FARM TO TABLE

Gregory-Portland 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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What's in a Grocery Store?

FT.01

VII.B.2 Child demonstrates understanding of what it means to be a consumer.
VIII.C.1 Child creates or recreates experiences through dramatic representations.

Grocery stores are much more than places to buy food. Grocery stores are the pillar of a community and bring people together. In small groups, students make comparisons between authentic grocery stores and classroom faux produce and packaged food products. Students sort by product type and check out using the simulated grocery scanner.

DOING THE ACTIVITY

1. Introduce the grocery items, cash register and money, and reusable shopping bags to the students. Students can explore the items and roles associated with the setting and items.
2. As an educator-directed experience, ask students to explore ways to sort the items. Students can sort by fruits vs. vegetables; bottles, boxes, and cans; and by refrigerator vs. pantry, among countless other ways.

DIFFERENTIATION

In addition to using faux food items, you can also add real food containers from home. Encourage friends, parents, and other educators to save empty containers to add to the grocery story. Please take allergen precautions.

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FARM TO TABLE

Down on the Farm

FT.02

VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environments.
VIII.C.1 Child creates or recreates experiences through dramatic representations.

Humans and farm animals contribute to the mutual well-being of one another. Humans provide food, shelter, and empathy to farm animals and farm animals support the need for human food and other byproducts. Students explore the roles and relationships animals and humans assume by engaging in free group exploration of farm-associated materials.

DOING THE ACTIVITY

1. Make a brainstorm web with a large or small group. With the farmer in the center of the web, brainstorm the animals you might find on a farm. Discuss the relationship between a farmer and the farm animals.
2. Set out the farm play materials. You can set the stage for play by providing scenarios, such as: feed the farm animals, plant the seeds, or build a barn. Students can also freely explore the materials, setting up their own scenarios.

DIFFERENTIATION

- Play farm animal charades before introducing the farmer costumes and farm animals. Students can take turns pretending to be a farm animal while encouraging others to guess the animal's identity. The assumption of identity can extend to dramatic play.
- Add the farm animals to a sensory table or plastic bin filled with water and dish soap and ask students to give the farm animals a "bath."
- Make some "hay" by shredding paper bags and encouraging students to color the hay brown and yellow.

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The Seed Song

FT.03

III.A.1. Child engages in pre-reading and reading-related activities.
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.

After reading *The Seed Song* by Judy Saksie, students join in on other versions of the story as songs and using body movements. Through other renditions, students learn new vocabulary and become familiar with different things plants need to survive and grow. Activity includes *The Seed Song* and plant sequencing image cards.

