

Listening Cords Rhyming Games

Purpose

Recognizing and generating rhyme are some of the first phonological awareness skills to develop. In this interactive assessment task, children supply a missing rhyming word and determine whether two words rhyme.

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

a. Notices and discriminates rhyme

Related Objectives: 1a, 1b, 3a, 8b, 9b, 11a

What You Do

Materials: Make a listening cord for each child by cutting cord or nylon rope into 3- to 4-foot lengths.

Make a knot at one end of each piece of rope.

Objectives for Development & Learning, page 91

Show the listening cords to a small group of children and explain that they will be used in a rhyming game. Give one cord to each child while you hold the knotted ends.

1. When you want a particular child to respond, gently tug on the cord that he or she is holding and wait for a response.

2. Use the games that follow to assess different aspects of phonological awareness.

3. Match the game with the child's current skill level.

Assessing All Children

- Have a child stand or hold up his hand/finger when he hears a rhyming word, or pair of rhyming words.
- Ask a child to select an object and name it. Invite others to say a word that rhymes with its name.
- Tie the cord around a child's wrist or around an object that he or she is holding.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

15a. Notices and discriminates rhyme

Not Yet	1	2	3	4	5	6	7	8	9
		Joins in rhyming songs and games		Fills in the missing rhyming word; generates rhyming words spontaneously		Decides whether two words rhyme		Generates a group of rhyming words when given a word	

Level 2: Joins in rhyming songs and games

- Child engages in rhyming experiences, rather than doing the activity.

Level 4: Fills in the missing rhyming word; generates rhyming words spontaneously

- Say a rhyme and tug gently on one of the listening cords for a child to fill in the missing rhyming word.

*Hickory, dickory, dock
The mouse ran up the ____.*

- Make up additional rhymes related to the topic you are studying (nonsense words are okay). For example, in a study of trees, the rhyme might be this:

*Hickory, dickory, wee
This mouse ran up the ____.*

Level 6: Decides whether two words rhyme

- Say pairs of words that do not rhyme and then a pair of words that do rhyme, e.g., *dog/cat, box/fish, pig/wig*. When the child hears a rhyming pair, he or she tugs on the cord.

Level 8: Generates a group of rhyming words when given a word

- Gather objects that begin with a single consonant sound, e.g., ball, soap, doll, puzzle, and car. Show them to the children.
- Say, "We're going to play a rhyming game. We'll choose one object and see how many rhyming words we can create. When I tug on your listening cord, say a rhyming word. It's okay to make up silly words."
- Model how to play the game. For example, pick up the ball and say, "Ball-fall." Tug on a listening cord and the child might say, "Tall." Tug on another cord and the child might say, "Zall." Continue until children run out of ideas.

Questions to Guide Your Observations

Related Objectives

- Was the child able to manage his feelings during the experience? (Objective 1a)
- How did the child follow limits and expectations? (Objective 1b)
- Was the child able to balance the needs and rights of self and others? (Objective 3a)
- Was the child able to follow directions? (Objective 8b)
- How clearly did the child speak? (Objective 9b)
- How well did the child attend during the activity? (Objective 11a)

Treasure Box

Purpose

Alliteration is the repetition of the initial sound of words. Playful experiences with alliteration heighten children's awareness of beginning sounds, or onset.

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

- b. Notices and discriminates alliteration

Related Objectives: 1a, 3a, 8b, 9b, 11a

What You Do

Materials: props or objects related to the current study topic (make sure that some of the objects begin with the same consonant sound); a box to be the "treasure chest"

Objectives for Development & Learning, page 91

1. Invite children to explore the items you have collected. Name the items together.
2. Tell the children that you will sing a song and that they will have to find the missing treasure to put back into the treasure chest.
3. Place the items on the floor or table.
4. Select the level that most closely matches the skill level of this group.
5. Offer each child at least two opportunities to respond.
6. If the child or group of children is ready for a challenge, try the game at the next level.

