INTERNATIONAL DISTRICT

Alief ISD

Early Childhood Center



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EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom space really is a second teacher and the possibilities are endless!

What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

How does experiential education impact your role as a teacher?

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

How does experiential education impact the students' role?

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

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ACTIVITIES



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INTERNATIONAL DISTRICT

Building a Community

ID.01

I.A.2 Child shows self-awareness and can express pride in age appropriate abilities and skills.
I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from their own.
II.A.1 Child shows understanding by responding appropriately.
II.B.1 Child is able to use language for different purposes.

Building a community starts at home for preschool children. Children should have plenty of opportunities to talk about their home life in the classroom. Using puppets, students can talk about who lives in their home, what languages are spoken, where their families are from, and jobs inside and outside the home.

DOING THE ACTIVITY

1. Demonstrate role-playing with various puppets. Use your imagination and role-play situations that are relevant to your students' social development and stage. You might role play the following conversation starters when talking about students' home life:
   - Using the chef puppet and a child puppet, share who cooks the meals at home and some of the favorite family dishes to eat.
   - Using two puppets (siblings), discuss some of the favorite at- home activities or traditions.
   - Using the mail carrier and a child puppet, share some of the tasks a mail carrier performs throughout the day.
2. Encourage students to share at-home activities using the puppets during morning meeting or other routine classroom periods.

TEACHING STRATEGIES

- With students, brainstorm a list of careers that are familiar to them and record on chart paper. Students can continue referencing the list as they are acting out scenarios with the career-focused puppets.
- Use the puppets to teach social skills in other ways. You can use the puppets to role-play big emotion situations, model kindness with one another, acknowledge and identify empathy, and practice taking turns.

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INTERNATIONAL DISTRICT

Roll-A-Story

ID.02

I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
II.A.1 Child shows understanding by responding appropriately.
II.B.1 Child is able to use language for different purposes.
III.A.1 Child engages in pre-reading and reading related activities.

Storytelling is a special way of sharing ideas, language, and your imagination with others. Students begin to understand stories have elements by listening to read alouds and creating their own stories. Using story cubes, students roll dice to determine characters, setting, and prompts in a story. With adult assistance, students can create individual or whole-class stories.

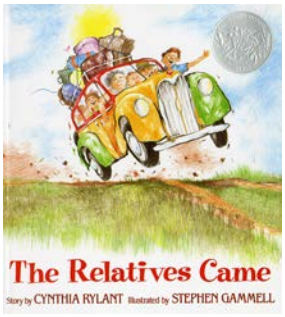
DOING THE ACTIVITY

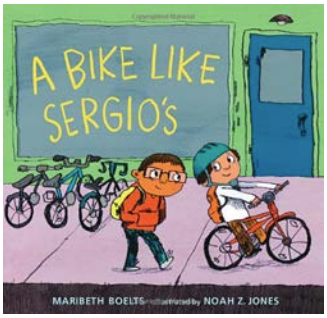
1. After reading several books that highlight elements of a story (characters, setting, and objects) like *The Relatives Came* by Cynthia Rylant, *A Bike Like Sergio's* by Maribeth Boelts, and *Abuela* by Arthur Dorros, choose one story and discuss elements using developmentally appropriate terminology. Ask students who was in the story (characters), where were the people (setting), and what things were in the story (objects).
2. Create a class story (small group) using the roll-a-story cubes and chart paper. Draw three columns on chart paper labeling who, where, and what. Ask students to roll the story dice and place the pictures in the appropriate column. Demonstrate telling a short story using the pictures in each column.

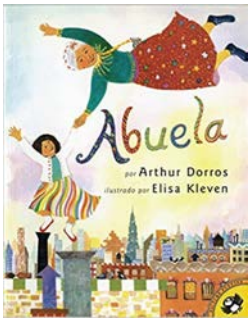
TEACHING STRATEGIES

- Participate in this activity often. As students become more comfortable with listening to stories, they can create stories of their own, with adult assistance.
- Participate in story circles. The educator rolls the dice and starts with the character, for example, "Once upon a time Charlie..." Next, a student rolls the dice and shares the next part of the story. Continue until all of the dice have been used.

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Hello, Friend!

ID.03

I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from their own.
II.A.3 Child show understanding of the language begin spoken by teachers and peers.
II.B.2 Child engages in conversations in appropriate ways.
II.D.3 Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.

Greeting each other is already an established part of the preschool routine. By introducing words and phrases in other languages, you can help young children recognize that diversity is all around them! Educator introduces greetings in other languages during circle time and encourages children to practice greeting their friends with new vocabulary words.

DOING THE ACTIVITY

1. During morning meeting, introduce the phrase, "Hello, good morning," in a variety of languages using the magnetic greetings. Say the phrase (while pointing to the text), and ask students to repeat with you during a second reading. Incorporate this exposure as part of your daily routine.
2. Be sure to read bilingual books often as repetitive exposure helps young students recognize and normalize that not everyone speaks the same language. *Bee-bim Bop!* By Linda Sue Park (Korean) and *Am I Small?/ Mimi Ni Mdogo?* By Philipp Winterberg (Swahili) from the classroom library can help you start the consistent exposure to bilingual books.

TEACHING STRATEGIES

- Play age-appropriate bilingual music in the classroom consistently and often.
- Create additional greetings by asking your students and your students' families for suggestions and translations. Other phrases to consider include:
  - How are you?
  - Have a good day.
  - Goodbye, see you later.

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INTERNATIONAL DISTRICT

Step Right Up

ID.04

I.A.2 Child shows self-awareness and can express pride in age appropriate abilities and skills.
II.A.3 Child shows understanding of the language being spoken by teachers and peers.
II.B.1 Child is able to use language for different purposes.
III.A.1 Child engages in pre-reading and reading related activities.

After reading *A Friend Like You* by Andrea Schomburg, students make connections between the read aloud and real-life experiences. Students will participate in a question-and-answer exercise that will help build awareness of one's likes and dislikes and assist in recognizing similarities and differences among themselves.

