



Suggestions for Teachers Implementing EYE-Teacher Assessment



Item Specific Play-Based Observational Activities

Version 1.0



Acknowledgements

The Learning Bar team would like to express our gratitude to the hundreds of teachers and coordinators from across Canada who offered suggestions that greatly contributed to this document.

Some of the information provided in this document is directly paraphrased from materials created by the Calgary Board of Education, Grande Yellowhead Public School Division, and the Saskatchewan Ministry of Education.

Contents

| | |
|------------------------------------------------------------|----|
| Domain A: Awareness of Self and Environment..... | 1 |
| Domain B: Social Skills and Approaches to Learning | 8 |
| Domain C: Cognitive Skills..... | 11 |
| Domain D: Language and Communication | 17 |
| Domain E: Physical Development/Fine Motor | 22 |
| My Ideas..... | 26 |
| Early Years Evaluation Teacher Assessment Worksheets | 27 |
| A5 Story Time | 28 |
| C1a Alphabet Bingo..... | 29 |
| C1b Drive to the Letters..... | 31 |
| C3 Picture Sort | 33 |
| C6 Number Bingo | 34 |
| C8 Caterpillar Game | 36 |
| Early Years Evaluation Teacher Assessment Plates | 37 |
| Assessment Plate - A1..... | 38 |
| Assessment Plate - C3 | 39 |
| Assessment Plate - D6..... | 41 |
| Assessment Plate - E1 | 42 |

The EYE-TA assesses the following five domains of early child development that are closely related to school preparedness and emergent literacy skills.

Please note: **(FI)** denotes an activity that is 'French Immersion Friendly' (i.e., an activity that is either 'language free' or minimal English language is required).

Domain A: Awareness of Self and Environment

A child's understanding of the world and his or her ability to make connections with home and community experiences.



| TA Items – This Child Can: | Activity for the Class |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1 | <ul style="list-style-type: none">❖ <u>Name That Sign</u>: Print and place each sign from the A1 EYE Assessment Template (or use your own comparable signs) on a metal ring and ask children to identify a sign as they leave for recess/lunch/end of the day. (FI)❖ <u>Sign Scavenger Hunt</u>: Provide children with a list (pictures or verbal) of signs they need to find in the classroom. Have children complete a Sign Scavenger Hunt in the classroom, asking them to find, and then verbally identify, the correct corresponding sign. (FI)❖ <u>Books</u>: Have books about signs available in the book area (e.g., Tana Hoban's <i>I Read Signs</i> and <i>I Read Symbols</i> books). Work with children in small groups to observe the children's ability to identify the signs in the books. This can also be done as a whole class activity during story time.❖ <u>Sign Splat</u>: Print out common signs and then post them on a bulletin board. During a centre activity, instruct children to use a fly swatter to 'splat' and shout the name of the signs they know. (FI) |

| | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">❖ <u>Memory Game</u>: Print out two copies of each sign from the A1 EYE Assessment Template, and cut into square cards. Working in groups, children will turn over the cards, face down, and play a memory game with the cards. If they find a match, they have to identify the sign on the cards in order to keep them. Teachers can circulate around the classroom during this time to observe whether children are correctly identifying signs. (FI) |
| A2 | <ul style="list-style-type: none">❖ <u>Morning Meetings</u>: These concepts can be discussed during meeting times. For example: “Today is Monday and we will go to the library this morning. What will we do this afternoon?” or “Tell me two things we did yesterday.”❖ <u>Visuals</u>: Use visual agendas/timelines to cue children and as an aid to the discussion of time concepts. Including a photograph of other teachers (i.e., Music/P.E. Specialists) may also be beneficial. For example: “What will we do before lunch? What will we do after recess?”❖ <u>Timeline</u>: As a class, create a pictorial timeline of a typical day. Ask children to contribute their ideas as to what will happen during the day (e.g., after lunch, before snack, etc.).❖ <u>Daily Routine Booklet</u>: Each child could create their own daily routine book, which shows what they do during the day. For example: “What do you do in the morning to get ready for school?” Children could draw pictures of themselves or have picture templates to cut out and glue in the correct order. This activity could also be used to assess the skills of holding a pencil with a mature grasp (E2) and using scissors to cut out simple shapes (E5).❖ <u>Weather Chart</u>: Have a blank template of a monthly calendar. Children can draw a picture of the weather on the calendar. Ask children to identify what the weather is today and also what the weather was yesterday. Another option is to have pictures of various weather types (sunny, rainy, windy, cloudy) printed off for children to select the correct weather to add to a weather chart. (FI) |

| | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A3</p> | <ul style="list-style-type: none">❖ <u>Community Workers Centres</u>: In a centre, include puzzles and books (e.g., <i>Career Day</i> by Anne Rockwell) about community workers and make community worker figurines/props available in this and other centres (e.g., block/building centres, dramatic play, etc.). Observe children’s discussions about these community workers to determine if they can correctly identify the roles of community workers. (FI)❖ <u>Dramatic Play/Dress-Up Centre</u>: Ask children to draw the name of a community worker from a bag and then have them dress up as that person. Observe the language they are using and if the children are selecting the appropriate costume and tools. Please note that a full costume is not necessary; teachers can provide basic identifiable props. For example, a construction worker could have a hard hat and hammer and a police officer could have a hat and badge. (FI)❖ <u>Match Activity</u>: Match the community worker with the tools they use to perform their jobs. For ideas/worksheets, please click http://www.kidsparkz.com/community.html and go to the section Community_workers_and_tools. (FI)❖ <u>Riddles</u>: Create a class riddle book or read riddles during the morning message. For example: “I help people when they are sick. Who am I?” For riddle ideas, please click http://www.kizclub.com/Topics/community/riddles.pdf.❖ <u>Career Day</u>: During story time, read a book about community workers (e.g., <i>Career Day</i> by Anne Rockwell) and ask children to identify the roles of the community workers. |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Disclaimer

