LET'S GET GOING

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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ACTIVITIES



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Train Stories

LG.01

I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.
III.A.1 Child engages in story-related pre-reading activities.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Trains move people and freight but they often see, feel, and hear as they journey between cities and across the country. After reading Two Little Trains, by Margaret Wise Brown, students can talk about the things the two little trains see, feel, and hear. Students will work together to create a train village in the classroom, telling stories about their creations with story cards.

DOING THE ACTIVITY

1. Read *Two Little Trains* by Margaret Wise Brown, discussing things the train sees, feels, and hears along the journey. Relate to student personal experiences. For example, ask students to think of a time when they have traveled on a train or subway. Ask students to recall things they saw, felt, or heard on their own journey.
2. Introduce the train tracks and accompanying pieces as a free-choice or storytelling activity. Ask students to make a one-to-one correspondence using the story cards and train set pieces. Also, ask students to order the story cards from left to right and tell an adventure story about trains, highlighting what the train does and sees on the adventure. Provide the following storytelling prompts if necessary: "Tell the story of how the train delivered the wood to the cabin" and "Tell the story of the bridge and the train."

DIFFERENTIATION

- Use the story cards before reading the story to build vocabulary around trains and transportation.
- Invite students to tell stories during morning meeting. Ask students to share what happened on a trip to the supermarket, an appointment with the dentist, or an outing to grandma's house. Storytelling helps young children learn new words and become emergent readers and writers.

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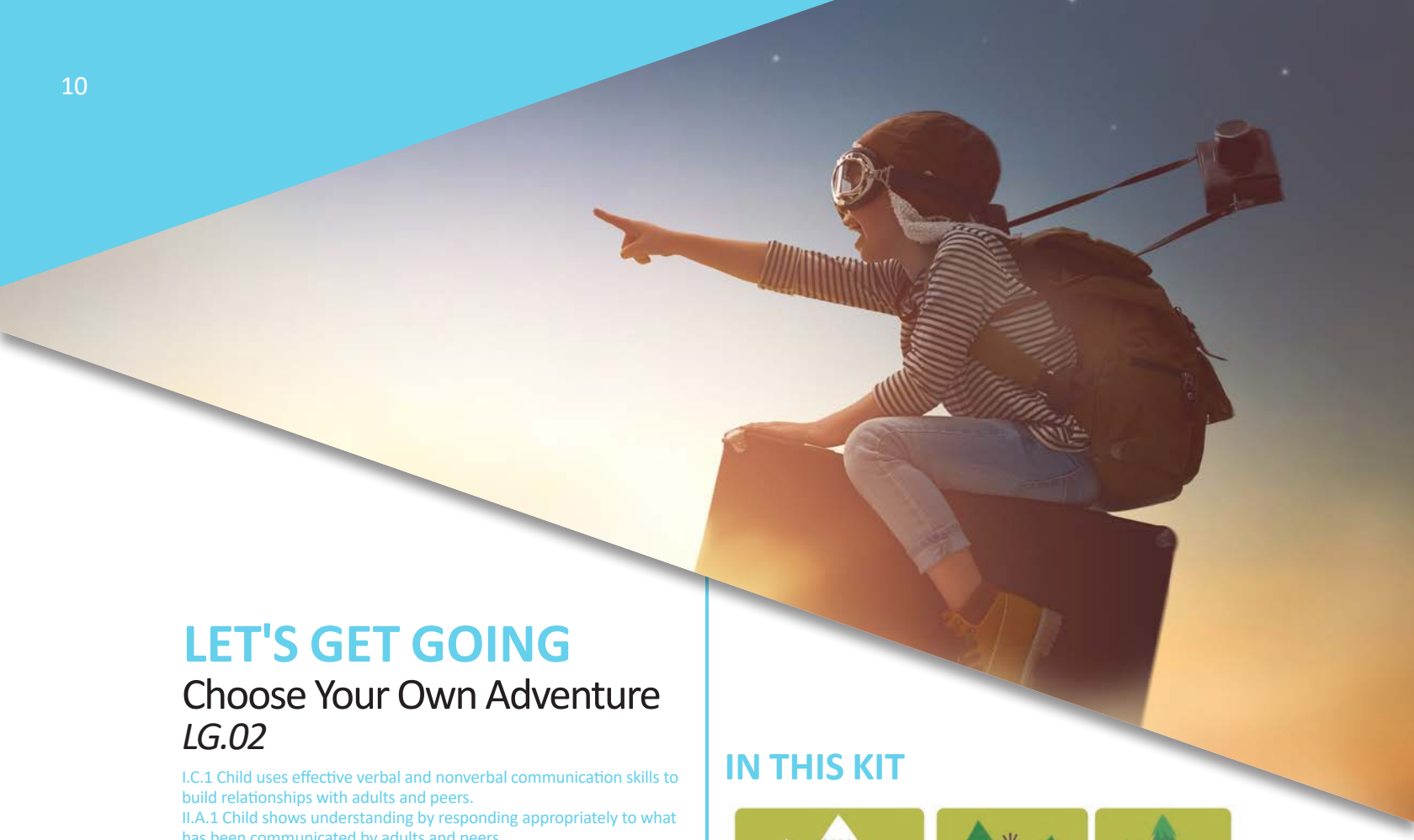






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LET'S GET GOING

Choose Your Own Adventure

LG.02

I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.
II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.

