



Weld County School District 6

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Purpose of this document: This document is a brainstorm of ideas of when to observe these objectives in an online teaching environment.

For some of the objectives you may need support from the student's Learning Coach in the form of feedback through video, pictures or verbal confirmation of the skill. [Sample Family Letter](#)

These are the areas that you will checkpoint students on through the Kindergarten Entry Assessment (KEA) through Teaching Strategies GOLD.

Keep in mind language learners may demonstrate these skills through more visual cues or performance tasks, rather than verbal cues, so don't let language be a barrier in demonstrating the objectives.

The **green highlights** are called Domains. The **bolded** numbers are called Objectives and the **bolded** letters are the breakdown of the Objectives.

The **yellow highlighted** prompts are suggestions for you to share with parents if needed. Sending all of them at one time may be overwhelming so think about which ones would be most helpful.

[GOLD Progressions](#)

Social-Emotional

1. Regulates own emotions and behaviors

c. Takes care of own needs appropriately

- Logging on to the computer with headphones
- Come with materials prepared for the remote learning
- Monitor reactions during Social Skills lessons
- During Morning Meeting watch for social interactions

Suggested Prompt for Families to use: Objective 1c: 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"

2. Establishes and sustains positive relationships

b. Responds to emotional cues

- During Morning Meeting
- Learning Coach can inform student reactions
- Teacher can watch interaction with their Learning Coach
- Calendar time during Morning Meetings
- Being A Writer- Writing about feelings (When Sophie Gets Angry)

Suggested Prompt for Families to use: Objective 2b: 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"

c. Interacts with peers

- Small group instructional time
- Get input from the Learning Coach about how the student plays with others

Suggested Prompt for Families to use: Objective 2c: 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"

3. Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

- Small group instructional time
- Get input from the Learning Coach

Suggested Prompt for Families to use: Objective 3a: 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"

b. Solves social problems

- Small group instructional time
- Student input on class rules or norms
- Students suggest solutions to problems

Suggested Prompt for Families to use: Objective 3b: 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

4. Demonstrates traveling skills

- GoNoodle time or a Simon says game
- Learning coach can send a short video of their child playing outdoors

Suggested Prompt for Families to use: Objective 4: 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!"

5. Demonstrates balancing skills

- Yoga brain breaks
- Learning Coach can send short videos
- Provide movement breaks before going into an independent learning activity

Suggested Prompt for Families to use: Objective 5: 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"

6. Demonstrates gross-motor manipulative skills

- Throwing and Kicking, Catching - Learning Coach can share information through video

Suggested Prompt for Families to use: Objective 6: 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"

7. Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

- Assign crafting tasks, lego building, virtual lunch bunch
- Ask the Learning Coach about manipulating the computer
- Observe motor skills while singing Itsy Bitsy Spider or other finger plays
- Watch eye/hand coordination when possible

Suggested Prompt for Families to use: Objective 7a: 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"

b. Uses writing and drawing tools

- Ask the Learning Coach about their child's ability to use writing utensils
- Small group writing observations using writing tools
- The Learning Coach can take video or photos of child writing

Suggested Prompt for Families to use: Objective 7b: 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

9. Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

- Academic discourse during science/social studies
- Verbally collaboration during content rich discussions
- During writing instruction using mentor text
- Any sharing time

Suggested Prompt for Families to use: Objective 9a: 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"

c. Uses conventional grammar

- Listen during any conversation with teacher or other students for clear speech, (developmentally appropriate grammar, uses appropriate vocabulary such as grandma instead of gum-gum, pronounces all parts of the word from beginning sound to ending sounds, can be understood by the listener)
- Sentence length, 4 - 6 words sentences or more complex sentences

Suggested Prompt for Families to use: Objective 9c: 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"

d. Tells about another time or place

- Anytime there is a sharing time (social studies, writing circle)
- Recounts a story from their life experiences

Suggested Prompt for Families to use: Objective 9d: 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"

10. Uses appropriate conversational and other communication skills

a. Engages in conversations

- One on one conference time
- Listening during student conversations

Suggested Prompt for Families to use: Objective 10a: 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

11. Demonstrates positive approaches to learning

b. Persists

- Observe during one-on-one interactions
- Have Learning Coach send video or talk about how it is going during independent work time
- During writing are they able to appropriately continue with the task without giving up?
- During small group time observe the student's ability to stay on task

