

## Additional Strategies and Notes

### Social Emotional: Objective 1: Regulates own emotions and behaviors

#### b. Follows limits and expectations

<ul style="list-style-type: none"> <li>• Behavior Chart</li> <li>• Daily routines</li> <li>• Finger plays</li> <li>• Guidance lessons</li> <li>• Learning Centers - Observation cleaning up center/areas</li> </ul>	<ul style="list-style-type: none"> <li>• Listening-taking turns</li> <li>• Manages classroom rules, routines and transition with occasional reminders</li> <li>• Observation of students following rules throughout the day( hallway, lunch room, library, and classroom)</li> <li>• Observational checklist/anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Recess</li> <li>• Sing-a-long</li> <li>• Story time</li> <li>• Stop &amp; listen signal</li> <li>• Whole group time</li> </ul>
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## Additional Strategies and Notes

**Social Emotional: Objective 1:** Regulates own emotions and behaviors

c. Takes care of own needs appropriately

<ul style="list-style-type: none"><li>• Arrival/dismissal</li><li>• Bathroom breaks</li><li>• Brings lunch items to lunch room</li><li>• Cleanup &amp; put away materials-how to take care of materials</li><li>• Centers</li></ul>	<ul style="list-style-type: none"><li>• Clean up time</li><li>• Completing assignments in class</li><li>• Empties mailbox</li><li>• Free choice time</li><li>• Recess</li></ul>	<ul style="list-style-type: none"><li>• Lunch/breakfast / meals</li><li>• Observation of child completing morning routines-i.e. putting away folder, back pack, starting morning work, putting things away (jacket)</li><li>• Papers in folders/mailbox</li><li>• Zipping &amp; buttoning clothing</li></ul>
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### Additional Strategies and Notes

#### Social Emotional: Objective 2: Establishes and sustains positive relationships

##### c. Interacts with peers

<ul style="list-style-type: none"> <li>• Cafeteria/Lunch conversation</li> <li>• Can work effectively during numbered lead activities</li> <li>• Carpet time</li> <li>• Centers (w/o adult assistance)</li> <li>• FISH activities</li> <li>• Floor puzzles as a group</li> <li>• Free choice</li> <li>• Greeting</li> </ul>	<ul style="list-style-type: none"> <li>• Kids working to build a train track (simple themes to train set)</li> <li>• Making rules of a new year</li> <li>• Math manipulative exploration</li> <li>• Observe during indoor/outdoor recess</li> <li>• Plays alone, joins in, joins but leaves nicely</li> <li>• Science lessons</li> <li>• Small group practice</li> </ul>	<ul style="list-style-type: none"> <li>• Small group art project (collage)</li> <li>• Table groups (simple table activities)</li> <li>• “Think Pair Share” (talk to partner)</li> <li>• Transition times</li> <li>• Workshops/ centers</li> <li>• Works with others to complete project</li> </ul>
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## Additional Strategies and Notes

**Social Emotional: Objective 3:** Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

<ul style="list-style-type: none"> <li>• Board games</li> <li>• Computer usage</li> <li>• Group time/circle time/sharing on rug</li> <li>• Instead of using pencil boxes/individual supplies have groups of materials and observe how children interact</li> <li>• Lining up</li> <li>• Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Math games/tubs</li> <li>• Moving in hallways line</li> <li>• Observation during transition</li> <li>• Participates in groups</li> <li>• Personal space</li> <li>• Play center</li> <li>• Puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Recess</li> <li>• Set up colors, station w/only 1 of each original color. Will need to share to complete</li> <li>• Self-selected center activities Observing during small group instruction</li> <li>• Shared table materials (makers, crayons, scissors)</li> <li>• Turn taking</li> </ul>
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## Additional Strategies and Notes