Students use magnetic pieces to create and tell stories about adventures. Students add more magnetic pieces as they become comfortable creating stories.

DOING THE ACTIVITY

1. Place the adventure magnets on the magnetic wall for free exploration.
2. As an educator-led activity, review character, object, and setting pieces and ask students to choose a character(s) and an object(s) to tell a story. Model a story first using the character(s) and object(s). Provide students with several storytelling prompts and encourage them to create a story. Several prompt suggestions include: “A child takes a kayak down the river,” “The dog gets chased by a bear.,” and “We cooked hot dogs and hamburgers over the fire.”

DIFFERENTIATION

- Add the magnets to the writing center to entice tracing. Students can add detail to their tracings to create an adventure scene. Encourage students to tell a story about their scene.
- Create a classroom community art mural using the magnets. Students place the magnets on chart paper, trace the magnets, and add details using art materials.

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LET'S GET GOING

Let's Get Going Alphabet: Alphabet Soup

LG.03

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
III.C.3 Child produces at least 20 distinct letter-sound correspondences.
IX.B.1 Child shows increasing 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 Soup:** Students take turns scooping up letters from a camping pot using a soup ladle. After identifying the letters in their ladle on an alphabet card, they find the letters in other locations around the classroom.

DOING THE ACTIVITY

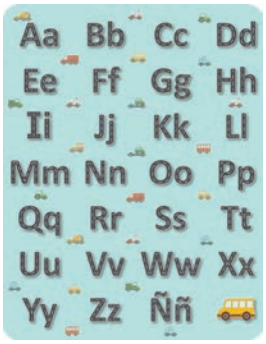
Place the magnetic letters into the kettle. In pairs or individually, ask students to take turns scooping up a letter with the ladle. The student identifies the letter and matches the letter on the alphabet card. To encourage letter-sound associations, ask students to search for an object in the classroom that begins with that letter.

DIFFERENTIATION

- Have students work in pairs to match uppercase and lowercase letters.
- Have students build the letters with classroom manipulatives like Unifix Cubes, erasers, or learning links. Students can use the themed magnetic letters as a guide.

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LET'S GET GOING

Let's Get Going Bingo

LG.04

I.B.3.a Child sustains attention to personally chosen or routine (teacher- directed) tasks until completed.
II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

Bingo games help students learn to associate pictures with words and help build a robust vocabulary. In addition, students learn to take turns and play alongside peers. Using transportation images, students match the image to the corresponding item as it is called 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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Campfire Stories

LG.05

I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.
II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.

Storytelling plays an important role in cognitive development and helps young children improve memory and language skills. Educator can encourage storytelling by modeling and providing resources that entice storytelling, like finger puppets and character, location, and situation prompts.

DOING THE ACTIVITY

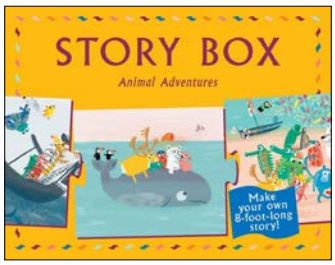
1. Model telling a story using the storytelling box puzzle pieces. Connect several pieces to determine character(s), setting, and objects in your story. Make your story simple and gradually add more details as you provide example stories.
2. Create a small group story around the class campfire using the storytelling boxes and finger puppets. Talk about the who, what, and where as students are connecting the storytelling box puzzle pieces.

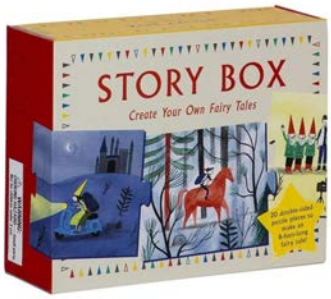
DIFFERENTIATION

- Ask students to bring in a family photo. Have students talk about the photo as an emergent first step in storytelling.
- Create simple storytelling prompt jars. Print small pictures of characters, objects, and settings; fold the pictures, and place in the jar. Students take turns pulling out a piece of paper and telling a part of a collective story. Provide prompts like, “What does your character see or hear?,” “Who else is there with your character?,” and “What does the place look like?” to help guide the storytelling.

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LET'S GET GOING

Let's Get Going Word Bank: Play-Doh Snakes

LG.06

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IX.B.1 Child shows increasing control of tasks that require small-muscle strength and control.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Play-Doh Snakes:** Students roll balls of Play-Doh into snakes to form word bank words on directional cards. Students practice forming letters by bending and joining the snakes together in this unconventional pre-writing exercise.