When clicking on the links suggested in this document, you will be leaving The Learning Bar (TLB) website. The suggested links are not under the control of TLB and as such, TLB bears no responsibility for the contents of any linked site or any changes or updates to such sites. This link is provided to you only as a convenience, and the inclusion of any link does not imply endorsement by TLB.

| | |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A4</p> | <ul style="list-style-type: none"> ❖ <u>Sorting Game</u>: Provide children with a worksheet (for ideas/worksheets, please click http://www.schoolsparks.com/assets/worksheets/pdf/math-number-awareness/sorting-into-2-groups-202.pdf) and ask the children to sort the pictures into two groups based on the characteristic at the top of each column. Asking the children to print their name on the worksheet, cut out the pictures, and then glue these pictures in the appropriate column will also provide teachers with an opportunity to assess children’s skills in holding a pencil using a mature grasp (E2) and using scissors to cut out simple shapes (E5). ❖ <u>Grouping Centre</u>: Provide a range of books, toys, and manipulatives for children to play with. Ask children to place objects into different categories using hula hoops or baskets (put a picture of the category on each basket/hula hoop). (FI) ❖ <u>Mystery Bag</u>: Children will reach into a bag and select an item. The teacher will have predetermined categories such as toys or animals (visual pictures), and children have to add each item to the appropriate category. (FI) ❖ <u>Sort for the Seasons</u>: Bring in a bag of different types of clothes (or display pictures of the items) for the different seasons. In a centre activity, ask children to sort the items according to the season when they would wear the item. Provide children with visual symbols of each season. (FI) ❖ <u>Sort While Tidying Up!</u>: During clean-up time, see if children can correctly group items by category. For example, toys go in one bin while dress-up clothes go in another bin (label bins accordingly). (FI) |
| <p>A5</p> | <ul style="list-style-type: none"> ❖ <u>Busy Bees Activity</u>: Sing chant: “Busy bees, busy bees, buzz around and touch something _____ than a _____.” Use various examples such as <u>smaller</u> than a <u>chair</u>, or <u>bigger</u> than a <u>crayon</u>. This activity could also be conducted as a scavenger hunt (whole class activity). For example, ask children to find something <u>heavier</u> than a <u>feather</u>. (FI) |

Disclaimer

When clicking on the links suggested in this document, you will be leaving The Learning Bar (TLB) website. The suggested links are not under the control of TLB and as such, TLB bears no responsibility for the contents of any linked site or any changes or updates to such sites. This link is provided to you only as a convenience, and the inclusion of any link does not imply endorsement by TLB.

| | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>How Do You Move?</u>: Ask children to move in different ways. For example, quiet like a mouse, heavy like an elephant, etc. ❖ <u>Finding Objects That Relate</u>: Create an activity on the whiteboard or chart paper in which children are asked to move/put images into a corresponding category. Also, label hula hoops with words such as <u>big</u> and <u>small</u>, and then put a big object in one hula hoop and a small object in the other. Have children find classroom objects to put in the appropriate hoop. (FI) ❖ <u>Story Time</u>: Read <i>The Story of the Three Bears</i> by Robert Southey (or any version of Goldilocks you prefer). Ask children to complete the A5 Story Time worksheet where children are asked to find all the large pictures and all the small pictures and then place these pictures in the correct category. (FI) ❖ <u>Why Is This Different?</u>: Bring in materials that look different from each other. For example, differences in size or mass (e.g., a pumpkin and a golf ball). Observe children’s discussions and reactions to the items to determine if the children understand relational concepts. (FI) |
| <p>A6</p> | <ul style="list-style-type: none"> ❖ <u>Positional Play</u>: Provide objects (e.g., toy car) and ask, “Can you drive/move it down your arm? Under your leg? Behind your back? On top of your head?” This activity could also be used to assess the skill of identifying body parts (A7). ❖ <u>Wiggle Time Activity</u>: Use a chair and provide directional clues. For example: “Put your foot on the chair. Put your foot under the chair. Please stand behind the chair.” ❖ <u>Cup and Block Game</u>: Provide each child with a plastic cup (turn it upside down) and a cube. Give specific directions to children about where to place the cube. For example: “Put the cube on top of the cup. Put the cube in front of the cup.” ❖ <u>Story Time</u>: Read the story <i>Rosie’s Walk</i> by Pat Hutchins and then create a storyboard showing the different places Rosie walks, focusing on the positional words in the story. Ask children questions relating to positional concepts. Children could also create their own Rosie puppet and demonstrate the positional words as the story is being read as a whole group or centre activity. |

| | |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Positional Concepts Worksheets</u>: Consider printing out positional concepts worksheets and ask children to complete the worksheets. Here are two links to several worksheets you may choose to use: http://www.k5learning.com/free-preschool-kindergarten-worksheets/position or http://www.sightwordsgame.com/directional-positional-words. |
| <p>A7</p> | <ul style="list-style-type: none"> ❖ <u>Potato Head Centre</u>: In a centre activity, use Mr./Ms. Potato Head. Ask a child to add a body part and then the rest of the children guess the name of that body part. The person who guesses correctly goes next. (FI) ❖ <u>Circle the Body Part</u>: Provide each child with a template of a person and ask the children to circle various body parts using different coloured crayons. For example, ask the children to “Use a red crayon to circle the nose.” The different-coloured crayons will help teachers, when assessing the worksheets later, to determine if the child circled the correct body part. ❖ <u>Drawing and Naming</u>: Ask children lie down on large sheets of paper and trace each other. When children are finished, ask them to draw different body parts (eyes, nose, mouth, hair, etc.). Once this is done, ask children to verbally tell the name of the body parts they have drawn. (FI) ❖ <u>Mat Man</u>: Complete Mat Man activities found at http://www.hwtears.com/hwt/learning-lounge/mat-man-world/build-mat-man/classroom. ❖ <u>Body Part Charades</u>: Ask a child to come to the front of the class. The teacher quietly tells the child the name of a body part. That child will shake their body part, and the rest of the class guesses the name of the body part. The person who guesses correctly goes next. (FI) |
| <p>A8</p> | <ul style="list-style-type: none"> ❖ <u>Asking Questions</u>: Observe children at different play centres. Use this opportunity to ask the children to describe objects. For example: “What is the name of this [point to the object they are playing with]? What do we use it for?” |

