

AlaKiDS

Assessment Pacing Guide

GOLD® Items	Materials	Time of Day	Prompt
<p>1c. Takes care of own needs appropriately</p>		<p>Arrival, Transitions, Departure</p>	<p>Throughout the day, observe students as they take care of their own needs. Observe for one of the following:</p> <ul style="list-style-type: none"> • Puts away personal items • Washes hands before eating • Selects and engages with materials • Cleans up before transition
<p>3a. Participates cooperatively and constructively in group situations 3b. Solves social problems 7b. Uses writing and drawing tools 18a. Interacts during reading experiences, book conversations, and text reflections</p>	<p>Fairy-tale book, props, paper and writing instruments</p>	<p>Read-Aloud and Small Groups</p>	<p>Read story with students and discuss the problem in the story. In small groups, have students work together to retell the story and come up with possible solutions to the problem. Encourage groups to draw and/or use props to retell the story and come up with solutions. Also observe how children hold and use drawing and writing instruments.</p>
<p>2c. Interacts with peers 2b. Responds to emotional cues 9c. Uses conventional grammar 10a. Engages in conversations</p>	<p>Feeling cards</p>	<p>Small Groups</p>	<p>Talk to children about how everyone has feelings. Ask one child about how they are feeling and about what makes them feel different emotions. Encourage the other students to ask follow-up questions and share their own feelings. Next, spread out feeling cards and ask each student to choose one. Ask the student to describe what they see in the pictures, how the people in the picture might be feeling and why. Encourage them to discuss together and share ideas. Observe how each child is able to interact with their peers and their use of conventional vocabulary.</p>
<p>11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation</p>	<p>Pattern blocks and cards</p>	<p>Small Groups</p>	<p>Give each student a series of pattern blocks and card with a pattern design. Invite students to try different ways of combining all of the pieces into the design. Encourage and prompt students to try different strategies for solving the pattern. Watch as each child persists and shows curiosity and motivation as they try various options.</p>

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<p>4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills</p>	<p>Bean bags Beach balls</p>	<p>Morning Meetings, Transitions, Afternoon Round-up</p>	<p>Toss a bean bag or beach ball to one child at a time during circle time/whole group, as a way for them to transition to the next part of the day. Have each child toss it to another child (you may want them to state the child's name to encourage learning each other's names). Ask children to hop, walk in a zigzag or walk with one foot in front of the other. You may want to engage with/observe a few children at a time to help avoid long wait times, as well as capture the assessment information.</p>
<p>7a. Uses fingers and hands 9a. Uses an expanding expressive vocabulary 11e. Shows flexibility and inventiveness in thinking</p>	<p>Stringing beads</p>	<p>Small Groups and Independent Practice</p>	<p>Give children a collection of stringing beads and allow children to practice stringing them. Offer them pattern cards and encourage children to try to match an AB pattern. If they are successful in matching the AB pattern, allow them to choose more complicated patterns to complete. Encourage children to think about and discuss different ways they can create patterns or other ways to string the beads or ideas on how they can use the beads (i.e., make the beads into a necklace). Pay attention to their use of vocabulary.</p>
<p>9d. Tells about another place and time 12b. Makes Connections 18b. Uses emergent reading skills 18c. Retells stories and recounts details from informational text 17a. Uses and appreciates books and other texts 17b. Uses print concepts</p>	<p>Nonfiction books and one familiar storybook</p>	<p>Read Aloud and Small Groups</p>	<p>During read-aloud, introduce some of the nonfiction books from the nonfiction collection and explain the difference between a storybook and a nonfiction book. During small group present children with a nonfiction book and ask children to tell about a page of their choosing. Ask questions that help children make connections, such as, "What picture is on this page, where have you seen something like that before? What does it remind you of?" Encourage students to comment on other's books. Pay attention to how the children hold the book and understand how to flip pages and where to start reading.</p>
<p>9c. Uses conventional grammar 17b. Uses print concepts 18b. Use emergent reading skills 18c. Retells stories and recounts details from informational text</p>	<p>Familiar story book</p>	<p>Read-Aloud and Small Groups</p>	<p>During read-aloud, read a familiar book from the fairy tale collection and inform children that you will be talking about it more during small groups. In a small group of 1 to 3 children, ask children if they remember this book and have children read the book back to you, assuring them that it's ok to pretend to read it. Offer prompts such as, "what happened on this page?" Pay attention to children's grammar as you ask them questions about the different parts of the book such as, "where is the title? What are the illustrations? Where is the front and back of the book?"</p>

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<p>20b. Quantifies 21a. Understands spatial relationships 22a. Measures objects</p>	<p>Counting bears Cups</p>	<p>Small Groups</p>	<p>Have student each count out 6-10 (provide each with a different quantity) counting bears. Show students the cup and tell them that you are going to play a game where you are going to pretend that it's beginning to rain and some of the bears are going to go in the cave. Ask:</p> <ul style="list-style-type: none"> • "Can you hide some of the bears under the cup?" • Ask the children to tell you how many bears are going to be dry and how many will be wet. • Ask them to pretend that the ones in the rain are going to march in the rain. "Can you make one march forward? Can you make one march backwards?" • Ask if they can move one bear far away from the others and to place one bear next to you. • Now ask them to tell you which group has more (in the cave or in the rain) and which group has less. • Next, reorganize the collection into two equal parts and ask which has more. Repeat the experience a few times. Now give each child 6 bears and separate the collection into a group of 4 and a group of 2 and have the children count each group. • Next, tell them that you don't always have to count every bear and show them how you count from 4. Say "I know this group has 4 bears so I can count from 4 and say 5 and then 6. Now you try." Remix the collection into different groups and see how children are able to count up from one group.
<p>7a. Uses fingers and hands 20c. Connects numerals with their quantities 22a. Measures objects</p>	<p>Number cards 1-10 Interlocking Cubes</p>	<p>Small Groups</p>	<p>Using numeral cards 1-10 spread them out on the table or floor in front of the children. Tell them, "When it's your turn, you can choose a numeral you know, pick it up and tell me what it is." Next say "Now I'm going to give you some cubes and I want you to put the right number cubes with the card." Switch the cards around and let the children have several turns with a variety of numerals.</p> <p>Next give the children an object (long block, book, piece of string) and have them connect the cubes to the length of the item. Ask them, "how long is it?" Pay attention to the way children are able to connect the cubes.</p>
<p>15b. Notices and discriminates alliteration 15c. Notices and discriminates discrete units of sound 16a. Identifies and names letters</p>	<p>Magnetic letters</p>	<p>Morning meeting Transitions Small group</p>	<p>Tell children that you are going to play a game with their names. Use children's names that start with the same letter (if you don't have any, use their name and other words that start with the same letter) and tell children to stand up if they hear names/words that start with the same sound. Include some words that don't start with the same sound. Add on to the game by having the child whose name is used to clap the syllables in their name. If done in small group, start by having children find magnetic letters in their names. Offer them 10 letters at a time and see which ones they are able to identify.</p>

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