Assessing All Children

- Record beginning sounds and words into a child's communication device.
- Gradually increase the number of objects and sounds.
- Provide objects of various sizes, textures, and colors.
- Provide duplicate objects for a child to hold as you describe them.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

15b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds		Shows awareness that some words begin the same way		Matches beginning sounds of some words		Isolates and identifies the beginning sound of a word	

Level 2: Sings songs and recites rhymes and refrains with repeating initial sounds

- Child engages in rhyming experiences, rather than doing the activity.

Level 4: Shows awareness that some words begin the same way

- Include objects that begin with the same sound.
- Sing to the tune of "Did You Ever See a Lassie?":
*Can you find two treasures,
Two treasures, two treasures?
Oh, can you find two treasures,
That begin with the same sound?*
- Child finds two items whose names begin with the same sound and places them in the treasure box, e.g., sock, scissors.

Level 6: Matches beginning sounds of some words

- Sing to the tune of "Did You Ever See a Lassie?":
*Can you find my treasure,
My treasure, my treasure?
Oh, can you find my treasure?
It begins just like this.*
- Say a series of words that begin with the same sound as one of the items.
- Child finds the treasure (ball) that begins with the same sound as the words in the group (*box, button, belt*) and then places it in the treasure chest.

Level 8: Isolates and identifies the beginning sound of a word

- Sing to the tune of "Did You Ever See a Lassie?":
*Can you find my treasure,
My treasure, my treasure?
Oh, can you find my treasure?
I wonder how it begins.*
- Child finds the treasure (ball) and says the beginning sound (/b/) before returning it to the treasure box.

Questions to Guide Your Observations

Related Objectives

- Was the child able to manage his or her feelings? (Objective 1a)
- Was the child able to follow directions? (Objective 8b)
- How well did the child attend during the activity? (Objective 11a)
- Was the child able to balance the needs and rights of self and others? (Objective 3a)
- How clearly did the child speak? (Objective 9b)

Alphabet Recognition Game

Purpose

Knowing the names of the letters is a predictor of future reading success. There are many ways to observe a child's knowledge of the alphabet in the context of playful everyday activities. This activity enables you quickly to survey how many uppercase or lowercase letters a child can name.

Objective 16 Demonstrates knowledge of the alphabet

- Identifies and names letters
- Identifies letter-sound correspondences

Related objectives: 2a, 7a, 11a

What You Do

Materials: a set of letter-recognition materials (all uppercase and lowercase letters), either commercially made or teacher-prepared alphabet cards

Objectives for Development & Learning, page 96

- Review the progressions for Dimensions 16a and 16b to determine the appropriate number of letter cards and which cards to use with each child.
- Spread the cards on the table or floor with the uppercase (capital) letters facing up.
- Ask the child to find each letter that he or she recognizes, name it, and turn the card over.
- If the child names at least 10 uppercase letters correctly, repeat the procedure with the lowercase letters.
- If the child recognizes at least 8 lowercase letters, ask the child about the letters and their sounds. For example, say, "Matt, you found the M in your name. The sound of the letter M is /m/. What are the sounds of some of these other letters?"

Assessing All Children

- Allow a child various ways to identify: point, name, associate the sound.
- Let a child touch the letters to identify the ones he or she knows. Provide hand-over-hand assistance if needed.
- Have a child point to the letters as you say their sounds.
- Use other letter manipulatives, such as letter tiles, letter stamps, magnetic letters, etc; use large and/or tactile letters.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest levels the child has demonstrated.

16a. Identifies and names letters

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	

16b. Identifies letter-sound correspondences

Not Yet	1	2	3	4	5	6	7	8	9
		Identifies the sounds of a few letters		Produces the correct sounds for 10–20 letters		Produces at least one correct sound for each letter in the alphabet		Produces short and long vowel sounds and most frequent sounds for each consonant	

Questions to Guide Your Observations

Related Objectives

- How did the child interact with the adult during the experience? (Objective 2a)
- If letter manipulatives were used, how did the child handle them? (Objective 7a)
- How long was the child able to attend to the activity? (Objective 11a)

Duck, Duck, Goose Word Play

Purpose

Spoken language can be separated into units of sound. As children play this version of “Duck, Duck, Goose,” they separate sentences into words, compound words into smaller words, words into syllables, and words into individual sounds.

