**ACTIVITY TEACHING PLANS**

**PLANNING**

Date of lab: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hour:\_\_\_\_\_\_\_\_  
  
Theme of lab: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Teacher approval of theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Date theme approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
NOTE: Plans are to be made for three different types of activities that focus around one theme. These activities can include, but are not limited to, musical activities or finger plays, paper or art projects, *creative* art (no coloring, use of glitter, or finger painting), games (toddlers and young preschoolers do not participate well in group interactive games) or group activities, science or math projects, dramatic play or puppets, and story telling. Once your have selected your theme and located your activities, please get teacher approval before proceeding with the charts on the following pages.  
  
Teacher approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Date approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
At the conclusion of each week, *each student will need to complete* an ACTIVITY TEACHING PLANS, STUDENT EVALUATION.   
If you should miss any day of preschool school, you will need to complete a contract for make-up. You will not be penalized if your child is absent. If your child is absent, please do check with your teacher to see how you can assist during the class period.

**ACTIVITY TEACHING PLANS**

**PRESENTATION TO CLASS**

Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Presentation to class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Points: \_\_\_\_\_/75

|  |  |  |  |
| --- | --- | --- | --- |
| ***Activity*** | ***Briefly describe your plans for this activity.*** | ***Skill or concept this activity will teach.*** | ***You will need to turn in:*** |
| Songs or finger plays (10 Points) |  |  | A copy of the song or tune, the words, and any actions written on a large sheet. |
| Paper art project (take home) (5 Points) |  |  | A sample of the project you would have the children do. |
| Creative art (20 Points) |  |  | A sample of the project (preferably something that allows expression and creativity.) |
| Game/group activity (10 Points) |  |  | The game. Provide instructions on how to play the game or do the activity. If appropriate, do activity with class. |
| Discovery science or math (10 Points) |  |  | A description of what you would teach or an actual demonstration. |
| Dramatic play (extra credit) |  |  | A list of the items you would use and an explanation of why. |
| Story telling (20 Points) |  |  | A list of the items used in your story and/or the actual storybook. Share a story with the class. |

**ACTIVITY TEACHING PLANS**

**Rubric**

Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Presentation to class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Points: \_\_\_\_/200

|  |  |  |  |
| --- | --- | --- | --- |
| ***Activity*** | ***Briefly describe your plans for this activity.*** | ***Skill or concept this activity will teach.*** | ***You will need to turn in:*** |
| Songs or finger plays (30 Points) |  |  | A copy of the song or tune, the words, and any actions written on a large sheet. |
| Paper art project (take home) (15 Points) |  |  | A sample of the project you would have the children do. |
| Creative art (55 Points) |  |  | A sample of the project (preferably something that allows expression and creativity.) |
| Game/group activity (30 Points) |  |  | The game. Provide instructions on how to play the game or do the activity. If appropriate, do activity with class. |
| Discovery science or math (30 Points) |  |  | A description of what you would teach or an actual demonstration. |
| Dramatic play (extra credit) |  |  | A list of the items you would use and an explanation of why. |
| Story telling (40 Points) |  |  | A list of the items used in your story and/or the actual storybook. Share a story with the class. |

**Song**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Website for Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(Include title, author, publisher, date of publication, and page numbers.)  
  
Activity suggested for what age group of children: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| What will each person in your group do?  Student 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| What will the child learn or accomplish by completing this activity?  a.   b.   c. |  |
| What supplies do we need for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11 12. | What might I talk about with children while doing this activity? |
| What supplies does your teacher need to purchase for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. |  |

**Art Project**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Website for Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(Include title, author, publisher, date of publication, and page numbers.)  
  
Activity suggested for what age group of children: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| What will each person in your group do?  Student 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| What will the child learn or accomplish by completing this activity?  a.   b.   c. |  |
| What supplies do we need for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11 12. | What might I talk about with children while doing this activity? |
| What supplies does your teacher need to purchase for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. |  |

**Game**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Website for Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(Include title, author, publisher, date of publication, and page numbers.)  
  
Activity suggested for what age group of children: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| What will each person in your group do?  Student 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| What will the child learn or accomplish by completing this activity?  a.   b.   c. |  |
| What supplies do we need for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11 12. | What might I talk about with children while doing this activity? |
| What supplies does your teacher need to purchase for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. |  |

**Math or Science**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Website for Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(Include title, author, publisher, date of publication, and page numbers.)  
  