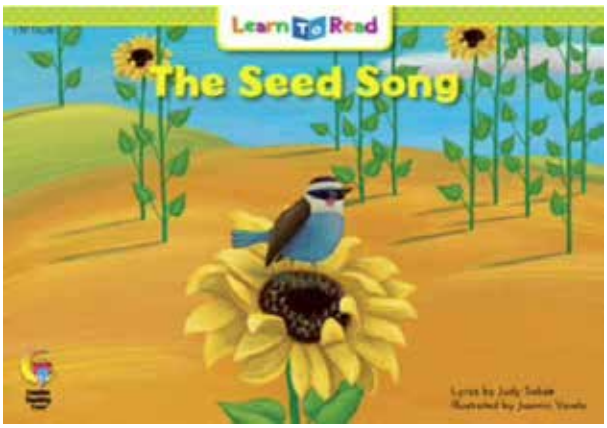
DOING THE ACTIVITY

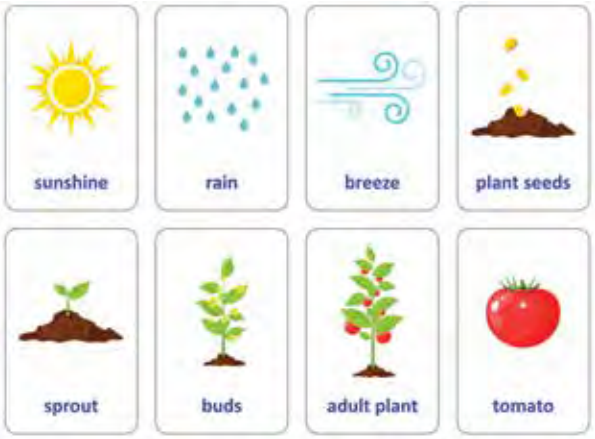
1. Read *The Seed Song* by Judy Saksie, asking reflection questions throughout. Ask students to recall what plants need to grow (soil, sun, rain, and air) and what part of the plant grows first (roots) and last (fruit, vegetables, and flowers). Ask the students to create hand movements to accompany the "song" in the book. Students can use the hand movements during a second reading.
2. Try singing *The Seed Song* to the tune of *London Bridges Falling Down*. Hold up the appropriate sequencing card as you read through each page.

DIFFERENTIATION

- Place the sequencing cards in a learning center and ask students to sequence in the order of growth.
- Begin labeling parts of a plant (roots, stem, leaf, flower).

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Farm to Table Word Bank: Alphabet Stamps

FT.04

III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Alphabet Stamps:** Students use alphabet stamps to find letters that match letters from words in the word bank. Students can make their own word bank over time to leave in the writing center.

DOING THE ACTIVITY

Place the alphabet stamps, ink pads, index cards, and word bank in the writing center to encourage free exploration. Students can also “write” word bank words with the stamps or create new word bank words from environmental print or words from the classroom library.

DIFFERENTIATION

- Make simple alphabet cards to use in the writing center. Include each letter of the alphabet and encourage students to find the matching alphabet stamp.
- Add envelopes to the writing center and challenge students to “write” a letter to a family member or friend using the alphabet stamps.
- Use clean stamps (no ink) to stamp impressions into Play-Doh.

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Food Product Bingo

FT.05

II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.
III.A.3 Child recognizes that text has meaning.

Bingo games help students learn to associate pictures with words and help build a robust vocabulary. Using images from the classroom grocery market, students match the product to the corresponding item as it is called out from the Bingo caller.

DOING THE ACTIVITY

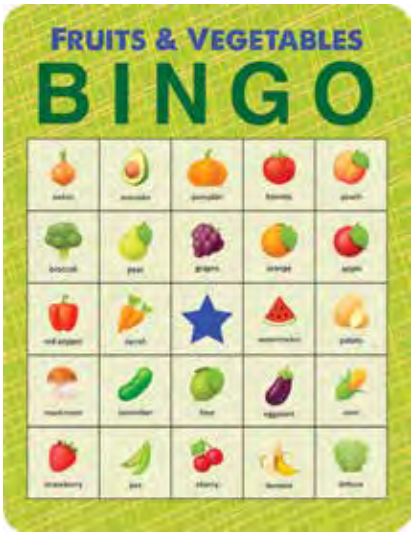
1. Pass out the Bingo cards and go over the words and pictures on the game boards. Explain that each box will be covered with a Bingo chip as an item is called out. A box may be covered once and some boxes may be left over.
2. As you call out items from the caller cards, be sure students are using the Bingo chips to cover an item. Remind students that Bingo looks like a filled row.

DIFFERENTIATION

Bingo games can be easily created to apply to other concepts. You can create a Bingo game for alphabet recognition, word bank words, pictures, and even numbers using laminated paper or contact paper.

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Retelling a Story

FT.06

III.D.1 Child retells or re-enacts a story after it is read aloud.

In the book titled, *Rosie's Walk* by Pat Hutchins, Rosie is an oblivious little hen that leads a sly fox on a walk and into mishaps. Students practice retelling the story in the Hen House using props such as puppets and in-class made scenery after listening to the group read aloud.

DOING THE ACTIVITY

1. Read *Rosie's Walk* by Pat Hutchins, pointing out positional words like over, under, around, near, and far as you are describing Rosie's position to the fox.
2. Before a second reading, use the tissue paper (or construction paper) to cut out shapes to simulate props from the story, including the rake, pond, haystack, windmill, fence, beehive, and chicken coop. During a second reading, ask students to assume character roles by using the puppets and following along on the simulated story props.

DIFFERENTIATION

- Print story maps from education sites (www.teacherspayteachers.com, www.twinkl.com) and have students follow along as you read the story.
- Place the puppets and storytelling props in the classroom Hen House for students to retell the story as a center-based activity.

