

KEA Prompts for Families

Social–Emotional

Objective 1c: Takes care of own needs appropriately

How does your child meet some of her own needs?

For example, when she gets home, she takes off her coat and hangs it on a hook, or will choose a toy or game from her shelf to play with.

Suggested *Guided Learning Experience* SE26, "Encouraging Words"

Objective 2b: Responds to emotional cues

Does your child sometimes notice when someone else is angry, sad, or happy? How does she explain why the person feels that way when you ask her questions to help her figure it out?

For example, she is able to tell you that her brother is sad and crying because his block tower got knocked down.

Suggested *Guided Learning Experience* SE13, "Feelings on the Page"

Objective 2c: Interacts with peers

Is your child beginning to ask other children to play with her? How does she ask to join in with something she sees other children doing?

For example, if she sees two children who are playing ball at the playground, she (with your help) asks them if she can play, too.

Suggested *Guided Learning Experience* SE33, "Peer Interactions"

Objective 3a: Balances needs and rights of self and others

How often does your child offer to share toys, markers, or other materials when she's playing with other children?

For example, while drawing next to her sister, she sometimes shares her markers and then asks for them back again when her sister is finished.

Suggested *Family Mighty Minutes* 03, "Musical Turns"

Objective 3b: Solves social problems

How is your child beginning to suggest solutions when faced with a problem with a friend or sibling?

For example, when both he and his friend want to ride on the only scooter you have, he suggests, "I'm going to ride around the circle one time, then you can have a turn."

Suggested *Guided Learning Experience* SE21, "Family Problem Solving"

Physical Development

Objective 4: Demonstrates traveling skills

How well can your child control her body when she moves around?

For example, she can walk up and down stairs alternating her feet, climb up and down on playground equipment, or run around something that may be blocking her path.

Suggested Family *Mighty Minutes* 04, "Pause, Rewind!"

Objective 5: Demonstrates balancing skills

How well does your child balance when walking or playing?

For example, she can balance on a curb when you're walking down the street or jump off a low step, landing on two feet.

Suggested *Guided Learning Experience* P06, "Across the Beam"

Objective 6: Demonstrates gross-motor manipulative skills

How is your child able to move flexibly when using a ball or something else to throw, catch, or kick?

For example, she can throw a ball to another child, toss a beanbag into a basket, or kick a ball by stepping or running up to it.

Suggested *Guided Learning Experience* P20, "Ready, Aim, Throw"

Objective 7a: Uses fingers and hands

What small movements can your child make using his hands, wrists, and fingers?

For example, he can squirt water with a squirt toy, snip with scissors, string large beads, turn knobs to open doors, or do the hand motions for songs such as "Itsy Bitsy Spider."

Suggested *Guided Learning Experience* P18, "Clay Creations"

Objective 7b: Uses writing and drawing tools

How does your child hold a pencil, pen, or crayon?

To find out, you can provide your child with a tool for writing or drawing and a piece of paper and say, "Draw a picture of a _____. " What does his grip look like as he holds the pencil?

Suggested *Guided Learning Experience* LL81, "See & Sketch"

Language Development

Objective 9a: Uses an expanding expressive vocabulary

What things around the house does your child name and talk about the uses of?

For example, you show your child a familiar item (like an umbrella, keys, or a phone) and ask "What is this? How do you use it?," and can she tell you.

Suggested *Guided Learning Experience* LL17, "Student Teacher"

Objective 9c: Uses conventional grammar

How well does your child use complete four- to six-word sentences?

For example, she says things like "I want two books," or "We are going to the zoo."

Suggested *Family Mighty Minutes* 84, "Story Starters"

Objective 9d: Tells about another time or place

With your help, how is your child able to tell stories about other times and places? What logical order do you notice in her stories? Does she include major details?

To find out: Say, "Tell me about what you did at Jacob's birthday party last weekend," or "What did you play at the park yesterday with Grandma?," or "What did you do with the babysitter while we were out?" How does she respond?