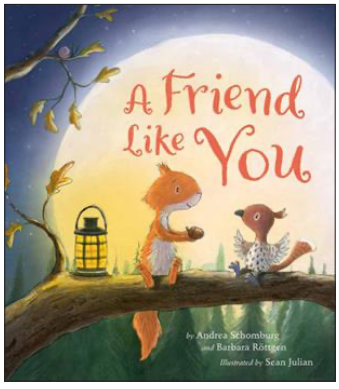
DOING THE ACTIVITY

1. Read *A Friend Like You* by Andrea Schomburg (alternate *My Friends/Mis Amigos* by Taro Gomi), pausing to reinforce students' connections as you are reading.
2. Introduce the listening game called Step Right Up. Explain that this game is a way for students to learn more about their friends. Students stand side-by-side, listen carefully, and respond to sentences that describe them by stepping forward.
3. Start with simple, observable directives, such as: "Step right up if you are wearing sandals" and "Step right up if you have brown eyes." Move from external to internal characteristics, such as: "Step right up if you like tacos" and "Step right up if you don't like pizza." Close the activity by reviewing what students learned about each other, emphasizing similarities, and discussing how we get to know each other (by sharing and listening).

TEACHING STRATEGY

Create a class book with the sentence stem, *I Like* ... Each student can create a page for the book which is then put together and shared with the class.

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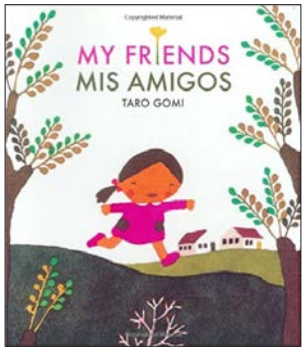


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INTERNATIONAL DISTRICT

International District Word Bank: Smash Up

ID.05

I.B.1.b Child takes care of and manages classroom materials.
II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Smash Up:** Repetitive exposure to word bank words helps students with long-term recognition. Using word bank game cards, students toss a bean bag onto the called word bank word.

DOING THE ACTIVITY

1. Spread the word bank game cards out on the floor. Ask a student to stand in a designated spot, toss a bean bag to a word bank word as you call it out, and repeat the word when the bean bag lands. The student can walk over and pick up the word bank game card and bean bag. Rearrange the word bank game cards before the next student's turn.
2. As a variation, students can toss a bean bag to a word of their choosing and say the word. Continue until all of the words have been read.

TEACHING STRATEGY

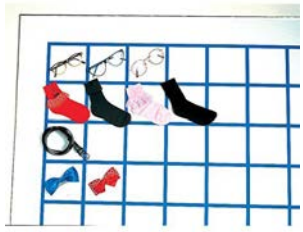
Organize the word bank game cards on the graphing mat and number them. Ask students to toss the bean bag to a number and say the word bank word.

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Mapping Storybooks

ID.06

I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from their own.
III.A.1 Child engages in pre-reading and reading-related activities.
III.D.1 Child retells or re-enacts a story after it is read aloud.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

After sharing several pieces of folklore like *Anansi the Spider* by Gerald McDermott and *The Tale of Rabbit and Coyote* by Tony Johnston, students learn that storytelling is an old art form and a way for people to share with one another. During a second reading of *Anansi the Spider*, students participate in the read aloud by moving a character piece along on a map.

DOING THE ACTIVITY

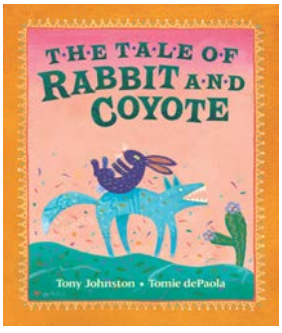
1. Choose one story, *Anansi the Spider* by Gerald McDermott or *The Tale of Rabbit and Coyote* by Tony Johnson, read the story aloud, and discuss the characters and setting.
2. Tape one or more pieces of chart paper to the floor. Place a copy of the book at the top of the chart paper. Tell students they will be creating a map of the story. Encourage students to use art materials to create the environment for the story. Be sure to help students incorporate important symbols from the story in their environment.
3. Reread the story. While you are rereading the story, have each student participate by moving a character manipulative along the map. Repeat the activity with the other story.

TEACHING STRATEGY

Have students draw a map of their own and use it to retell a favorite story. Students can cut out images (from printed pages or magazines) or draw images to create the map. Invite students to use blocks and toys to walk through the story using the map.

