STORYLAND

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 Storyland 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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Reality and Fantasy

SL.01

III.A.1 Child engages in story-related pre-reading activities.
III.D.3. Child asks and responds to questions relevant to the text read aloud.
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.

Exploring fantasy worlds is a large part of a child's social-emotional development. Make-believe and imaginative play help a child develop creative thinking, empathy, and help a child learn how to interact with peers. Students can identify and compare aspects of reality and fantasy by reading fiction and nonfiction books and participating in educator facilitated discussions.

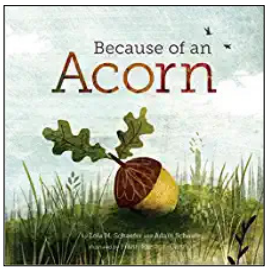
DOING THE ACTIVITY

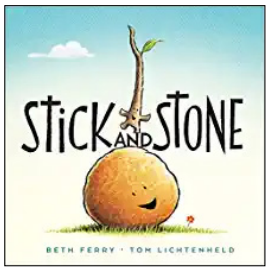
1. Introduce the topic of reality and fantasy by discussing the difference between the two. Provide several examples of reality such as people playing sports or eating dinner at the table. Provide several examples of fantasy such as animals talking or people flying. Ask students to give other examples of reality and fantasy. Read fiction and nonfiction books to emphasize the differences, asking reinforcing questions throughout.
2. Show students the real and fantasy picture cards. Ask students to sort them together as a group or individually in a free-choice center.

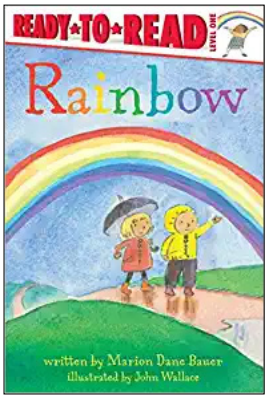
DIFFERENTIATION

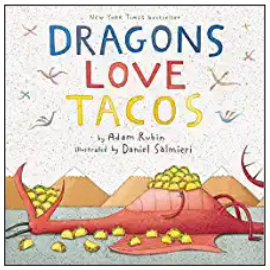
Encourage students to draw pictures of their own reality and fantasy cards. Have them show the pictures to the group and classify by reality and fantasy together.

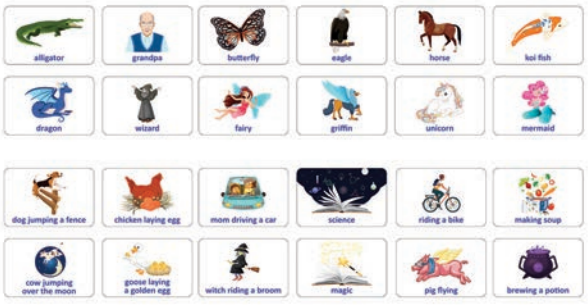
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Storybook Character Scavenger Hunt

SL.02

I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.
VII.C.2. Child explores geography tools and resources.

Scavenger hunts help children develop observational skills while building vocabulary, playing, and exploring. Students can take turns hiding storybook characters and objects around the classroom, searching for the items using identification cards, and providing verbal clues.

DOING THE ACTIVITY

1. Before the activity, hide the storybook character cards around the classroom, circle a different storybook character on each map, and draw a path to find the storybook character. The idea is for students to stop at various locations in the classroom using the map to see if they can find the storybook character.
2. Gather students in a small group. Tell students that several storybook characters have gone missing in the classroom and you need help finding them! Show students a map and explain that they must travel the path with their peers, stop at each location, and look for the storybook character. Once they find the storybook character, they can move on to the next map and storybook character.

DIFFERENTIATION

- Extend the concept of scavenger hunts by creating a color, shape, alphabet, or number hunt. Ask students to find specific items in the classroom and report back.
- Take the scavenger hunt outside, hiding the storybook characters in nature. Ask students to look for other items in nature like insects, rocks, leaves, and sticks.

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Guessing Bag

SL.03

II.A.2 Child shows understanding by following three-step verbal directions.
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.

Using story book picture cards and character models, students participate in a guessing game. Educator places a character or object into an opaque bag and provides simple detail about the character or object. Using the story book picture cards as a guide, students make deductions and guess which character or object the educator is describing.

DOING THE ACTIVITY

1. Show students the storybook characters/item and matching storybook character cards/items. Discretely place one of the characters into the opaque bag. Tell students that they will try to guess which storybook character or item is in the bag by listening to clues.
2. Provide students with several clues, such as: "This character is an animal" and "This character is a human," referring to the matching storybook character after each clue. Students can start to make deductions after each clue until they are able to guess the character's identity. Point out matching picture card after the character's identity has been discovered.

DIFFERENTIATION

- Extend the activity by creating a tactile experience. Before providing any clues, allow each student to touch the character in the bag without looking. Can they make observations with their hands? Encourage students to describe what they are feeling.
- Ask students to bring something in from home to place in the bag. Students can work on using describing words and phrases as they provide clues to their classmates, with adult assistance.
- Use the STEM kits as intended, allowing students to explore the plan, create, and test process in a learning center.

