they would rest during the day if they were an owl. Invite the children to fly around the room like snow owls looking for a tree. Pause the song and invite them to freeze and pretend to “sleep.” Restart the music, and repeat as long as the children are interested.

Make Some Music



SUPPLIES

- Cozy Winter Senses album
- Dancing to Sights and Sounds album
- Shakers or rattle toys
- Bell Shakers



SED 4

Social Relationships

Develops relationships with adults and peers. Participates cooperatively in group. Identifies and respects differences in others.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 4 Social Relationships

Give the child a shaker or rattle toy. Play the song. Shake the rattle and observe how the child mimics your actions.

Give each child a shaker or rattle toy. Play the song. Invite the children to shake their toy to the beat of the music while they dance around the room. Encourage them to mimic your actions of shaking high and low, then softly and loudly.

Play "Make Some Music," track 1 on the *Dancing to Sights and Sounds* album. Invite the children to dance with their Bell Shakers and follow the prompts in the lyrics to shake them high, low, softly and loudly.

Have the children stand in a circle. Play "Make Some Music," track 1 on the *Dancing to Sights and Sounds* album. Place three shakers in the middle of the circle. Ask the children how they will solve the problem if there are not enough shakers. Invite the children to dance and follow the prompts in the lyrics.

Mystery Bird



SUPPLIES

- Bird Puzzles
- Pompoms
- Conversation Posters (Lesson 8 and 10)
- Scissors
- Blocks
- Blanket
- 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 Bird Puzzle onto the blocks. Place the blocks under a blanket. Encourage the child to look for the hidden “bird” block. Praise the child when the block is found.

Begin by cutting apart the Bird Puzzles into three or five pieces (do not cut all 10 strips apart). When the children can easily assemble the three pieces, cut a few more strips to make it more challenging. Put one Bird Puzzle on the floor and work together to assemble it. Then set out another Bird Puzzle. Mix pieces from both puzzles and work together to sort and assemble the two puzzles. Talk about the numbers at the bottom of the puzzles.

Cover both Conversation Posters with blocks. Cut the puzzles into strips. Ask, “What are the different parts of a bird?” Invite one child to remove a block and guess what the picture is. Continue removing blocks and guessing. Give each child a puzzle. If there are more than 4 children, create groups. Invite the children to solve puzzles by putting the numbers in order. Encourage the children to scramble their puzzle and switch with a peer.

Cover both Conversation Posters with blocks. Cut the puzzles into strips. Invite one child to remove a block and guess what the picture is. Give each child a puzzle. If there are more than 4 children, create groups. Invite the children to solve puzzles by putting the numbers in order. Once assembled, invite the children to count the number of strips. Encourage the children to scramble their puzzle and switch with a peer.

Mouse Body



SUPPLIES

- Inspiration Photo
- Mouse Drawing sheet
- Title Display
- Crayons
- Glue
- Markers/crayons



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

MR 2 Spatial Awareness

Understands how objects move in space.
Determines object location.



MR 2 Spatial Awareness

While on their back, manipulate the child's legs and arms. Move them back and forth, as if the child is running. Bring the arms and legs into their body and get small, like a "little mouse."

Give each child a Mouse Drawing sheet and display the Inspiration Photo. Point at the mouse photo and name different mouse body parts. Encourage the children to point at that same body part on themselves. Then invite them to draw or scribble the missing mouse half.

Set out the Inspiration Photo and any additional materials. Ask, "What body parts do you see on the mouse photo? What body parts do you and a mouse have in common? What shapes do you see? What if an animal had a mouse's body but a different head? How would you design your own animal head?"

Set out the Inspiration Photo and any additional materials. Ask, "What body parts do you see on the mouse photo? How could you draw the rest of the mouse?" Encourage the children to study the mouse's body parts and add other shapes or objects in the background of their picture.