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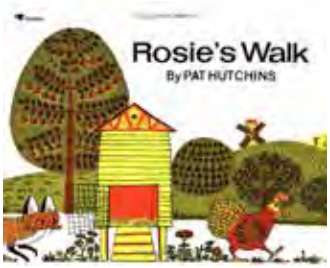
















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Farm to Table Alphabet: Sensory ABC Bags

FT.07

III.C.1 Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Sensory ABC Bags:** Using alphabet boards as a reference, students letter hunt in a rice bag. Students use their sense of sight and sense of touch to find letter tiles that match the alphabet board. The letters on the alphabet board match the themed magnetic letters.

DOING THE ACTIVITY

Add rice to the containers, roughly ¾ container full. Add one set of letter blocks and mix up in the rice. Encourage students to find letters in the containers and match to the alphabet board.

DIFFERENTIATION

- Use the included bases to introduce rhyming words. During small group or large group interactions, you can switch out beginning letters to say, out loud, rhyming words. Leave the letter tiles and bases in the writing center to encourage free exploration and matching word bank words.
- Turn this activity into a sensory ABC bag. Fill a gallon-sized bag ¾ full of rice and add paper letters, magnetic letters, or the letter blocks. Seal the bag with packing tape. Students can search through the sealed bag to find the letters and write down once they find a letter.

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FARM TO TABLE

Create a Recipe

FT.08

III.A.3 Child recognizes that text has meaning.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

After reading the book *Growing Vegetable Soup* by Lois Ehlert, students create recipes using items from the U-Pick garden center. Ingredient cards with visuals and recipe boards from the U-Pick garden center help students sort items into food categories.

DOING THE ACTIVITY

1. Read aloud *Growing Vegetable Soup* by Lois Ehlert, drawing attention to the vegetables on each page. On chart paper, draw a two-column graphic, labeling one side "vegetables" and one side "fruits." As a group, recall vegetables from the story and record in the column. Brainstorm fruits for the second column and record.
2. Introduce the recipe boards and ingredient cards to the students, highlighting the direct correlation to items in the U-Pick garden center. Students apply their understanding of fruits and vegetables to create recipes that sound interesting to eat. Students can share their recipe with the class.

DIFFERENTIATION

Students can make vegetable soup using construction paper vegetables and paper plates. Cut out a variety of vegetables and leave in the writing center along with paper plates and glue sticks. During center-based learning, encourage students to create their own vegetable soup by gluing vegetables onto their pot (paper plate).

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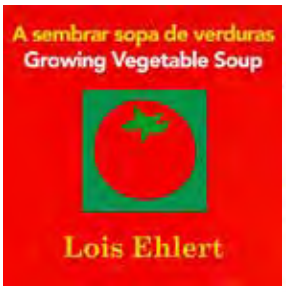










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Welcome to the Farm Magnetic Board

FT.09

II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

Through free exploration, students can manipulate, sort, and organize farm animal, crop, and farm feature magnets in new ways. Students identify animals and crops they would see in their own environment and consider how agriculture is important to their daily life.

DOING THE ACTIVITY

Place the farm-themed magnets on the magnetic wall for free exploration. Encourage students to sort the magnets, match, have discussions about farm features, and use the magnets to tell a story about life on the farm.

DIFFERENTIATION

- Add the magnets to the writing center to entice tracing. Students can trace the farm animals and crops, and add details using a variety of art materials (crayons, markers, tissue paper, construction paper, glue, etc.).
- Create a class farm story using the magnets. Choose a character, feature, and crop from the magnet selection. You can record your story on chart paper and continue adding details or create a new story each day!

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Plant or Animal

FT.10

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.B.3. Child observes, investigates, describes, and discusses the relationship of organisms to their environments.

All food comes from plants or animals. Students sort images of food into plant and animal source columns after reading non-fiction and fiction books exploring how food is produced, acquired, and appreciated.