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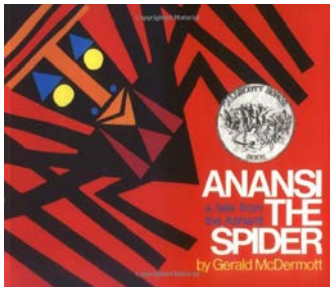
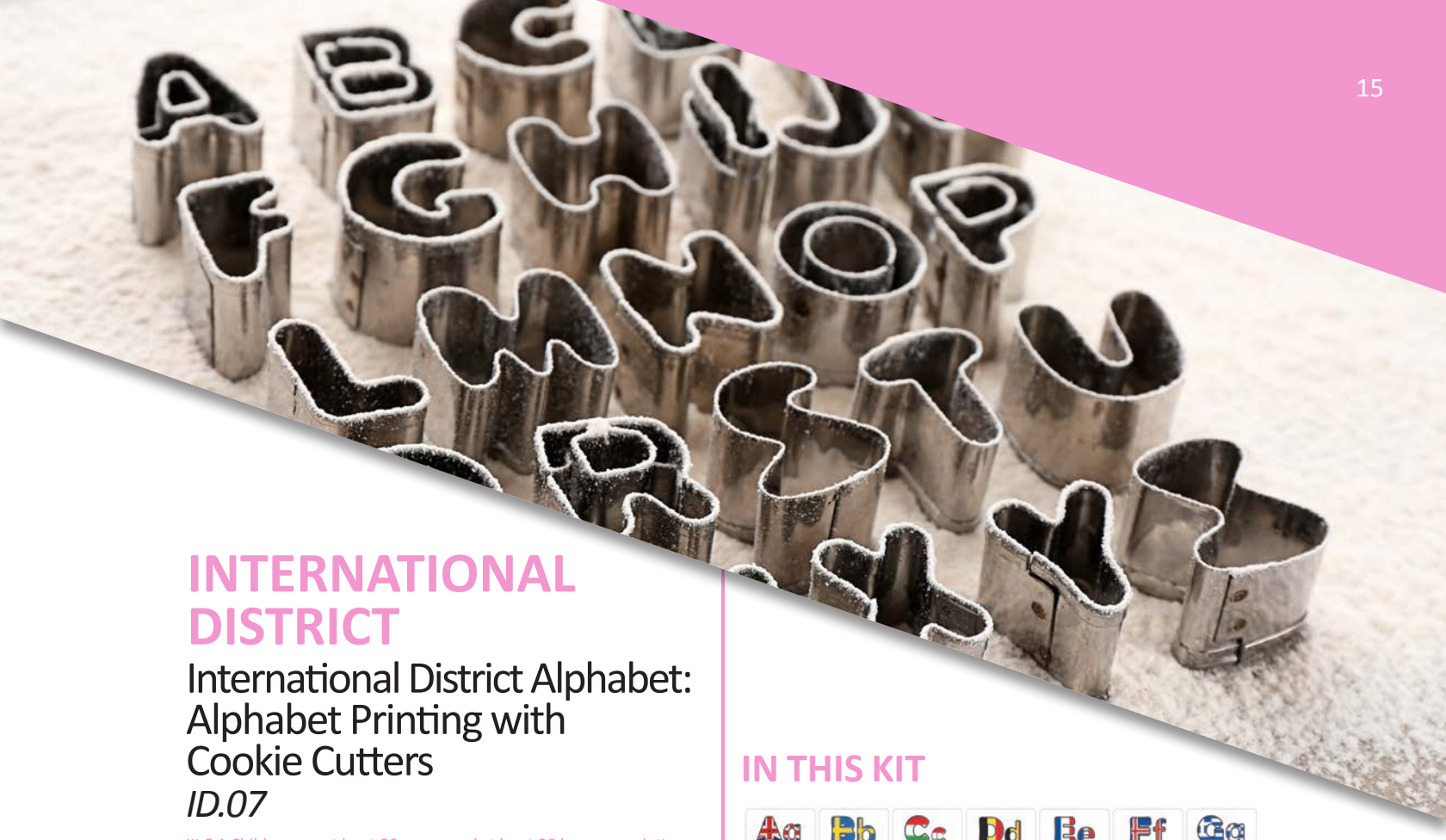




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International District Alphabet: Alphabet Printing with Cookie Cutters

ID.07

III.C.1 Child names at least 20 upper and at least 20 lower-case letters in the language of instruction.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Alphabet Painting with Cooking Cutters**: Students practice letter identification through free exploration of letter cookie cutters. Students can use the cookie cutters to spell their name, word bank words, or to make a pattern.

DOING THE ACTIVITY

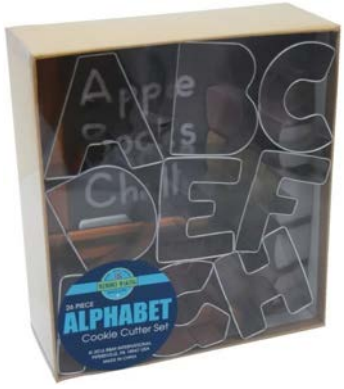
Prepare this activity for the writing center or free-choice learning center. Add paint colors to the bowls and lay out the alphabet cookie cutters. Demonstrate dipping the cookie cutter in the paint bowl and pressing down on the paper. Students can use the cookie cutters to spell their name, write word bank words, or use the letters in a way of their choosing, using word bank words and the themed magnetic letters as references.

TEACHING STRATEGIES

- Provide empty bowls and encourage students to mix paint colors and make their own discoveries.
- Use this activity to introduce the concept of patterns. Write a pattern down on a sentence strip, place in the writing center, and ask students to recreate the pattern with the alphabet cookie cutters and paint. For example: A-B-C-A-B-C-A-B-C.

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Map Drawing
ID.08

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IV.C.2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.
VII.C.2 Child explores geography tools and resources.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Students learn that maps help us get from one place to another, help us locate places around the world, and maps use symbols to represent real objects. Students will become familiar with drawing simple symbols in the sand with their finger to reinforce the idea.

DOING THE ACTIVITY

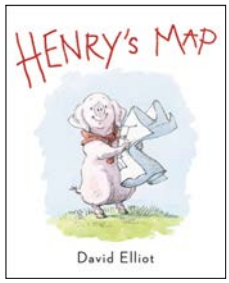
1. Read *Henry's Map* by David Elliot, pointing out the symbols Henry draws to represent each farm animal.
2. Fill the sand trays with colored sand. Demonstrate "drawing" in the sand with your finger. Introduce the map examples, pointing out the symbols and discussing representations. Students can use the maps to practice "drawing" the symbols in the sand. Students can also use the maps to draw paths from one representation to another.

TEACHING STRATEGIES

- Encourage students to draw their own maps. They can draw a map of their bedroom, classroom, or other place of their choosing using symbols from the classroom maps or newly created symbols. Ask students to say what the symbols represent.
- Go on a treasure hunt. Make a map of the classroom, hide an item in the classroom, and indicate the location with an "X" on the map. Students can use the map to find the hidden item.

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INTERNATIONAL DISTRICT

I Can Make a Pattern

ID.09

V.E.3 Child recognizes and creates patterns.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Students are just beginning to recognize, describe, reproduce, and create patterns. Reproducing and creating new patterns in concrete ways helps students develop these pre-math skills. Educator can introduce patterns using manipulatives and draw patterns on the dry-erase board during morning meeting for students to add to and/or replicate.