DOING THE ACTIVITY

1. Provide students with the word bank tracing cards and a choice of Play-Doh colors. Demonstrate rolling the Play-Doh into "snakes," and bending, pinching, and pulling the Play-Doh to make longer strands and curves. Demonstrate "tracing" the word bank tracing cards with Play-Doh.
2. Students can use the Play-Doh tools to assist with tracing or in free exploration.

DIFFERENTIATION

Use flattened Play-Doh as a writing surface. Have students flatten out a medium-sized piece of Play-Doh on a flat surface. Students can use a pencil, straw, or toothpick to write word bank words in the Play-Doh.

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LET'S GET GOING

Map Exploration

LG.07

II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
VII.C.1 Child identifies and creates common geographic features.
VII.C.2 Child explores geography tools and resources.

Students increase their comfort recognizing and using simple maps by identifying map features and drawing paths from one feature to another. Students consider directionality when using written lines to create paths.

DOING THE ACTIVITY

Introduce the maps and talk about the various settings. Ask students to make a path from one feature to another using a dry erase marker or dot stickers. Provide directives, such as "Help the fox find their den" and "Find the path from the airplane to the hanger."

DIFFERENTIATION

- 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.
- Ask students to make a 3D map of the classroom using materials like Legos, blocks, Unifix Cubes, and other 3D materials. Start the build process (model) and encourage students to add other features found in the classroom. The students can make labels for their classroom map in the writing center.

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LET'S GET GOING

Creating a License Plate

LG.08

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
VII.C.2 Child explores geography tools and resources.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Students learn that each license plate is unique and identifies an owner of a vehicle. Students explore the properties and function of a license plate by creating their own using magnetic pre-cut pieces and magnetic letters. Students can attach the plates to classroom tricycles to simulate a vehicle.

DOING THE ACTIVITY

1. Familiarize students with license plates either through photos or out in the community. Encourage students to notice the similarities and differences between license plates. Ask questions like, "How many numbers and letters do license plates have?," "What colors are they?," and "Do you notice other details on the license plates?"
2. Encourage students to make a license plate of their own using the magnetic letters and magnetic templates or foam letters and foam sheets. After punching holes in the license plates, students can attach the plates to the classroom tricycles using zip ties or string.

DIFFERENTIATION

Make connections between license plates and states of origin. Using a map or globe, point out where the classroom magnetic license plates are from.

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LET'S GET GOING

Alphabet Roadways

LG.09

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
V.A.5 Child recognizes numerals 0-10.
IX.B.1 Child shows increasing control of tasks that require small-muscle strength and control.

Students practice emergent writing skills by tracing letters and numbers in non-traditional ways. Students use cars and roadway cards to practice letter and number formations.

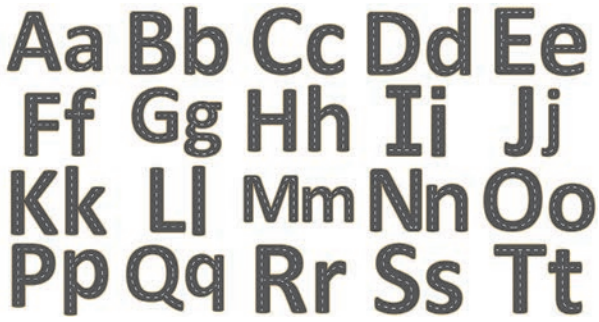
DOING THE ACTIVITY

Place the alphabet roadways and cars/trucks in a free-choice center to encourage students to “drive” the shapes and outlines of letters and numbers. Students can match the alphabet roadways to the themed magnetic letters in the classroom.

DIFFERENTIATION

Have students create letters and numbers using the cars/trucks and paint. Students can dip the cars into washable paint and “drive” the cars on paper in letter and number formations. As additional support, lay the paper onto the alphabet roadways. Ask students to trace the pre-existing roadways.

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Let's Get Going
Transportation Puzzles
LG.10

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 about parts-to-whole relationships and problem solving by manipulating puzzle pieces. Developmentally appropriate puzzles with a transportation theme spark curiosity and encourage students to find out more about how we get from one place to another.

DOING THE ACTIVITY

Puzzles are a wonderful free-choice or center activity as they help young children think critically, visually discriminate, and problem solve with little assistance or direction. Place the puzzles in a free-choice center for individual or peer-to-peer exploration.

DIFFERENTIATION

- Students can make their own puzzles by tracing puzzle pieces, coloring a picture on their tracing, and cutting out the pieces, with adult assistance.
- Hide puzzle pieces in a sensory bin of rice (or colored rice). Have students find puzzle matches in a unique, sensory-filled way.

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Land, Water, and Air Sort

LG.11

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.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Children develop critical reasoning and problem-solving skills by participating in sorting exercises. Using the classroom flooring, students can sort animal and transportation figures by educator-directed or student-directed categories.