### Social Emotional: Objective 3: Participates cooperatively and constructively in group situations

#### b. Solves social problems

<ul style="list-style-type: none"> <li>• “A bug, a wish and a can”-It bugs me when....I wish....Can you please</li> <li>• Center time (having specific days for different groups to play in specific areas)</li> <li>• Devise scenario where tools/ materials must be shared observe how students handle the situation</li> <li>• Free choice activities-dramatic play, blocks, table toys</li> <li>• Kelso’s choices</li> </ul>	<ul style="list-style-type: none"> <li>• Line up in line with no certain order</li> <li>• Lunch</li> <li>• Movement activities</li> <li>• Outside during recess or ACE activities.</li> <li>• Routines</li> <li>• Sharing classroom materials</li> </ul>	<ul style="list-style-type: none"> <li>• Swings</li> <li>• Teachers asks: what can we do about problem X</li> <li>• Transitions- lining up, table toys</li> <li>• Turn taking</li> </ul>
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## Additional Strategies and Notes

### Physical: Objective 4: Demonstrates traveling skills

<ul style="list-style-type: none"><li>• Brain breaks</li><li>• Boost up/ music &amp; movement</li><li>• Center transitions</li><li>• Class relay race</li><li>• Climb up the slide</li></ul>	<ul style="list-style-type: none"><li>• Direction instruction of Simon says, mother may I, red light, green light</li><li>• Game of follow the leader (March, gallop etc.)</li><li>• Gym teacher (consult with)</li><li>• Gross motor stations in the gym</li></ul>	<ul style="list-style-type: none"><li>• Playground recess balance beam, other equipment</li><li>• Rotating groups/ centers</li><li>• Small obstacle course</li><li>• Songs (physical movement)</li><li>• Walking/ classroom, stairs, hallways and sidewalks</li></ul>
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## Additional Strategies and Notes

### Physical: Objective 7: Demonstrates fine-motor strength and coordination

#### a. Uses fingers and hands

<ul style="list-style-type: none"> <li>• Can they tie shoes or zip jacket</li> <li>• Cubes/snap cubes</li> <li>• Cut-straight line/ curve line</li> <li>• Dr. Jean songs</li> <li>• Fastens clothes</li> <li>• Free play</li> <li>• Gluing</li> <li>• Informal observation-sign in, cut &amp; paste activity, finger plays</li> <li>• HW tears</li> <li>• Legos</li> </ul>	<ul style="list-style-type: none"> <li>• Math centers @ beginning of year (create kits)</li> <li>• Meals (opening containers/pouring)</li> <li>• Music/art observation</li> <li>• Music &amp; movement/ boost up one day</li> <li>• Name writing</li> <li>• Paint</li> <li>• Play dough</li> <li>• Pour buttons, pasta blocks from one container to another</li> <li>• Puzzles</li> <li>• Self portrait</li> </ul>	<ul style="list-style-type: none"> <li>• Stamps</li> <li>• Strings beads-pattering</li> <li>• Observe coloring task</li> <li>• Observation workshops-fine motor, clothespins, tweezers, pipe cleaners, finger plays, lacing card</li> <li>• Using computer</li> <li>• Uses tongs to move blocks from one spot to another</li> <li>• Writing center</li> <li>• While counting, picks up and moves buttons</li> </ul>
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## Additional Strategies and Notes

### Physical: Objective 7: Demonstrates fine-motor strength and coordination

#### b. Uses writing and drawing tools

<ul style="list-style-type: none"><li>• Boost up activities</li><li>• Centers</li><li>• Chalk</li><li>• Coloring pictures</li><li>• Creative writing center w/ many writing tool options</li><li>• Doodle on ipad &amp; print</li><li>• Draw a picture</li><li>• Draw self portrait</li></ul>	<ul style="list-style-type: none"><li>• Drawing &amp; writing book</li><li>• Fine motor activities</li><li>• Holding a pencil</li><li>• Journals</li><li>• Kindergarten assessment already used</li><li>• King/queen drawing activities</li><li>• Morning work</li></ul>	<ul style="list-style-type: none"><li>• Sign in</li><li>• Tracing</li><li>• Use of OT information &amp; materials if necessary</li><li>• White boards/ markers</li><li>• Writing prompt</li></ul>
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## Additional Strategies and Notes