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

- c. Notices and discriminates discrete units of sound

Related Objectives: 1b, 3a, 4, 8b, 11a

What You Do

Materials: Objectives for Development & Learning, page 92

1. Invite children to sit with you in a circle.
2. Play a few rounds of the game “Duck, Duck, Goose” if children are unfamiliar with it. “Duck, Duck, Goose” is also called “Quack, Quack, Honk,” “Duck, Duck, Grey Duck,” or “Pato, Pato, Ganso.”
3. Tell the children that they will play the game in a different way.
4. Use one of the variations depending on the skill level of the children in the group.

Assessing All Children

- Allow a classmate to move around the circle and tap heads as a child says words, syllables, and sentences, or have a child tap heads as a partner says words, etc.
- Record words or syllables into a child’s communication device.
- Provide a soft wand for tapping children.
- Provide objects or pictures representing compound words and other two-syllable words (for Level 4 variation).

Assessing Children’s Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

15c. Notices and discriminates smaller and smaller units of sound

Not Yet	1	2	3	4	5	6	7	8	9
		Shows awareness of separate words in sentences		Shows awareness of separate syllables in words		Verbally blends and separates onset and rime in one-syllable words		Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words	

Level 2: Shows awareness of separate words in sentences

- Say a four-word sentence related to the topic you are studying, e.g., “I have brown shoes.”
- Model being “it” and gently tap a different child as you say each word of the sentence, e.g., “I... have...brown...shoes.”
- Continue around the circle and select a “goose” by saying the complete sentence as you tap the child.

Level 4: Shows awareness of separate syllables in words

- Say a child’s name or a familiar word.
- Model being “it” and gently tap a different child as you break the name or word into syllables, e.g., “Ton...ya...Ton...ya... Ton...ya...”
- Select the “goose” by saying the whole name or the whole word, e.g., “Tonya.”
- Play the game using compound words, e.g., “Foot...ball...foot...ball...football!”

Level 6: Verbally blends and separates onset and rime in one-syllable words

Level 8: Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

- Refer to “Around and Around” Assessment Opportunity Card for children at these levels.

Questions to Guide Your Observations

Related Objectives

- Was the child able to follow limits and to control his or her actions? Did the child run and then sit in the appropriate place? (Objective 1b)
- How did the child participate in the experience? (Objective 3a)
- How was the child’s coordination while running? (Objective 4)
- Was the child able to follow directions? (Objective 8b)
- How long was the child able to attend during the activity? (Objective 11a)

Around and Around

Purpose

Onset and rime activities introduce children to the idea of word families, which is helpful in learning to spell. The *onset* of a syllable is everything before the first vowel. The *rime* is the first vowel in the syllable and everything after it. For example, in *drink*, /dɹ/ is the onset and /ɪŋk/ is the rime. (It is unnecessary for young children to learn the terms *onset* and *rime*.)

Phoneme segmentation is the ability to separate words into the smallest unit of sound. For example, *pig* has three phonemes: /p/ /ɪ/ /g/. *Ship* also has three phonemes: /ʃ/ /ɪ/ /p/.

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

- c. Notices and discriminates discrete units of sound

Related Objectives: 1b, 3a, 8b, 9b, 11a

What You Do

Materials: props or objects related to the current study topic and that are named by single-syllable words, e.g., *leaf*, *twig*, *stick*, and *branch*

Objectives for Development & Learning, page 92

1. Invite children to explore and name the items you have collected. Place an item in front of each child seated in the circle.
2. Teach the following rhyme:

*Around and around we go,
Where we stop, nobody knows.*
3. Ask the children to stand up and walk around the circle of items as you chant the rhyme together.
4. When the rhyme ends, each child stops and picks up the closest item.
5. Follow the directions for one of the levels. Select the level that most closely matches the skill level of the children in this group.
6. These activities should be used with children who are able to segment sentences into words and words into syllables. (See *Assessment Opportunity Card*, "Duck, Duck, Goose Word Play.")