Activity suggested for what age group of children: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| What will each person in your group do?  Student 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| What will the child learn or accomplish by completing this activity?  a.   b.   c. |  |
| What supplies do we need for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11 12. | What might I talk about with children while doing this activity? |
| What supplies does your teacher need to purchase for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. |  |

**Story Telling**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Website for Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
(Include title, author, publisher, date of publication, and page numbers.)  
  
Activity suggested for what age group of children: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| What will each person in your group do?  Student 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| What will the child learn or accomplish by completing this activity?  a.   b.   c. |  |
| What supplies do we need for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11 12. | What might I talk about with children while doing this activity? |
| What supplies does your teacher need to purchase for this activity? 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. |  |

**Activity 1**: *Off to Work*  
  
Resource/Reference for Activity: *Table and Floor Games, by Liz & Dick Wilmes, Building Blocks Publication, 1994, Page 136*  
(Include title, author, publisher, date of publication, and page numbers.)  
  
Activity suggested for what age group of children: *Early childhood*

|  |  |
| --- | --- |
| What will each person in your group do?  Student 1 – *Jane Doe* *--Leader for this activity.* *--Obtain the note cards needed for the activity*  *--Look for magazine pictures or draw the vehicles and hats.* *--Apply the pictures to the small note cards.* *--Apply Velcro pieces to the back of each note card.* *--Direct the children’s discussion.* *--When finished, clean up the activity and place the pieces in the appropriate bags for storage.*  Student 2 – *Jack Fox* *-- Look for magazine pictures or draw people in different occupations.* *--Apply the pictures to the large note cards.* *--Laminate all the note cards. Cut the note cards apart* *--Sort the note cards by vehicle, people, and hats. Place each in large plastic bags.* *--On teaching day, set up the flannel graph and place the pieces on the flannel graph according to the directions.* *--Assist the leader in keeping the children focused on discussion questions.*  \* \* \* \* \* \*  *To play this activity:* *1. Put all of the workers together at the top of a large flannel graph board. Group the vehicles and hats and put them near the top also.* *2. Pick one worker and put him near the bottom of the board. Find the hat he would wear to work and put it next to him. Find the vehicle he would drive and put it next to the worker and below the hat.* *3. Choose a second worker and match him with his hat and vehicle.* *4. Continue in this manner until all of the workers are “off to work” for the day.* **(Directions can also be attached in placed or writing this part off!)** |  |
| What will the child learn or accomplish by completing this activity?  a. *Help child learn about different occupations.*  b. *Help child to* ***match*** *different occupations with the vehicle and hat associated with each occupation.*  c. *Help child with their language skills.* |  |
| What supplies do we need for this activity? 1. *Flannel graph board* 2. *Drawn or magazine pictures of 12 people (about 5-6 inches tall) who have different occupations* 3. *Pictures of a vehicle and a hat for each of the people in #2* 4. *3 feet of Velcro tape* 5. *Laminating paper* 6. *Large plastic bag* 7. *12 – 5x8” note cards* 8. *24 – 3x5” note cards* 9. | What might I talk about with children while doing this activity?  *--What jobs the players do at home.* *--What the different workers do at their jobs.* *--What tools the workers use at their jobs.* *--People the players know who go to work and what they do at work.* *--People the players know who do jobs which are pictured in the game.* |
| What supplies does your teacher need to purchase for this activity? **(This is only items not found in the craft totes or tote drawers!)** 1. *3 feet of Velcro tape* 2. 3. 4. 5. 6. 7. 8. 9. 10. |  |

**ACTIVITY TEACHING PLANS, STUDENT EVALUATION**

Student: *Jane Doe* Hour: *First*   
[NOTE: Each student must complete their OWN evaluation.]  
Child: *Jillana*   
Dates of Labs: *November 1-3* Points: \_\_\_\_\_\_\_\_\_\_/100  
  
1. Please note the following (check if your or your child were absent.)  
Child absent Tues\_\_X\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_  
Student absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_X\_\_  
  
2. State *specifically* what YOU did each day. (If your child was absent, write “child absent” and explain what activities you participated in or completed.)   
Tuesday – *Child absent. The tasks I completed were: helped the teaching team clean up after their art/craft activity, laminated a poster, and completed one observation form.*  
Thursday– *Greeted my child at the door and talked with her parents. We had a few minutes to “free play” in which we put a couple animal puzzles together. While the lesson was being presented, my child sat on my lap. The next activity was a craft activity in which my child put precut shapes (like feathers) on a paper plate to create a turkey. She needed a little assistance to complete the project.*   
Friday– *I was absent. My makeup contract is attached.*  
  