DOING THE ACTIVITY

As a free-choice activity, students can naturally sort by land, water, and air on the classroom flooring. Encourage dramatic play by including people (community members) and other dramatic play materials.

DIFFERENTIATION

You can make your own sorting boards using butcher paper and circle stencils. Trace the appropriate number of circles for categories on the butcher paper and label. Laminate for long-term use. Students can use the animal and transportation figures to sort by educator-initiated categories. Category ideas include sorting by land/water/air, animal habitat, and other physical characteristics.

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LET'S GET GOING

Exploring Force and Motion

LG.12

I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.
VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.
IX.B.1 Child shows increasing control of tasks that require small-muscle strength and control.

Through hands-on play, students discover properties of force, motion, and friction using discovery ramps and wheeled vehicles. As students play with the materials, educators ask what, why, and how questions to encourage reflection and help children investigate further.

DOING THE ACTIVITY

Have students explore concepts of motion by experimenting with the ramp, cars, and trucks. Compare and contrast observations about what happens, what is the same, and what is different between the type of pulls, pushes, and resistance. Be sure to talk about car material (weight), wheel type (size), and resistance (ramp angle), and how they factor into movement.

DIFFERENTIATION

Explore push and pull, force and motion using paint. Tape a piece of paper to a craft tray. Dip a piece of cardboard or card stock into the paint. Have students push and pull the cardboard on the canvas. Repeat with additional paint colors. Have students try the activity again by using Earth's gravitational pull to direct paint on the canvas (moving paint by changing angles). Have students make observations about the movement of paint.

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LET'S GET GOING

Sink or Float

LG.13

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

Students make and test predictions about an object's ability to sink or float, and then classify objects according to whether they sink or float. Students can record their predictions in a pocket chart and test their predictions in the Camp Cooler sensory bin.

DOING THE ACTIVITY

1. Fill the sensory table with water. Ask students to make predictions about each object, with questions like, "Will this object sink or float?" and "Why do you think it will sink or float?" Indicate students' predictions on the sink/float prediction chart.
2. Ask students to test each item's ability to float, filling out the test column on the sink/float prediction chart. Facilitate a buoyancy discussion, relating to other things that sink/float (coins, themselves, boats, etc.).

DIFFERENTIATION

- Provide students with paper straws and encourage them to blow the floating items. Facilitate discussions about kinetic energy as the air they blow through the straw moves the items.
- Add Jello powder or liquid watercolor to the water to encourage a multi-sensory experience.

IN THIS KIT

Sink or Float

name	prediction	test
submarine		
purple tube		
blue ball		
raft		
hexagon		
purple star		
yellow star		
red ball		

Flota o se Hunde

nombre	predicción	prueba
submarino		
salvavidas morado		
pelota azul		
balsa		
hexágono		
estrella morada		
estrella amarilla		
pelota roja		



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LET'S GET GOING

Build a Boat That Floats

LG.14

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

Children strengthen science, math, creative thinking, and problem-solving skills as they explore boat making. Students apply their understanding about floating objects to building a boat using a variety of materials.

DOING THE ACTIVITY

1. Engage students in a discussion about boats. Encourage them to share what they know about boats, where they have seen boats, and how boats help us.
2. Encourage students to make boats using the open-ended materials, asking them to consider the things they know about boats. Have students test their boat's ability to float in the sensory table filled with water. Engage students in discussions about why some of the boats sink and others float. Ask students the following questions: "What do they notice about the boats that float and sink?," "Are the boats that float made of similar materials?," and "Does the size of the boat matter?" Have students rebuild their boat and make new observations.

DIFFERENTIATION

Provide tools that will help the boats move without touching them. Fans and straws can help students experiment with wind and air and make comparisons between the way boats move.

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LET'S GET GOING

Making Paper Airplanes

LG.15

VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Children are fascinated with airplanes. Educator can bring aspects of aerodynamics into the classroom by encouraging and supporting students as they create paper airplanes. Students can participate in guided and facilitated sessions or explore paper airplane making on their own.

DOING THE ACTIVITY

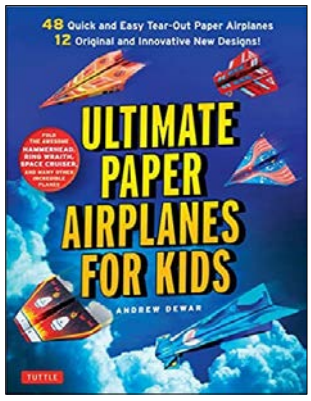
1. While students are outdoors, encourage them to make observations of the sky. Ask students to look for clouds, birds, and planes, and notice the movement of tall trees. Invite students to move their bodies like airplanes.
2. Read *Forces: Physical Science for Kids* by Andi Diehn, discussing motion and force through everyday experiences such as kicking a ball, throwing a paper airplane, using a magnet, and playing tug of war. Use the paper airplane guide to help students create paper airplanes (educator assists with folding). Encourage students to fly their airplane and make observations. Students experience Newton's laws of motion as they are experimenting with paper airplanes, throwing the airplane and meeting resistance (wind).