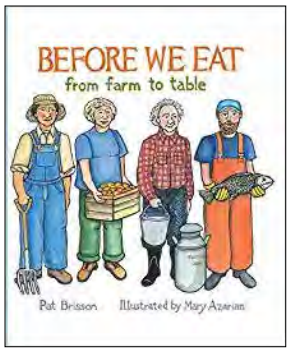
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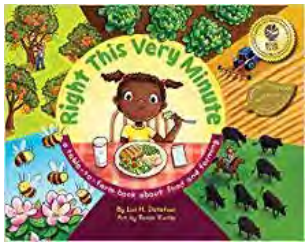
1. Read fiction and non-fiction books about food sources such as, *Before We Eat: From Farm to Table* by Pat Brisson and *Right This Very Minute: A Table-to-Farm Book About Food and Farming* by Lisl Detlefsen. Explore additional books from the classroom library. Explain that all food comes from a plant or animal (prepared food is a collection of ingredients or recipe).
2. Introduce the organizational chart with the headers, Plant and Animal. Reiterate that all food comes from a plant or animal (prepared food is a collection of ingredients or recipe). Place the food cards in a bag, take a card out of the bag, and ask students whether the item comes from a plant or animal. Be sure to discuss the origin and ingredients, if applicable. Attach the food to the appropriate column using Velcro.

DIFFERENTIATION

- Add the food cards to a center. Students can sort the cards individually into plant and animal categories or create new categories to sort by.
- Bring in labels and empty packaging like an empty egg container, milk carton, or herb container for students to sort in class.

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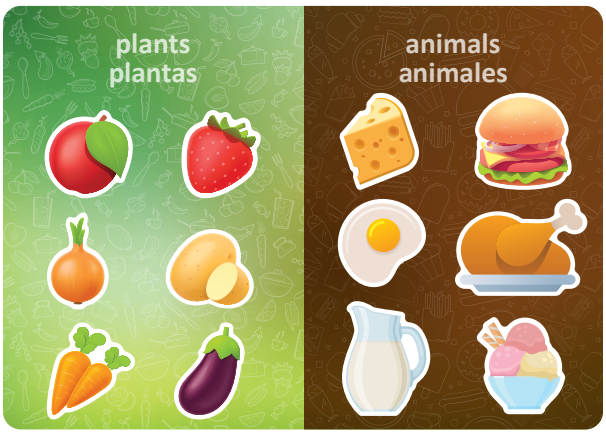


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Making Observations

FT.11

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

Observation is an integral part of the inquiry process. When young children learn how to observe, they make new discoveries and in turn, fit the new discoveries into their existing schema. Educators can ask students focused questions as they use observation tools such as magnifying glasses and tripods while observing plant and life cycle specimen in acrylic sets.

DOING THE ACTIVITY

1. Leave the specimen and magnifiers on a table for free exploration. Use the specimen as a starting place to ask the following questions: “What do you see?,” “What do you think this is?,” and “What do you notice about this object?”
2. Encourage students to build an exhibition of objects. They can create “signs,” display items like a museum exhibition, create invitations for friends and family, and hold an opening. Children gain knowledge from the experience and confidence by sharing it.

DIFFERENTIATION

- Build a classroom collection of natural items to observe in a learning center. Encourage children to collect items when outside on walks or recess. Continue building the collection as seasons change and invite families to contribute items to the classroom collection.
- Students can make a simple specimen box using a shoebox or old tin and ring dividers. Students can place natural items found outside in their individual specimen box and even “label” items using stickers.

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FARM TO TABLE

Life Cycle Exploration

FT.12

VI.B.2 Child describes life cycles of organisms.

Sequencing cards help reinforce abstract concepts and allow students to refine ideas as they learn new information. Life cycle of a butterfly, chicken, and frog sequencing cards give students the opportunity to manipulate the stages in a self-directed way.

DOING THE ACTIVITY

1. You can introduce the concept of a life cycle by reading *The Very Hungry Caterpillar* by Eric Carle. Explain that a life cycle is the change that happens to a living creature over its lifetime. What changes happen to the butterfly from the start of an egg?
2. The life cycle sequencing kit and life cycle sequencing cards work well as a center-based activity. You can ask students guiding questions as they are exploring the materials. Ask guiding questions such as: "How would you put the frog/chicken/butterfly in order by change?," "Describe how the frog/chicken/butterfly has changed," and "How have you changed since you were born?"