(Note that you may need to offer prompts such as "What happened next?" or "Who was with you?")

Suggested *Guided Learning Experience* LL86, "Stoplight Stories"

Objective 10a: Engages in conversations

How well does your child have back-and-forth conversations of at least three exchanges?

For example, she can have conversations that are similar to this:

Child: I want to go to the park.

You: We can go after lunch.

Child: Can we go on the slide when we're there?

You: Sure, if it's not wet from the rain.

Child: I hope that Max is at the park, too.

You: I think Max is away with his family.

Child: Oh. Maybe Julie will be there, then.

Suggested *Guided Learning Experience* SE32, "Microphone Moments"

Cognitive Development

Objective 11b: Persists

How is your child beginning to think about and try activities that are challenging for him?

For example, he searches through the magnetic letters stuck to the refrigerator to find the ones that spell his name.

Suggested Guided Learning Experience SE01, "Playtime Goals"

Objective 11c: Solves problems

When your child has a problem, how does she figure out a solution, sometimes with your help?

For example, she completes a simple puzzle by deliberately choosing the pieces that fit without having to try out every piece to see whether it will work.

Suggested Guided Learning Experience M26, "Puzzling Tangrams"

Objective 11d: Shows curiosity and motivation

How is your child beginning to show interest in learning about different topics and ideas?

For example, she chooses a book about storms at the library after asking you questions during a recent thunderstorm.

Suggested Guided Learning Experience LL60, "Topic Talk: Nonfiction Book"

Objective 11e: Shows flexibility and inventiveness in thinking

How does your child use her imagination or think of creative ideas while she plays or during her daily routines?

For example, she strings wooden beads into a necklace to wear while she's pretending to be the "mommy."

Suggested Guided Learning Experience M16, "Explorers Through and Through"

Objective 12b: Makes connections

When have you noticed your child beginning to take what he's learned during his everyday experiences and use the information another time?

For example, after he sees a police officer demonstrating traffic-directing signals, he uses the same signals later when he's on the bike track.

Suggested Guided Learning Experience SE14, "Handy Helpers"

Objective 15b: Notices and discriminates alliteration

How well does your child notice that some words begin the same way? (Note: you may need to offer prompts to help.)

To find out: Say, "Let's play a game. I will say some words, and if you think they all begin with the same sound, stand up. If they don't all begin with the same sound, sit down."

Let's do one together: boy, box, balloon. [Stand up.] We stood up because those words all begin the same way. Let's try another one."

Suggested Guided Learning Experience LL29, "Beginning-Sound Box"

Objective 15c: Notices and discriminates discrete units of sound

How well is your child beginning to understand that words can be made up of separate syllables?

To find out: Say, "Let's play a clapping game. We're going to clap each of our names together." Clap the syllables in her name as you say it. Try up to six names. How many names is she able to clap the syllables for?

Suggested Guided Learning Experience LL77, "Word Play"

Objective 16a: Identifies and names letters

How many letters can your child recognize and name?

To find out: Create a set of alphabet cards. Select the letters in his name and add a few more to total 10. Spread the letters out on the table (not in order) and say, "Look at all these letters! When you find a letter you know, tell me what it is and then turn the card over."

Suggested Guided Learning Experience LL44, "Type & Seek"

Objective 17a: Uses and appreciates books and other texts

What features of a book does your child know (title, author, illustrator)? Can she connect any books to their authors?

For example, she chooses Green Eggs and Ham and says, "I want to read this Dr. Seuss book today."

Suggested Guided Learning Experience LL53, "Read With Me: Fiction"

Objective 17b: Uses print concepts

How often does your child show you where to start reading and/or the direction to follow on the page?

To find out: Open a simple picture book that has print on both the left and right pages. Hold the book so that he can easily see the pages. Ask, "Where should I start reading?"

Suggested Guided Learning Experience LL11, "Read Aloud, Teach Along"

Objective 18a: Interacts during reading experiences, book conversations, and text reflections

What questions is your child beginning to ask and answer when you read together? How does he use the pictures to understand the story?

