PET CENTRAL

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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Pets Need Care

PC.01

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
VII.B.3 Child discusses the role and responsibilities of family, school, and community helpers.

Students discover that pets have needs and routines just like us by exploring the role of a veterinarian with their peers. Pets eat their meals at designated times during the day, sleep, and need checkups. Using commonly found materials at a veterinarian's office (play materials), students can examine their pet's health by checking their weight, listening for a heartbeat, and recording their pet's visit!

DOING THE ACTIVITY

1. Brainstorm pet needs with a large or small group and record on chart paper, Include a small visual next to each need and place in the dramatic play center. Introduce the kit materials to the students and set up the materials in the dramatic play area.
2. Encourage free exploration of the materials. Ask students, "Do you have what you need to keep a pet healthy?" and "Can you think of anything else you might need?" A few other questions to continue the imaginative play: "How can you make a pet feel better if they are sick?," "How would you help an injured pet?," and "How would you keep a pet safe at the veterinarians office?"

DIFFERENTATION

As a challenge, ask willing students to label the bins for sorting materials in the dramatic play center. Labels show students where things belong and help acclimate them to frequently used word bank words.

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PET CENTRAL

Animal Puppet Theater

PC.02

I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.
I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.
VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

Puppets help students tap into their imagination and creativity to express themselves in interactions with peers and educators in unique ways. Students use animal puppets to act out real-life scenarios and feelings in the Puppet Theater and Library. Educator encourages students to act out scenarios or students self-select scenarios that are meaningful to them.

DOING THE ACTIVITY

1. Introduce the puppets to the students. You can set the stage for puppets in a variety of ways.
   - **Puppet Scenarios:** Model introductory situations for the students that they can continue with you. For example, "This is Cookie the cat. Cookie wants to play but is a little afraid. Can you help her?" and "Hi I'm Freddy frog. What is your name? What do you like to do?
   - **Free Play:** Students have free reign over the conversation and interactions.
   - **Story Retelling:** Use puppets to read along or retell a story.
2. Leave the puppets out for continued use and popup throughout the day. Puppets can serve as an impartial negotiator during a conflict or support a new friend in the classroom!

DIFFERENTATION

- Create a group-time mascot. You can use a special pet puppet to begin the morning meeting. Seeing this puppet daily can set the tone for the day and help transition to the next activity.
- Include pet caretaker as a classroom job. Students learn about responsibility, compassion, respect, and patience as learn to care for faux classroom pets.
- Use a puppet to introduce a story. When the story is finished, the puppet can discuss the story with the students and encourage them to create an alternate ending.

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X-Ray Exploration

PC.03

II.B.1 Child uses language for multiple purposes.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Authentic animal X-rays help students verbalize observations. Students verbalize the differences and similarities between mammals, reptiles, fish, amphibians, and birds. Educator can help students make connections between observations and the purpose of X-rays and the radiology profession.

DOING THE ACTIVITY

1. X-rays are a great tool for motivating students to make observations. Leave the animal X-rays out for students to match on the light wall or on a flat table. Ask students the following: “What do you notice?,” “Are there any X-rays that are surprising?,” “Are there X-rays that look the same?,” and “Are there X-rays that look very different?”
2. Use the animal flash cards to encourage students to make predictions. The double-sided flash cards include an animal image on one side and skeleton on the other, which is revealed when placed on the light board. Students can guess how many bones an animal has and check their predictions.

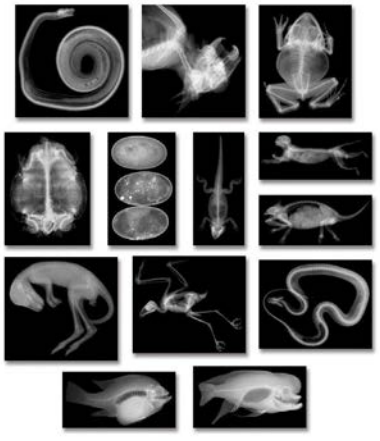
DIFFERENTATION

- Use different sized Q-Tips to recreate X-rays. Students can trace animal stencils or their own hands and feet as a base on contact paper.
- Students can use the X-rays on a vertical surface, shining the light underneath the X-ray to observe details.

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PET CENTRAL

Pet Check-Ups

PC.04

II.B.1 Child uses language for multiple purposes.
IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

Using simple pet check-up cards with picture choices, students record answers as they ask pet owners questions about their pet's health. Students practice asking questions, with adult modeling, and recording answers to questions by circling the appropriate picture.

DOING THE ACTIVITY

1. Model this activity as a large group before adding to the writing or dramatic play center. You can serve as the receptionist while a student serves as the pet owner, modeling questions from the checkup card like: "What is your pet's name?," "What kind of pet do you have?," and "How is your pet feeling?"
2. Encourage students to ask more questions about the pet and fill in the open space. What else do you want to know about the pet before the pet receives treatment?