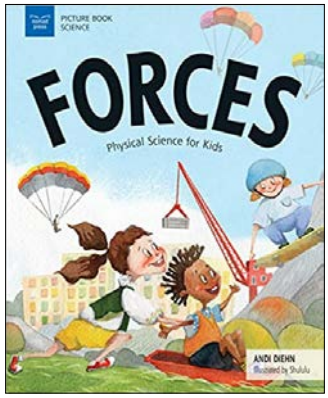
DIFFERENTIATION

Explore movement and motion in other ways. Create pathways around the room using painter's tape. Include straight, curved, and zigzag paths. Have students "travel" the pathways with their bodies and play cars, discussing why some pathways are easier than others to follow (changing direction, speed, etc.).

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LET'S GET GOING

What is a Passport?

LG.16

IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.
VII.A.3 Child connects their life to events, time, and routines.
VII.C.2 Child explores geography tools and resources.

Students learn that a passport is a tool for identification. A passport includes information about where you live and helps you travel to other countries. Students use a faux passport to explore "landmarks" in the classroom and check off with a checkmark once they have visited a landmark.

DOING THE ACTIVITY

1. Students can take a trip in the classroom by searching for artifacts, icons, and landmarks throughout classroom murals. Have students brainstorm things they might take on a trip (suitcase, clothes, toothbrush, favorite stuffed animal, etc.). Tell students that we also take information about ourselves on trips (passport). A passport shares information about where we live and where we have traveled.
2. Introduce the classroom passports. Encourage students to find the landmarks throughout the classroom murals and place a checkmark, with a dry erase marker, on the associated passport image.

DIFFERENTIATION

- Have students create their own landmarks and icons out of open-ended art materials. Ask students to describe their landmark and how their landmark is important and personal. The student-created landmarks can be displayed around the classroom.
- Make passports that reflect icons and artifacts in other classrooms. Take pictures of mural landmarks and features in other classrooms and paste into a passport booklet. Have students take gallery walks with their passports to find the landmarks.

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LET'S GET GOING

Signs in the Community
LG.17

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
VII.C.2 Child explores geography tools and resources.

Which signs can you spot in your community? Learning about signs found in most neighborhoods supports social studies standards for young learners. After reading *Signs in My Neighborhood* by Shelly Lyons, reinforce signs students might see out and about. During future readings, students can follow along or retell the story using handheld signs.

DOING THE ACTIVITY

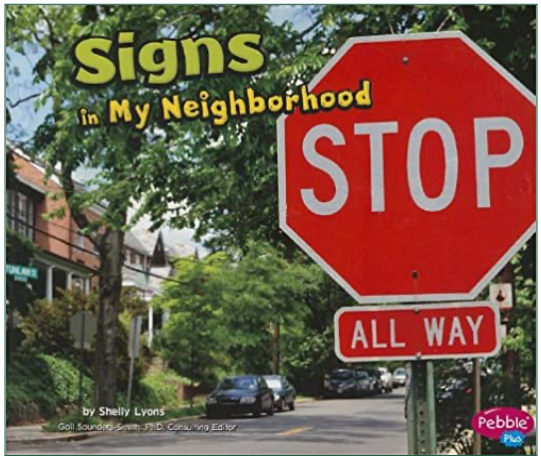
Read *Signs in My Neighborhood* by Shelly Lyons, reviewing the meaning behind each sign as you read. During a second reading, have students perform the action of the sign as part of the review.

DIFFERENTIATION

- Environmental print is everywhere — on road signs, magazines, menus, food containers, and buildings. Ask students and families to bring in empty food containers and magazines from home to help students make connections between environmental print.
- Have students cut out logos they recognize from newspapers or magazines. Discuss where they might see the logos out in the neighborhood or environment.

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LET'S GET GOING

Going Camping

LG.18

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Camping takes a little preparation! Students discover that preparing for a camping trip includes making a list of things you need, packing, and setting up when you arrive. Students can practice preparing for a camping trip using a variety of camping dramatic play materials.

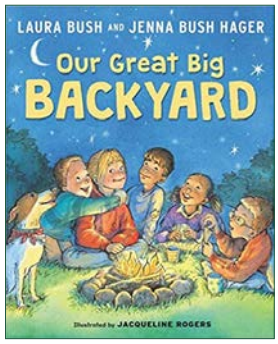
DOING THE ACTIVITY

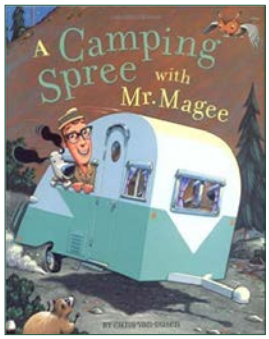
Set the scene for camping dramatic play through vocabulary introduction, storytime, and sharing. Read *Our Great Big Backyard* by Laura Bush and Jenna Bush Hager and *A Camping Spree with Mr. Magee* by Chris Van Dusen, discussing some of the activities people do while camping. When everyone is ready to depart on a classroom camping trip, a pretend car is packed with camping supplies and backpacks. When students "arrive" at the campsite, students pitch the tent, search for firewood, and set up the cooking stove. Students can create camping stories of their own as they use old and new vocabulary.