Disclaimer

When clicking on the links suggested in this document, you will be leaving The Learning Bar (TLB) website. The suggested links are not under the control of TLB and as such, TLB bears no responsibility for the contents of any linked site or any changes or updates to such sites. This link is provided to you only as a convenience, and the inclusion of any link does not imply endorsement by TLB.

| | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">❖ <u>Hands-On Exploration</u>: Use a 'How It Works' or 'Take Apart' centre and listen to the children talk about the item while involved in hands-on exploration. Prompt children with questions about the object's name and function. (FI)❖ <u>Feely Box/Bag</u>: Have children reach into a bag and, just by touch, ask them to identify what they are touching. After the object is taken out of the bag, the child is asked to identify the object and the object's function.❖ <u>Mystery Show and Tell</u>: Place an item in a bag without showing the children. Give children three clues about the item and ask them to guess what it might be. When a child is correct, take the item out of the bag and then ask the children, "What do we use this for?"❖ <u>Let's Talk!</u>: Use an interesting toy or item as a catalyst to guide conversations about what the object is and its function. For example, provide a clock or an interesting toy for the children to discover and talk about. (FI) |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Domain B: Social Skills and Approaches to Learning

A child's attentiveness during classroom activities and his/her ability to interact with peers while respecting the classroom rules.



These skills can be documented through the everyday observation of children as you get to know them and how they interact within the classroom environment. Make observations of children when they are engaged in classroom activities, on the playground and in the gym.

| TA Items – This Child: | Activity for the Class |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B1 | <ul style="list-style-type: none"> ❖ <u>Transitions</u>: When shifting from an art activity to story time or from the classroom to outdoor play, the teacher can observe the child's ability to shift from one activity to another. (FI) |
| B2 | <ul style="list-style-type: none"> ❖ <u>Timed Activity</u>: Give the children 15 minutes to complete an activity. During this time, observe if the child can stay focused during the task. (FI) ❖ <u>Sitting Still</u>: When the child is engaged in a paper and pencil activity, observe the ability of the child to sit still while you give instructions. (FI) |
| B3 | <ul style="list-style-type: none"> ❖ <u>Group Dynamics</u>: Observe children during recess or centre activities when they are playing in small groups. Determine if the child is playing well with other children. Are they sharing? Are they being polite? (FI) ❖ <u>Centre Observations</u>: During a centre activity, observe if children are helping each other and treating each other with respect. (FI) ❖ <u>Playtime</u>: The teacher may observe the child when engaged in groups of two or small-group play. Are the children using polite words, sharing, etc.? (FI) |
| B4 | <ul style="list-style-type: none"> ❖ <u>Playing with a Friend</u>: When asking a child to go to play with another child, observe if the child initiates or shares ideas, how they resolve conflicts, share toys, etc. (FI) |

| | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Cooperation Games</u>: Have children take part in a cooperative game. Please see link below for some suggestions for cooperative game ideas: http://www.naeyc.org/files/tyc/file/TYC_V4N2_9Xgames.pdf. |
| B5 | <ul style="list-style-type: none"> ❖ <u>Star of the Day</u>: Provide occasions for the children to be the 'Star of the Day' and let them make choices about whom they will play with and what materials/centres they will use. ❖ <u>Cooperation Activities</u>: Ask the children to work with boxes in small groups to build houses or cars or a puppet theatre. Provide materials so that the children can decorate their creations. Observe cooperation among children and if they are taking turns. (FI) ❖ <u>Playground Fun</u>: When children are on the playground, observe if the child can wait to take his or her turn on the slide/swing, etc. (FI) ❖ <u>Game Time</u>: In a directed centre activity, ask children to play turn-based group games such as Candyland, Duck-Duck-Goose, or Follow the Leader. Watch for children's ability to take turns. |
| B6 | <ul style="list-style-type: none"> ❖ <u>First This, Then That</u>: Take advantage of opportunities to observe if children are finishing one activity before starting another during regularly scheduled classroom activities. (FI) ❖ <u>Directed Activities</u>: When the teacher has directed children to complete a particular task or activity, the teacher will observe how well the child is able to finish one activity before starting another. (FI) <p>Note: Unstructured centre time or free play is <u>not</u> the best environment to observe these items.</p> |
| B7 | <ul style="list-style-type: none"> ❖ <u>Line-Up Time</u>: When the children line up to go outside at recess, observe if they follow the rules and stay in their designated place. (FI) ❖ <u>Behaviour Chart</u>: Create a classroom behaviour chart to record observations about children's ability to respect classroom rules. (FI) |

Disclaimer

When clicking on the links suggested in this document, you will be leaving The Learning Bar (TLB) website. The suggested links are not under the control of TLB and as such, TLB bears no responsibility for the contents of any linked site or any changes or updates to such sites. This link is provided to you only as a convenience, and the inclusion of any link does not imply endorsement by TLB.

| | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B8 | ❖ <u>Teacher Observations</u> : When the child is frustrated with an activity or peer, note whether the child is able to walk away, ask for assistance, or employ a method of coping with their frustration. Lack of control may be represented through external behaviours such as yelling, throwing things, crying excessively, having a temper tantrum, etc. (FI) |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Domain C: Cognitive Skills



A child's basic math and pre-reading skills and his or her ability to solve problems.