DIFFERENTATION

- Add "My Healthy Pet" templates to the writing center to encourage students to draw pictures of their healthy pet.
- Combine this activity with Pets Need Care (PC.01) to enhance the understanding that pets need veterinarian care.

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PET CENTRAL

Pet Central Word Bank: Go Fish

PC.05

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.
I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Go Fish:** Students use word bank words, with pictures, to play Go Fish. Students can use associated pictures to help with word deductions.

DOING THE ACTIVITY

1. Model the game of Go Fish with the students using the word bank Go Fish cards. Each player receives 5 cards. The rest of the deck is stacked in the middle of the players, face down. Players lay down any matches.
2. Each player takes a turn, asking another player, "Do you have a ____." The card requested should be one the player already has to form a match. If the opponent has the card, they give the card to the player. If the opponent does not have the card, the player takes a card from the stack. The game continues around the players until all cards are used; players count their matches.

DIFFERENTATION

- Instead of stacking the leftover cards in a pile, spread the cards out in an imaginary pond and act out fishing.
- You can make your own Go Fish cards to practice skill development. Make cards with numbers, letters, or even students' names!

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PET CENTRAL

Pet Central Alphabet: Letter Hunt

PC.06

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Letter Hunt:** Educator chooses a letter to focus on each day, displaying the letter on the magnetic board. Students go on a hunt to find the letter in other places around the classroom, school, outdoors, etc.

DOING THE ACTIVITY

1. Tell students they get to be letter detectives! Display the letter of the day on the magnetic board. Review the letter name. Ask students to find the letter in another place around the room and bring back to the meeting area if able, or share the location with the class.
2. Use the Alphabet Learning Locks to create a letter hunt game. Hide the Alphabet Learning Locks and give each child a letter key. Encourage children to find the matching lock and open the lock with their key.

DIFFERENTATION

- The alphabet hunt can be left in the writing center as a free-choice activity as well. Make an alphabet list and alphabet cards that can be hidden around the room. After hiding the letters around the room, ask students to use the list to find the hidden letters, checking the letters off as they are found.
- Look for the letter of the day as you move through transition periods. Students can look for letters in the school, outside on the playground, and even report on letters found at home!
- Include a letter hunt as part of the morning meeting. Encourage students to find a matching letter in a new spot every day.

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Fast and Slow

PC.07

I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
VIII.B.2 Child responds to different musical styles through movement and play.

After reading *Fast, Faster, Fastest: Animals That Move at Great Speeds* by Michael Dahl, students will explore musical tempos as they relate to fast and slow animal movements. Students match their body movements to the tempo of music as they listen to music with different tempos.

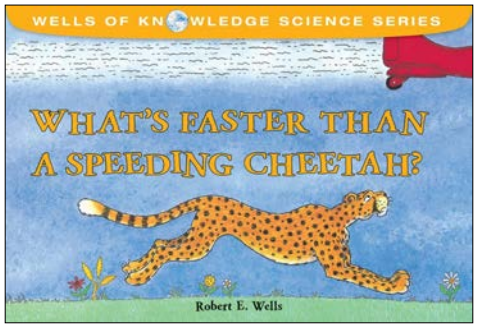
DOING THE ACTIVITY

1. Read *What's Faster Than a Speeding Cheetah* by Robert E. Wells. After reading, have a discussion about the terms fast, faster, and fastest and ask the following reflection questions: "What is the difference between fast, faster, and fastest?," "What animal was fast in the story?," and "What animal was the fastest?"
2. Have the children sit in a circle and explain the word tempo. Play music with a slow tempo and have the students imagine one of the animals in the story that might relate to the slow tempo. Repeat using music with a fast tempo. Ask, "Is there an animal from the story that might move in a fast tempo?"
3. Introduce the drum, beating the drum in a slow tempo, then fast tempo. Continue making associations to animal movements in the story.

DIFFERENTATION

- Have children think of other animals, separate from the story, that might move in slow, fast, and fastest tempos. Ask the students to move as the animals might move.
- Play a game of Duck, Duck, Goose. As children move around the circle, ask them to move as different animals move, such as bouncing like a bunny, hopping like a frog, or crawling like a crab.

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Pet Writing Center

PC.08

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Educator creates a pet writing center for students to self-select during center-based explorations. Students use materials such as themed writing paper, pet word vocabulary (word bank), and stickers to write letters, mail letters in the mailbox, and have conversations about the path a letter travels.

DOING THE ACTIVITY

1. Write the Pet Central word bank words on sentence strips and add to the pocket chart. Hang the chart in an area designated as the writing center for students to explore during their free writing.
2. Place the crayons, colored pencils, and markers in the containers and add the pet-themed writing paper, stickers, envelopes, and stamps to the area designated as the writing center. Encourage students to "write" letters to their pets or to friends/family members about their pets.