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Storyland Word Bank: Flip Word Pancakes

SL.04

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IX.B.1. Child shows 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. **Flip Word Pancakes:** Students begin to recognize words from the word bank by engaging in repetitive visual activities. By participating in Flip Word Pancakes (memory), students start to recognize letters and that print directionality occurs left to right.

DOING THE ACTIVITY

Spread the pancakes out on the floor, upside down. Students take turns flipping a pancake into the frying pan using the spatula. Once the pancake is right side up, students can find the matching word bank word and practice verbalizing letters in the word, clapping syllables, and sorting words into piles that begin with the same sound.

DIFFERENTIATION

- Students can use the pancakes in a game of Memory, matching the Spanish word to English word.
- Ask students to use manipulatives (counting bears, Unifix Cubes, color tiles, etc.) to count out each letter of the word on the pancake.
- Add two (or more) pancakes together and ask students to use manipulatives to count out the total amount of letters in both words (one to one correspondence up to 10).

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Shadow Puppet Theater

SL.05

III.A.1 Child engages in story-related pre-reading activities.
III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

Puppets encourage children to use their imagination to create stories and scenarios that are real-life and fantasy-based. Puppets also provide an opportunity for children to retell their favorite stories. Using puppets and other setting-related props, students can retell fairy tale stories from the classroom library.

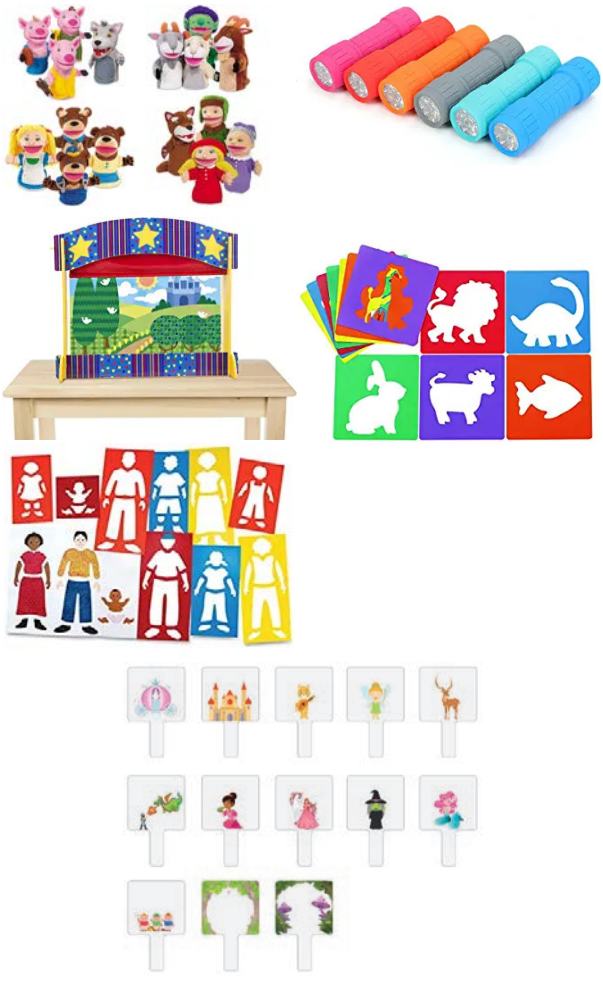
DOING THE ACTIVITY

1. Show students the storybook characters/item and matching storybook character cards/items. Discretely place one of the characters into the opaque bag. Tell students that they will try to guess which storybook character or item is in the bag by listening to clues.
2. Provide students with several clues, such as: “This character is an animal” and “This character is a human,” referring to the matching storybook character after each clue. Students can start to make deductions after each clue until they are able to guess the character’s identity. Point out matching picture card after the character’s identity has been discovered.

DIFFERENTIATION

- Create backdrops for stories using butcher paper and art materials.
- Have students create additional shadow puppets using stencils and paper. Students can glue the cutouts onto craft sticks.
- Compare versions of fairytales and have students retell the different versions using the storytelling props.

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Story Sequencing

SL.06

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Children learn sequencing, that events sometimes occur in an order, through everyday activities. Children learn how to dress themselves, learn about lifecycles, and daily schedules through authentic experiences. Students can apply background knowledge to retelling and sequencing high-frequency fables and classic fairy tales using stories and a series of picture cards.

DOING THE ACTIVITY

1. After reading highly predictable stories from the classroom library, students can recall characters, setting, and plot from the stories with educator guidance. Introduce the term sequence, arranging events in the order in which they occur (tell students that sometimes we do things in a special order). Relate to things they do, like getting dressed in the morning, the classroom routine, and getting ready for bed at night. Review the predictable stories using a sequencing approach.
2. Introduce the sequencing mats and cards. Ask students to arrange the cards in order as a small group or individually.