Assessing All Children

- Change the movement to one that all children can do.
- Record units of sound onto a child's communication device.
- Use differently colored circles to represent each phoneme in a word. Point to the circles as you say the sounds.
- Place the objects on a large lazy-Susan. When the rhyme ends, have each child pick up the closest item.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

15c. Notices and discriminates smaller and smaller units of sound

Not Yet	1	2	3	4	5	6	7	8	9
		Shows awareness of separate words in sentences		Shows awareness of separate syllables in words		Verbally blends and separates onset and rime in one-syllable words		Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words	

Level 2: Shows awareness of separate words in sentences

Level 4: Shows awareness of separate syllables in words

- Refer to the "Duck, Duck, Goose Word Play" *Assessment Opportunity Card* for children at these levels.

Level 6: Verbally blends and separates onset and rime in one-syllable words

- Say, "If you are holding a /l/.../eaf/, jump up and down." Or say, "If you are holding a /s/.../ock/, touch your head."
- Once children are able to blend the onset and rime to identify the objects, ask children to name the object and separate the onset and rime, "I have a /k/.../up/."

Level 8: blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

- Say, "If you are holding the /s/ /o/ /k/, rub your tummy." Or, "If you are holding the /h/ /a/ /t/, touch your toes."
- Once children are able to identify the objects as above, have them say the name of the object and then separate the individual phonemes in the word. For example, "I have a /k/ /a/ /p/."

Questions to Guide Your Observations

Related Objectives

- Was the child able to follow limits and expectations? (Objective 1b)
- Was the child able to follow directions? (Objective 8b)
- How well did the child attend during the activity? (Objective 11a)
- How did the child participate in the experience? (Objective 3a)
- How clearly did the child speak? (Objective 9b)

Our Class Book

Purpose

In this activity, each child contributes a page to a class book that is stored in the Library area and can be read repeatedly by individual children or as a group experience.

Objective 19 Demonstrates writing skills

- b. Writes to convey ideas and information

Related Objectives: 7b, 8b, 9a, 9c, 9d, 11a, 16a, 18b, 19a

What You Do

Materials: blank pages of 8 1/2" x 11" paper; crayons or markers; stapler or hole punch; yarn or ribbon to assemble the book

Objectives for Development & Learning, page 116

1. At small-group time, tell the children that they will be the authors and illustrators of a book for the Library area.
2. Give children a topic to draw and write about. Provide an opportunity for them to discuss their ideas.
3. Distribute a piece of paper to each child and offer crayons, markers, pencils, or fine-tip markers in a variety of colors and widths (chubby and regular).
4. Ask each child to draw a picture and write about it so other people can read it later. Limit your coaching because this is an activity to assess children's writing.
5. Ask each child to read to you what he or she wrote. Write his or her dictation on the page. Ask each child to sign his or her name so others will know who authored each page.
6. Assemble the book, share it with the whole class at a later group time, and place it in the Library area.
7. You will probably see a range of writing behaviors, from scribbles to invented spelling. Carefully listen to what children say as they write and observe how they write.





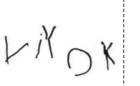


Assessing All Children

- Accept all marks as signatures.
- Secure a child's paper so it doesn't move as he or she writes.
- Write what a child dictates on his or her page; ask yes/no questions about the dictation.
- Provide a variety of writing tools, slant boards, and other supports.
- Have drawing and writing software available with accessible devices for a child to use.
- Provide pictures, photos, and illustrations for a child to use.
- Offer children choices of writing tools so they can select the one that works best for their hands.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest levels the child has demonstrated.

19a. Writes name

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Makes scribbles or marks		Makes controlled linear scribbles		Writes mock letters or letter-like forms		Writes letter strings		Writes partially accurate first name		Writes accurate first name		Writes accurate first and last name		
	 Carolyn		 Lilly		 Paula		 Emma		 Vicky		 Brooke		 Abraham Berke Abraham		

19b. Writes to convey ideas and information

Not Yet	1	2	3	4	5	6	7	8	9	10	11
	Uses drawing, dictation, and scribbles or marks to convey a message		Uses drawing, dictation, and controlled linear scribbles to convey a message		Uses drawing, dictation, and mock letters or letter forms to convey a message		Uses drawing, dictation, and letter strings to convey a message		Uses drawing, dictation, and early invented spelling to convey a message		

