

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

[illegible]

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, dock

The mouse ran up the _____.

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

1. Review the progressions for Dimensions 16a and 16b to determine the appropriate number of letter cards and which cards to use with each child.
2. Spread the cards on the table or floor with the uppercase (capital) letters facing up.
3. Ask the child to find each letter that he or she recognizes, name it, and turn the card over.
4. If the child names at least 10 uppercase letters correctly, repeat the procedure with the lowercase letters.
5. 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

[illegible]

16b. Identifies letter-sound correspondences

[illegible]

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

[illegible]

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)

Counting Collectibles

Purpose

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

Objective 20 Uses number concepts and operations

a. Counts

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 (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

[illegible]

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

1. As you distribute materials, ask each child to take “one,” “two,” and “more.”
2. Tell the children that they will be playing a game where they have to figure out how many objects are in the group.
3. Explain that they will close their eyes. When they are told to open them, they will say a special word, *Shazam*.
4. Then they will answer the question of how many objects they see.
5. Give each child three turns.
6. 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

[illegible]

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

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • How did the child interact with peers during the activity? (Objective 2c) | <ul style="list-style-type: none"> • How did the child participate as a member of the group? (Objective 3a) | <ul style="list-style-type: none"> • Was the child able to follow directions? (Objective 8b) • Did the child approach problem solving flexibly and persist with the tasks? (Objective 11e) | <ul style="list-style-type: none"> • How well did the child attend to the tasks and show engagement? (Objective 11a) |
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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

[illegible]

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)

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

[illegible]

18c. Retells stories

[illegible]

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)