To find out: Read a few pages of a simple book. Ask a few open-ended questions, such as "What happened on this page?" or "Why do you think ____?"

Suggested Guided Learning Experience LL36, "Ask & Answer: Storybook Tales"

Objective 18b: Uses emergent reading skills

With your help, how does your child pretend to read familiar books (e.g., using language from the story, describing what's happening, using pictures to talk about the order of events)?

To find out: Ask him to choose a familiar book to read to you. If he says he can't read it, let him know that it's okay to pretend to read it. As he pretends to read, ask questions if needed, such as "What happened on this page?"

Suggested Guided Learning Experience LL43, "Sharing a Story"

Objective 18c: Retells stories and recounts details from informational texts

With your help, how does your child retell a familiar story or tell you about the text in a nonfiction book? How does she use the pictures as prompts?

To find out: Ask her to tell you a story from a familiar book. Tell her she can look at the pictures to help her remember what happens. Ask questions if needed, such as "What happened next?" or "Then what happened?"

Suggested Guided Learning Experience LL62, "Story Retelling"

Objective 20b: Quantifies

With your help, how well can your child make sets of 6–10 objects and talk about the groups using words like *more*, *less*, or *the same* (equal)?

For example, he tosses 10 balled-up socks at a toy hoop on the floor. When three land outside, he says, "More went inside."

Suggested Guided Learning Experience M48, "Interlocking Towers"

Objective 20b: Quantifies

With your help, how well does your child count all or count on (adding on to the number already counted) to find out how many?

To find out: Create a set of dot cards, one for each number from 1–10. Ask her to choose a card and count the number of dots. Choose another card and say, "I wonder how many dots we have altogether. We know your card has four dots. Instead of counting them again, I'm just going to add my dots to yours by starting at four. Four, five, six, seven. We have seven dots altogether. Now you can take a turn."

Suggested Guided Learning Experience M44, "Down at the Pond"

Objective 20c: Connects numerals with their quantities

What numbers can your child recognize and name? How well can he connect each number to a set of counted objects?

To find out: Write numbers to 10 on index cards or small pieces of paper. Put them on the table in random order and ask him to pick up a number he knows and tell you what it is. Next, show him a collection of small objects (e.g., paper clips, buttons, blocks). Say, "Now, when you pick a card, you can tell me what the number is and then count out that many [buttons] to go with it."

Suggested Guided Learning Experience M40, "Crafty Numbers"

Objective 21a: Understands spatial relationships

With your help, what positional words (words related to location, direction, and distance) does your child understand and respond to?

To find out using a stuffed animal, doll, or other object:

For location: "Can you hide the _____ under the table? Can you put it on top of the table?"

For direction: "Let's pretend the _____ is marching in a parade. Can you make it march forward? Can you make it march backward?"

For distance: "Show me where you can place the _____ far away from me. Now place it right next to me."

Suggested Guided Learning Experience M21, "Hidden Treasure"

Objective 22a: Measures objects

With your help, how can your child use multiples of the same unit (e.g., pencils, paper clips, blocks) to measure?

To find out: Place a long object (e.g., large shoe, block, cardboard box) on the table and some small objects (e.g., paper clips, pencils, small blocks). Ask, "How many [paper clips] long is this [shoe]?"

Suggested Guided Learning Experience M23, "A Basket of Ribbons"

Objective 22a: Measures objects

Does your child know the purpose of standard measuring tools?

To find out: Show her some standard measuring tools (e.g., ruler, measuring cup, thermometer, clock). Ask, "What do we use things for?"

Suggested Guided Learning Experience M42, "Making Fruit Muffins"

Objective 22a: Measures objects

How does your child use numbers to compare?

To find out: Ask, "Which is more, 5 or 1? 7 or 3? 0 or 2? 10 or 4? 6 or 8?"

Suggested Family *Mighty Minutes* 96, "More Than One"