



# ACCESS Assessment System

Observational Check sheets (OCs)

## BIRD UNIT

Date: _____	Aidan	Avery	Brendan	Chloe	Gavin	Genevieve	Kaylee	Kennedy	Levi	McLaren	Mickailey	Preston	Rachel	Taylor	Tristan	Ella
<b>Indicator</b>																
<b>WHOLE GROUP DISCUSSIONS/SONGS (ONGOING)</b>																
Speaks clearly to express ideas ACTS ELA 10d																
Uses pictures, illustrations and resources to aid comprehension (ELAIVI, ELAIV4) ACTS 8e																
Follow simple oral or gestural directions (ELAX3)* ACTS ELAII 10c																
Initiate and sustain a conversation through turn taking. (ELAX5)* ACTS ELAII 10ef																
Attends to speakers, stories, poems and songs (ELAX1)* ACTS ELA 10a																
<b>STORIES/SHARED READINGS ON BIRDS (ONGOING)</b>																
Attends to speakers, stories, poems and songs (ELAX1)* ACTS ELA 10a																
Participate in shared reading and discussion of repetitious or predictable text (books and poems). (ELAIII9, ELAV4)* ACTS ELA 7b)																
Uses pictures, illustrations and resources to aid comprehension (ELAIVI, ELAIV4) ACTS 8e																
Predict what might happen next (ELAIII5)* ACTS ELA 8a																
Speaks clearly to express ideas ACTS ELA 10d																
Connects text to prior knowledge (ELAIII6, ELAX2) ACTS 8b)																
Retells information from informational text (ELAIV2) ACTS ELA 8g																
Answers questions about text																

(ELAIII7)ACTS ELA 8c																				
Asks questions about text (ELA III8)*ACTS 8d																				
Identify specific objects in the text when asked.																				
<b>SENSORY TABLE: BIRD SEED (WEEK 2/3)</b>																				
Explore how their actions may cause changes in the environment that are sometimes reversible and sometimes irreversible. (S I5)																				
Explore and compare materials that provide many different sensory experiences. (S III2)																				
<b>SORTING BIRD SEED (WEEK 2)</b>																				
Use language of comparison: equal, more, fewer (M16) ACTS M4																				
Match and sort by size, shape, color (MIII 1) ACTS M12																				
Follow simple oral or gestural directions (ELAX3)* ACTS ELAII 10c																				
<b>ART CENTER: PAINTING STILL-LIFE PORTRAITS OF BIRDS (ONGOING)</b>																				
Demonstrate the safe use of tools (ACTS S5)																				
Identify the intended purpose of familiar tools (e.g., paintbrush). (ACTS S IV1)																				
<b>CLAY BIRDS (WEEK 1)</b>																				
Explore and compare materials that provide different sensory experiences																				
Gain information through participation in experiences with objects, media, books and engaging in conversations with peers (ELCS SS 7.1)																				
Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (ELCS Science 5. 5)																				

[Type text]

Demonstrate one-to-one correspondence when counting objects (ELCS Math 1.3)																				
Recognize physical differences among the same class of people, plants or animals.																				
<b>FEATHER EXPLORATION/ SKETCH (WEEK 1)</b>																				
Asks questions about objects, organisms, and events in their environment during shared stories, conversations, and play (ELCS Science 2.1)																				
Shows interest in investigating unfamiliar objects, organisms, and phenomena during shared stories, conversations, and play (ELCS Science 2. 2)																				
Use one or more of the senses to observe and learn about objects, organisms, and phenomena for a purpose (ELCS science 2.5)																				
Record or represent and communicate observations and findings through a variety of methods with assistance (ELCS Science 5.8)																				
<b>STRINGING CEREAL (WEEK 2)</b>																				
Simple patterns/sequence-copy, extend, create (MIV2) ACTS M14																				
Sets of how many-counting objects (MI 1)* ACTS M1																				
Identify common needs of familiar living things.																				
<b>OUTSIDE OBSERVATIONS (ONGOING)</b>																				
Explore objects, organisms and events using familiar equipment (magnifiers, magnets, measuring tools) SV6																				
Participate in simple, spontaneous science explorations with others SV13																				
<b>STRING FOR BIRD NESTS (WEEK 3)</b>																				
Observe, explore and compare changes																				

[Type text]



that animals contribute to in their surroundings.																	
Explore how their actions may cause changes in the environment that are sometimes reversible.																	
Talks with peers from within roles																	
Interacts with individuals and groups																	
Engages in cooperative play																	
Recognize the difference between helpful and harmful actions toward living things.																	
<b>BUILDING A BIRD NEST (WEEK 3)</b>																	
Demonstrate the safe use of tools (ACTS S 5)																	
Explore new uses for familiar materials through play, art or drama.																	
Identify the intended purpose of familiar tools.																	

[Type text]