3. Was the group well prepared to present their activities? Explain.  
Tuesday – *The group was not well prepared because we had too much time in between activities. The teaching team didn’t seem to quite know who was going to lead each activity.*   
Thursday– *Each member of the teaching team led a different activity. We moved smoothly and quickly from one activity to another activity. Only about ten minutes at the conclusion of the hour were devoted to “free play.”*  
Friday – *Not applicable, since I was absent.*

4. Were the activities selected appropriate to the theme of the day? Explain.   
Tuesdsay– *Since the leaders weren’t very prepared, I did not understand how the three activities were connected. No effort was made to tie the activities together.*  
Thursday – *WOW! It was really fantastic how the leader was able to get the children going on “the lion hunt”. The leader sat on the floor at their level and almost all the children were actively engaged in the activity. She had the “lion hunt” memorized so she could maintain eye contact with the children. The lesson about the lion and animated with puppets really had the children’s attention. The craft activity in which each child was able to make a lion’s face for the “lion hunt” further connected the three activities together.*  
Friday–absent  
  
5. Were the instructions and materials appropriate to get and keep the children involved? Explain.

Tuesday – *The team leaders had a sample of the finished project, but it appeared that no one wanted to take the responsibility to lead. We were not given very clear instructions as to what each child was to complete. The team didn’t seem to know where all of their teaching materials were located. It took about fifteen minutes for the first activity to begin and then there were about eight or ten minutes between each activity. By the time the activity was to begin, the children were already returning to other areas to “free play”.*

Thursday – *The team was very well prepared. They had excitement in their voices to encourage the children to participate. The activity was at the level the children could actively participate. It didn’t take the children very long to complete the activity. I did notice some children don’t like to get their hands messy nor have garments pulled over their heads.*  
Friday–absent  
  
6. If you could assign a grade, how would you rate each group? Use the following scale:  
9-10 Excellent  
6-8 Above average  
3-5 Average  
1-2 Needed improvement  
0 Not completed  
  
Tuesday’s group – *4*  
  
Thursday’s group – *10*  
  
Friday’s group – absent

**ACTIVITY TEACHING PLANS**

**STUDENT EVALUATION**

*NOTE: Each student must complete their OWN evaluation*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Labs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_\_\_\_\_\_/100

**1. Please note the following (check if your or your child were absent.)**

Child absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_

Student absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_  
  
**2. State *specifically* what YOU did each day. (If your child was absent, write “child absent” and explain what activities you participated in or completed.)**

Tuesday-

Thursday –

Friday –  
  
**3. Was the group well prepared to present their activities? Explain.**

Tuesday-

Thursday –

Friday –  
  
**4. Were the activities selected appropriate to the theme of the day? Explain.**

Tuesday-

Thursday –

Friday –

**5. Were the instructions and materials appropriate to get and keep the children involved? Explain**.

Tuesday-

Thursday –

Friday –

**6. If you could assign a grade, how would you rate each group? Use the following scale:**

9-10 Excellent  
6-8 Above average  
3-5 Average  
1-2 Needed improvement  
0 Not completed

Tuesday’s group-  
  
Thursday’s group –  
  
Friday’s group –

**Makeup activity for student absence.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) Come in before or after school and set up preschool, must be here at 7:30 am or 3:00 pm to earn full credit.  
2) Find a lesson plan from the internet or resources available and create the art project.  
3) Write a one-page (type-written, double spaced, 1 inch margins, 12-point type) report on working with the toddler or preschooler in a nursery school setting.   
4) Make a collection of snack recipes that would be appropriate for the toddlers or preschooler.  
5) Make a bulletin board display or posters suitable for either the nursery school setting or classroom use.  
6) Check out a magazine or use the internet and write 3 article summaries. These summaries need to be at least 10 sentences or more.