### Language: Objective 8: Listens to and understands increasingly complex language

#### b. Follows directions

<ul style="list-style-type: none"> <li>• All day long routines/ directions</li> <li>• Apple Activity- write name, color apple, cut out apple, throw away trash, put apple in the bin</li> <li>• Beginning of the year games-Simon Says, Mother May I?</li> <li>• Cafeteria Routine</li> <li>• Center routine</li> <li>• Circle time</li> <li>• Classwork instructions</li> <li>• Clean up</li> <li>• Computer lab</li> </ul>	<ul style="list-style-type: none"> <li>• Coloring- get crayon cart, put on name tag, take out green crayon, color the frog green</li> <li>• Cutting- write name, take out scissors, cut on dotted line</li> <li>• Follow directions worksheets</li> <li>• Following directions activity w/ multiple steps</li> <li>• Lining up</li> <li>• Packing up procedures</li> <li>• Paper pencil/ cutting tasks</li> <li>• Puts folder in bin, hangs bag/ coat in cubby, get puzzle or book and sits down</li> </ul>	<ul style="list-style-type: none"> <li>• Small group activities-“Say it &amp; Move it”; games</li> <li>• SMART BOARD-arrive procedures</li> <li>• STAR</li> <li>• Transitions-moving around the room</li> <li>• Unpacking in the morning –lunch</li> <li>• Use the student as the “teacher helper” for the hour and require the student to complete many task in order</li> <li>• Whole group activity (coloring or cutting)</li> </ul>
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## Additional Strategies and Notes

**Language: Objective 9:** Uses language to express thoughts and needs

b. Speaks clearly

<ul style="list-style-type: none"><li>• All about me bag</li><li>• Centers</li><li>• Circle time</li><li>• Daily conversation with child</li><li>• Dramatic play</li><li>• First day introductions</li><li>• Free choice/ socialization activities</li><li>• Helper of the day-speaking front of class</li></ul>	<ul style="list-style-type: none"><li>• Initiate conversation with individual students</li><li>• Microphone calendar jobs</li><li>• Morning meeting</li><li>• Pair share on carpet-during whole group activity</li><li>• Question and answer observations during whole group, small group, center time, lunch etc.</li><li>• Reading groups/small groups</li></ul>	<ul style="list-style-type: none"><li>• Recess</li><li>• Record sentences</li><li>• Read a book-have students repeat lines</li><li>• Sharing work</li><li>• Show and tell</li><li>• Story telling</li></ul>
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## Additional Strategies and Notes

### Language: Objective 9: Uses language to express thoughts and needs

#### c. Uses conventional grammar

<ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Centers</li> <li>• Circle time</li> <li>• Discussions using amazing words from reading series</li> <li>• Draw &amp; share with class Informal conversations</li> <li>• Indoor centers (play)</li> </ul>	<ul style="list-style-type: none"> <li>• Large group reading-answering questions after reading</li> <li>• LFS partner talk</li> <li>• Listening at recess, center time, breakfast as students interact</li> <li>• Me Bags-3items about them</li> <li>• Observe free play</li> <li>• Oral storytelling</li> <li>• Pair share</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work (discussions)</li> <li>• Recess</li> <li>• Rug time/ morning meeting</li> <li>• Show and tell/letter of the week</li> <li>• Share time</li> <li>• Small group reading-answering questions after reading</li> <li>• Weather sharing</li> </ul>
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## Additional Strategies and Notes

**Language: Objective 10:** Uses appropriate conversational and other communication skills

b. Uses social rules of language

<ul style="list-style-type: none"><li>• All About Me-activities, brain bag activities</li><li>• Calendar</li><li>• Center time</li><li>• Dramatic play</li><li>• During math workshop free play</li></ul>	<ul style="list-style-type: none"><li>• Informal conversation</li><li>• LFS partner talk</li><li>• Morning meeting-greeting and sharing</li><li>• Read whole group story-ask questions and allow think-pair-share</li></ul>	<ul style="list-style-type: none"><li>• Recess</li><li>• Rug time</li><li>• Transition times</li><li>• Student of the Day, show &amp; tell</li></ul>
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## Additional Strategies and Notes