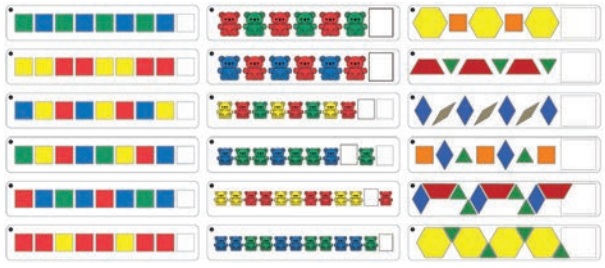
DOING THE ACTIVITY

1. Using manipulatives, demonstrate a simple ABAB pattern using the attribute of color. Demonstrate patterns with other attributes, such as shape or item type.
2. Place the manipulatives and pattern cards in a free-choice learning center. Ask students to start a pattern using a pattern card or create patterns of their own.

TEACHING STRATEGIES

- Use the songs that children know to reinforce the concept of patterns. Ask children to listen for the repeating pattern as they sing a song.
- Create patterns with body movements, for example: begin a pattern using body movements, for example, jump-touch toes; jump-touch toes. Ask students to continue the pattern using the body movements.
- Create patterns with objects found in nature (leaves, sticks, and rocks) and items found in the classroom (crayons, pencils, and pens).

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INTERNATIONAL DISTRICT

Transportation Sort

ID.10

III.A.1 Child engages in pre-reading and reading-related activities.
V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

People get from one place to another by walking or using transportation. The class can brainstorm modes of transportation as the educator records responses. Students can sort modes of transportation using sorting cards (play cars, trains, buses, planes, and boats) or students can determine their own categories for sorting.

DOING THE ACTIVITY

1. Share several books about modes of transportation, such as *Things That Go!* By Amy Pixton and *Cars and Trucks and Things That Go* by Richard Scarry. Recall the modes of transportation from the books with the group.
2. Encourage students to sort the vehicles using the sorting mats.

TEACHING STRATEGIES

- Paint with the vehicles. Add a variety of paint colors to paper plates and encourage students to press the vehicles into the paint and onto the paper.
- Add black rice (road) or blue rice (air or water) to the sensory table and include the applicable modes of transportation. Students can use construction paper to build lines for the road, create clouds for the sky, or cut out aquatic animals for the water.

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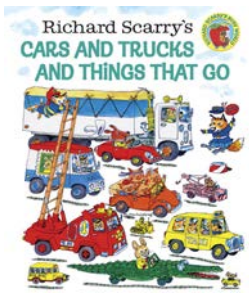










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INTERNATIONAL DISTRICT

Alike and Different

ID.11

I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.A.1 Child observes, investigates, describes, and discusses properties and characteristics of common objects.

All people have fingerprints and each set is unique! Students learn that fingerprints are ridges on the skin and they help us feel things and grip objects. Students explore their own set of fingerprints and compare with their peers by leaving impressions on paper and using magnifying glasses to look at details.

DOING THE ACTIVITY

1. Introduce the materials. Demonstrate the proper use of the magnifying glass and handheld mirror.
2. Ask students to stamp multiple fingers on the ink pad and then onto an index card. Students can use a magnifying glass to observe what they see. Ask students the following questions: “What do you notice about your fingerprint?,” “How are the fingerprints similar and different?,” and “How does your fingerprint look compared to a friend’s fingerprint?”
3. Practice lifting fingerprints using a handheld mirror. Ask students to stamp a finger in the ink pad and then onto a mirror. Press a piece of tape onto the fingerprint and gently lift up. Place the tape onto an index card and encourage students to make observations using a magnifying glass.

TEACHING STRATEGY

Extend the activity into a creative drawing prompt. Encourage students to choose drawing materials and create art from their fingerprints.

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INTERNATIONAL DISTRICT

What is a Flag?

ID.12

III.A.1 Child engages in pre-reading and reading-related activities.
VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VII.D.1 Child identifies flags of the United States and Texas.
VIII.A.2 Child uses art as a form of creative self-expression and representation.

Students use process art to reinforce their understanding of flags, specifically the United States and Texas flags. After reading *What Do You See? Around the World* by Kathy Broderick, students manipulate magnetic flags on the magnetic wall and make a flag of their own using a variety of art materials (craft sticks, paint, stickers, paper, stencils, etc.).

DOING THE ACTIVITY

1. Read *What Do You See? Around the World* by Kathy Broderick , focusing on the destination flags as you take a read-aloud trip around the world. Discuss the meaning and symbols of the American and Texas flags using the magnetic flags as visuals.
2. Create a flag representation using the art materials and share with the class, pointing out the symbols and the personal representations. Encourage students to use the art materials (construction paper, stickers, stencils, and craft sticks) to make a flag that represents them, with adult assistance.

TEACHING STRATEGIES

- Have a classroom or school parade with the flags, marching around and singing a song in unity (building classroom rapport).
- Make a large community flag, encouraging students to contribute with their own personal representations and symbols.

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INTERNATIONAL DISTRICT

Me on the Map

ID.13

III.A.1 Child engages in pre-reading and reading related activities.
VII.C.2 Child explores geography tools and resources.
VIII.A.2 Child uses art as a form of creative self-expression and representation.

After reading *Me on the Map* by Joan Sweeney, students learn there are many similarities between them. They live on the same planet, they live in the same country, they live in the same state, and they live in the same city! Students create a graduated circle map depicting these similarities and determine the parts that make them unique.

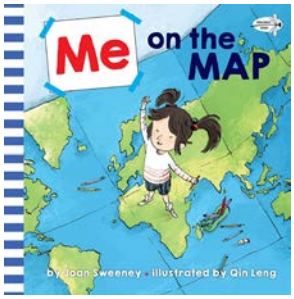
DOING THE ACTIVITY

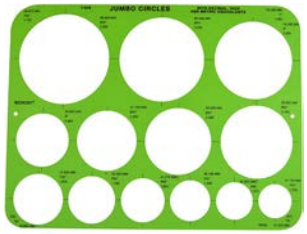
1. Read *Me on the Map* by Joan Sweeney, stopping periodically to point out the students' location on a map of your city, state, country, and the world as these locations are mentioned in the story. Ask students the following questions: "What are some other maps that you have seen?," "How are maps different than what we see in pictures?," and "Describe where you live right now."
2. Cut out five graduated (size) circles from construction paper (one color per size) and fasten using a brass fastener for each child. Label from largest to smallest: World—United States—Texas—Alief—?. Students can label (or draw) identification for the smallest circle. Encourage students to draw associations for each label.