| TA Items – This Child Can: | Activity for the Class |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C1 | <ul style="list-style-type: none">❖ Find the Letters: In a centre activity, bury lowercase alphabet letters in a sandbox. Encourage children to reach in and find them to match these letters with the capital letters that are on a magnetic board. Children should be instructed to verbalize each letter match. Tip: Use rice/dried beans if there is no access to sand. (FI)❖ Alphabet Bingo: Each child receives an alphabet bingo card. Taking turns, each child is asked to approach the front of the class and select an alphabet letter from a bag. The child shows this letter to the teacher (but not the other children in the class) and then tells the name of the letter to his/her classmates. If they have the letter on their card, the rest of the class uses tokens or bingo dabbers to mark it. The teacher will note: Is the child correctly recognizing and naming the letter? The teacher can also be walking around the class noting if the children are covering or 'dabbing' the correct letters. Click here for the C1a Alphabet Bingo worksheet.❖ Drive to the Letters: During a small-group centre, pass out toy cars (or other vehicles) to the children, along with the accompanying C1b Drive to the Letters worksheet. A child (or the teacher) will draw a letter from the bag, and verbally announce the letter. The other children will drive their car to this letter. The teacher will observe if the children drive their car to the correct letters. |

| | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Letter Swat</u>: First, fill a magnetic/letter wall with letters from the alphabet. Two children are each given a fly swatter. Another child picks a letter out of a bag and calls out this letter. The first person to swat the letter on the wall is the winner. Those children sit down and then two new children are called up. This game would be appropriate for the whole class, or could be implemented as a centre or small-group activity. (FI) ❖ <u>Go Fish</u>: Play the game Go Fish using cards featuring letters of the alphabet. For example, a child has the letter 'g' and they ask their peer, "Do you have a 'g'?" to make a match. (FI) <p>Note: Look for opportunities to incorporate skills into any of the above activities by having children tell the first letter and letter sound in his or her first name and in fish, king, and sun (C4).</p> |
| <p>C2</p> | <ul style="list-style-type: none"> ❖ <u>Upside Down</u>: Hand the child a book upside down and backwards. When asked to turn to the first page, observe whether the child is able to orient the book correctly (i.e., turning the book right-side up and turning the cover so its spine is on the left). ❖ <u>Find the First Word</u>: Hand the child a book upside down and backwards. Ask the child to show you the first word on the first page. Observe whether the child is able to orient the book correctly (i.e., turning the book right-side up and turning the cover from left to right to locate the first word on the first page). |
| <p>C3</p> | <ul style="list-style-type: none"> ❖ <u>Matching Game</u>: The teacher provides real objects or images to match the letters B, D, G, and M. The child matches each letter with the picture or object (e.g., ball, dog, goat, milk) beginning with that letter. While the letters must be B, D, G, M, the pictures or objects can be anything, as long as they begin with these particular letters. (FI) ❖ <u>Letter Hunt</u>: Children are given a letter B, D, G, or M and are asked to find an object in the classroom that begins with the letter they were given. Children are instructed to place the letter on top of the object they found. Through alternating where children are instructed to place the letter (e.g., on top, beside, in front of, etc.), teachers are also able to assess if they understand positional concepts (A6). |

| | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Memory Game</u>: Print out copies of the C3 EYE Assessment Template. Working in small groups, children will cut out the pictures and letters, turn them face down on a table, and then play a memory game with the cards. If they find a match (i.e., letter G and goat), they keep these cards. The teacher can circulate during this time and make observations about whether children can correctly match each letter with the picture beginning with that letter. ❖ <u>Picture Sort</u>: Print off the C3 Picture Sort worksheet. Ask children to cut out and then glue pictures into the appropriate column. <p>Note: Teachers may wish to provide children with a teaching moment prior to partaking in these activities (e.g., match the letter ‘A’ to the picture of an apple).</p> |
| C4 | <ul style="list-style-type: none"> ❖ <u>Find the Letter</u>: Fill a basket with different letters of the alphabet. During a centre activity, ask children to find the first letter of their name. Then, ask them what sound that letter makes. Provide children with pictures of a fish, king and sun. Ask the children to find the letter that each picture begins with and then ask them to verbalize the letter sound. (F) ❖ <u>Line-Up Game</u>: Teachers can instruct the children, “If your name starts with the letter F, line up now.” Continue with all the letters until every child has lined up. ❖ <u>Eye Spy</u>: Find something in the classroom that has the /F/ sound. Ask children to search around the classroom for objects beginning with the specific sounds (/F/, /K/ and /S/). Tip: Prior to the activity, you may want to place around the room additional objects that begin with these letters. ❖ <u>Sing the Song</u>: Using letter and/or letter sounds, the teacher instructs children, “If your name begins with _____, please stand up.” This instruction can be sung to the tune of <i>If You’re Happy and You Know It</i>. |
| C5 | <ul style="list-style-type: none"> ❖ <u>Sorting Bag</u>: Place a number of mixed items in a bag. Ask children to pull a specific number of items from the bag and then sort these objects by size and/or shape and/or colour. Use this opportunity to assess children’s skills with counting 15 identical objects (C7). |

| | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Feed Me</u>: Use garbage cans (or buckets) labelled with a specific criteria (e.g., colours, shapes, letters, small/medium/large, etc.) for children to sort. Children can sort pom-poms, foam shapes or other items. Tip: Taping a paper clown face (with an open mouth) to the top of the bucket can be a fun way to for children to ‘feed’ the clown specific items. Ask children to use tweezers to sort items as an opportunity to strengthen their fine motor skills. (FI) ❖ <u>Shape Sort</u>: Divide a piece of paper into four quadrants or use a sorting mat. Pass out small bags of foam shapes (square, circle, triangle, etc.) and have children sort them. When applicable, foam shapes can also be sorted by colour or by size. (FI) ❖ <u>Digging for Treasures</u>: In a sand table, bury several coloured beads or cubes. Provide children with a muffin tin or paper cups with coloured paper (matching the bead/cube colours) placed in each compartment. Instruct the children to find beads/cubes and put them into the matching compartment. (FI) |
| <p>C6</p> | <ul style="list-style-type: none"> ❖ <u>Number Game</u>: Use paper cups or a muffin tray with numbers 1 to 10 written in each compartment. Ask the child to insert the same number of objects (e.g., beads, cubes, coins) into each compartment. Children should be instructed to count the numbers out loud when they are finished. ❖ <u>Number Bingo</u>: Play number bingo, with different children each having a turn to be ‘the caller’. Children in the class will cover or ‘dab’ the numbers that are called out. When the teacher is walking around the classroom, he or she can observe if the children are covering or ‘dabbing’ the correct numbers. Click here to print the C6 Number Bingo worksheet. (FI) ❖ <u>Foreperson</u>: The materials that are needed for this activity are: a hard hat, plastic hammers (or similar) for each child, number lines (from 1-10) for each child, and a bag containing numbers from 1-10. The ‘foreperson’ wears the hard hat. Their job is to choose a number from the bag, say the number out loud, and then all of the children (foreperson included) smack the number on the number line with their plastic hammers. Then it is another child’s turn to be the ‘foreperson’. (FI) |