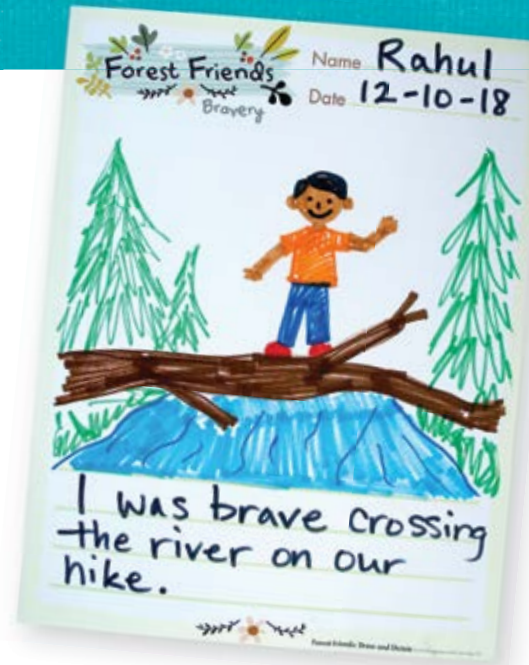
LESSON 12

Listen & Draw



SUPPLIES

- Read-Aloud: *Forest Friends: Bang! Boom! Brave.*
- Book: *Forest Friends: Bang! Boom! Brave.*
- Draw & Dictate paper
- Puppet
- Craft stick
- Paper
- Crayons
- Scissors (child-safe)
- Glue or tape



LLD 5 Concepts of Print

Uses print concepts and explores books and other text.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 5 Concepts of Print

Sit with the child in your lap. Open and close the book as you read the story. Point to the pictures and invite the child to mimic the action.

Give each child paper and one crayon. Play the read-aloud. Hold the book upside-down and ask, "Is there something wrong with the book?" Flip the book around and follow along with your finger as the read-aloud plays. Invite the children to draw while they listen to the story. At the end of the story, take time for the children to show and tell about their drawings.

Ask, "Can you think of a time when you had to be brave?" Read the book to the children. Give each child a Draw & Dictate paper. Help them write their name and date at the top. Invite the children to draw a picture of a time when they had to be brave. Encourage the child to tell you about their picture and write down what they say. Give each child a Puppet and invite them to cut it out. Attach the puppet to the stick. Encourage the children to use their puppets to act out the *Forest Friends* story.

Read the book to the children. Encourage the children to identify the author and illustrator. As you read, point to different punctuations and invite the children to identify them, e.g., period or question mark. Give each child a Draw & Dictate paper, and invite them to write their name and date at the top. Invite the children to draw a picture and write about a time when they had to be brave. Give each child a Puppet and invite them to cut it out. Attach the puppet to the stick. Encourage the children to use their puppets to reenact the story.

Frosting Cookies



SUPPLIES

- Paper plates
- Cookie shapes/Paper cookies
- Confetti
- Title Display
- Inspiration Photo
- Marker
- Spatulas
- Puff paint:
 - 3 tsps baking soda,
 - 1 c flour, 1 tsp salt,
 - 1 ¼ c water (added slowly),
 - food coloring
- Scissors
- Clear zip bags
- Masking tape



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

CA 3 Visual Arts

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



CA 3 Visual Arts

Place the paper cookie shape in a zip bag with a small amount of puff paint. Seal the bag and tape to the table. Encourage the child to manipulate the bag, spreading the paint on the "cookie." Remove the cookie from the bag and hang it to dry.

Make puff paint: mix flour, salt and baking soda together, then gradually add water until desired consistency. Add food coloring as desired. Write each child's name on their plate. Give each child two cookie shapes. Show one cookie and ask the children to hold up the matching shape. Invite the children to paint the matching cookie and add it to their plate. Repeat, if desired.

Fill bags with puff paint mixture, twist closed and snip one corner to make an "icing" applicator. Set out the Inspiration Photo and any additional materials. Ask, "What shape cookies are you making? Will you make one large cookie or many small cookies? What could you use as icing? How will you decorate your cookies?"

Set out the Inspiration Photo and any additional materials. Fill bags with the puff paint mixture, twist closed and snip one corner to make an "icing" applicator. Ask, "What type of cookies are your favorite? Who are you making the cookies for? How will you add details to your cookies? What tools will you use to decorate the cookies?"

Dress-Up Band



SUPPLIES

- Cozy Winter Senses album
- Dancing to Sights and Sounds album
- Dress-up clothes



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

 **CA 2**

Dance & Movement

Expresses through dance. Develops movement techniques.