### Cognitive: Objective 11: Demonstrates positive approaches to learning a: Attends and engages

<ul style="list-style-type: none"><li>• Adding picture details</li><li>• Calendar activities</li><li>• Center time</li><li>• FISH activities</li><li>• Free play/ recess</li></ul>	<ul style="list-style-type: none"><li>• Guided reading</li><li>• Independent seat work/ centers</li><li>• Interacting/asking questions of the King or Queen of the day</li><li>• Morning meeting</li></ul>	<ul style="list-style-type: none"><li>• Observation during small groups</li><li>• Observe child's persistence when given a new task (self-portrait, writing name, etc.)</li><li>• Read aloud</li><li>• Story time</li></ul>
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## Additional Strategies and Notes

### Cognitive: Objective 11: Demonstrates positive approaches to learning

#### b. Persists

<ul style="list-style-type: none"><li>• Blocks: planning how to build something</li><li>• Cutting (increase challenge)- straight, slanted, curved, shape</li><li>• Drawing in journals</li><li>• Fine motor skills-lacing shoes</li></ul>	<ul style="list-style-type: none"><li>• Journal writing</li><li>• Literacy centers</li><li>• Math workshop</li><li>• Name writing</li><li>• Observation during small groups or free time where choices are available</li></ul>	<ul style="list-style-type: none"><li>• Push, pull, go kits (building the various experiments)</li><li>• Puts together a puzzle (challenging)</li><li>• Routines- cleaning up, packing up, morning activity</li><li>• Workstation/ centers</li><li>• Zip coat, tying shoes, pack up</li></ul>
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## Additional Strategies and Notes

### Cognitive: Objective 11: Demonstrates positive approaches to learning

#### c. Solves Problems

<ul style="list-style-type: none"> <li>• Centers</li> <li>• Change the routine</li> <li>• Dramatic play</li> <li>• Give a child a puzzle (observe)</li> <li>• Give children shapes-have them make a picture</li> <li>• Kelso's choices (problem solving strategies)</li> <li>• Lunch line</li> <li>• Math workshops-create objects w/ materials in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Mystery Bag</li> <li>• Observations during social settings</li> <li>• Provide scenarios, ask students to discuss ways to solve the given problem.</li> <li>• Recess</li> <li>• Second step</li> <li>• Size discrimination activities</li> </ul>	<ul style="list-style-type: none"> <li>• Setting up simple problem solving routines (when someone takes your</li> <li>• Sorting</li> <li>• Teacher Planned Activities-3 kids to a table with only 2 chairs</li> <li>• Tweezers tube kit</li> <li>• Use mittens, how would you get the string through all the holes?</li> </ul>
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## Additional Strategies and Notes

### Cognitive: Objective 13: Uses classification skills

<ul style="list-style-type: none"><li>• Centers</li><li>• Color/shape block (attribute blocks/shapes)-sort by shape, sort by color, sort by size</li><li>• Letters vs. words vs. numbers</li><li>• Letter sorting/sand sorting</li></ul>	<ul style="list-style-type: none"><li>• Math, science, reading activities</li><li>• Math tubs</li><li>• Morning meeting/smart board activity</li><li>• Pictures</li></ul>	<ul style="list-style-type: none"><li>• Snack</li><li>• Sorting beans/cotton balls/marbles</li><li>• Tweezer Sorting Activity</li></ul>
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## Additional Strategies and Notes

**Cognitive: Objective 14:** Uses symbols and images to represent something not present  
a. Thinks symbolically

<ul style="list-style-type: none"> <li>• Blocks/LEGOS</li> <li>• Charades</li> <li>• Dramatic play materials/center</li> <li>• Draw a picture of a character from a book</li> <li>• Draw a picture of themselves</li> <li>• Fun Friday stations</li> <li>• Indoor recess</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulative for role playing/transitions</li> <li>• Morning play centers</li> <li>• Pattern blocks (guided discovery)-create flat design</li> <li>• Read aloud with puppets</li> <li>• Recess (observe play with others)</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing (bullying lessons)</li> <li>• Role playing community members, "what does a doctor do?"</li> <li>• Small group writing</li> <li>• Story problems</li> <li>• Whole group writing</li> <li>• Writing journal entries</li> </ul>
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## Additional Strategies and Notes