DIFFERENTIATION

- Add the life cycle manipulatives to a sensory bin. For the frog life cycle manipulatives, add water, food coloring, rocks, and lily pads cut from foam sheets. For the chicken life cycle manipulatives, add corn, shredded paper to simulate straw, and sticks to build a chicken coop. For the butterfly life cycle manipulatives, add sticks and shredded tissue paper.
- Print additional life cycle sequencing cards (4-5 visuals), laminate, and add the cards to the science center for free exploration. The life cycle of a bee and the life cycle of a flower are two examples to explore.
- Ask children to bring in photos of themselves as infants. Post the photos and ask students to make predictions about who is in each photo. Have discussions about how they have grown and changed since the photos were taken.

IN THIS KIT



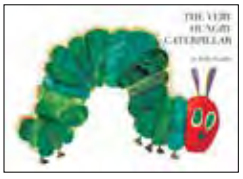




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FARM TO TABLE

Composting Observations

FT.13

VI.C.1. Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
VI.C.4. Child demonstrates the importance of caring for our environment and our planet.

Composting is a way people can use the natural process of decomposition to produce rich, fertile soil. Students can participate in the composting process in the classroom and make long-term observations about soil and temperature changes. Students can enhance their understanding by sorting pictures of materials into compost, recycle, reuse, and landfill categories.

DOING THE ACTIVITY

1. Reiterate that all of our food comes from the Earth. Composting is a big word for preschoolers, but repeated exposure will help build a robust vocabulary. Through composting, we can recycle our leftover food so that it returns to the Earth. Using the compost chart and cards, organize the food/material into compost, recycle, reuse, and landfill categories.
2. Introduce the compost container and gather several items to add to the container such as organic yard debris (leaves, grass clippings, flowers, etc.), newspaper, fruit and vegetable peels, cores, and water. Have students add the soil to the compost container, next newspaper, then fruit and vegetable scraps, and finally organic yard debris. Add water when needed, making weekly observations with students.

DIFFERENTIATION

- Have students bring in items from home to compost. Encourage students to bring in fruit and vegetable matter rather than dairy and meat. These materials decompose slowly and may rot before they are composted, creating smells in the classroom.
- Draw weekly observations in a journal or take pictures of the composting process for student reflection.

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FARM TO TABLE

Embryology Project

FT.14

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.
VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms to their environment.

Young children have a natural sense of curiosity about living things in the world around them. Building on this curiosity, students can develop a better understanding of living things by direct experience. Students learn about chickens and embryos by participating in the inquiry process, observing eggs in an incubator over a period of time, and reflecting and generalizing about their experiences.

DOING THE ACTIVITY

***Please read the project checklist before engaging in the embryology project. Cultivating live animals is a big commitment and the entire teaching team must be open to the pre-, during, and post-experience.**

1. Allow students to explore eggs (from home or grocery store) before beginning the embryology project. In small groups, students can break open an egg, explore the contents on a plate, and make observations about the parts of an egg. Place several eggs in vinegar for 48 hours to observe eggs differently. The shells should dissolve completely; by placing the eggs in a bowl of water, students can view the shell membranes.
2. Set up the incubator in a location where students can make observations freely and the eggs can easily be turned. Have students track changes daily in a journal or track changes as a large group. The 21-day growth process precipitates fast changes. Place the chicks in a warm brooder within 2-6 hours after they hatch.

DIFFERENTIATION

- Use the life cycle exploration set to make one-to-one correspondence daily.
- Create vocabulary cards specifically for the chick life cycle process. Include words like egg, nest, hen, rooster, embryo, hatch, hatchling, and chick.

IN THIS KIT







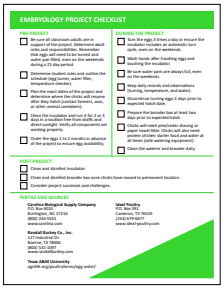


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FARM TO TABLE

Mobile Dairy Classroom Outreach

FT.15

VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.

Southwest, Southland Dairy Farmers teach students about the dairy industry and the role of dairy farmers through a traveling milking parlor outreach program. Instructors demonstrate how to milk a cow, describe how the milk goes from the farm to the consumer, and then answers questions. Several ways to prepare for and extend the outreach experience are included.