TEACHING STRATEGY

Encourage students to make maps of their bedroom, house, or classroom. Cut out a variety of shapes from construction paper that students can use as representation on their map.

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INTERNATIONAL DISTRICT

We All Celebrate

ID.14

I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VII.C.2 Child explores geography tools and resources.

Children learn to appreciate other cultures through discussions and exposure. Learning how students/ families celebrate as part of cultural traditions provides you with opportunities to educate in the classroom. As students learn about cultures and "travel" to new locations, they can stamp their passport.

DOING THE ACTIVITY

1. Reach out to students' families to determine how cultural celebrations are integrated at home. A sample survey/questionnaire is attached. Consider asking families for suggestions that can be recreated, discussed, or shared in the classroom.
2. After students participate in a cultural celebration or activity, they can use the country-of-origin stamp to acknowledge their participation on a novelty passport.

TEACHING STRATEGIES

- Create a classroom observance calendar. Include all of the different holidays or celebrations recognized by families represented in your classroom. Provide students with the opportunity to talk about their respective holiday or celebration.
- Invite family members into the classroom to talk about culture and share family traditions (see sample questionnaire).

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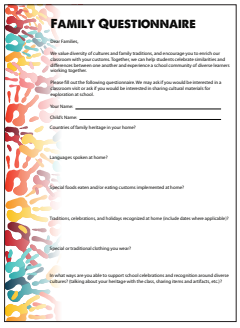




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INTERNATIONAL DISTRICT

Maps and Globes

ID.15

III.A.1 Child engages in pre-reading and reading related activities.
VII.C.2 Child explores geography tools and resources.

After reading *Follow That Map! A First Book of Mapping Skills* by Scot Ritchie, students talk about the similarities and differences between maps and globes. As a class, students make a community map of their classroom.

DOING THE ACTIVITY

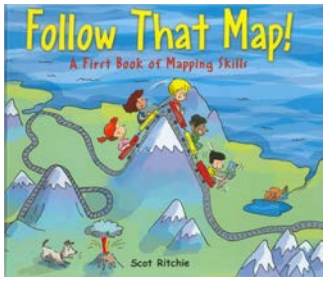
1. Read *Follow That Map! A First Book of Mapping Skills* by Scot Ritchie, focusing on the similarities and differences between neighborhood, city, country, and world maps. Introduce the globe as a model of Earth, discussing the similarities and differences between the globe and a map from the book. Ask: "What shape is a globe/map?," "How is a globe like Earth?," and "How is a globe different from Earth?"
2. Review the classroom map from activity ID.08. Create a community map of the classroom on butcher paper. Encourage each student to contribute to representations on the community map. You can start the process by cutting out shapes from construction paper and encouraging students to use the shapes as representations.

TEACHING STRATEGY

- Students can work collaboratively to build a model of their classroom using other items like blocks, clay, or Play-Doh. Students can then verbally share the model classroom with others or model the classroom with animal figures or stuffed animals (dramatic play).

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INTERNATIONAL DISTRICT

Clothing Around the World

ID.16

I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are different from her own.
VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Students, by exposure to a variety of clothing types, reinforce their understanding that clothing is a cultural expression and can have a purpose. Students begin with clothing that is reflective of the various cultures represented in the classroom and have discussions about clothing detail and purpose for wearing.

DOING THE ACTIVITY

1. Incorporate diversity into dramatic play and expression by providing traditional clothing and accessories to help students learn about different cultures. Start with clothing and accessories that are reflective of the various cultures in your classroom and ask families/ students to help foster those connections.
2. Have students try on the various items, discuss the culture that wears each one, and how that style of clothing came to be. Place the items in the Loads of Luggage dramatic play area for free exploration.

TEACHING STRATEGIES

- Make a classroom clothesline with pictures of traditional clothing and accessories you've cut out or found from online resources. You can continue to reference the clothing during read alouds and discussions about different cultures.
- Reinforce diverse cultures and traditional dress through engagement in other activities like puzzles and group read alouds.

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INTERNATIONAL DISTRICT

Communicating Through Music

ID.17

VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

When children listen, dance, and sing to music from diverse cultures, they gain knowledge about diversity, tolerance, and cultural understanding. After listening to music that originates from various countries, students can recreate music using musical instruments. Educator can hone in on unique aspects of music like the story and message conveyed through singing and instruments.

DOING THE ACTIVITY

1. Play music from a variety of cultures and countries. A few music resources/suggestions include: Mama Lisa's World https://mamalisa.com and All Around This World https://allaroundthisworld.
2. Make spontaneous music using musical instruments and environmental sounds. Weather sounds, furnaces, construction workers, and other rhythmic sounds provide a foundation for students to join in.

TEACHING STRATEGIES

- Make musical instruments with simple materials. An empty coffee can with a lid, filled with dried beans, makes an easy drum. String jingle bells on a pipe cleaner and tie the ends together to make a bracelet.
- Organize mini performance art opportunities. Students can take center stage while demonstrating unique songs or they can perform during everyday activities, with educator acknowledgment.

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INTERNATIONAL DISTRICT

Mealtime Around the World
ID.18

VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

Food is a defining part of culture. People tie values such as family, diversity, and harmony closely to the foods we traditionally eat. After reading *Let's Eat! Mealtime Around the World* by Lynne Marie, students explore foods from around the world through cookbooks, faux food, dishes, and cooking and eating utensils in the dramatic play center.

DOING THE ACTIVITY

1. Share several books about world cultures and cooking traditions from the classroom library, emphasizing that cooking and eating is something, we as humans, all have in common. Engage students in a discussion about their favorite foods, asking the following questions: "What is your favorite food served at home?," "Who prepares the special food?," and "Can you describe the special food?"
2. Ask students to help you set up the dramatic play area. As you are setting it up, encourage students to highlight their respective cultures as they show classmates how to prepare their favorite foods and use unique cooking utensils.