**Cognitive: Objective 14:** Uses symbols and images to represent something not present

b. Engages in sociodramatic play

<ul style="list-style-type: none"><li>• Centers</li><li>• Character/story role play</li><li>• Dress up</li><li>• Life skills instruction-pretend to be different roles for problem solving etc.</li></ul>	<ul style="list-style-type: none"><li>• Puppets</li><li>• Puppet theater</li><li>• Recess</li><li>• Role playing rules and procedures</li></ul>	<ul style="list-style-type: none"><li>• Rotate centers using materials from DE-ELS learning kits before starting literacy centers</li><li>• Sand table</li><li>• Social studies-citizenship activities</li><li>• Themed Centers (Pet-vet, teacher/school, flower shop, etc)</li></ul>
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## Additional Strategies and Notes

### Literacy: Objective 15: Demonstrates phonological awareness

#### a. Notices and discriminates rhyme

<ul style="list-style-type: none"> <li>• Create their own words by giving a word family and telling them to make new words w/ beginning sounds</li> <li>• Daily rhyming poem find rhyming words using pictures</li> <li>• Down by the bay, Willaby Walloby Wee</li> <li>• Go around circle @ morning meeting and give “the cat sat on a ....”</li> <li>• Teacher says letter sounds like order and when the teacher pauses, the student must make the next sound</li> <li>• K assessment phonological awareness section base</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy center activity Nursery rhymes</li> <li>• Picture/object match</li> <li>• Poetry</li> <li>• Question of the Day- “do cat and bat rhyme?”</li> <li>• Reading A to Z assessment (one on one)</li> <li>• Rhyming songs/ games</li> <li>• September assessment (monthly packet)</li> </ul>	<ul style="list-style-type: none"> <li>• Smart board rhyme activities</li> <li>• Transition activity</li> <li>• Thumbs up if these words rhyme-one on one formal assessment</li> <li>• When lining up, play do the rhyme</li> <li>• Whole group reading poems in the beginning of the year notice students who discriminates rhyme</li> <li>• Whole group-class independently sorts pictures that rhyme or don’t rhyme</li> </ul>
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## Additional Strategies and Notes

### Literacy: Objective 15: Demonstrates phonological awareness

#### b. Notices and discriminates alliteration

<ul style="list-style-type: none"> <li>• ABC journals</li> <li>• Alphabet sound center</li> <li>• A my name is Alice make class book</li> <li>• Beginning of the year nursery rhymes</li> <li>• Center activities (workshop) where students identify objects beginning w/ same sounds (Lakeshore)</li> <li>• Color/ cut/ paste relating to beginning, middle and ending sounds</li> <li>• Common kindergarten assessment</li> <li>• DIBELS screening</li> </ul>	<ul style="list-style-type: none"> <li>• If your name starts with “m” (sound” get in line)</li> <li>• Initial assessments for reading series</li> <li>• Morning meeting</li> <li>• Name Game-child says first name then gives another name beginning with same sound (can be a non-sense word)</li> <li>• Observe completion of beginning sounds puzzles</li> <li>• Poems (used in curriculum or otherwise) to identify refrains and alliteration</li> </ul>	<ul style="list-style-type: none"> <li>• Small group-matching games</li> <li>• Songs (beginning of the day as well as scattered throughout the student day)</li> <li>• Star of Day (King/Queen)-create an alliteration sentence for each students, Bridget buys bananas</li> <li>• Whole group-sort pictures that began with same sound</li> <li>• Whole group/ small group reading</li> <li>• Yes or no or “thumbs up” of there to words start w/ the same sound</li> </ul>
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## Additional Strategies and Notes

### Literacy: Objective 15: Demonstrates phonological awareness c. Notices and discriminates smaller and smaller units of sound

<ul style="list-style-type: none"><li>• Christina K assessment</li><li>• Clap out name during morning meeting, transitions and centers</li><li>• Clap syllables in common words</li><li>• Give them a sentence have them show you using chips how many words are in the sentence</li></ul>	<ul style="list-style-type: none"><li>• Identifying syllables in your name</li><li>• Phonological inventory if/when available</li><li>• Rhyming or ending sounds</li><li>• Songs/rhymes</li></ul>	<ul style="list-style-type: none"><li>• Small group reading groups</li><li>• Verbally separate sounds-blend together (vice versa)</li><li>• Verbally give syllables-blend together (vice versa)</li></ul>
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## Additional Strategies and Notes