**ACTIVITY TEACHING PLANS**

**STUDENT EVALUATION**

*NOTE: Each student must complete their OWN evaluation*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Labs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_\_\_\_\_\_/100

**1. Please note the following (check if your or your child were absent.)**

Child absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_

Student absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_  
  
**2. State *specifically* what YOU did each day. (If your child was absent, write “child absent” and explain what activities you participated in or completed.)**

Tuesday-

Thursday –

Friday –  
  
**3. Was the group well prepared to present their activities? Explain.**

Tuesday-

Thursday –

Friday –  
  
**4. Were the activities selected appropriate to the theme of the day? Explain.**

Tuesday-

Thursday –

Friday –

**5. Were the instructions and materials appropriate to get and keep the children involved? Explain**.

Tuesday-

Thursday –

Friday –

**6. If you could assign a grade, how would you rate each group? Use the following scale:**

9-10 Excellent  
6-8 Above average  
3-5 Average  
1-2 Needed improvement  
0 Not completed

Tuesday’s group-  
  
Thursday’s group –  
  
Friday’s group –

**Makeup activity for student absence.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) Come in before or after school and set up preschool, must be here at 7:30 am or 3:00 pm to earn full credit.  
2) Find a lesson plan from the internet or resources available and create the art project.  
3) Write a one-page (type-written, double spaced, 1 inch margins, 12-point type) report on working with the toddler or preschooler in a nursery school setting.   
4) Make a collection of snack recipes that would be appropriate for the toddlers or preschooler.  
5) Make a bulletin board display or posters suitable for either the nursery school setting or classroom use.  
6) Check out a magazine or use the internet and write 3 article summaries. These summaries need to be at least 10 sentences or more.

**ACTIVITY TEACHING PLANS**

**STUDENT EVALUATION**

*NOTE: Each student must complete their OWN evaluation*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Labs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_\_\_\_\_\_/100

**1. Please note the following (check if your or your child were absent.)**

Child absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_

Student absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_  
  
**2. State *specifically* what YOU did each day. (If your child was absent, write “child absent” and explain what activities you participated in or completed.)**

Tuesday-

Thursday –

Friday –  
  
**3. Was the group well prepared to present their activities? Explain.**

Tuesday-

Thursday –

Friday –  
  
**4. Were the activities selected appropriate to the theme of the day? Explain.**

Tuesday-

Thursday –

Friday –

**5. Were the instructions and materials appropriate to get and keep the children involved? Explain**.

Tuesday-

Thursday –

Friday –

**6. If you could assign a grade, how would you rate each group? Use the following scale:**

9-10 Excellent  
6-8 Above average  
3-5 Average  
1-2 Needed improvement  
0 Not completed

Tuesday’s group-  
  
Thursday’s group –  
  
Friday’s group –

**Makeup activity for student absence.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) Come in before or after school and set up preschool, must be here at 7:30 am or 3:00 pm to earn full credit.  
2) Find a lesson plan from the internet or resources available and create the art project.  
3) Write a one-page (type-written, double spaced, 1 inch margins, 12-point type) report on working with the toddler or preschooler in a nursery school setting.   
4) Make a collection of snack recipes that would be appropriate for the toddlers or preschooler.  
5) Make a bulletin board display or posters suitable for either the nursery school setting or classroom use.  
6) Check out a magazine or use the internet and write 3 article summaries. These summaries need to be at least 10 sentences or more.

**ACTIVITY TEACHING PLANS**

**STUDENT EVALUATION**

*NOTE: Each student must complete their OWN evaluation*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates of Labs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_\_\_\_\_\_/100

**1. Please note the following (check if your or your child were absent.)**

Child absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_

Student absent Tues\_\_\_\_\_ Thurs\_\_\_\_\_ Fri\_\_\_\_\_  
  
**2. State *specifically* what YOU did each day. (If your child was absent, write “child absent” and explain what activities you participated in or completed.)**

Tuesday-

Thursday –

Friday –  
  
**3. Was the group well prepared to present their activities? Explain.**

Tuesday-

Thursday –

Friday –  
  
**4. Were the activities selected appropriate to the theme of the day? Explain.**

Tuesday-

Thursday –

Friday –

**5. Were the instructions and materials appropriate to get and keep the children involved? Explain**.

Tuesday-

Thursday –

Friday –

**6. If you could assign a grade, how would you rate each group? Use the following scale:**

9-10 Excellent  
6-8 Above average  
3-5 Average  
1-2 Needed improvement  
0 Not completed

Tuesday’s group-  
  
Thursday’s group –  
  
Friday’s group –

**Makeup activity for student absence.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) Come in before or after school and set up preschool, must be here at 7:30 am or 3:00 pm to earn full credit.  
2) Find a lesson plan from the internet or resources available and create the art project.  
3) Write a one-page (type-written, double spaced, 1 inch margins, 12-point type) report on working with the toddler or preschooler in a nursery school setting.   
4) Make a collection of snack recipes that would be appropriate for the toddlers or preschooler.  
5) Make a bulletin board display or posters suitable for either the nursery school setting or classroom use.  
6) Check out a magazine or use the internet and write 3 article summaries. These summaries need to be at least 10 sentences or more.