DIFFERENTIATION

Encourage students to create supportive materials for camping dramatic play. Have students make labels using word bank words, glue paper towel rolls and tissue paper together to make a campfire.

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LET'S GET GOING

Going Fishing

LG.19

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
V.A.5 Child recognizes numerals 0-10.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Students continue to practice and develop fine motor skills as they manipulate magnetic fishing poles and magnetic fish in the River Scene. Educator can provide further direction by adding letters or numbers to the magnetic fish.

DOING THE ACTIVITY

1. Introduce the magnetic fishing poles along with the classroom kayak. Students can use the magnetic fishing poles as a free-choice exercise, building essential hand-eye coordination and recognizing shapes and colors.
2. As a guided exercise, ask students to pick-up specific letters and numbers that are scattered across the floor. Make letter and number identification cards that help students make the visual connections.

DIFFERENTIATION

Create your own magnetic activity using sentence strips and adhesive magnetic squares. Write/draw shapes, word bank words, or students' names on a sentence strip, cut to size, and add an adhesive magnetic square. Students can "fish" for the newly created magnetic pieces.

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LET'S GET GOING

Kayaking

LG.20

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Kayaking takes a lot of physical strength, coordination, and practice! Students can practice the fundamentals of kayaking in the River Scene using a kayak paddle, safety equipment, and river wildlife and objects.

DOING THE ACTIVITY

Set up the materials in the Kayak River Scene. Ask students what they might see on a kayak adventure (fish, waves, trees, weather/sun, etc.). Talk to students about water safety (protecting your skin, protecting your eyes, wearing a life jacket). You can set the stage by modeling how to use the kayak paddles and encouraging students to prepare for and participate in kayaking.

DIFFERENTIATION

- Combine kayaking with GP.18 and encourage students to describe camping situations and stories. Add something new to the campsite each week to incite curiosity such as flashlights, faux food, and picnic items.
- Talk about the parts of the body that work hardest during a kayak trip: back, arms, abs, and neck/shoulders.

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LET'S GET GOING

Tricycle Obstacle Course

LG.21

I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
IX.A.1 Child demonstrates coordination and balance in isolation.

Students improve coordination, balance, and build confidence as they ride tricycles and create obstacle courses in the classroom. Educator can create courses to encourage students to follow. As students build self-confidence, they can create new and exciting courses of their own.

DOING THE ACTIVITY

Set up an obstacle course using the cones and floor tape. Include turns, straight lines, and circles. Invite students to navigate the obstacle course. Empower students to change the obstacle course or create a course of their own.

DIFFERENTIATION

- Take the tricycles outside and create an obstacle course out of chalk. Draw turn-arounds and crazy-eight loops for students to navigate.
- Set-up boxes in a meandering pattern on the sidewalk or car-safe driveway.

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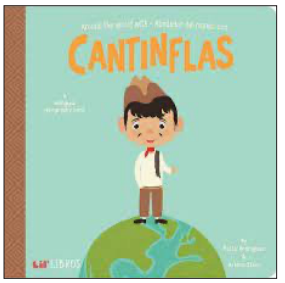
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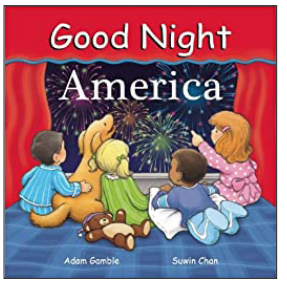
NON-FICTION



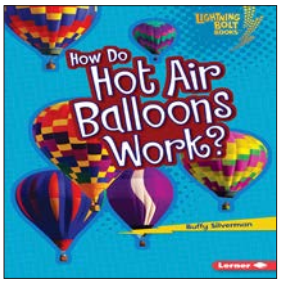
The Airport Book



Alrededor del Mundo con Cantinflas



Good Night America

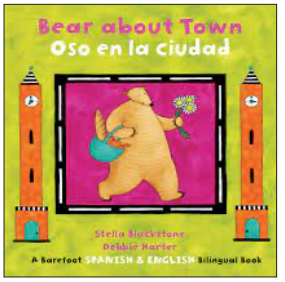


How Do Hot Air Balloons Work?