| | |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Number Swat</u>: Put the numbers 1-10 on a board (mixed up). Ask some children to use fly swatters to ‘swat’ all of the numbers they know. As they ‘swat’ the numbers, they should say each number out loud. ❖ <u>Car Line-Up</u>: Provide children with 10 cars (or another object) that have been labelled with numbers from 1-10. Children are asked to place the cars in the correct numeric order and then count them out loud. (FI) Teachers can build on this activity by asking children to make groups/sets with their cars (groups of 5, 6, etc.). This allows teachers to also assess their skill in making groups or sets (C8). |
| <p>C7</p> | <ul style="list-style-type: none"> ❖ <u>Count the Pom-Poms</u>: Provide children with a container of several different items. Ensure there is at least 15 of each item. Ask children to count 15 identical items (e.g., cubes or pom-poms, etc.). (FI) ❖ <u>Line Up</u>: Ask a child to count the number of children in the class who have lined up to go outside. ❖ <u>Fishing</u>: Ask children to use tweezers (or fingers) to collect 15 small crackers and put them on a counting map or sorting strip. As a reward, when children are finished, they can eat the crackers! ❖ <u>Feed the Monster</u>: Tape a picture of a ‘monster’ to the top of a bucket or can (with monster’s mouth cut out). From a collection of different items, ask the children to feed the monster 15 items while counting out loud (pom-poms, buttons, etc.). (FI) ❖ <u>Block Challenge</u>: Ask children to count 15 identical coloured blocks from a group of different coloured blocks. Teachers can expand this activity to also view children’s skills in making sets/groups with the blocks (C8). |
| <p>C8</p> | <ul style="list-style-type: none"> ❖ <u>Kitchen Fun</u>: While children are playing in a kitchen centre, the teacher may ask the child to set out a certain number of dinner plates. This can be applied across a number of different centres. ❖ <u>Math Time</u>: Teachers may find that math instruction can be a great time to observe children making groups or sets. (FI) ❖ <u>Roll the Number Cube</u>: Ask children to roll a number cube and then make a set with that number of items. (FI) |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">❖ <u>Caterpillar Game</u>: Each child will have a sheet of paper containing a template with several faces of a caterpillar. Children will roll a number cube and then, using a bingo dabber, add the same number of body parts to their caterpillar. For an example of this, please click the C8 Caterpillar Game worksheet. (FI)❖ <u>Object Hunt</u>: Give each child a paper bag that has a number and an image of an object (placed in the classroom) on the front. Children have to collect that specific number of objects from around the classroom (or from a basket) and put them into their bag. Tip: Prior to the activity, place enough objects for children to find. (FI) |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Domain D: Language and Communication

A child's understanding of spoken language and his or her ability to express thoughts and feelings.



| TA Items – This Child Can: | Activity for the Class |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D1 | <ul style="list-style-type: none"> ❖ <u>Classroom Instructions</u>: When it is time to go home, ask the child to go to his/her cubby and retrieve his/her backpack. Other examples: “Put on your outdoor shoes and line up for recess,” “Listen to what I say and please repeat after me.” ❖ <u>Classroom Routines</u>: Ask the children to wash their hands and then get their snack. ❖ <u>Activity Directions</u>: Ask the children to “Print your name on the back of the paper and then turn the paper over.” ❖ <u>Simon Says</u>: Play a simple game of Simon Says with more than one action. For example: “Simon says touch your nose and hop on one foot.” |
| D2 | <ul style="list-style-type: none"> ❖ <u>Story Recall</u>: When reading with the whole class or with small groups of children, ask questions such as: “Can you tell me what happened to the bowl of porridge?” or “What happened when the bears came home?” (<i>The Story of the Three Bears</i> by Robert Southey). ❖ <u>Storytelling Through Pictures</u>: Once a story is read, the teacher may ask children to each draw a picture of the story. Alternatively, children could also tell or act out their favourite moment of the story during a dramatic play centre. ❖ <u>Story Roll</u>: Assign a topic to each number on a number cube. For example: 1 equals characters in the story, 2 equals the problem in the story, and 3 equals the setting (i.e., where the story takes place). Toss the number cube and, based on the number showing, ask the children to tell about the corresponding part of the story. |

| | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Mat Man Shapes</u>: Ask children to change Mat Man’s body into different shapes as they listen to the story <i>Mat Man Shapes</i> by Jan Z. Olsen. For Mat Man activities, click on the link: http://www.hwtears.com/files/Mat-Man-Shapes-Lessons-1-4(2).pdf. ❖ <u>Acting Out the Story</u>: The teacher reads a story to the class and then children are asked to act out what they remember from the story. Different children can play different characters (e.g., from <i>The Gingerbread Man</i>: the gingerbread man, the fox, the dog, etc.). This activity could be incorporated into centres via a ‘dramatic play’ centre or a ‘puppets’ centre in which children can re-enact the story. |
| D3 | <ul style="list-style-type: none"> ❖ <u>Targeted Questions</u>: The teacher can take advantage of time during small-group activities to ask the children specific questions. For example: “What is your favourite toy to play with?” or “Who are you playing with today?” or “Can you please pass me the _____?” ❖ <u>Hidden Objects</u>: The children hide an object and then the teacher asks questions to locate it (e.g., “Is it under the table? Is it in the sandbox?”). Instruct the children to only respond to your questions with a response of “Yes, it is under the table” or “No, it’s not in the sandbox.” ❖ <u>Observations</u>: Observe whether the children are completing their work during activity centres and daily routines according to your instructions. ❖ <u>Listen and Draw</u>: Provide children with specific oral instructions when drawing a picture and then compare results to see if their picture matches the teacher’s instructions. For example: “Print your name at the top of the page. Draw a big circle in the middle of the page.” This activity could also be used to assess children’s skills on following two-step commands (D1). <p>Note: Try to keep tasks simple so the child’s skill in ‘understanding teachers’ instruction and questions’ is being assessed, as opposed to assessing their technical skills (e.g., drawing a hexagon).</p> |