DIFFERENTIATION

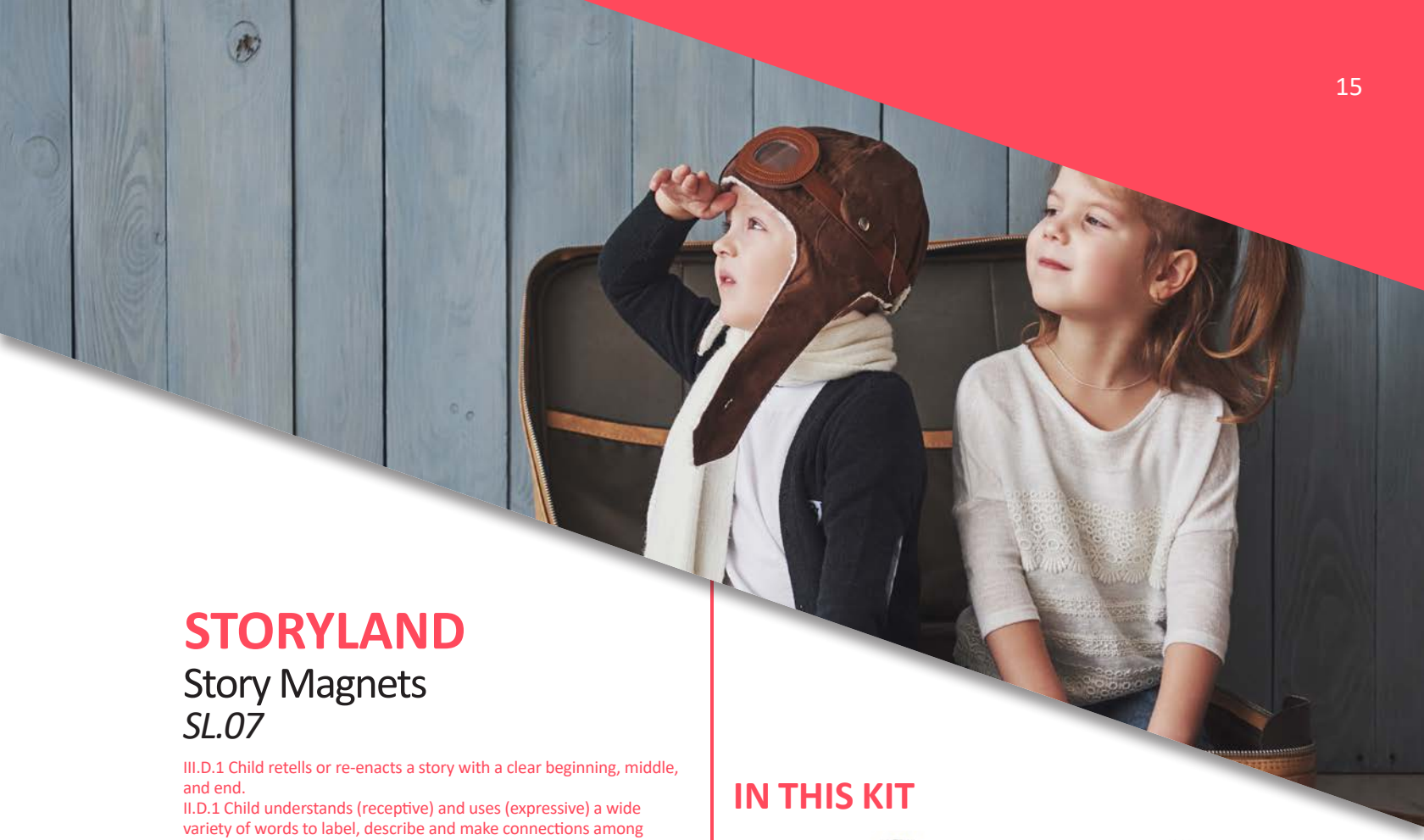
- Reinforce sequencing in daily activities and routines. Make a sequencing chart that outlines the daily schedule. Use sequencing words (such as first, then, next, and last) often in your everyday questions and conversations with students.
- Ask students to draw pictures from repetitive stories and put into order of events (sequencing).

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Story Magnets

SL.07

III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.
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.

Storytelling helps young children develop language, cognitive, and social-emotional skills. Students can create stories of their own using story book and fairy tale themed magnets and supportive prompts which emphasize beginning, middle, and end. As students become more comfortable telling stories, the educator can add additional settings and objects to the choices.

DOING THE ACTIVITY

Place the storytelling magnets on the magnetic wall for free exploration. Encourage students to talk about the characters and setting props, using words for objects and actions the magnets represent. Model several examples of a story first, then encourage students to use the magnets to tell a story of their own.

DIFFERENTIATION

- Add the magnets to the writing center to entice tracing. Students can trace the storytelling magnets and add details to create new characters and settings.
- Create a storytelling prompt jar. Include easy sentence starters that students can finish, such as “All of a sudden, I heard a loud BANG! It was…” and “I was walking down the street and spotted a dog on the sidewalk. The dog decided to…”

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Fairy Tale Maps

SL.08

III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.
III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.

Many fairy tales and nursery rhymes take the characters on a path through the story. Students can retell or re-enact a familiar story using dry-erase story boards and character and setting manipulatives in the miniature play area.

DOING THE ACTIVITY

1. Ask student(s) to choose a story from the classroom themed library. After reading or rereading the story, ask student(s) to recreate scenes from the story in the miniature play area using blocks, trees, castles, etc. Ask students questions like, “What structures are in the story?” and “Does the story take place inside or outside?”
2. Using a story map, ask students to create a new story, drawing the appropriate elements. Students can use the manipulatives as inspiration to create a new story or consider different settings and characters for a story.