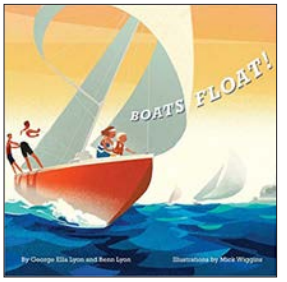
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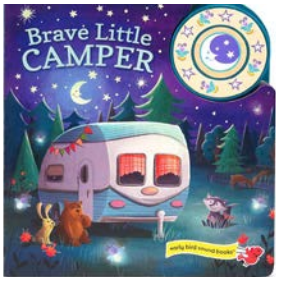
La Aventura Más Grande



Bear About Town Oso en la Ciudada



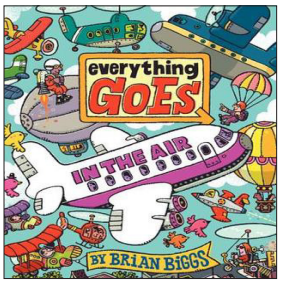
Boats Float!



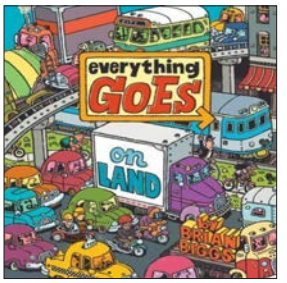
Brave Little Camper



Everything Goes: By Sea



Everything Goes: In the Air



Everything Foes: On Land



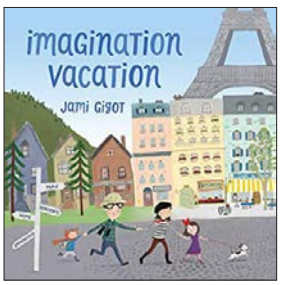
Finding Wild



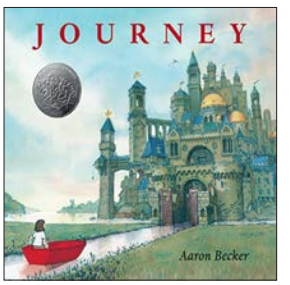
The Greatest Adventure



How to Make an Apple Pie and See the World



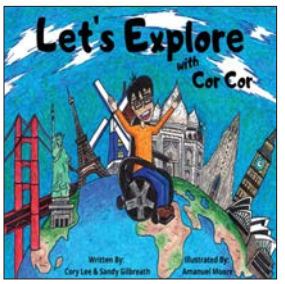
Imagination Vacation



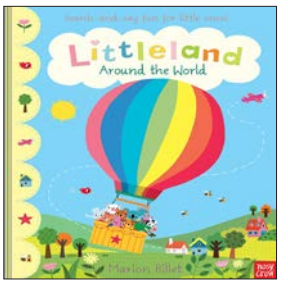
Journey

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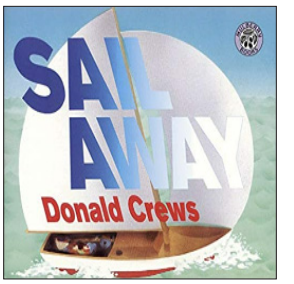
Let’s Explore with Cor Cor



Littleland: Around the World



Please Bring Balloons



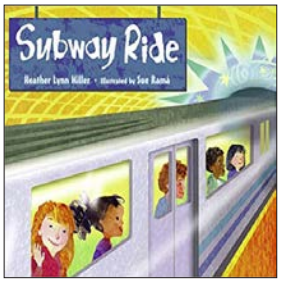
Sail Away



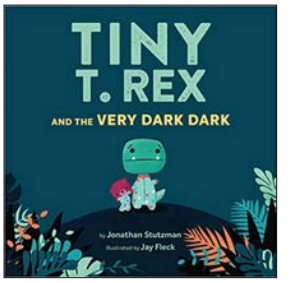
The Secret of Black Rock



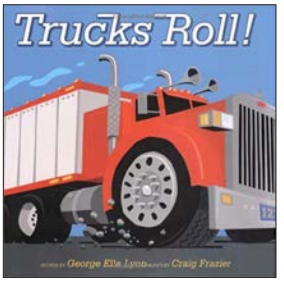
Si yo Tuviera un Pequeño Barco



Subway Ride



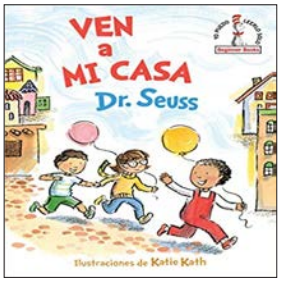
Tiny T. Rex



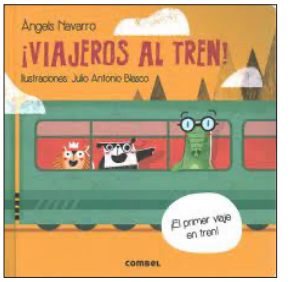
Trucks Roll!