Disclaimer

When clicking on the links suggested in this document, you will be leaving The Learning Bar (TLB) website. The suggested links are not under the control of TLB and as such, TLB bears no responsibility for the contents of any linked site or any changes or updates to such sites. This link is provided to you only as a convenience, and the inclusion of any link does not imply endorsement by TLB.

| | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>D4</p> | <ul style="list-style-type: none"> ❖ <u>Let's Get Physical</u>: The teacher can use time in Physical Education sessions to ask children to hop, skip, jump, etc. ❖ <u>Action Songs</u>: Ask children to use songs and pantomime to demonstrate action words (e.g., jump, push, clap). For example: sing and act out the song <i>Five Little Monkeys</i>. ❖ <u>Action Books</u>: Use books such as <i>Move</i> by Steve Jenkins and Robin Page or <i>We're Going on a Bear Hunt</i> by Michael Rosen and Helen Oxenbury. Take this opportunity to ask children to act out the activities and action words in the book(s). ❖ <u>Freeze</u>: During centre time, the teacher can end each centre by asking children to 'freeze' and then directing them to hop, jump or clap to their next centre. ❖ <u>Animal Walks</u>: Call out the names of different animals and have children walk/move like that animal. For example: "Hop like a bunny. Flap your arms like a bird." ❖ <u>Action Word Relay Race</u>: Pre-cut pumpkins (Halloween), hearts (Valentine's Day), or shamrocks (St. Patrick's Day). On each shape, print a different action word and/or draw an image of an action (e.g., hop, skip, jump, etc.) on these shapes. Next, set up a relay race where there are several piles of shapes for each team. Each runner makes a random selection from the pile on floor, then demonstrates the action on the spot (for count of 5), then runs back to the next teammate in line. Alternatively, instead of shapes, choose different colours to represent different action words (e.g., red paper means jump, blue paper means hop). |
| <p>D5</p> | <ul style="list-style-type: none"> ❖ <u>Observations</u>: From the moment teachers meet the children, they can be cognizant of the children's oral communication skills during regular classroom activities and through informal opportunities for observation (e.g., recess). ❖ <u>Extra, Extra</u>: Ask children to share some news about their lives. ❖ <u>Show and Tell</u>: Each day, ask a couple of children to bring in an item from home and to be ready to tell the class some things about their item. Tip: Request items that are not valuable or breakable. ❖ <u>Star of the Day</u>: Select a child to be the class star for the day. At the end of the day, other children can 'interview' the star about their likes, hobbies, family members, etc. <p>Note: A list of possible questions can be generated beforehand and used throughout the year.</p> |

| | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Think, Pair, Share</u>: Children are given a topic/problem to think about. They sit with their partner and talk about it, and then share their ideas with the rest of the class. This could be used in conjunction with a story that was read to the whole class (e.g., <i>The Three Little Pigs and the Big Bad Wolf</i> by James Orchard Halliwell-Phillipps). For example: Ask the children to partner up and talk about the problem in the story (i.e., the wolf is trying to blow down the three little pigs' homes). Next, ask the partners to explain to the class what they would do to stop the wolf from blowing down their own houses. Consider using this activity to assess if they can listen to and comprehend classroom stories read by the teacher (D2). |
| D6 | <ul style="list-style-type: none"> ❖ <u>Sequencing Activity</u>: The teacher can use a common event that occurs in the classroom (e.g., the morning routine) and take pictures of each stage of the event (i.e., three photos representing beginning, middle and end). The teacher then mixes them up. Next, ask the child to put the events in order — from beginning to middle to end. For example, the process of planting seeds (see D6 EYE Assessment Template): ask children to describe and order the pictures associated with this activity. ❖ <u>Tell Me a Story</u>: Use pictures from a book you have read in class to retell the story on a whiteboard. Three pictures — a beginning, middle and end — will suffice. Mix the pictures up and then ask children to put them in the correct sequence. Children should tell a story based on these three pictures. ❖ <u>Cutting Activity</u>: Prepare sequencing cards for children based on specific concepts (e.g., seasons, life cycle, daily routine, human growth). Ask children to cut out and glue the pictures into a proper sequence. This would be a great opportunity to also assess if the child can communicate orally in 5 to 7 word sentences others can understand (D5). |
| D7 | <ul style="list-style-type: none"> ❖ <u>How Are You?</u>: Throughout the day, ask children how they are feeling. You may observe this expression of feeling from one child to another. It may also be expressed to you personally or to a co-worker within the classroom or school setting. |

| | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Sharing Circle</u>: Encourage children to share their feelings about an activity from that day. This offers an additional opportunity to assess the child’s skill level in communicating orally using 5 to 7 word sentences others can understand (D5). ❖ <u>Mirrors</u>: Using handheld mirrors, ask children to display certain emotions and then discuss situations that make them feel that way. Be sure to have children verbalize these feelings and situations. ❖ <u>Feelings</u>: Read the book <i>The Way I Feel</i> by Janan Cain to the class. Ask children to discuss their feelings in relation to the different situations in the book, or ask them to talk about situations in their lives that have made them happy/sad, etc. ❖ <u>Charades</u>: Select children to act out emotions/feelings and have other children guess what emotion/feeling is being acted out. |
| D8 | <ul style="list-style-type: none"> ❖ <u>Story Prediction</u>: While reading a story to the class or in small groups, ask a child, “What do you think is going to happen next?” before turning the page. This can also demonstrate and assess a child’s comprehension skills (D2). ❖ <u>Ready, Set... Pause</u>: Watch a story on Tumble Books (www.tumblebooklibrary.com) but pause the story before it reaches the end. Ask children to predict what will happen next. ❖ <u>What Happens Next</u>: Read the beginning of a book and then stop. Ask children to draw a picture or respond orally as to what they think will happen next in the story. ❖ <u>Picture Predictions</u>: Show children pictures in a book but do not read the words. Based on the pictures, have children predict what will happen next. |

Disclaimer

When clicking on the links suggested in this document, you will be leaving The Learning Bar (TLB) website. The suggested links are not under the control of TLB and as such, TLB bears no responsibility for the contents of any linked site or any changes or updates to such sites. This link is provided to you only as a convenience, and the inclusion of any link does not imply endorsement by TLB.