Questions to Guide Your Observations

Related Objectives

- How did the child hold and manipulate the writing tool? (Objective 7b)
- Did the child understand and follow the procedures for creating a class book? (Objective 8b)
- What did the child communicate about his or her drawing? (Objective 9a)
- Did the child talk about another place or time when describing the picture? (Objective 9d)
- What did you notice about the child's speech and grammar while describing his or her page in the class book? (Objective 9c)
- How did the child write his or her name? (Objective 19a)
- How long was the child engaged during the activity? (Objective 11a)
- Did the child informally name any letters while writing? (Objective 16a)
- Did the child attempt to read what he or she wrote? (Objective 18b)

Counting Collectibles

Purpose

Number concepts are the most important and usable math concepts for young children, so they should receive the most emphasis.

What You Do

Materials: collections of small objects related to your current study topic, e.g., collections of buttons during a study of clothes (If you are not implementing a study now, use collections of other items, e.g., counting bears, pennies, or other small objects)

Objectives for Development & Learning, page 125

1. Show the collection of objects.
2. Tell the children that they will be playing a counting game.
3. Give children time to explore the objects before beginning.
4. If this is a small-group activity, make sure there are enough materials for each child to have a sufficient number of objects.

Assessing All Children

- Record a number into each section of a communication device. Label each section with a set of dots. Have the child "count" as you touch each object.
- Invite the child to point to picture symbols or make gestures as you ask the counting questions.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

20a. Counts

Not Yet	1	2	3	4	5	6	7	8	9
		Verbally counts (not always in the correct order)		Verbally counts to 10; counts up to five objects accurately, using one number name for each object		Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting		Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20	

Level 2: Verbally counts (not always in the correct order)

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Give the child five objects.
- Line up another five objects.
- Ask, "Can you put each one of your [objects] right next to each one of mine?"

Level 4: Verbally counts to 10; counts up to five objects accurately, using one number name for each object

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Give each child 10 objects.
- Say, "Count the [objects]."

Level 6: Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Ask, "What number comes after six? After three? After five?"
- Give each child 20 objects to count.
- Say, "Count the [objects]."
- When the child has finished counting ask, "How many do you have in all?"

Level 8: Uses number names while counting to 100 by ones and tens; counts to 30 objects accurately; tells what number comes before and after a specified number up to 20

- Ask each child to count as high as he or she can. Start by saying, "One, two, three..."
- Ask, "What number comes after 12? After 15? After 11?"
- Give each child 30 objects to count.
- Say, "Count the [objects]."
- When the child has finished counting ask, "How many do you have in all?"

Questions to Guide Your Observations

Related Objectives

- How did the child participate as a member of the group? (Objective 3a)
- Was the child able to follow directions? (Objective 8b)
- Did the child approach problem solving flexibly and persist with the tasks? (Objective 11e)
- How well did the child attend to the tasks and show engagement? (Objective 11a)

Shazam!

Purpose

The number of objects in a set is an important concept for children to understand at an early age. The more experiences children have, the more progress they make.

What You Do

Materials: collections of small objects, e.g., collections of buttons during a study of clothes (or, if you are not implementing a study now, use collections of other items, e.g., counting bears); one cover for each child's object, e.g., piece of fabric scarf, paper towel, or paper plate

Objectives for Development & Learning, page 126

- As you distribute materials, ask each child to take "one," "two," and "more."
- Tell the children that they will be playing a game where they have to figure out how many objects are in the group.
- Explain that they will close their eyes. When they are told to open them, they will say a special word, *Shazam*.
- Then they will answer the question of how many objects they see.
- Give each child three turns.
- This activity shows you the child's ability to subitize. This means that a child can look at a small number of objects and identify the quantity visually, without counting the objects one by one.

Assessing All Children

- Provide a magic wand or noise maker for the child to use in place of the "fun word."
- Record the "fun word" into the child's communication device.
- Make signs that indicate *one*, *two*, and *more*.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

20b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9
		Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>		Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts		Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many		Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects	

Level 2: Demonstrates understanding of the concepts of *one*, *two*, and *more*

- As you distribute materials, ask the child to take *one*, *two*, and *more*.