### Literacy: Objective 16: Demonstrates knowledge of the alphabet

#### a: Identifies and names letters

<ul style="list-style-type: none"><li>• Alphabet assessment currently used</li><li>• “Alphabet bag”- to tune of muffin man</li><li>• Alphabet songs</li><li>• Books</li><li>• Buzz with the alphabet</li><li>• Flashing letters</li><li>• Identify letters on page &amp; give sounds</li></ul>	<ul style="list-style-type: none"><li>• Letter naming fluency-DIBELS</li><li>• Letter inventory</li><li>• Naming letters while sitting in a circle going in order (each child names the letter that comes next until we reach Z)</li><li>• “Pin the tail on the Donkey” have mixed letters on board, have students touch letters and name them</li><li>• Point to alphabet letters on wall</li></ul>	<ul style="list-style-type: none"><li>• Record student reciting a alphabet on ipad or tape recorder</li><li>• Saying letters in name</li><li>• Sharing cream</li><li>• Sidewalk chalk</li><li>• SMART board game</li><li>• Use magnetic letters- pick up the “b”</li><li>• Writing in sand</li></ul>
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## Additional Strategies and Notes

### Literacy: Objective 16: Demonstrates knowledge of the alphabet

#### b. Uses letter-sound knowledge

<ul style="list-style-type: none"> <li>• Alphabet principle assessment</li> <li>• Beginning of the year writing (dictation or journal writing)</li> <li>• Count sounds they hear in a word</li> <li>• DIBELS</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards-students identify the letter and sound it makes</li> <li>• Initial sound vortex sort (smart board)</li> <li>• Letter/sound songs....ex “who let the letters out”</li> </ul>	<ul style="list-style-type: none"> <li>• Magnetic letters/cards-pick up the “m” (sound)</li> <li>• Morning message</li> <li>• Use letters sounds to line students up by name</li> <li>• Words their way sounds assessment</li> </ul>
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## Additional Strategies and Notes

### Literacy: Objective 17: Demonstrates knowledge of print and its uses

#### b. Uses print concepts

<ul style="list-style-type: none"><li>• Big books</li><li>• Can you find punctuation (use symbol cards or in book/printed page)</li><li>• Circle word/letter etc. in printed book</li><li>• Journal writing</li><li>• Kid writing</li></ul>	<ul style="list-style-type: none"><li>• Locates letters, words, punctuation around room.</li><li>• Locates a word on their belongings</li><li>• Model writing sentences</li><li>• Morning message-how many words in title, uppercase, circle the word (the),high frequency words,etc.</li></ul>	<ul style="list-style-type: none"><li>• Provide a book and observe how they read and identify parts and appropriate elements</li><li>• Read to a buddy (stuffed animals)</li><li>• Small group reading time</li></ul>
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## Additional Strategies and Notes

### Literacy: Objective 18: Comprehends and responds to books and other texts

#### a. Interacts during read-alouds and book conversations

<ul style="list-style-type: none"> <li>• Anecdotal/record on Smart board responses student generate</li> <li>• Comprehension KN Assessment</li> <li>• Draw a picture of story and share with class</li> <li>• Daily read aloud (ask questions, listen to student connections turn and talk, making predictions)</li> <li>• Listening center</li> </ul>	<ul style="list-style-type: none"> <li>• Observe pair-share</li> <li>• Responds to books through drawing and writing</li> <li>• Responds through dramatic play</li> <li>• Shared reading and book baskets</li> <li>• Small group, blooms questions about book read</li> </ul>	<ul style="list-style-type: none"> <li>• Treasures read aloud stories</li> <li>• Use of puppet stories</li> <li>• Whole group graphic organizer</li> <li>• Writing center</li> </ul>
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## Additional Strategies and Notes

### Literacy: Objective 18: Comprehends and responds to books and other texts

#### b. Uses emergent reading skills

<ul style="list-style-type: none"><li>• Concept of print assessment</li><li>• Decodable books</li><li>• Drawing, writing &amp; reading from journal</li><li>• Independent reading</li></ul>	<ul style="list-style-type: none"><li>• Library center</li><li>• Listening center</li><li>• Observing DEAR time</li><li>• Observing during free time while students are in comfortable setting and reading</li><li>• Observation during small group instruction (tracking, intonation, left to right, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Read aloud</li><li>• Read the room</li><li>• Smart board activities</li><li>• S.S.R.-Reading groups, morning work, group basket time</li></ul>
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## Additional Strategies and Notes