DOING THE ACTIVITY

1. Outreach programming gives preschool students the opportunity to experience authentic activities without the challenges of leaving the classroom. Before inviting the Mobile Dairy Classroom, continue discussing where the food we eat is grown and emphasizing how important farmers are to our daily lives.
2. Ask students where milk comes from (dairy farm). Tell students that milk provides them with calcium, vitamin D, and other important vitamins that help them grow. Students can think about the foods they eat that are made from milk by participating in an action poll. Say the following poll statements:
    - Jump up and down if you had cereal with milk on it for breakfast.
    - Reach up high if you like yogurt.
    - Run in place if you drink milk with your lunch or dinner.
    - Bend to the side if you like string cheese for snack.
    - Spin around if you like chocolate milk.

DIFFERENTIATION

- Southwest, Southland Dairy Farmers, Mobile Dairy Classroom is a free outreach program. Be sure to schedule an experience well in advance to make connections to the Farm to Table classroom.
- Turn Ole Bessie into a milking station. Fill a rubber glove with water and tie off the opening. Prick the end of a finger with a needle and allow students to grasp and squeeze the finger downward into a bucket.

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FARM TO TABLE

Farm Life Imaginative Play

FT.16

I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Imaginative play is beneficial to student growth and development. While engaging in farm and market themed dramatic play experiences, students learn about life on the farm, farm animals, and how food gets to the market. Students can participate in real-life situations through play such as feeding the barnyard animals, growing a garden, and shopping at the market.

DOING THE ACTIVITY

Read fiction and non-fiction books to spark curiosity about farm life and encourage students to role play life on the farm. You can help students focus by providing scenarios like the farmers market, county fair, pumpkin patch, and act like an animal. Encourage students to make farm scenes on construction and butcher paper.

DIFFERENTIATION

- Include real photos of life on the farm, such as cows grazing, farmers harvesting crops, and chickens in a chicken coop. Bring in photos of life in an urban area and make comparisons.
- Invite a farmer into the classroom to share about life on the farm. Students can develop a list of questions to ask the farmer before the visit.

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FARM TO TABLE

Tabletop Sensory Bins

FT.17

VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
IXB.1 Child shows control of tasks that require small-muscle strength and control.

Sensory bins encourage open-ended exploration as children use their senses without the expectation of an end product. Rotating materials in the sensory bins is important to incite curiosity and encourage the use of all senses. Students are provided tactile materials with a farm-to-table theme to explore and manipulate.

DOING THE ACTIVITY

For easy clean-up, empty the sensory material (lentils, beans, or corn) into the plastic container and add additional materials (farm animals, farm toys, and blocks) for enhanced play. Be sure to swap out the sensory material and have discussions about material texture and shape.

DIFFERENTIATION

- Encourage children to add materials to extend pretend play, such as paper or pom poms to serve as fruits and vegetables, and craft sticks that can be turned into a fence.
- Turn the sensory bin into a mud exploration center by mixing brown tempera paint, water, and cornstarch. Students can give the animals a “bath” in a sensory bin of fresh water.

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NON-FICTION



Animal Pollinators



Bees



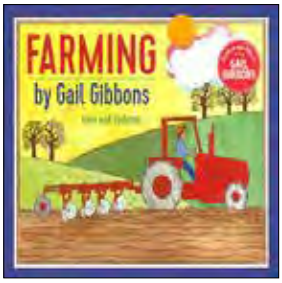
Chicks and Chickens



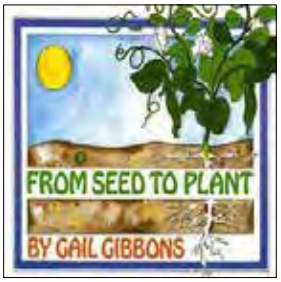
Don't Throw That Away!