DIFFERENTATION

- Add more items to the writing center as students become comfortable with the writing center items. You can add additional stamps, stickers, and stencils to align with the theme.
- Add index cards and hole punches to the writing center to encourage students to make ID tags for the classroom pets. Students can cut the tags into shapes using tangrams or stencils.

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Taking Measurements

PC.09

V.D.1 Child recognizes and compares heights or lengths of people or objects.
V.D.3 Child recognizes and compares weights of objects.

Using realistic classroom pets and nonstandard and standard units of measurement, students begin to grasp the concept of measurement. Students can continue the notion of measuring by searching for other items in the classroom to measure.

DOING THE ACTIVITY

1. Place the items out for students to explore. Encourage students to measure the pets' length using the non-standard tools (Unifix Cubes and math links) and standard tool (tape measure). Ask questions such as, "Which pet is the longest?," "Which pet is the shortest?," and "How are the tape measure and cubes/links different?"
2. Encourage students to use the classroom balance to compare the weight of the animals. Ask the following reflection questions: "What do you notice as you put two different animals in the balance buckets?" and "What do you think will happen if you switch them?"

DIFFERENTATION

Students can find other items in the classroom to measure- even themselves! Ask students to measure a friend with the standard and non-standard tools.

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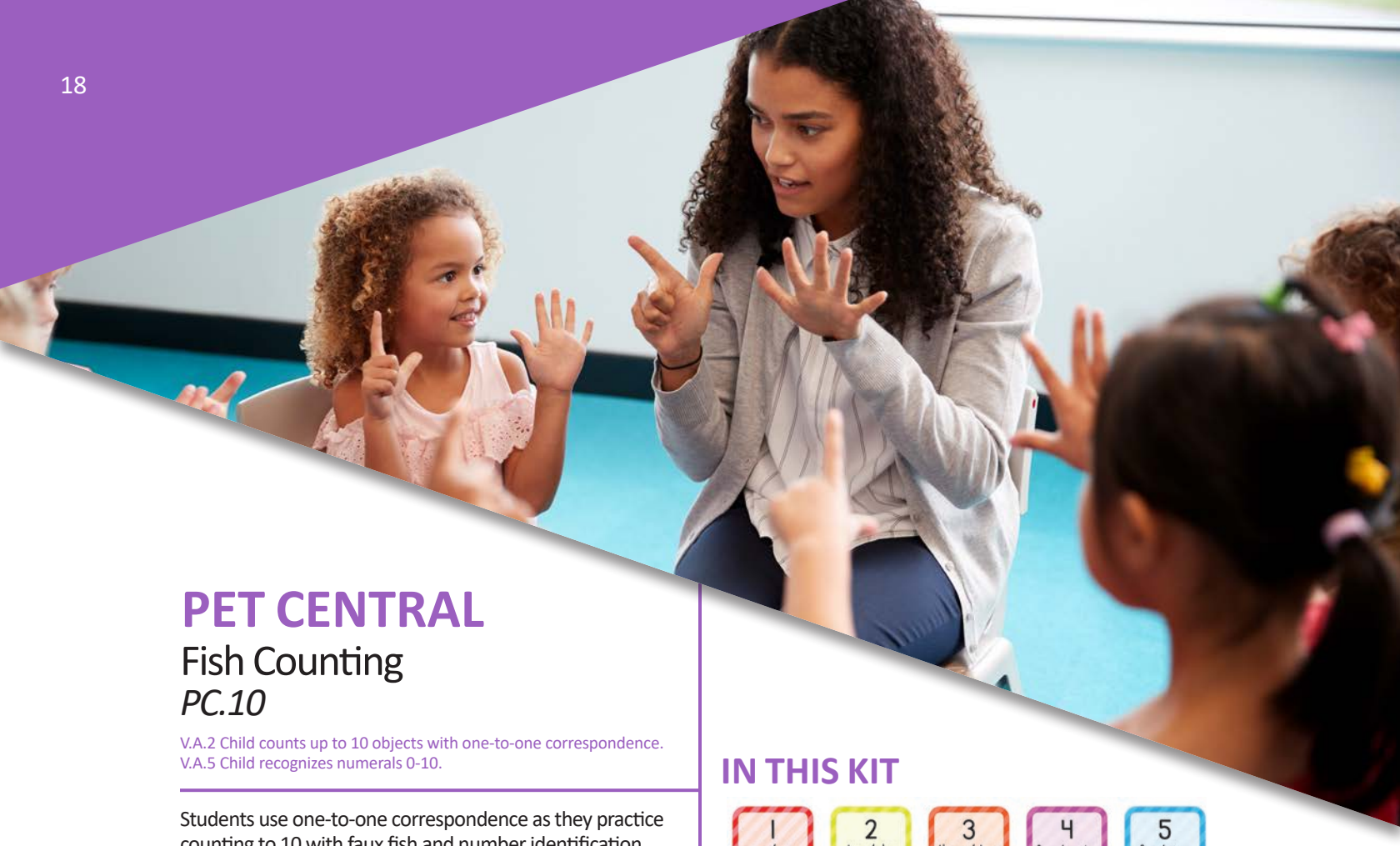






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Fish Counting

PC.10

V.A.2 Child counts up to 10 objects with one-to-one correspondence.
V.A.5 Child recognizes numerals 0-10.