DIFFERENTIATION

- Design a new story on the story map as a small or large group. Use the manipulatives as inspiration for characters and setting.
- Provide students with open-ended opportunities to engage with the fairy tale manipulatives in the miniature play area.

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Storyland Alphabet: Feather Tip Salt Tray Writing

SL.09

IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Feather Tip Salt Tray Writing:** Pre-writing exercises teach directionality and encourage fine motor and coordination development. Students write letters using feather tips in salt trays to practice letter recognition and formation.

DOING THE ACTIVITY

Place the trays filled with salt in a writing center or on a table. Show students how to use the feather tip to write in the sand and the feathered side to erase their writing. Encourage students to write spontaneously and regularly. Also, students can practice writing letters or words, using the magnetic letters or word bank words as a guide.

DIFFERENTIATION

- Before introducing the salt tray as a writing activity, allow the students to spend time exploring the salt tray in different ways such as scooping, pouring, and moving the salt around in other ways and with other tools.
- Encourage students to use other tools to write, such as a stick, paintbrush, or even their pointer finger.
- Try using other material in the tray fine sand, cornmeal, or baking soda. Discuss the differences in texture.

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Storyland Counting and Measurement

SL.10

V.A.2 Child counts up to 10 objects with one-to-one correspondence. V.B.1/2 V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects (subtracting objects from a set of 5).

Students use manipulatives like counting bears and Unifix Cubes to practice one-to-one correspondence and non-standard forms of measurement using Storyland math cards.

DOING THE ACTIVITY

After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, allow students to freely explore the manipulatives and mats.

DIFFERENTIATION

- Use the Unifix Cubes and counting bears to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Encourage students to use the Unifix Cubes and counting bears to create patterns. Create simple pattern mats (ABAB, AABB, ABB) for additional support and guidance.

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Three Bears Size Sorting

SL.11

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

In *Goldilocks and the Three Bears* retold by Sarah Delmege, Goldilocks discovers a house in the woods with many different sized items. Students can compare versions of the story *Goldilocks and the Three Bears* and sort manipulatives of different sizes in the classroom, such as seashells, toy cars, and pom poms.

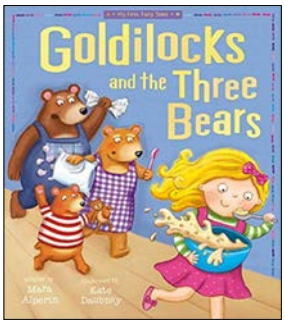
DOING THE ACTIVITY

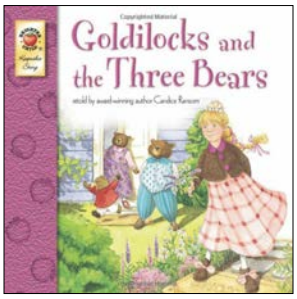
1. Read a version of *Goldilocks and the Three Bears*, asking recall questions throughout such as, "What did Goldilocks notice about the porridge (chairs and beds)?" and "How did Goldilocks feel as she went through the house?" Read other versions of *Goldilocks and the Three Bears*, making comparisons between each version.
2. Introduce the manipulatives and ask students to sort the items using teacher-directed or student-directed categories. Use comparative language throughout, such as "longer," "shorter," and "in between."

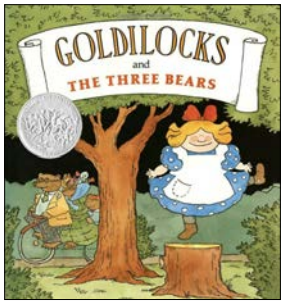
DIFFERENTIATION

Ask students to find other items in the classroom to seriate by size.

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STORYLAND

Bridge Building

SL.12

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
V.D.1. Child recognizes and compares heights or lengths of people or objects.

Building bridges can be part of pretend play! After reading *The Three Billy Goats Gruff* by Paul Galdone, students share examples of bridges in their community and discuss the purpose of a bridge. Students can explore and build with materials like craft sticks, paper, blocks, and cups to create bridges that will help the goats safely across a moat.

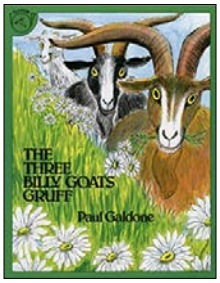
DOING THE ACTIVITY

1. Read *The Three Billy Goats Gruff* by Paul Galdone as a large group, emphasizing the repetitive phrases and encouraging students to read along. Ask questions that encourage prediction and reflection on context throughout, such as “What do you think will happened next?” and “How do you know?”
2. After reading the story, have students retell the story using story cards. Pose the problem from the story cards, “How can the goats cross the river safely?” Encourage students to identify the problem on the story cards.
3. After students have identified the problem, ask students to create a bridge using the open-ended materials that will safely help the goats cross the river. Introduce the materials, such as craft sticks, cups, wooden blocks, and tape. Encourage students to draw out their plan before creating and recreating after testing strength and durability of the bridge.

DIFFERENTIATION

Find images of bridges in books and other online resources. Brainstorm bridge design ideas and encourage students to draw out a plan (act as an architect) before creating and recreating a bridge of their own.