CA 2 Dance & Movement

Set out the clothes on the floor near the child. As the music plays, encourage the child to explore the different clothing items. Name the items and help the child dress-up, if desired.

Set out dress-up clothes. Play the song. Invite the children to pretend they are getting ready for a walk outside. Ask, "What would keep you warm?" Encourage the children to dance by stomping "through the snow" or "warming their hands" to the music.

Set out some dress-up clothes and invite the children to pretend they are getting ready to walk to a friend's house. Play "Make Some Music," track 1 on the *Dancing to Sights and Sounds* album. Encourage the children to march in a line and follow the prompts in the lyrics: hold hands high, low, walk softly and stomp loudly.

Set out some dress-up clothes. Ask, "When it is cold out, how would you dress to stay warm? Who are you pretending to visit?" Invite the children to pretend they are getting ready to visit someone. Play "Make Some Music," track 1 on the *Dancing to Sights and Sounds* album. Encourage the children to follow the prompts in the lyrics: hold hands high, low, walk softly and stomp loudly. After the song, encourage the children to recall their favorite dance movement and how it made them feel.

Fire Safety



SUPPLIES

- Blocks
- Red paper
- Real sticks (optional)

PD 3 Safety

Demonstrates safe practices.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 3 Safety

Set up the blocks and red paper. Pretend it is a fire pit. When the child gets too close, say "Uh oh, too hot!" Pretend to blow on the "fire."

Set out blocks in the middle of the floor. Invite the children to help you build a fire pit and crumple up red paper "fire." Ask, "What should you do if you see a fire?" Talk about staying away from a fire because it can burn you and how to stop-drop-roll if there is a fire on their clothes. Practice rolling on the floor.

Ask, "What should you do if you see a fire?" Set out some blocks for the children to work together and build a fire pit. Crumple up red paper and put sticks inside the fire pit. Encourage the children to stand by the "fire" and pretend to warm their hands. Discuss fire safety rules, such as standing a good distance away from an open fire, crawling on the ground if a fire is in the house and rolling if fire is on your clothes.

Ask, "What should you do if you see a fire? What rules should we remember when there is a fire? Why are these rules important?" Set out some blocks for the children to work together and build a fire pit. Crumple up red paper and put sticks inside the fire pit. Encourage the children to stand by the "fire" and pretend to warm their hands. Encourage the children to act out the fire safety rules they remember.

Birthday Candles



SUPPLIES

- Candles
- Foam die
- Playdough
- Cup
- Paper
- Markers
- Scissors



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

Draw a birthday candle on a piece of paper, cut it out and place it under a bowl. Ask, "Where is the candle?" Encourage the child to find the candle under the bowl. When found, count "one candle."

Put the candles and playdough on a table. Play with candles and put them in/take them out of the dough. Count aloud together. Ask the children to take turns removing one candle and following directions for where to place it, e.g., in your hand or in a bowl.

Form the playdough to look like a cake. Place the die and cup of candles on the table. Encourage the children to explore inserting the candles into the "cake." Count out that many candles and stick them into the "cake." Repeat until all of the candles are used, then play again.

Encourage the children to use the playdough to form a cake. Invite each child to roll the die and place that number of candles into the "cake." Count the total number of candles. Roll the die again and remove the number of candles from the cakes. How many candles are there in total? Encourage the children to play again.

Starlight Wand



SUPPLIES

- Paper star/Star shape
- Cellophane
- Craft stick
- Crayons
- Tape
- Flashlight
- Markers or paint



LLD 7 Writing

Uses writing to represent meaning.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Place the star shape on the table and set out crayons. Encourage the child to make marks on the paper. When finished, tape the cellophane and craft stick to the “wand” and hang it on the window. Ask the child what they see through the wand.

Tape a craft stick to each star and tape the cellophane in the middle. Help the children color on the star. Invite the children to look through the star and pretend to use it like a magnifying glass or wave it in the air like a shooting star.

Ask, “Why do you think stars are different colors?” Explain that stars’ colors depend on how hot they are. From coolest to hottest the colors are: red, orange, yellow and blue. Set out the materials for the children to create their shooting star wands. Set out markers for them to decorate and write their names on the stars. Pretend with the star wand and act out an imagined story.