**Lesson Evaluation**

**Preschool**

Due Every Friday

Student(s):   
  
Date:   
  
Theme:   
  
**Rate your classmates with 0 being the lowest and 10 being the highest**   
(10=excellent; 8=above average; 5-3=average; 1=needs improvement; 0=not completed)

Children actively involved (10=excellent)

Children passively involved (8=above average)   
Children not actively involved (5-3=average)

Did not pertain to children (1=needs improved)   
  
Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Discovery Science or Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Possible Points (60) \_\_\_\_\_\_

**Lesson Evaluation**

**Preschool**

Due Every Friday

Student(s):   
  
Date:   
  
Theme:   
  
**Rate your classmates with 0 being the lowest and 10 being the highest**   
(10=excellent; 8=above average; 5-3=average; 1=needs improvement; 0=not completed)

Children actively involved (10=excellent)

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Children not actively involved (5-3=average)

Did not pertain to children (1=needs improved)   
  
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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Possible Points (60) \_\_\_\_\_\_

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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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**Lesson Evaluation**

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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Discovery Science or Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Possible Points (60) \_\_\_\_\_\_

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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Discovery Science or Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Possible Points (60) \_\_\_\_\_\_

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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Possible Points (60) \_\_\_\_\_\_

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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
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Art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Discovery Science or Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Possible Points (60) \_\_\_\_\_\_

**Lesson Evaluation**

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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Discovery Science or Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Possible Points (60) \_\_\_\_\_\_

**Lesson Evaluation**

**Preschool**

Due Every Friday

Student(s):   
  
Date:   
  
Theme:   
  
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Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Music: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
  
Discovery Science or Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Score 0-10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Possible Points (60) \_\_\_\_\_\_

**Evaluating Individual Participation**

**Overall Score: 50 points**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hour\_\_\_\_\_\_\_\_\_\_**  
  
  
**The rating scale below shows an evaluation of your class participation. It indicates what levels you have passed and what levels you can continue to try to reach. You will be evaluating yourself and your group members**  
  
**Planning for Preschool**  
**1 2 3 4 5 6 7 8 9 10**  
**Completely Seldom Somewhat Usually Extremely Planned**  
**Inattentive attentive attentive Attentive**  
  
**Age Appropriateness for Preschoolers**  
**1 2 3 4 5 6 7 8 9 10**  
**Never Rarely Occasionally Regularly All preschoolers participated**  
**Contributed Contributed Contributed Contributed**   
  
**Presentation of Lesson**  
**1 2 3 4 5 6 7 8 9 10**  
**Never Barley Occasionally Regularly Wonderful all**  
**Presented Participated Contributed Contributed Contributed**  
  
**Enjoyment for Preschoolers**  
**1 2 3 4 5 6 7 8 9 10**  
**Never Rarely Occasionally Regularly All preschoolers enjoyed**  
**Contributed Contributed Contributed Contributed**  
  
**Overall Contribution to Preschool and Attendance**  
**1 2 3 4 5 6 7 8 9 10**  
**Never Rarely Occasionally Regularly Frequently**  
**Contributed Contributed Contributed Contributed Contributed**  
  
  
**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Score: \_\_\_\_\_\_\_\_\_\_\_/50 points**

**MAKE-UP GUIDELINES**

If you are absent: (Complete a "contract" with the teacher on what you will do to make up for your absence. These "contracts" must be completed by the following Friday after the absence.)  
  
1) Come in before or after school and set up preschool, must be here at 7:30 am or   
3:00 pm to earn full credit.  
  
2) Find a lesson plan from the internet or resources available and create the art project.  
  
3) Write a one-page (type-written, double spaced, 1 inch margins, 12-point type) report  
on working with the toddler or preschooler in a nursery school setting.   
  
4) Make a collection of snack recipes that would be appropriate for the  
toddlers or preschooler.  
  
5) Make a bulletin board display or posters suitable for either the nursery  
school setting or classroom use.  
  
6) Check out a magazine or use the internet and write 3 article summaries. These  
summaries need to be at least 10 sentences or more.

**PRESCHOOL SCHOOL MAKE-UP CONTRACT**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Date of Absence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
(No later than the following Friday after absence.)  
Teacher Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Plans for making up the preschool school absence: (Be specific.)