Students use one-to-one correspondence as they practice counting to 10 with faux fish and number identification cards. Students can use the faux fish to sort by self-selected categories or educator-suggested categories.

DOING THE ACTIVITY

1. Use number cards 1-10 to introduce the activity. As children become comfortable with number cards 1-10, introduce additional numbers. Lay number cards 1-10 face down in a pile, in no particular order. Place the fish in a pile.
2. Each child in the small group receives a fish bowl and chooses fish to put into their bowl (limit 10). One child starts by drawing a card and adding or subtracting that number of fish, either to their fish bowl or from their fish bowl. Once everyone has a turn to draw a card, continue drawing cards until the pile is empty. Ask students to count the final amount of fish in their bowl using one-to-one correspondence.

DIFFERENTATION

- Use the fish counters and bowls to sort by type. Encourage children to count how many are in each sorted bowl.
- Students can use the fish counters and bowls in dramatic play. Add some water to the bowls and encourage play at the Red Flyer Wagon Sensory Table.

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Print Matching

PC.11

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Just like humans, pets have unique prints that help with identification. Students match the pet print to the animal and compare to their own fingerprints, focusing on similarities and differences.

DOING THE ACTIVITY

1. Ask students to look closely at the bottom of their feet and palm of their hands and describe what they see. Ask the following reflection questions: "What shapes do you see?" and "Are the bottom of your feet and palm of your hands bumpy, scaly, or smooth?" Tell students that animals have prints just like us that help with identification.
2. Pick out several pet animal tracks and create identification cards using paper. On one side, display the print, and on the other side, display the animal's name. Students can make guesses about the animal's identity before you turn around the card to display the animal's name. Encourage students to explore their own fingerprints using the stamp pad, paper, and magnifying glasses. Ask, "Are there similarities between your fingerprint and any animal print?" and "What differences do you see?"

DIFFERENTATION

- Leave the animal track stampers, stamp pads, and magnifying glasses out for free exploration. Students can discover the animal's identity on their own or you can label the stamp with the animal's identity.
- Use the plastic animals from PC.09 to create additional animal prints.

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PET CENTRAL

Pet Pattern Blocks

PC.12

V.C.2 Child creates shapes using materials and/or manipulatives.

Students explore patterns and properties of shapes as they create pet animals using pattern blocks and pattern block mats. Pattern blocks boost student's ability to think critically, make predictions, and test their predictions.

DOING THE ACTIVITY

Pattern block mats and pattern blocks work well as a self-directed activity. The intuitive nature requires little direction. Place the mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the animal.

DIFFERENTATION

- You can make your own pattern block cards by simply tracing pattern blocks on paper. Create a design using the pattern blocks and place on paper. Trace around the outer edge of your design and allow students to fill in the design with pattern blocks.
- Have students take a two-handed scoop of pattern blocks and sort by shape or color. Use graphing paper or a graphing mat to visualize the sorting process.
- Students can use mirrors to create patterns and make observations in the reflections. Ask students to describe what they are seeing as they create patterns in the mirrors.

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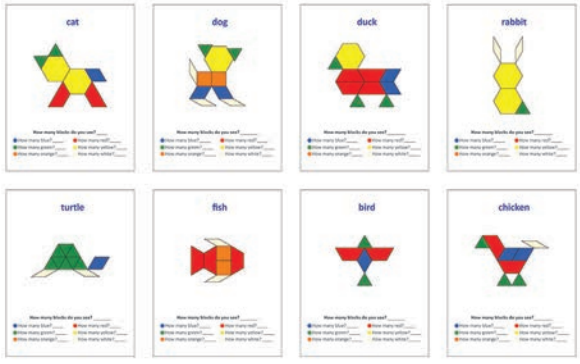






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PET CENTRAL

What Does Your Pet Need?

PC.13

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Pets have needs just like humans! Pets need food, water, and lots of human love to thrive at home. Students manipulate magnetic pieces to see what needs are specific to a species and what needs apply to all pets.

DOING THE ACTIVITY

1. Place the pet-themed magnets on the magnetic wall for free exploration. Encourage students to think of additional pets and needs and draw them using dry erase markers.
2. Use the graphing mat to make comparisons between two animals, placing the similarities in the middle. Ask students the following reflection questions: "What needs do the animals share?," "What needs are different?," "How are human needs similar to pet needs?," and "How are human needs different than pet needs?"