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STORYLAND

Zip Wire

SL.13

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
VI.A.2. Child observes, investigates, describes, and discusses position and motion of objects.

After reading *Jack and the Beanstalk* by Iona Treahy, brainstorm the different ways Jack could escape the giant without climbing down the beanstalk. One way would be to fly, but what do you do without wings or a plane? Students can create a simple zip line to transport an object from one place to another using tools like string, paper towel rolls/cups, Legos, and gravity!

DOING THE ACTIVITY

1. Read *Jack and the Beanstalk* by Iona Treahy. Brainstorm the different ways Jack could escape the giant without climbing down the beanstalk. Generally, discuss the purpose of a zip line (to get an object from a higher point to a lower point). Ask students how a zip line might help Jack and encourage students to share places they have seen a zip line (playground, amusement park, etc.).
2. Set up a classroom zip line. Run about 4-feet length of string between two objects, such as the back of a chair and a heavy item on the floor. Be sure the zip line is about 2-feet higher at one end than the other. Create a sample carrier using the paper cups, pipe cleaners, and paper clips. Test the sample carrier by adding weight and talking about friction as the force that resists motion. Encourage the students to create a carrier with educator support.

DIFFERENTIATION

- Have students draw their design first and think about the following questions: “What materials will you use to make the carrier?,” “How will you keep you artifact inside the carrier as it speeds down the zip line?,” and “How will you attach your carrier to the zip line?”
- Set up two sip lines side-by-side and test two carriers at the same time discussing the differences in friction.

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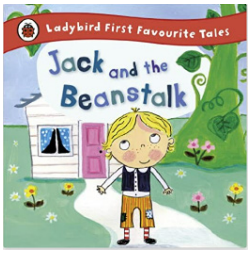




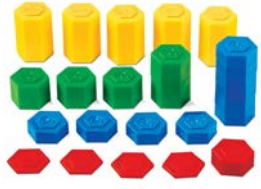












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STORYLAND

I Can Vote

SL.14

I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
VII.D.3. Child engages in voting as a method for group decision making.

Young children are beginning to understand concepts of democracy and citizenship. Students learn that voting is a way for people to make decisions. They can participate in voting during group activities and exercises, such as voting on the morning read aloud and voting on group games. Students can also participate in developmentally appropriate mock elections.

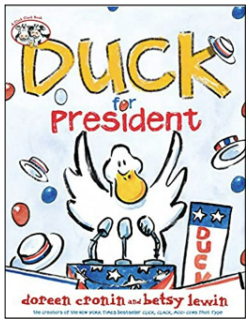
DOING THE ACTIVITY

1. Read several books about voting, such as *Duck for President* by Doreen Cronin and *I Voted: Making a Choice Makes a Difference* by Mark Shulman, explaining the concept of making choices individually or as a group.
2. After reading the books, introduce election vocabulary through environmental print (magnets): election, candidate, vote, polls, ballot, ballot box, debate, and power.
3. Participate in voting activities and exercises like voting on a book to read during morning meeting or voting on a favorite pet. Use the Giant Mushroom Character Experience to showcase candidates. Students can use ballots to write their answer and place in the ballot box.

DIFFERENTIATION

Create Yes and No cards using index cards and craft sticks. Attach using tape. As a class, brainstorm 10 to 15 statements that can be judged with a vote of yes or no. Model a few examples for the students, such as “I like watermelon” and “School should be everyday, including Saturday and Sunday.” Introduce the issue and ask students to vote using the Yes and No card.

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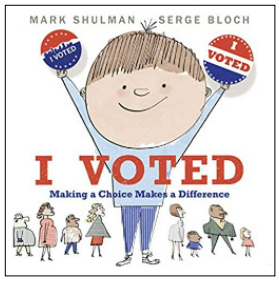






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STORYLAND

Act It Out

SL.15

I.C.7 Child interacts with peers and has preferred friends.
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

After reading and discussing several fairy tales and repetitive stories from the classroom library, students can rehearse and act out a story of their choosing using props and other items such as gowns, shoes, capes, crowns, armor, and wands.

DOING THE ACTIVITY

1. After reading several fairy tales and repetitive stories as a group, reinforce the beginning, middle, and end of each fairy tale by picture walking through the books during a second reading. Ask students to recall the characters, setting, and issue. Retell the stories as a class.
2. Place the props and fairy tales in the Mirror Mirror Storytelling center and encourage students to retell the stories as a small group.

DIFFERENTIATION

Act out everyday activities like getting dressed, brushing your teeth, and eating an apple. Students practice working memory and sequencing, important skills for storytelling, as they practice acting out everyday activities.

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STORYLAND

Castle Engineering

SL.16

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
V.B.1/2 V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects (subtracting objects from a set of 5).

Real pictures of castles inspire students to explore castle building using different types of blocks. Students can build and rebuild castles, discovering new ways to make the structures taller, wider, and sturdier.

DOING THE ACTIVITY

1. Read several books about castles, pointing out various castle features such as towers, thick walls, moats, drawbridges, and stones. After the read alouds, review the castle features by making visual connections to the books and stand-alone images.
2. Allow students to explore the blocks and practice engineering skills. They can build towers, construct simple bridges, and design complex structures with encouragement. Provide students with the space to build and tear down their creations as part of their learning.