TEACHING STRATEGY

Ask families to send empty food and spice containers from home to diversify your dramatic play materials. Collect cooking utensils to reflect the different cultures represented in the classroom.

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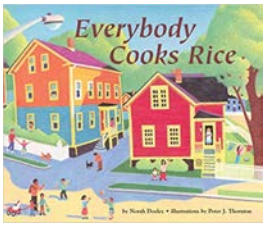




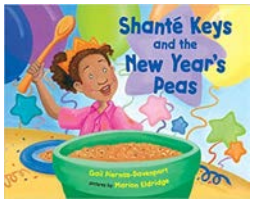












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INTERNATIONAL DISTRICT

All About Me

ID.19

I.A.2 Child shows self-awareness and can express pride in age appropriate abilities and skills.
VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.A.2 Child uses art as a form of creative self-expression and representation.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Students learn that people have similar features like eyes, ears, a nose, hands, and feet by creating All About Me glyphs. Using people shapes and accessories, students can add features and personal interests that help describe who they are.

DOING THE ACTIVITY

1. Prompt students to observe themselves using a handheld mirror. Ask students to notice how their face moves and how they express themselves. Ask students to describe the physical features that they see (face shape, eye shape, eyebrow shape, cheek shape, and the opening of their ears).
2. Encourage students to make an All About Me glyph based on their observations and descriptions. Students can use the art materials to make personal interpretations about themselves and share with the rest of the class.

TEACHING STRATEGIES

- Using butcher paper, make large-scale portraits that can be displayed in the classroom or around the school. Add additional collage materials such as yarn, buttons, googly eyes, and toothpicks for students to explore and add as they see fit.
- Draw self-portraits directly onto the mirror. Using a dry erase marker, students can trace the outline of their face and physical features on top of their reflection.

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INTERNATIONAL DISTRICT

Movement Around the World

ID.20

I.A.2 Child shows self-awareness and can express pride in age appropriate abilities and skills.
VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.
VIII.B.2 Child responds to different musical styles through movement and play.
IX.A.2 Child coordinates sequence of movements to perform tasks.

A culture's values are represented in dance forms and dance is something we share as humans. After reading *Lola's Fandango* by Anna Witte and *Dancing in the Wings* by Debbie Allen, students can explore dance culture through photos, family share, and/or videos. Students can recreate artistic movements using items like ribbons, sheer scarves, flower rings, and paper fans.

DOING THE ACTIVITY

1. Read *Lola's Fandango* by Anna Witte and *Dancing in the Wings* by Debbie Allen, describing the different ways the characters in the stories move their body to communicate. Talk about what it means to communicate (with and without words).
2. Provide photos and access to videos that depict traditional dance. Several resources include https://Travelchannel.com (14 Ways to Dance Around the World) and https://illinois.pbslearningmedia.org (The Arts -> Dance). While sharing multicultural music, inspire students to use the classroom space and sounds to recreate movements or create movements of their own using the dance accessories (ribbons, scarves, and wands).

TEACHING STRATEGIES

Play instrumental music that changes the tempo often, fast to slow, and back again. The change in tempo helps young students feel the rhythm with their body. Talk about how the different types of music makes them feel.

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INTERNATIONAL DISTRICT

Obstacle Course Conversations

ID.21

I.B.1.c Child regulates his own behavior with occasional reminders or assistance from teacher.
II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions.
IX.A.2 Child coordinates sequence of movements to perform tasks.

Questions and responses help us make sense of the world around us. Educator sets up a simple obstacle course that involves going over, under, beside, and in between different objects. After demonstrating the obstacle course, educator can ask students reflective questions as they go through the course.

DOING THE ACTIVITY

1. Set-up the obstacle course to best meet your students' needs and interests. For example: Have students walk through cones in a pattern, walk across the balance beam, jump in or across several hula hoops, move side-to-side on the stepping stones, and hit a target with a bean bag. Be sure to model the course before expecting students to participate.
2. With a starting point (use painter's tape or other visual as a starting point), provide students with directives as they move through the course. Example directives include: "Jump over three cones," "Walk across the balance beam," "Jump in four hula hoops," "Hop on two stepping stones," and "Hit the bullseye with a bean bag." Alter the obstacle course as needed.

TEACHING STRATEGIES

- Add additional items from the classroom. A chair makes a great addition for sitting or going around and a table provides the opportunity for students to practice going under.
- Empower students to create an obstacle course, with adult assistance. One student can serve as the leader, calling out directives as the rest of the group participates.

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INTERNATIONAL DISTRICT

Application Explorations
ID.22

I.B.1.c Child regulates his own behavior with occasional reminders or assistance from teacher.
II.A.2 Child shows understanding by following two-step oral directions and usually follows three-step directions.
IX.A.1 Child opens and navigates through digital learning applications and programs.

With the support of adults, young children can use technology applications actively to improve language skills and prepare for school readiness. Three applications to explore in **International District** include: Kids Planet Discovery, One Globe Kids, and Duolingo.

DOING THE ACTIVITY

Introduce the applications, Kids Planet Discovery, One Globe Kids, and Duolingo, modeling the appropriate use. Provide time for students to explore the applications, asking probing questions to help students think critically about the content they are interacting with. Question starters like, "What do you think if …" and "Can you compare this with …" provide students with opportunities to dig deeper.

TEACHING STRATEGY

Technology and media can support early learning and relationship building if used intentionally. Educators learn about the challenges and opportunities with integration of technology to best support their students. Ask yourself the following questions:

- Is the media age appropriate, individually appropriate, and culturally and linguistically appropriate?
- Is the media active, hands-on, and empowering?
- Is assistive technology available to children with special needs?