DIFFERENTATION

- Add the magnets to the writing center to entice tracing. Students can trace the pet magnets and add details with art materials like paint, scraps of paper, yarn, and crayons.
- Encourage students to draw environments to go along with the magnets. For example, the dog magnet might align with a farm or house with a big yard and the bird magnet might align with a bird house or indoor cage. Help students make the association to pet needs.

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PET CENTRAL

Fun with Smells

PC.14

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

Many animals rely heavily on their sense of smell to make observations, including dogs! Students can try to identify the scent using smell bottles. Educator prepares several smell bottles with extract and cotton balls encouraging students to guess the identity of the smell. Are there any scents that are the same?

DOING THE ACTIVITY

1. Remind students of their five senses, focusing on the sense of smell. Humans and animals depend on their olfactory system to make decisions and understand the world around them. Many animals, including your pets at home, are capable of smelling things that you can't!
2. Add a cotton ball and a drop of essential oil to each of the bottles. Ask students to try to identify each scent. You can label the bottom of the bottle or share the identity after all students have made predictions.

DIFFERENTATION

- You can also make smell bottles using fruit juice, vegetable juice, and herbs. Squeeze lime, lemon, or orange, or crush herbs onto the cotton balls and place in the bottles. Be sure to switch them out after a day or two to avoid mold.
- Make picture cards that align with scents. Students can match the picture card to the appropriate scent.

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PET CENTRAL

Pet Helper

PC.15

VII.B.3 Child discusses roles and responsibilities of family, school, and community helpers.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Taking care of a pet is a big responsibility and includes working together to be successful. Students learn about kindness, compassion, and empathy as they host a faux class pet. Students spend time talking about caretaking and creating a list of responsibilities (with educator) on a pet caretaking chart, which they can self-select. Students also have the opportunity to take the pet home and share at-home activities with the class.

DOING THE ACTIVITY

1. Brainstorm pet responsibilities with the large group and record on chart paper. Don't forget responsibilities like "play with your pet" and "take your pet on walks." Transfer responsibilities to the Pet Responsibility Chart. Ask students to volunteer for a responsibility in order to keep the classroom pets safe and cared for.
2. Remind students of their responsibility throughout the day. Continue to have discussions about pet responsibilities and reflect on how the pets might be feeling.

DIFFERENTATION

- Revisit the *Pet Responsibility Chart* each day during morning meeting. Encourage students to volunteer for a different responsibility each day.
- Allow students to take a "classroom pet" and pet journal home with them for a night. During their time at home with the classroom pet, encourage students to draw and "write" about at least one activity they did at home with the classroom pet.

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PET CENTRAL

Expressive Art

PC.16

VIII.A.2 Child uses art as a form of creative self-expression and representation.

Students explore the body coverings book set to discover the various body coverings of pets. After exploring the book set, educator provides a variety of art materials that simulate body coverings for open-ended, expressive art.

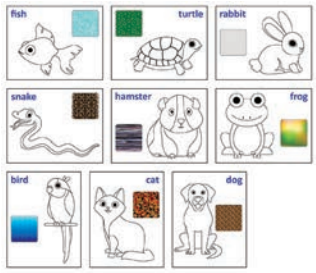
DOING THE ACTIVITY

1. After sharing non-fiction and fiction books about animal body coverings, review the different body coverings (fur, scales, skin, feathers) and the function of each. Relate to human body coverings.
2. Introduce the open-ended art activity. Students can choose an animal template and art materials (textured paper, sensory paper, faux feathers) to glue onto their template. Encourage students to share their animal creation.

DIFFERENTATION

Students can create animal crayon rubbings using the texture paper, sensory paper, or rubbing plates. Student places paper over the texture paper, sensory paper or rubbing plates and colors with crayon. Discuss the patterns that you see.

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PET CENTRAL

Exploring Animal Skin Coverings

PC.17

VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Some pets have hair, some have feathers, and others have scales to cover their body! Students explore different animal skin coverings and compare them to their own skin.

DOING THE ACTIVITY

1. Ask students what is covering their body. Explain that skin and hair protect our body from injuries and germs. Ask students if they know of any other living things that are covered with skin.
2. Display the animal simulated fur, faux feathers, and faux leather. Choose one of the items and ask students to describe what they might know about the animal skin covering; repeat for the other skin coverings.
3. Allow students to pass the samples around and describe how each feels. Ask the following reflection questions: “How is the animal skin covering different from your skin?” and “How is animal skin helpful to the animal?”

DIFFERENTATION

- Leave the simulated animal coverings out at the science center for free exploration. Add pictures of animals to encourage sorting.
- Include discussions about camouflage animals using their skin coverings to hide from predators.