Level 4: Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

- As you distribute materials, ask the child to take *one*, *two*, and *more*.
- Place a few objects (up to five) under a covering, e.g., piece of fabric, washcloth, or paper towel.
- Tell the child to say, "Shazam!" (or any other fun word) and open his or her eyes.

- Count out five objects together with the child(ren).
- Say, "Close your eyes. Count to 10."
- Place a few of the five objects under a cover, and leave the other objects visible.
- Tell the child to say "Shazam!" (or any other fun word) and open his or her eyes.
- Say, "One, two three! How many [name of objects] do you see?"
- Ask, "How many [name of objects] do you think are hidden under the cover?"
- Remove the cover and ask, "How many are there altogether?"
- Ask which group has *more*, *fewer*, or the *same amount*.

Level 6: Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

- Count out 6–10 objects together with the child(ren).
- Say, "Close your eyes. Count to 10."
- Place a few of the 10 objects under a cover, and leave the other objects visible.
- Tell the child to say, "Shazam!" (or any other fun word) and open his or her eyes.
- Say, "One, two three! How many [name of objects] do you see?"

- Ask, "How many [name of objects] do you think are hidden under the cover?"
- Remove the cover and ask, "How many are there altogether?"
- Ask which group has *more*, *fewer*, or the *same amount*.
- Level 8: Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts**
- Do the same activity as for Level 6 but with more than 10 objects.

Questions to Guide Your Observations

Related Objectives

- How did the child interact with peers during the activity? (Objective 2c)
- How did the child participate as a member of the group? (Objective 3a)
- Was the child able to follow directions? (Objective 8b)
- Did the child approach problem solving flexibly and persist with the tasks? (Objective 11e)
- How well did the child attend to the tasks and show engagement? (Objective 11a)

Number, Please!

Purpose

Using numerals, e.g., 1 or 5, helps children to understand number concepts. Numerals should be introduced in ways that connect them to a specific quantity, that is, a group of concrete objects.

Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Related Objectives: 3a, 8b, 11a, 11e

What You Do

Materials: collections of small objects related to your current study topic (e.g., collections of buttons during a study of clothes) or, if you are not implementing a study now, use collections of other items (e.g., counting bears, pennies, or other small objects); number/numeral cards 1–20

Objectives for Development & Learning, page 129

1. Tell the child (or group of children) that you are going to play a number game with them.
2. Explain that they will be telling you all the numbers they can name.
3. Show them the collection of objects and explain that they will be matching the numeral cards with a group of objects.

Assessing All Children

- Ask the child to point to the numerals as you name them.
- Offer a variety of ways for the child to indicate a response: "Is that a 1 or a 2?"
- Limit the number of numerals for the child to select.
- Use high-contrast numeral cards (visual or tactile).

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest level the child has demonstrated.

20c. Connects numerals with their quantities

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few numerals		Identifies numerals to 5 by name and connects each to counted objects		Identifies numerals to 10 by name and connects each to counted objects		Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals	

Level 2: Recognizes and names a few numerals

- Randomly arrange numeral cards 1–5 in front of the child.
- Have the child turn over each numeral card as he or she names it.

Level 4: Identifies numerals to 5 by name and connects each to counted objects

- Randomly arrange numeral cards 1–5 in front of the child.
- Have the child turn over each numeral card as he or she names it.
- Ask the child to spread out the numeral cards and place the correct number of objects on each card.

Level 6: Identifies numerals to 10 by name and connects each to counted objects

- Repeat Level 4 activity, but use numeral cards 1–10.

Level 8: Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals

- Repeat Level 4 activity, but use numeral cards 1–20.

Questions to Guide Your Observations

Related Objectives

- How did the child participate as a member of the group? (Objective 3a)
- Was the child able to follow directions? (Objective 8b)
- Did the child approach problem solving flexibly and persist with the tasks? (Objective 11e)
- How well did the child attend to the tasks and show engagement? (Objective 11a)

Let's Read Together

Purpose

Most children pretend to read long before they actually read. As they pretend to read, children demonstrate what they remember about a story and what they know about print concepts.