DIFFERENTIATION

- Ask your students to draw a picture of what they would like their castle to look like. Together, examine the blocks and building materials, finding blocks that align with each part of their picture.
- Explore castle building using other items like empty boxes, pipe cleaners, and sand.

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STORYLAND

Opposite Exercise

SL.17

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.
IX.A.1 Child demonstrates coordination and balance in isolation.

Fairy tales often provide examples of opposites and emotional dilemmas in imaginative and creative ways. Opposites are pairs that are different from each other without any similarities. Young children learn new concepts and expand their vocabulary by exploring opposites. Combining opposites with gross motor exercises can help make the experiences more memorable.

DOING THE ACTIVITY

1. Review the meaning of opposites with students using manipulatives or flash cards. Ask students to think of other things from home, outside, or in the classroom that are opposites.
2. Place the carpet markers around the classroom, encouraging each student to maintain their personal space using the marker. Call out physical actions that have an opposite, such as “Lift your leg high, drop your leg low,” and “Take a big step, take a small step” that students can explore with their body. Other opposites to explore include fast-slow, tall-short, in-out, and open-close.

DIFFERENTIATION

- Ask a student to be a leader, calling out new and previously explored actions that are opposites.
- Ask students to find opposites around the classroom. Use the opposite flash cards as a guide to find opposites.

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STORYLAND

Greenscreen Storytelling

SL.18

VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.
X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.

Green screens are a great way to have your students explore digital storytelling and media creation. Download an application, record students assuming characters and other roles, combine the recording with the application, and view students in imaginary scenarios. Application suggestions: Green Screen Live Video, WeVideo, and Do Ink.

DOING THE ACTIVITY

1. To use the green screen, download a green screen application on a device, such as Green Screen Live Video Record, WeVideo, or Do Ink. Practice using the application before introducing to the students.
2. Model how to tell a story. Include lots of movement, voice inflection, and facial gestures. Encourage students to retell stories from the classroom library or tell stories of their own, focusing on beginning, middle, and end. Students can use props from dramatic play to enhance their story.

DIFFERENTIATION

- Model storytelling by sharing what happened while on an errand. A trip to the grocery store can be an adventure in creating the perfect recipe. The home store errand can become a quest to find the perfect couch.
- Ask students to create pictures that can be "slid" behind their recorded performances in the post-production process, replacing the green screen.

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THEMED LIBRARY



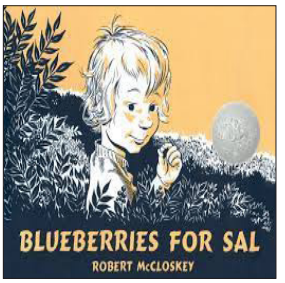
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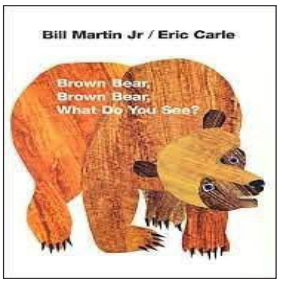
NON-FICTION



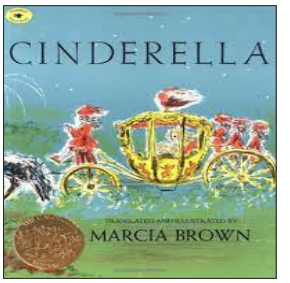
Alice's Adventures in Wonderland



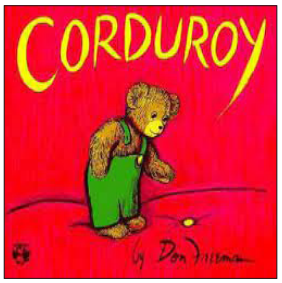
Blueberries for Sal



Brown Bear, Brown Bear, What Do You See?



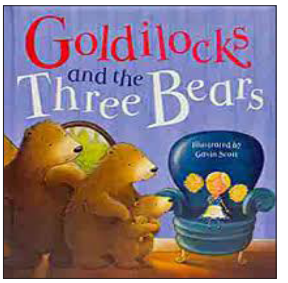
Cinderella



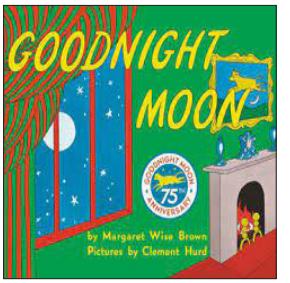
Corduroy



The Emperor's New Clothes



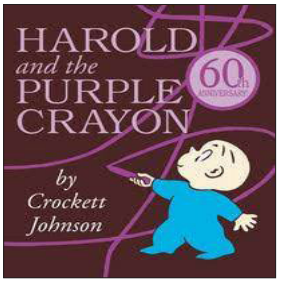
Goldilocks and the Three Bears



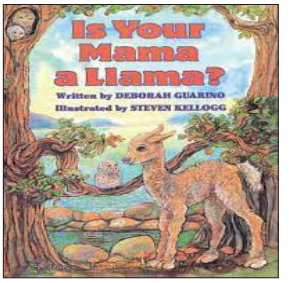
Goodnight Moon



Hansel & Gretel



Harold and the Purple Crayon



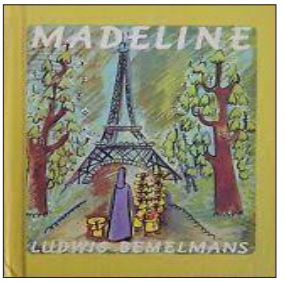
Is Your Mama A Llama?