### Literacy: Objective 19: Demonstrates emergent writing skills

#### a. Writes name

<ul style="list-style-type: none"> <li>• Baseline K assessment (Christina)</li> <li>• Beginning of year name practice</li> <li>• Beginning of year writing prompt</li> <li>• Chalk outside</li> <li>• Chicka Chicka Boom Boom, name tree</li> <li>• Daily work samples</li> <li>• Kid writing/journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• King and Queen of the day</li> <li>• Make and decorate a name card</li> <li>• Morning work</li> <li>• Name on paperwork handed in</li> <li>• Name on self-portrait</li> <li>• Name written in shaving cream during center time</li> <li>• Rainbow writing their name</li> <li>• Sign in</li> </ul>	<ul style="list-style-type: none"> <li>• Student memory book page (this is how I wrote my name on the first day of school)</li> <li>• Use of markers, crayons, pencils to write name on a variety of activities</li> <li>• Write name as part of meet and greet, scavenger hunt</li> <li>• Write name on marker board</li> <li>• Write names on smart board</li> <li>• Writing center</li> </ul>
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## Additional Strategies and Notes

### Literacy: Objective 19: Demonstrates emergent writing skills

#### b. Writes to convey meaning

<ul style="list-style-type: none"><li>• Free write</li><li>• Give picture ask student to write/draw about it</li><li>• Journal writing</li><li>• K assessment</li></ul>	<ul style="list-style-type: none"><li>• Literacy centers RTI</li><li>• Morning message</li><li>• Tour school then have students write where they went on their tour</li></ul>	<ul style="list-style-type: none"><li>• Writing center</li><li>• Writing in response to text</li><li>• Writing prompts</li></ul>
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## Additional Strategies and Notes

### Mathematics: Objective 20: Uses number concepts and operations

#### a. Counts

<ul style="list-style-type: none"> <li>• AIMS Web</li> <li>• Calendar</li> <li>• Centers</li> <li>• Count as high as you can, make me a group of 20 bears.</li> <li>• Counting boxes</li> <li>• Counting cubes up to 20</li> <li>• Counting dots on a ten frame</li> </ul>	<ul style="list-style-type: none"> <li>• Counting forward from a given number- have large dice and throw on the floor and tell the students to start counting from that number</li> <li>• Count out loud for a small group</li> <li>• Finger plays</li> <li>• Free explore math materials</li> <li>• How many in all?</li> <li>• K assessment</li> <li>• Morning “math” work</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers before/ after-have the students line up and count off , then question the students who/what number before you, after you</li> <li>• Number talks</li> <li>• Snacks</li> <li>• Student share time</li> <li>• What number comes next?</li> </ul>
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## Additional Strategies and Notes

### Mathematics: Objective 20: Uses number concepts and operations

#### b. Quantifies

<ul style="list-style-type: none"><li>• Calendar/weather</li><li>• Counting bears</li><li>• Counting objects to match numerals</li><li>• District/Charter Math assessments</li><li>• Dominoes</li><li>• Envisions math</li><li>• Grab &amp; count</li></ul>	<ul style="list-style-type: none"><li>• Graphing (more/less)</li><li>• Inventory bags</li><li>• Math journals</li><li>• Morning warm up</li><li>• Number talks</li><li>• Small group-give them objects to count w/ shake and spill (i.e. red and white beans). Could use any counter such as unifix cubes, bears, links, etc. They would identify which color is more or less.</li></ul>	<ul style="list-style-type: none"><li>• SMART Board lesson: greater, less, equal</li><li>• Songs/poems/stories (who stole the Cookie from the Cookie jar, 5 monkeys jumping on the bed)</li><li>• Tens frame (building &amp; quick images)</li><li>• “The more, the better” in Resource Binder</li></ul>
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## Additional Strategies and Notes