Farm Animals



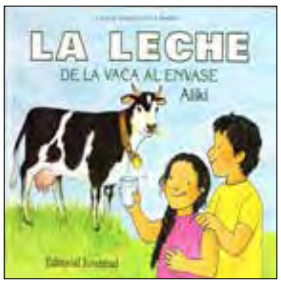
Farming



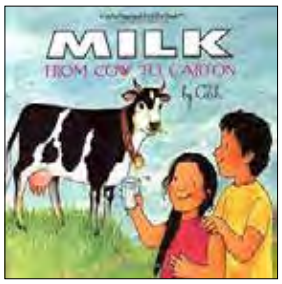
From Seed to Plant



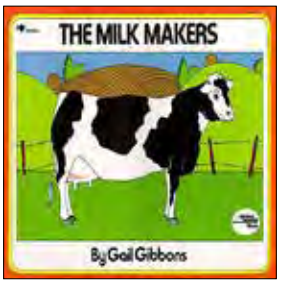
Give Bees A Chance



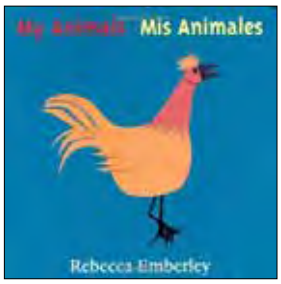
La Leche de la Vaca al Envase



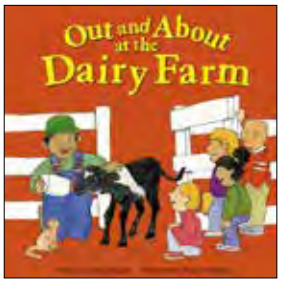
Milk: From Cow to Carton



The Milk Makers



My Animals
Mis Animales



Out and About at the Dairy Farm

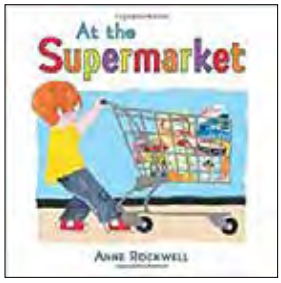


Los Sonidos de la Granja

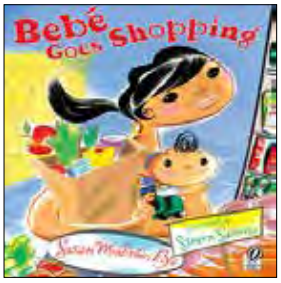
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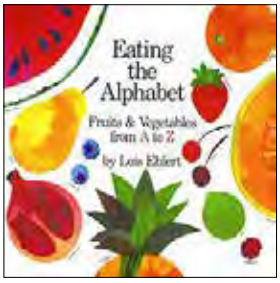
FICTION



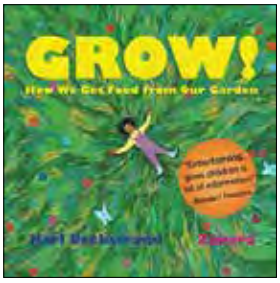
At the Supermarket



Bebe Goes Shopping



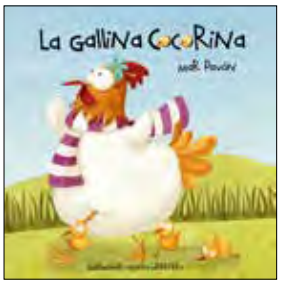
Eating the Alphabet



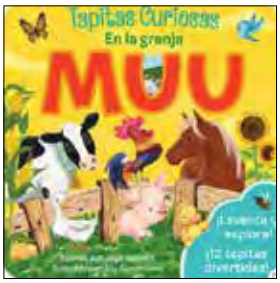
Grow: How We Get Food From Our Garden



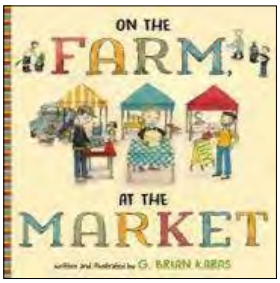
The Honeybee



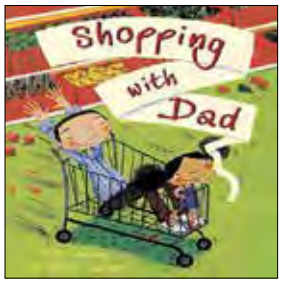
La Gallina Cocorina



Muu



On the Farm, At the Market



Shopping with Dad



Vivamos la Granja!