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PET CENTRAL

Pet Shop

PC.18

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

Dramatic play is an important part of a child's social, emotional, and cognitive development. Students act out pet shop scenarios using materials such as faux money, feeding and grooming materials, and a variety of faux pet shop animals. Educator encourages play by rotating materials in and out of the pet shop dramatic play area.

DOING THE ACTIVITY

1. Set up the materials near the Stacked Crates dramatic play area to inspire creative play. Students can role play the cashier-customer relationship, explore the owner-pet bond, and consider the responsibilities of owning a pet.
2. The Stacked Crates can be used as storage or transformed into a pet shelter, where students pretend to adopt animals into loving new homes.

DIFFERENTATION

- Add books to the dramatic play area and encourage students to "read" to the pets.
- Print adoption interest forms and adoption certificates to extend the imaginative play.
- Have students sort the pet toys and make labels for customers.

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PET CENTRAL

Pet Yoga

PC.19

I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
IX.A.2 Child coordinates sequence of movements to perform tasks.

Yoga helps students learn to concentrate, control their body, and develop patience as well as help develop gross motor skills like flexibility, strength, and balance. Through pet yoga, students have fun learning yoga poses that simulate animal behaviors and patterns.

DOING THE ACTIVITY

1. Yoga in the classroom is wonderful as it can be used in many different ways. As a large group activity, pass out individual foam tiles to work on the concept of personal space. As a small group activity, connect the tiles to create a mat to work on body movements. Incorporate yoga into daily routines and transitions to help build confidence and find a sense of calm.
2. Display pet yoga poses, one at a time, starting with small intervals of 15-20 seconds. As students become accustomed to the routine and practice, slowly increase the amount of time engaged in a pose.

DIFFERENTATION

- Plan on modeling yoga poses for your students. If you are uncomfortable or unfamiliar with yoga poses, introduce child-friendly demonstration videos.
- Have students move and make sounds like pets as they are practicing yoga poses.
- Follow yoga with an activity that is quiet and reflective, like journaling, independent reading, or rest time.

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PET CENTRAL

Animal Lacing Cards

PC.20

IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.

Students practice using skills like pincer grasp and hand-eye coordination as they use various lacing materials. Students build upon early skill development by transitioning to increasingly difficult materials to lace.

DOING THE ACTIVITY

Add the lacing materials to the free choice center. After a large or small group demonstration during morning meeting, students can lace the cards with the various lacing materials. Start with lacing materials that are easier for children to manipulate like pipe cleaners and thick-width yarn and progress with narrow-width yarn or string as children become comfortable with the activity.

DIFFERENTATION

- Add to the lacing center by incorporating large beads and thread. Progress to smaller beads as fine motor skills develop, taking into account the beads as a potential choking hazard.
- Make your own lacing cards using cardboard or laminated paper and a hole punch. You can make shapes and patterns for the students to lace in and out of using yarn.

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PET CENTRAL

Play-Doh Exploration

PC.21

VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Students improve hand-eye coordination, small muscle coordination, and strength by manipulating Play-Doh. Play-Doh activities are also great for encouraging creative thinking and socialization. Using pet-themed Play-Doh manipulatives, students engage with Play-Doh in self-directed ways.

DOING THE ACTIVITY

Add the Play-Doh and associated materials to the free choice center. Encourage children to roll the Play-Doh, use cookie cutters and pet stamps to manipulate the Play-Doh, and any additional strategies to make pet sculptures or objects.

DIFFERENTATION

- Add other materials like twigs, toothpicks, and straws cut in half; prompt students to add more detail to their structures or objects.
- Use Play-Doh to roll numbers, letters, and shapes. Draw numbers, letters, and shapes onto construction paper and encourage students to "trace" the lines with rolled Play-Doh.
- Students can make their own Play-Doh in the classroom! Combine 1 cup salt, 1 cup warm water, 2 cups flour, 1 tsp. vegetable oil, and a few drops of food coloring in a bowl, and mix.

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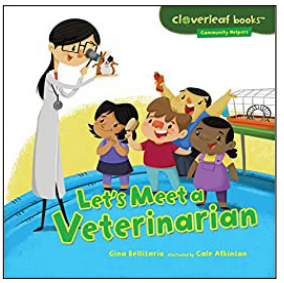
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NON-FICTION



Los Gatos vs. Los Perros



Let's Meet
a Veterinarian



My First Pet Birds



My First Pet Cats



My First Pet Fish



My First Pet Guinea Pigs



My First Pet Hamsters



My First Pet Rabbits



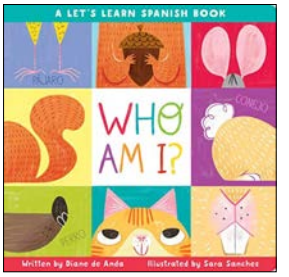
My First Pet Snake



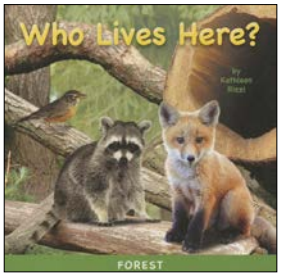
My First Pet Turtles



National Geographic:
Little Kids First Big
Book of Pets



Who Am I? A let's learn
Spanish book.