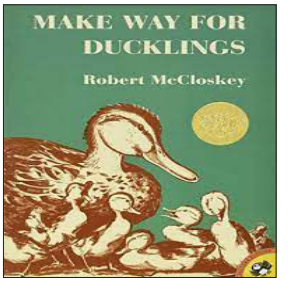
The Little Red Hen



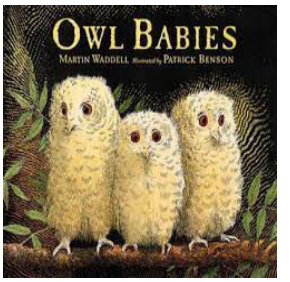
Little Red Riding Hood



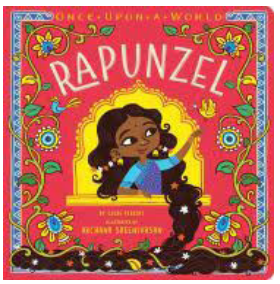
Madeline



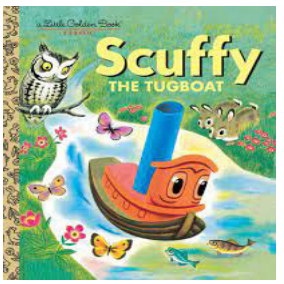
Make Way for Ducklings



Owl Babies



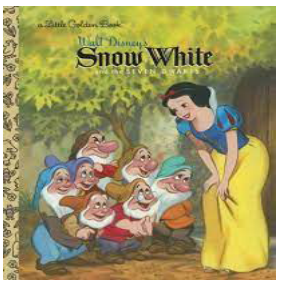
Rapunzel



Scuffy the Tugboat



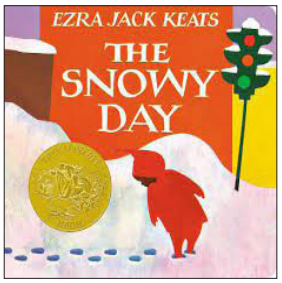
Sleeping Beauty



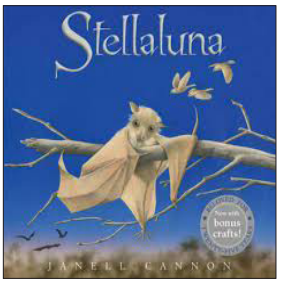
Snow White and the Seven Dwarfs

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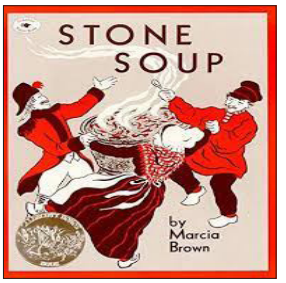
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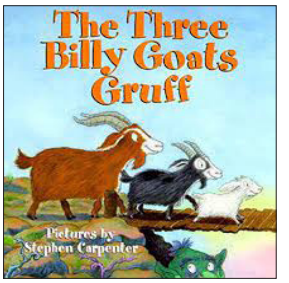
The Snowy Day



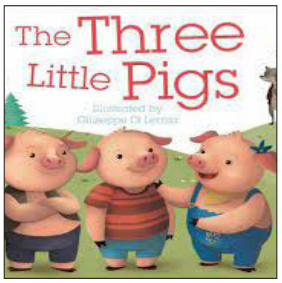
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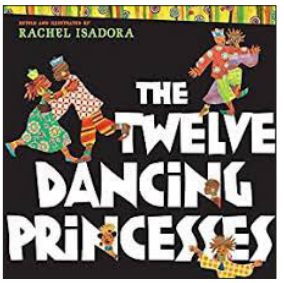
Stone Soup