- Objective 17** Demonstrates knowledge of print and its uses
- Uses and appreciates books and other texts
 - Uses print concepts

- Objective 18** Comprehends and responds to books and other texts
- Uses emergent reading skills
 - Retells stories and recounts details from informational texts

Related Objectives: 2a, 8b, 9a, 9b, 9c, 9d, 11a, 12b, 16a

What You Do

Materials: storybooks that have been read aloud to the child in class at least twice

Objectives for Development & Learning, pages 99–101 and 108–110

- Invite a child to read to you. Sit next to or behind the child.
- Place the books on a table and ask the child to point to one. Hand the book to the child with spine facing toward the child. Ask question such as, "Where is the front of the book?"
- Say, "Please read your book to me (or to the stuffed animal or doll)." Listen as the child attempts to read and retell the story by using the pictures as cues.

Assessing All Children

- Ask questions that require a yes or no answer. Provide a system for a child to respond, e.g., gestures, thumbs up–down card, green–red, yes–no.
- Provide a variety of illustrated books to choose from: big books, cardboard books, books with textures or photos.
- Use book holders, page turners, light boxes, etc.
- Encourage the child to act out the story in multiple ways; provide costumes, settings, and props.
- Use storybook software with features for hearing and retelling stories.
- Provide accessible computer devices.

Assessing Children's Progress

Use this information as well as the information from the observation notes you have collected to determine the highest levels the child has demonstrated.

17a. Uses and appreciates books

Not Yet	1	2	3	4	5	6	7	8	9
		Shows interest in books		Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers		Knows some features of a book (title, author, illustrator); connects specific books to authors		Uses various types of books for their intended purposes	

Level 2: Shows interest in books

- Child gazes at the pages of a book.

Level 4: Orients book correctly and turns pages from front of the book to the back; recognizes familiar books by their covers

- Ask, "Where is the front of the book? Where is the back of the book?"

Level 6: Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

- Ask, "Point to the name of this book. Where can I find the author's name, or who wrote the book? Where can I find who drew the pictures, or illustrated the book?"

Level 8: Uses various types of books for their intended purposes

- Child selects the book about insects to identify the butterfly seen on the playground.

17b. Uses print concepts

Not Yet	1	2	3	4	5	6	7	8	9
		Shows understanding that text is meaningful and can be read		Indicates where to start reading and the direction to follow		Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation		Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line	

Level 2: Shows understanding that text is meaningful and can be read

- Turn to a page and say, "Show me the part of this page that has words you read."

Level 4: Indicates where to start reading and the direction to follow

- Open a book to a spread that has print on both the left and right pages. Ask, "Where do you start reading?" Next ask, "Where do you read after you finish reading this page?"

Level 6: Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

- Say, "There are many words on this page. Can you show me a word?" Ask, "Can you find any letters on this page that are in your name? Do you see any other letters that you know?"
- If the child has demonstrated an understanding of the questions so far, continue with this request: "Point to a period...a question mark...an exclamation point."

Level 8: Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line

- Say, "Show me a word on this page that you know. What is it?"
- Say, "Where do you read after you finish this line?"

18b. Uses emergent reading skills

Not Yet	1	2	3	4	5	6	7	8	9
		Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues		Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult		Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation		Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print	

18c. Retells stories

Not Yet	1	2	3	4	5	6	7	8	9
		Retells some events from a familiar story with close adult prompting		Retells familiar stories, using pictures or props as prompts		Retells a familiar story in proper sequence, including major events and characters		Retells stories with many details about characters, events, and storylines	

Questions to Guide Your Observations

Related Objectives

- How did the child interact with the adult? (Objective 2a)
- Was the child able to follow directions? (Objective 8b)
- How did the child use language to express his thoughts? Did he talk about another time and place? Did he speak with clarity? Did the child use conventional grammar? Did the child use the vocabulary words from the story? (Objective 9a, 9b, 9c, 9d)
- How long was the child able to attend during the pretend reading experience? (Objective 11a)
- Did the child connect the story to any personal experiences? (Objective 12b)
- What letters of the alphabet was the child able to identify? (Objective 16a)