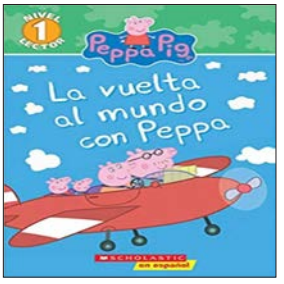
Un Viaje Mágico de Campamento



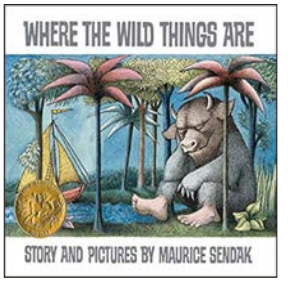
Ven a Mi Casa



¡Viajeros al Tren!



La Vuelta al Mundo con Peppa



Where the Wild Things Are

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GENERAL SUPPLY KIT



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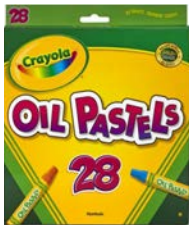












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ASSESSMENT TOOLS



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LET'S GET GOING

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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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:_____

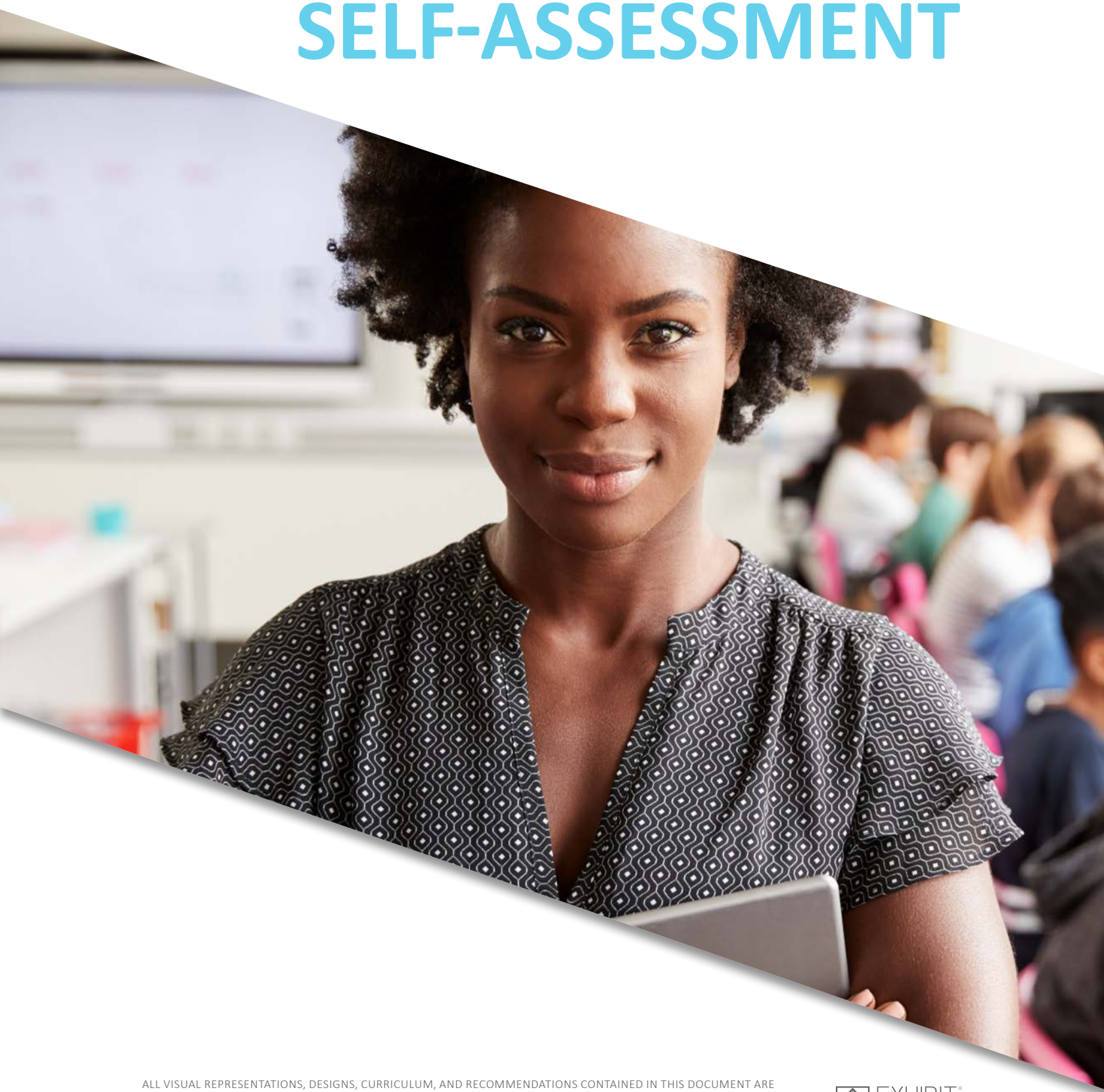
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TEACHER SELF-ASSESSMENT



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LET'S GET GOING

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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