Domain E: Physical Development/Fine Motor

A child's ability to perform small movements that require hand-eye coordination.



| TA Items – This Child Can: | Activity for the Class |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E1 | <ul style="list-style-type: none"> ❖ <u>Blocks and Shapes</u>: Place different blocks and shapes on a table and ask the child to copy these shapes onto a piece of paper. (FI) ❖ <u>Let's Make Shapes</u>: Create different geometric shapes (square, circle, triangle, and X) using straws or pipe cleaners. Then ask the children to reproduce the shapes on a sheet of paper. (FI) ❖ <u>Math Journal Page</u>: Brainstorm with children what things they know have a 'circle shape' (e.g., happy face, balloon, sun, etc.). Record children's responses on the whiteboard and then ask children to draw 'circle pictures' in their journal. Continue with triangle, square, and X shapes. ❖ <u>EYE Templates</u>: Using the E1 EYE Assessment Template provided, ask the children to copy the shapes. (FI) <p>Note: Asking children to colour the shapes they have drawn will provide the teacher with opportunities to also assess if the children are able to stay inside the lines when colouring simple shapes (E4) and if they are able to hold a crayon using a mature grasp (E2).</p> |
| E2 | <ul style="list-style-type: none"> ❖ <u>Daily Observations</u>: Observe this skill on multiple occasions during classroom activities with pencils, crayons or markers. (FI) ❖ <u>Sign In</u>: Observe a child's skill for holding a pencil when they 'sign in' upon arriving to school. (FI) |
| E3 | <ul style="list-style-type: none"> ❖ <u>Self-Portrait</u>: Ask a child to draw himself/herself on the whiteboard (or a person from a storybook). (FI) ❖ <u>Painting/Drawing</u>: Ask the children to draw themselves on a large white sheet of paper. (FI) ❖ <u>Star of the Day</u>: The teacher can ask the children to draw a picture of the child who is 'Star of the Day'. (FI) |

Suggestions for Teachers Implementing EYE-TA

| | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>Family Portraits</u>: Ask children to draw a picture of their family or a specific community worker. (FI) |
| E4 | <ul style="list-style-type: none"> ❖ <u>Colouring Shapes</u>: Using the E1 EYE Assessment Template provided, ask children to colour the simple shapes before cutting them out. This also provides the teacher with opportunity to assess the child’s ability to use scissors to cut out simple shapes (E5). (FI) |
| E5 | <ul style="list-style-type: none"> ❖ <u>Cutting Activity</u>: Provide the children with a sheet of foam containing different shapes. Ask the children to cut out these shapes using scissors. An ideal time for this activity to occur could be during math activities. (FI) ❖ <u>Feed the Clown</u>: Provide a box with different kinds of papers, tapes, gift wrap and scissors. Instruct children to draw simple shapes and then cut out the shapes. Provide a paper clown face over a bucket (with open mouth) and ask children to ‘feed’ the clown. This activity provides a great chance to also assess if children can copy shapes (E1). (FI) ❖ <u>Shape Collages</u>: Find papers with thematic motifs (e.g., children’s wallpaper designs containing several images). Ask children to outline the pictures with simple shapes, such as a square, circle, or rectangle. Once this is done, ask children to cut out these shapes and glue them on a piece of paper. This also provides an opportunity to assess children’s ability to draw simple shapes (E1). Adding decorations to this (e.g., glitter, etc.) can be a fun addition to this activity. (FI) |
| E6 | <ul style="list-style-type: none"> ❖ <u>Playground Activities</u>: The teacher may choose to use the playground to observe this item. (FI) ❖ <u>Eagle and Wolf Race</u>: Organize a race by dividing the class into 2 or 3 groups according to a name (e.g., ‘The Eagles’ and ‘The Wolves’). When the teacher calls the name of the group, children must move forward by jumping forward 12 times. |

| | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ❖ <u>What Time is it, Mr. Wolf?</u>: Ask the children to assemble against one wall. The teacher will either choose a child to be 'Mr./Ms. Wolf' or will be the wolf himself or herself. The wolf stands at the other end of the gymnasium and turns his or her back so he/she cannot see the other children. The children ask the wolf, "What time is it, Mr. Wolf?" The wolf responds, "It's 12 o'clock" (occasionally using other numbers). Children jump forward 12 times. When the children are standing close to the wolf and ask for the time, the wolf can respond, "Lunch time!" When this happens the wolf turns and attempts to tag the other children. Children are 'safe' if they reach the other end without being tagged by the wolf. ❖ <u>Ladder Jump</u>: Use tape to make the shape of a ladder on the floor and ask children to jump through the rungs (make sure there are at least 12 rungs). (FI) |
| E7 | <ul style="list-style-type: none"> ❖ <u>Obstacle Course</u>: The teacher may provide opportunities to balance, gallop, march, jump, skip, etc., through obstacle courses and games. This also allows the opportunity to assess the skill of jumping forward 12 times as the teacher counts from 1 to 12 (E6) and the skill of skipping forward with alternating feet (E8). (FI) ❖ <u>Train Game</u>: Make 'train tracks' with different sizes of blocks. The children walk between the tracks as though they are on a train. At the end of the road, they must balance on each foot for 8-10 seconds before 'jumping off' the train. (FI) ❖ <u>Yoga</u>: Providing yoga sessions during class time would present an excellent opportunity to assess the children's skill for this item. (FI) ❖ <u>Hold Still</u>: Play music for the children. When the music stops, ask children to 'freeze' on one foot for 8-10 seconds. (FI) |
| E8 | <ul style="list-style-type: none"> ❖ <u>Skip to Class</u>: On the way to music class or physical education, ask the children to skip. (FI) ❖ <u>Obstacle Course</u>: Create an obstacle course. Vary the ways children must move through this obstacle course (e.g., skipping, hopping, crawling, etc.). (FI) |
| E9 | <ul style="list-style-type: none"> ❖ <u>Playground Games</u>: Various games that can be played at the playground or during recess should allow ample opportunities to determine if the child has the skills associated with catching a ball. For example, the teacher may ask the child to catch a ball and then throw this ball to another child. (FI) |