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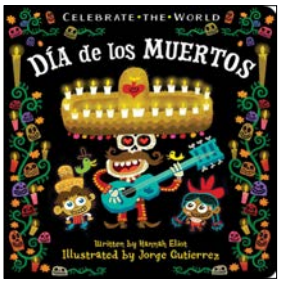
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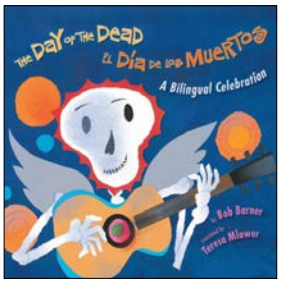
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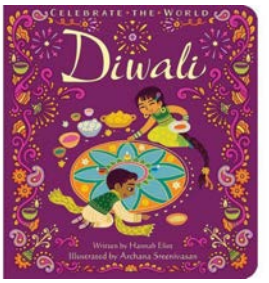
NON-FICTION



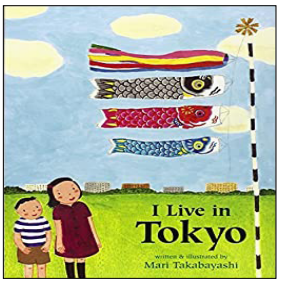
Día de los Muertos



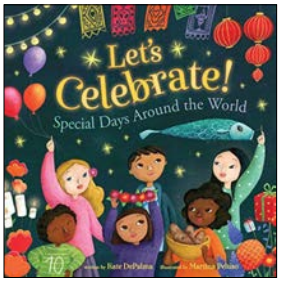
El Día de los Muertos



Diwali



I Live in Tokyo



Let's Celebrate!: Special Days Around the World



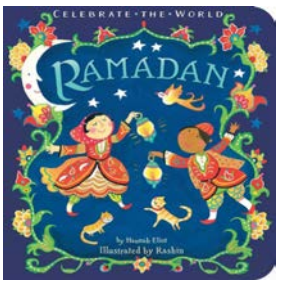
Little Heros of Color: 50 Who Made a BIG Difference



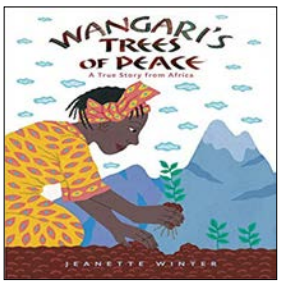
Lunar New Year



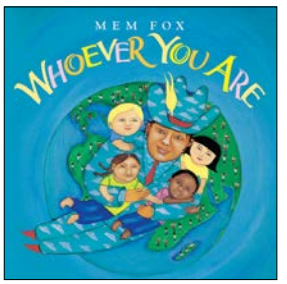
Moon Festival Wishes



Ramadan



Wangari's Trees of Peace A True Story from Africa



Whoever you are

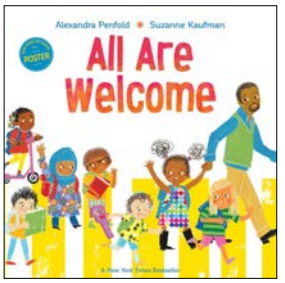
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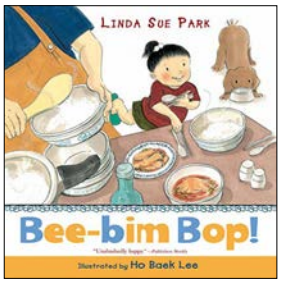
FICTION



El Abecedario de Lucia



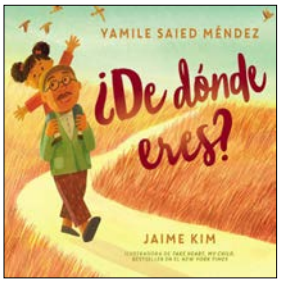
All Are Welcome



Bee-Bim Bop!



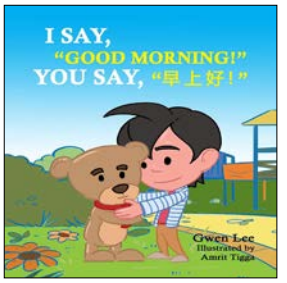
Chicano Jr's Mexican Adventure



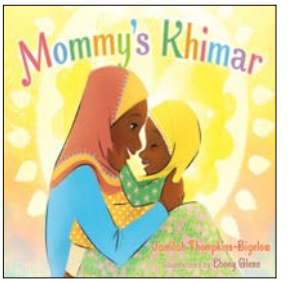
De Dónde Eres?



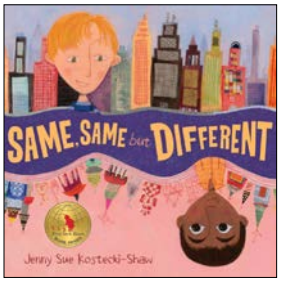
El Día en que Descubres Quién Eres



I say good morning, you say 早上好!



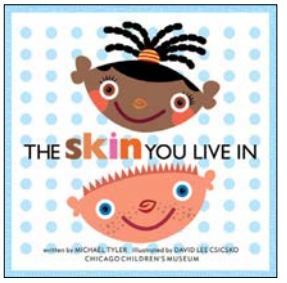
Mommy's Khimar



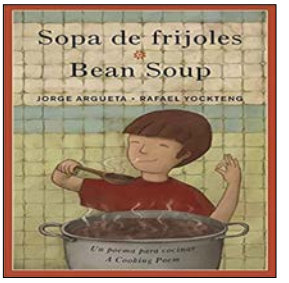
Same, Same but Different



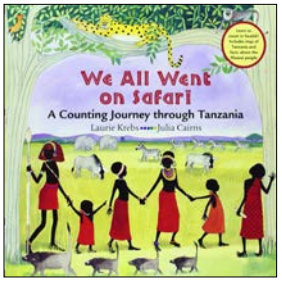
Say Hello!



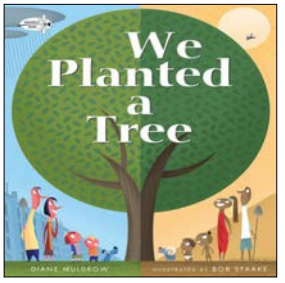
The Skin you Live In



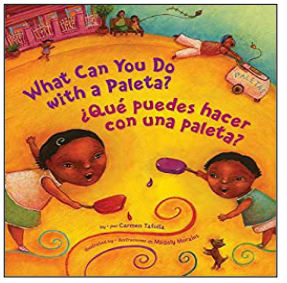
Sopa de Frijoles Bean soup



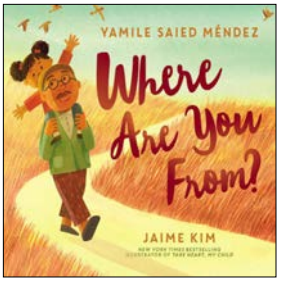
We All Went on Safari



We Planted a Tree



What Can You Do with a Paleta?