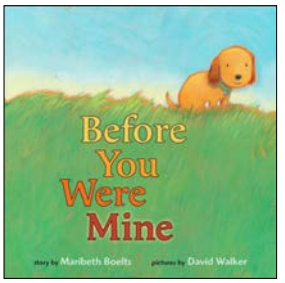


Who Lives Here

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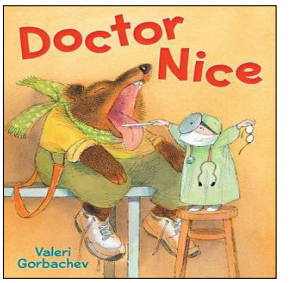
FICTION



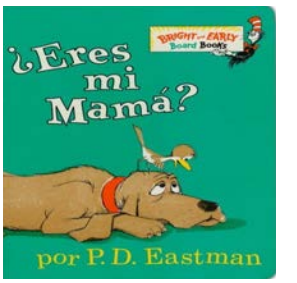
Before You Were Mine



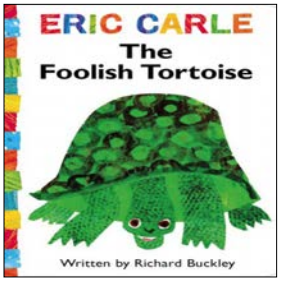
Buenas Noches, Perrito Bueno



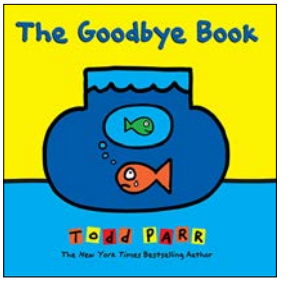
Doctor Nice



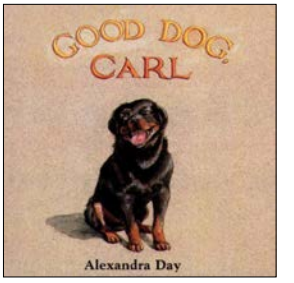
Eres mi Mama?



The Foolish Tortoise



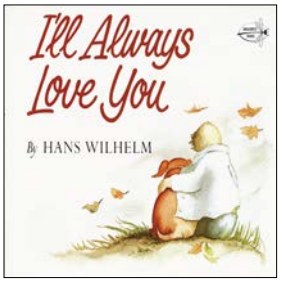
The Goodbye Book



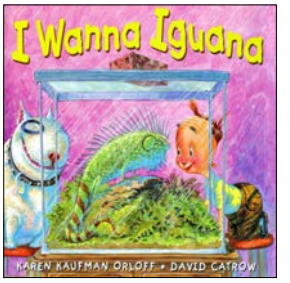
Good Dog, Carl



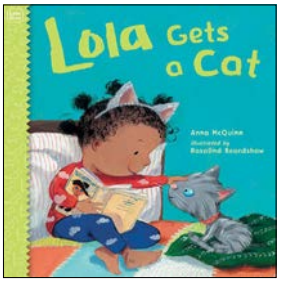
Harry, el Perrito Sucio



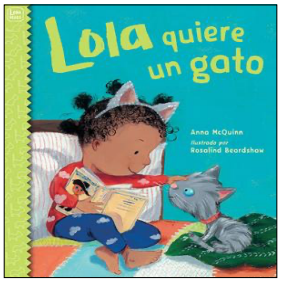
I'll Always Love You



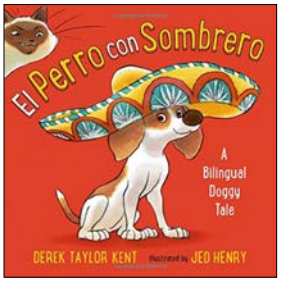
I Wanna Iguana



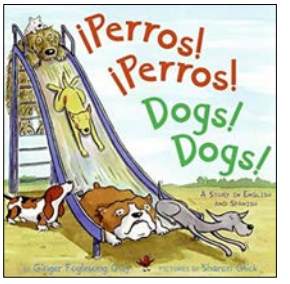
Lola Gets a Cat



Lola Quiere un Gato



El Perro con Sombrero: A Bilingual Doggy Tale



Perros! Perros!