We're Going to the Farmer's Market

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ASSESSMENT TOOLS



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FARM TO TABLE

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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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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FARM TO TABLE

General Observations

DATE	TIME	SKILL	OBSERVATIONS

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Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

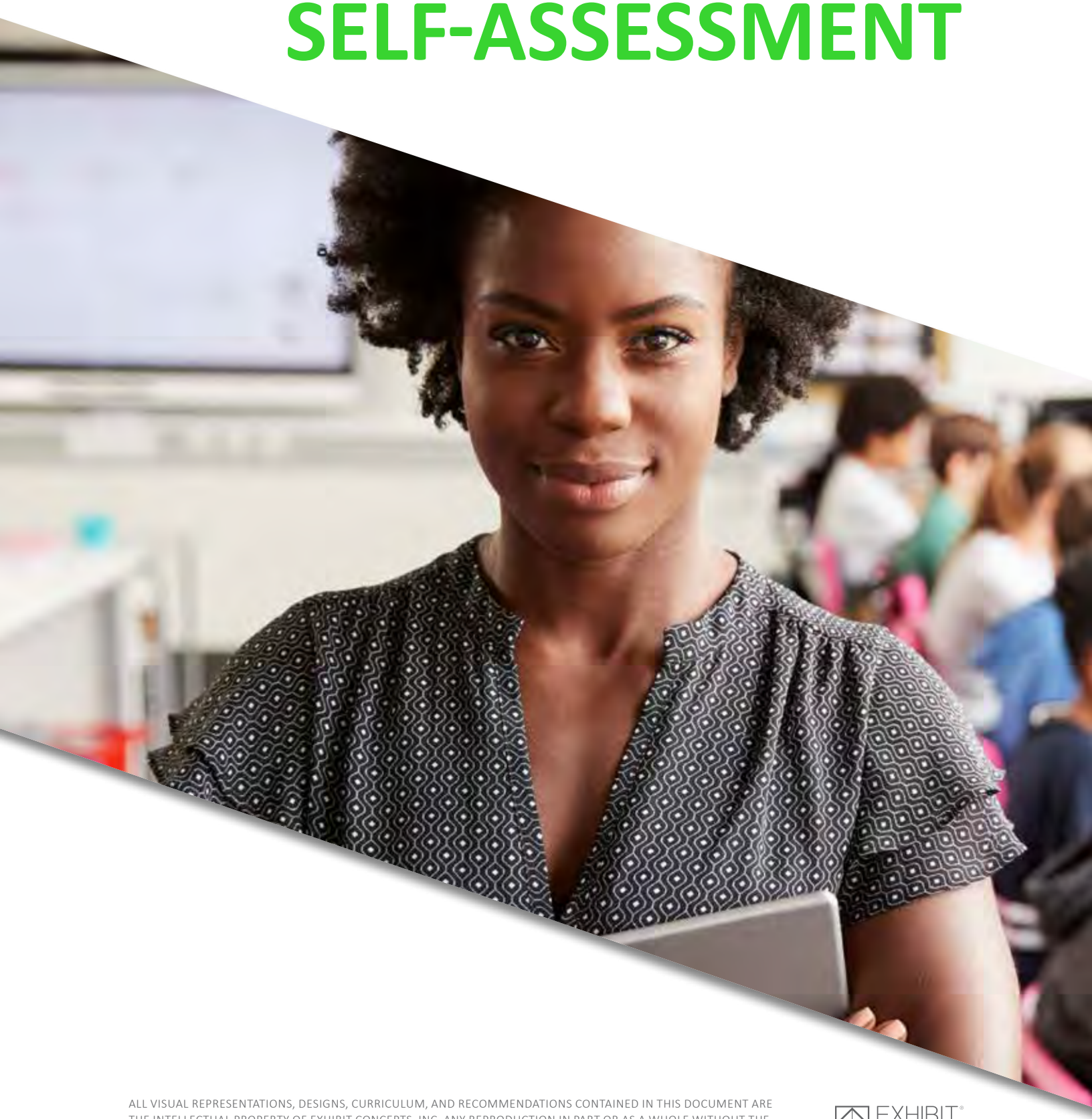
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TEACHER SELF-ASSESSMENT



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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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