Where Are You From?

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GENERAL SUPPLY KIT



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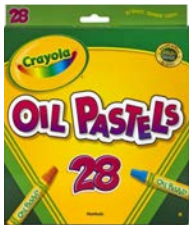












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ASSESSMENT TOOLS



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INTERNATIONAL DISTRICT

Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

4 **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

3 **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

2 **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

1 **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

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INTERNATIONAL DISTRICT

Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

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INTERNATIONAL DISTRICT

General Observations

DATE	TIME	SKILL	OBSERVATIONS

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INTERNATIONAL DISTRICT

Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

_____

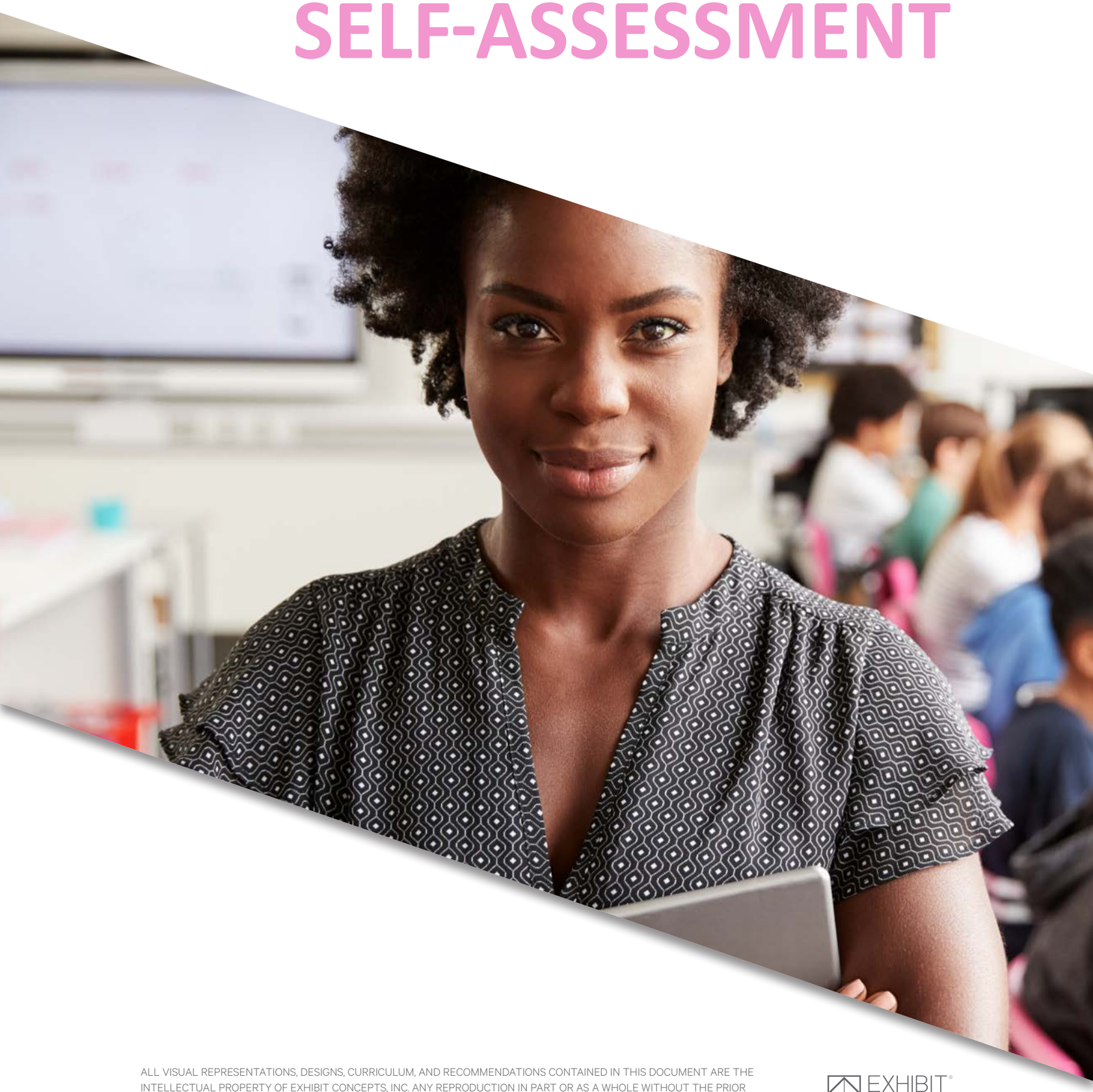
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TEACHER SELF-ASSESSMENT



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INTERNATIONAL DISTRICT

Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

WHEN I PLAN...	LACKING	EMERGING	PRACTICING
I plan activities and experiences that follow the interests of my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider multiple learning modalities.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider new and novel items to engage students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
WHEN I TEACH...	**LACKING**	**EMERGING**	**PRACTICING**
I give students choices.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I ask open-ended questions that help students think creatively and critically.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I observe my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I identify and respond to the existing knowledge and skills each student brings to an activity or experience.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I help students make connections between existing and new knowledge.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I use developmentally appropriate concepts and vocabulary to introduce new content.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I individually reflect on how to continuously improve my instruction.	☐☐☐☐	☐☐☐☐	☐☐☐☐
IN MY CLASSROOM...	**LACKING**	**EMERGING**	**PRACTICING**
My students are active in the learning process by:			
• choosing items to engage with and participating in activities that interest them.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• working through problems and activities in real-life situations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• collaborating with peers, as developmentally appropriate.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• initiating their own investigations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• asking questions.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• making observations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students recognize and use developmentally appropriate vocabulary and concepts.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students are intrinsically motivated.	☐☐☐☐	☐☐☐☐	☐☐☐☐

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

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