### Mathematics: Objective 20: Uses number concepts and operations

#### c. Connects numerals with their quantities

<ul style="list-style-type: none"> <li>• AIMS WEB</li> <li>• Boost up exercises and counting</li> <li>• Calendar-number line</li> <li>• Counting at centers</li> <li>• Counting jars- one on one correspondence</li> <li>• Cut &amp; paste worksheets</li> <li>• Daily counting tape</li> </ul>	<ul style="list-style-type: none"> <li>• Envisions math</li> <li>• K Assessment baseline</li> <li>• Number bingo</li> <li>• Number books-in library, math centers</li> <li>• Number talk</li> </ul>	<ul style="list-style-type: none"> <li>• Small group-drawing pictures math journals</li> <li>• SMART Board</li> <li>• Use of manipulative-cubes, wreck n racks, blocks, place value</li> <li>• Workshop Items- Math Mats, white board, counters</li> </ul>
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## Additional Strategies and Notes

### Mathematics: Objective 21: Explores and describes spatial relationships and shapes

#### a. Understands spatial relationships

<ul style="list-style-type: none"><li>• Ask positional questions about illustrations in a story. i.e. The Little School Bus</li><li>• Ask questions about students in line or sitting in a circle</li><li>• Block play</li><li>• Cleaning up</li><li>• Directional Games</li></ul>	<ul style="list-style-type: none"><li>• Envisions math</li><li>• Free explore</li><li>• Math Kit: Mr. O</li><li>• Placing leaves (tree unit) on, above....themselves , others</li><li>• Posters, manipulative, centers activities, SMART Board activities for shapes and positional vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Seasonal props</li><li>• Shape sorter</li><li>• Star fall</li><li>• Use of literature. "Rosa Walk"</li><li>• Use teacher-created 2D and 3D shapes assessment</li></ul>
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## Additional Strategies and Notes

### Mathematics: Objective 21: Explores and describes spatial relationships and shapes

#### b. Understands shapes

<ul style="list-style-type: none"> <li>• Around the world w/ 2D &amp; 3D shapes</li> <li>• Attribute blocks</li> <li>• Blocks</li> <li>• Books using shapes/ positional/ spatial vocabulary</li> <li>• Construct shapes</li> <li>• District/Charter K assessment</li> <li>• Drawing</li> <li>• Geo boards</li> </ul>	<ul style="list-style-type: none"> <li>• I have, who has game</li> <li>• LEGOS</li> <li>• Math center</li> <li>• Memory games</li> <li>• Pattern block play/pictures</li> <li>• Posters</li> <li>• Shape “marker” on walls</li> </ul>	<ul style="list-style-type: none"> <li>• Scavenger hunt</li> <li>• Shape Manipulative w/ tangrams</li> <li>• Shape songs</li> <li>• Shape stamps</li> <li>• SMART Board activities</li> <li>• 3D shape blocks</li> </ul>
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## Additional Strategies and Notes

### Mathematics: Objective 22: Compares and measures

<ul style="list-style-type: none"><li>• Apple size sort</li><li>• Balance Scale</li><li>• Café-milk jug &amp; apple juice at lunch every day, glue bottles (compare)</li><li>• Calendar-Comparing numbers (more/less)</li><li>• Clay/play dough</li><li>• Compare pencil /crayon length</li></ul>	<ul style="list-style-type: none"><li>• Lining up students &amp; using ordinal numbers, or by groups (i.e. shortest to tallest, boy-girl, etc.)</li><li>• Math center</li><li>• Math-tub or station</li><li>• Sequence pictures</li><li>• SMART Board activities</li><li>• Star fall</li></ul>	<ul style="list-style-type: none"><li>• Snack size bags with manipulative capacity Dixie cup</li><li>• Sort manipulative by size (center)</li><li>• Student discussions regarding size of peers, peers feet</li><li>• Use unifix cube towers to find things that are same height, shorter, taller</li><li>• Use rulers, tape measures, inch worms</li><li>• Yarn</li></ul>
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### **Questions to Consider when thinking about each objective and dimension**

- Is there an assessment you are already doing that captures that information?
- What ways can you design your environment to learn this information quickly and effectively?
- Are there instructional experiences you can include in your schedule to gather this information?
- Are there additional materials that would help you assess this particular objective or dimension?