Ask, “Why do you think stars are different colors?” Explain that stars’ colors depend on how hot they are. From coolest to hottest the colors are: red, orange, yellow and blue. Set out the materials for the children to create their shooting star wands. Encourage the children to decorate and write their names on the stars. Invite them to write the color of their star and explain how hot it is. Explore the star in imaginary play.

Shadow Puppets



SUPPLIES

- Shadow puppets
- Cube Cards: Shadows,
- Pocket Cube
- Straws
- Shadow cubes
- Flashlight
- Scissors (child-safe)
- Tape



MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Tape the Shadow puppets to the floor within reach of the child. As the child explores, state the name of the shapes, e.g., "You found the bear!"

Add the Cube Cards to the Pocket Cube. Cut the straws in half. Set out the supplies. Turn off the light, shine the flashlight on the wall and make a shadow with your hand. Explain that a shadow is the outline or silhouette of something. Tape the straws to the puppet shapes. Spread them out on the floor. Encourage the children to rule one die, say the shape and find the match. Once all of the shapes have been found, invite the children to sort the animals into one pile and the other puppets into a second pile.

Ask, "What do you feel when you see shadows? What stories do you think of?" Invite the children to cut straws in half, then tape one straw onto each puppet. Encourage the children to problem-solve and fold the dice. Tape to secure. Roll the dice. Find the matching shadow puppets. Invite the children to invent a story about the two animals, or use their puppets to converse with a peer's puppets.

Encourage the children to create their own shadow puppets by attaching the straws to each shape. Encourage the children to problem-solve and fold the dice. Tape to secure. Roll the dice. Find the matching shadow puppets. Invite the children to role-play with the puppets on the wall. Encourage them to converse with a peer's puppets or create a play to show their peers.

P is for Postcard



SUPPLIES

- Coloring: Letter P
- Conversation Posters
- Postcard
- Crayons or markers
- Paper: variety of colors
- Scissors (child-safe)
- Glue
- Tape



PD 2 Fine Motor

Build strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Set out the Coloring page and crayons. Tape the paper down, if desired. Encourage the child to make marks with the crayons. Identify the colors of the crayons the child is using, e.g., "That crayon is red." Observe how the child is holding the crayon.

Set out the Coloring page and crayons on the table. Ask the children, "What would you like to do on a winter day?" Encourage them to draw freely on the Coloring page. Observe how each child holds the crayon. Write down what the child describes in the picture. Help the child write a note on the back of their paper and ask who they want to send their picture to.

Set out any desired Conversation Posters, Postcards and crayons on the table. Ask, "What sounds can you hear on a winter day? Which winter sights or sounds were your favorites? What words would you want on your postcard?" If desired, mail the postcard to a family member or friend.

Set out the Conversation Posters, Postcards and other materials. Ask, "What sounds can you hear on a winter day? What are your favorite winter sights or sounds? Who would you send a postcard to about a winter day? What would you write on the postcard?" Invite the children to draw and cut out shapes to glue on the postcard. Encourage them to write a note on the back of the postcard. If desired, mail the postcard to a family member or friend.

Winter Solstice



SUPPLIES

- Winter Solstice Strips
- Scissors
- Paper
- Bowls
- Rulers
- Marker

MR 4 Measurement

Estimates and measures. Compares and seriates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 4 Measurement

Cut the Winter Solstice Strips apart and place them in a bowl. Set the bowl near the child. Observe how they use their hands and fingers to manipulate the strips.

Place strips of paper on the table. Encourage the children to look at two strips, the longest and the shortest. Have the child place their hand on the table. Ask, "Which strip is longer than your hand? Which is shorter?" Compare different body parts to the strip of paper.

Place strips of paper on the table. Encourage the children to line up the strips from shortest to longest. Mix the strips up again, then line them up from longest to shortest. Encourage the children to cut their own strips and make them all different sizes.

Place the strips on the table facedown. Number the strips. Ask, "Which strip will be the longest? Which will be the shortest?" Encourage the children to measure the strips with the rulers. Based on their measurements, line the strips up from longest to shortest. Mix them up and measure again. This time, line them up from shortest to longest. Invite the children to cut out and add more strips, measuring with the ruler.