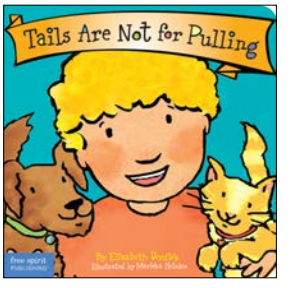
Mi Gato esta Triste



El Nuevo Amigo de Ava



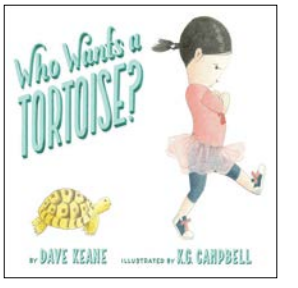
Some Pets



Tails Are Not for Pulling



The Pigeon Wants a Puppy



Who Wants a Tortoise?

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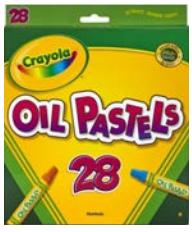












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ASSESSMENT TOOLS



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PET CENTRAL

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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PET CENTRAL

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:_____

_____

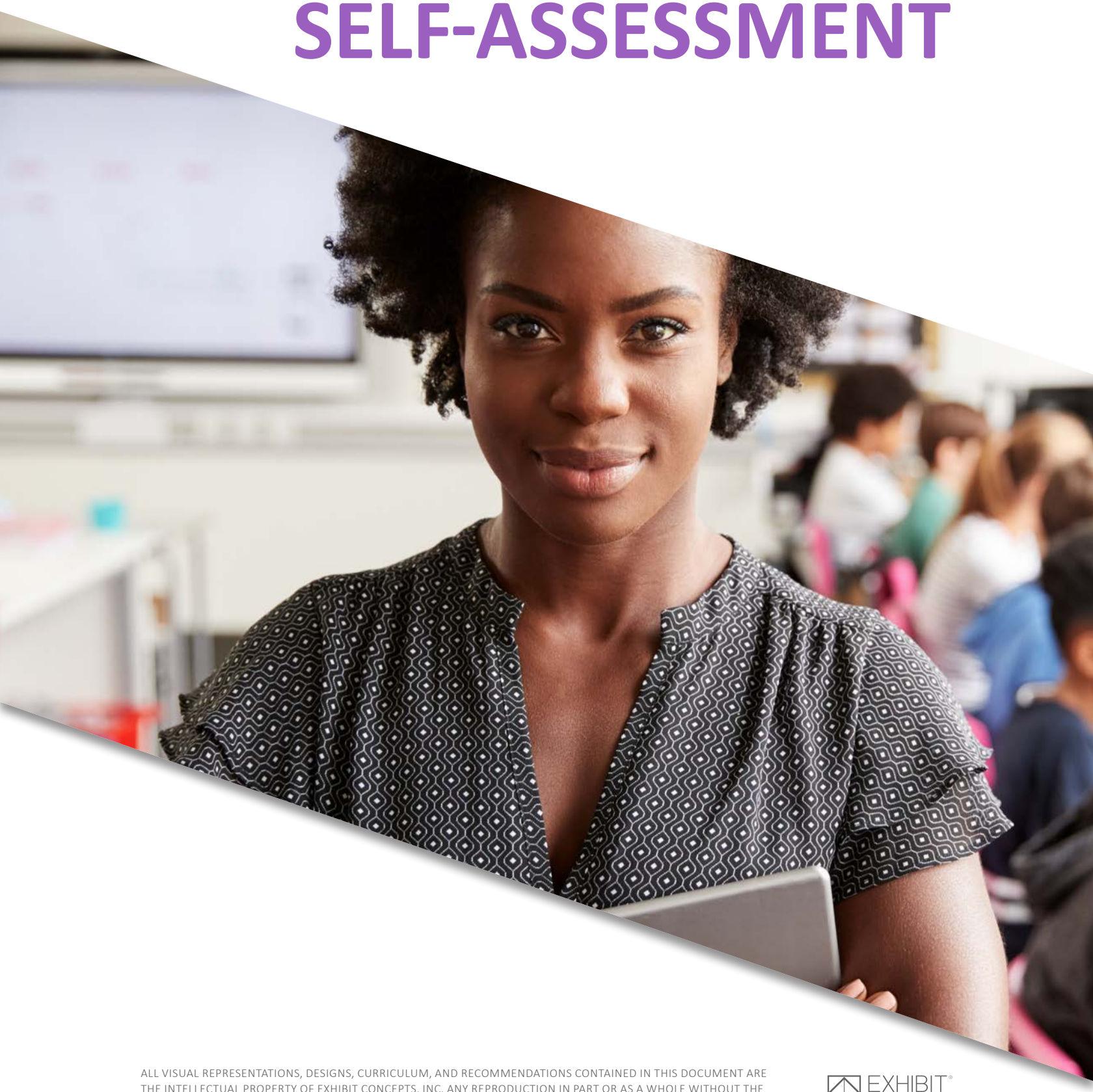
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TEACHER SELF-ASSESSMENT



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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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