Suggested Prompt for Families to use: Objective 11b: 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"

c. Solves problems

- Ask students at one-on-one time how they are doing to observe their problem solving skills
- Watch during RMSE using the questions and extend as problem solving questions
- Ask "What would you do?" questions about how to solve problems (Students can draw a solution.)
- Watch for visual problem solving skills during instructional time, and morning meeting time

Suggested Prompt for Families to use: Objective 11c: 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"

d. Shows curiosity and motivation

- Observe students interests in content areas, or morning meeting; are they asking questions?, seeking answers?, adding to conversation?

Suggested Prompt for Families to use: Objective 11d: 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"

e. Shows flexibility and inventiveness in thinking

- Learning Coaches can send a video of students at independent social studies or during art time
- Monthly STEM/craft project/ inquiry projects

Suggested Prompt for Families to use: Objective 11e: 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"

12. Remembers and connects experiences

b. Makes connections

- Morning Meeting
- Students sharing their own experiences after mentor text during writing
- During Content time

Suggested Prompt for Families to use: Objective 12b: 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"

Literacy

15. Demonstrates phonological awareness

b. Notices and discriminates alliteration

- Observe during Heggerty instruction
- Morning meeting time - Use student names to match another word that begins the same way

Suggested Prompt for Families to use: Objective 15b: 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"

c. Notices and discriminates smaller and smaller units of sound

- Use Dibels First Sound Fluency and Phoneme Segmentation Data (Benchmark and Progress Monitoring)
- Observe during RMSE lessons
- Lexia Care 5 Data

Suggested Prompt for Families to use: Objective 15c: 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"

16. Demonstrates knowledge of the alphabet

a. Identifies and names letters

- Kindergarten Testing (Letter names)
- Dibels - Letter Naming
- Writing/handwriting

Suggested Prompt for Families to use: Objective 16a: 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"

17. Demonstrates knowledge of print and its uses

a. Uses and appreciates books

- Have students share a favorite book and tell about the pictures during a sharing time

Suggested Prompt for Families to use: Objective 17a: 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"

b. Uses print concepts

- Have Learning Coaches send a video of students interacting with a text while reading with them
- Tracking during small RMSE groups
- Do they understand how to hold a book?
- Are students recognizing word lengths or identifying letters and sounds in the print
- Do they make up a story for the texts or pictures to show they understand text to picture correlation

Suggested Prompt for Families to use: Objective 17b: 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"

18. Comprehends and responds to books and other texts

a. Interacts during read-alouds and book conversations

- Interactive Read Aloud
- RMSE comprehension questions

Suggested Prompt for Families to use: Objective 18a: 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"

b. Uses emergent reading skills

- RMSE reading groups

Suggested Prompt for Families to use: Objective 18b: 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"

c. Retells stories

- During RMSE instruction
- Can they tell life stories during morning meeting times?
- Lexia Core 5 Data - Retelling stories using the pictures

Suggested Prompt for Families to use: Objective 18c: 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"

Mathematics

20. Uses number concepts and operations

b. Quantifies

- Counting Objects AMC Concept #1
- Recognizing small groups AMC Concept #4
- Small group EngageNY
- ST Math Data - Making numbers and matching numbers

Suggested Prompt for Families to use: 1. Objective 20b: 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"

Suggested Prompt for Families to use: 2. Objective 20b: 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"

c. Connects numerals with their quantities

- Small Group EngageNY
- ST Math Data
- Counting Objects AMC Concept #1

Suggested Prompt for Families to use: Objective 20c: 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"

21. Explores and describes spatial relationships and shapes

a. Understands spatial relationships

- Kindergarten readiness assessment activities
- Positional words using Simon says
- Writing (pictures)

Suggested Prompt for Families to use: Objective 21a: 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"

22. Compares and measures

- Kindergarten readiness assessment
- When exploring tools uses unconventional measurement tools and comparisons
- During tool exploration observe students building and sharing their work

Suggested Prompt for Families to use: 1. Objective 22a: 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"

Suggested Prompt for Families to use: 2. Objective 22a: 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"

Suggested Prompt for Families to use: 3. Objective 22a: 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"