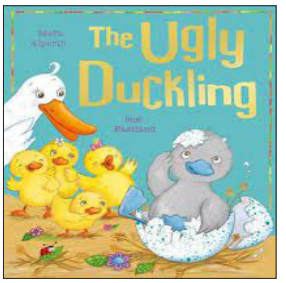
The Tree Billy Goats Gruff



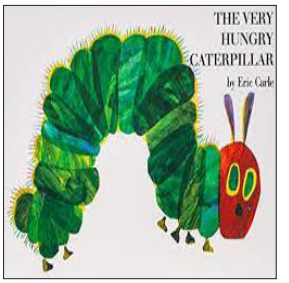
The Three Little Pigs



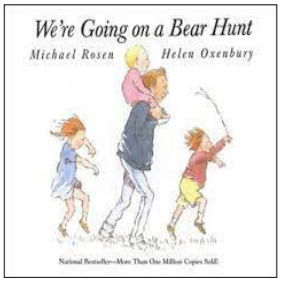
The Twelve Dancing Princesses



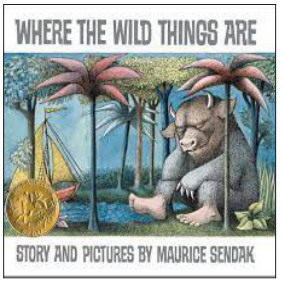
The Ugly Duckling



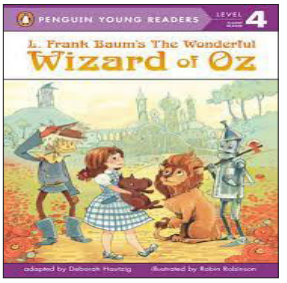
The Very Hungry Caterpillar



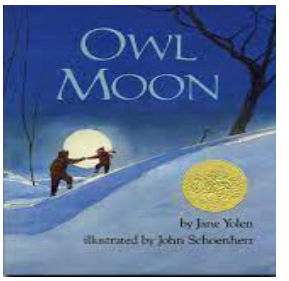
We're Going on A Bear Hunt



Where the Wild Things Are



The Wizard of Oz



Owl Moon

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GENERAL SUPPLY KIT



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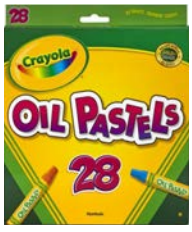












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ASSESSMENT TOOLS



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STORYLAND

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:_____

_____

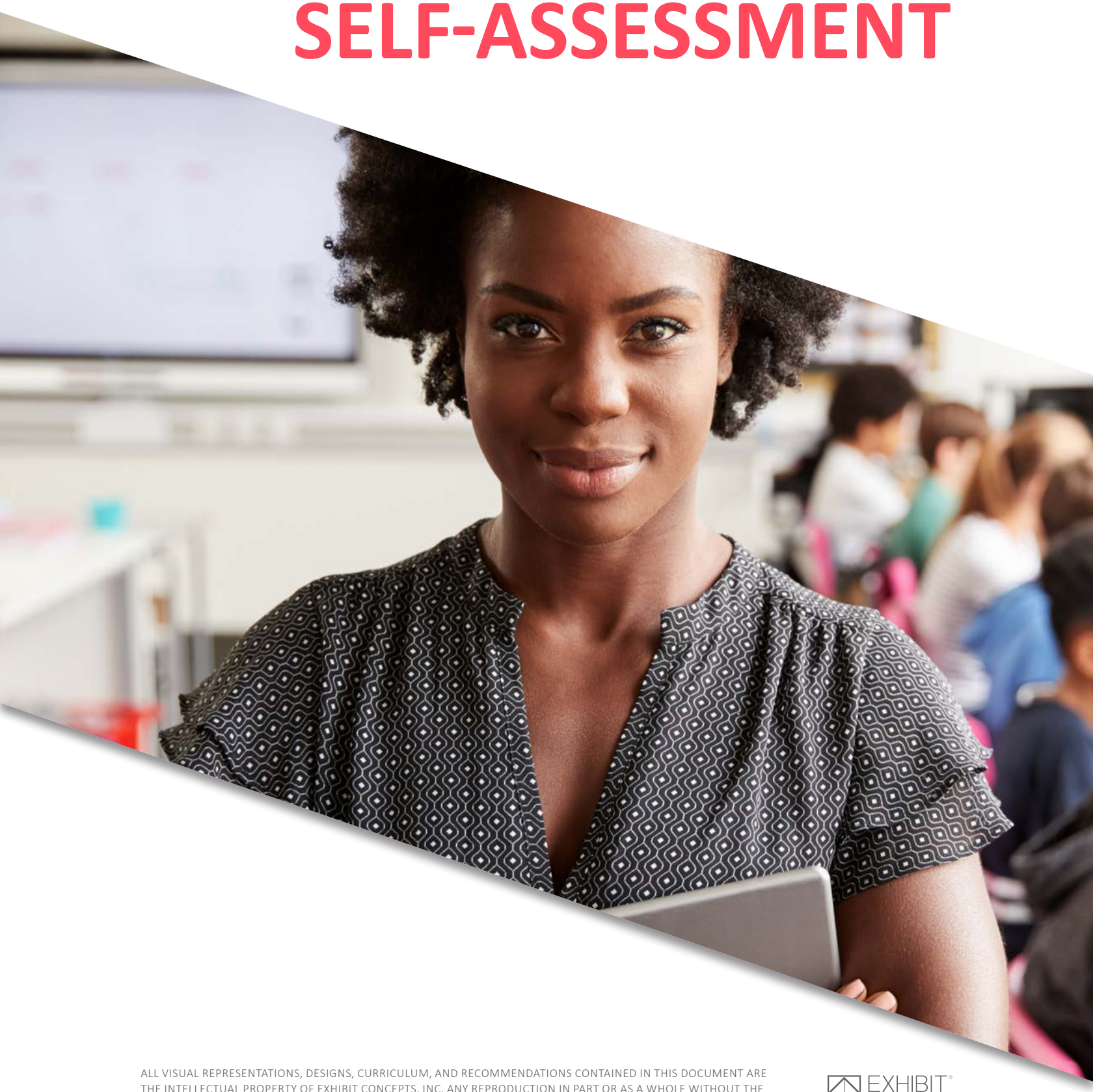
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TEACHER SELF-ASSESSMENT



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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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