Suggestions for Teachers Implementing EYE-TA

| | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">❖ <u>Good Morning</u>: As part of the morning routine, ask children to sit in a circle. Throw a soccer-sized ball (e.g., Nerf ball) to a child while greeting them by name (e.g., “Good morning, _____”). The person whose name is being called has to catch the ball and then throw it to another friend, saying good morning. Keep passing the ball until everyone has had a turn. |
| E10 | <ul style="list-style-type: none">❖ <u>Target Practice</u>: The teacher may use the playground for this item. Provide targets, baskets or bins at which children can run and kick a ball. Tip: Consider partially deflating the soccer ball to reduce its firmness and the distance it rolls. (FI)❖ <u>Empty Basket Game</u>: For this game, the teacher will assign two or three children to his or her own basket full of balls. Each child’s job is to quickly take each ball from the basket and kick it away until the basket is empty. The job of the rest of the children in the class is to pick up these kicked balls and put them back into the basket. The child who empties his or her basket first wins. (FI) |

My Ideas

| | |
|-----------------------------------------------------------------------|--|
| Domain A: Awareness of Self and Environment | |
| Domain B: Social Skills and Approaches to Learning | |
| Domain C: Cognitive Skills | |
| Domain D: Language and Communication | |
| Domain E: Physical Development / Fine Motor | |

Early Years Evaluation Teacher Assessment Worksheets



Assessment Worksheets can be used to assist teachers in assessing some items.

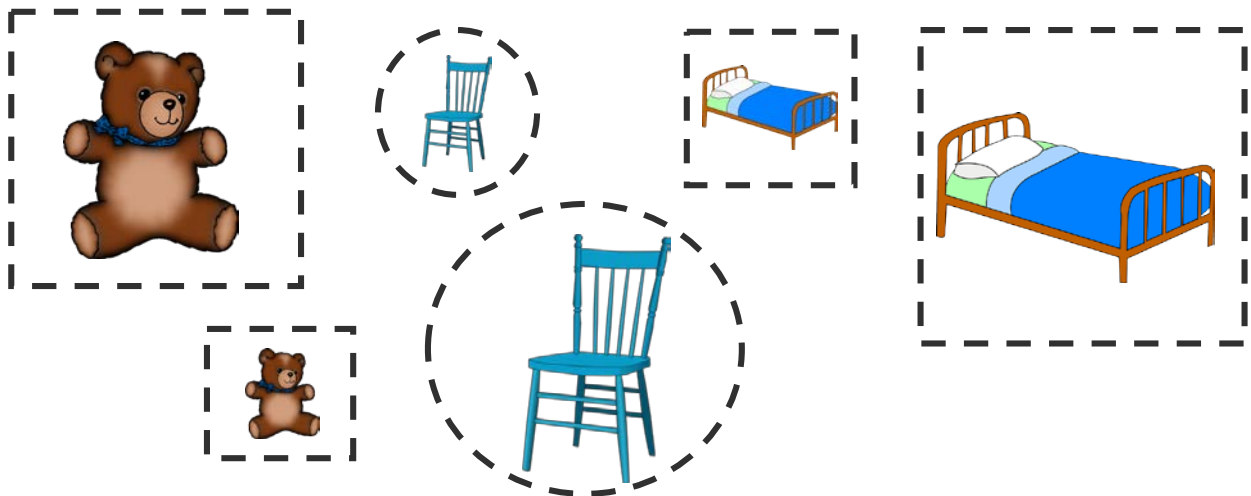
Teachers may choose to use comparable pictures from their classroom or around the school rather than the *Early Years Evaluation-Teacher Assessment Worksheets* to evaluate these items.

A5 Story Time

Name: _____

Directions: Ask the children to cut out the pictures at the bottom of the page and organize them into big/small groups. Children should then glue their pictures into the appropriate categories.

| BIG | Small |
|-----|-------|
| | |



C1a Alphabet Bingo

Name: _____

Directions: Each child is asked to approach the front of the class, select an alphabet letter from a bag (the child shows this letter to the teacher, but not the other students in the class) and then tells the name of the letter to his/her classmates. The rest of the class uses tokens or bingo dabbers to mark that letter (if it is on their card). The teacher will note: Is the child correctly recognizing and naming the letter? The teacher can also be walking around the class noting if the children are covering or 'dabbing' the correct letters.

Alphabet Bingo

| | | | | |
|----------|----------|----------|----------|----------|
| B | I | N | G | O |
| C | E | N | T | Y |
| D | I | P | Q | W |
| A | L | K | J | V |
| F | G | O | S | Z |
| B | H | R | M | U |

C1a Alphabet Bingo

Name: _____

Directions: Each child is asked to approach the front of the class, select an alphabet letter from a bag (the child shows this letter to the teacher, but not the other students in the class) and then tells the name of the letter to his/her classmates. The rest of the class uses tokens or bingo dabbers to mark that letter (if it is on their card). The teacher will note: Is the child correctly recognizing and naming the letter? The teacher can also be walking around the class noting if the children are covering or 'dabbing' the correct letters.

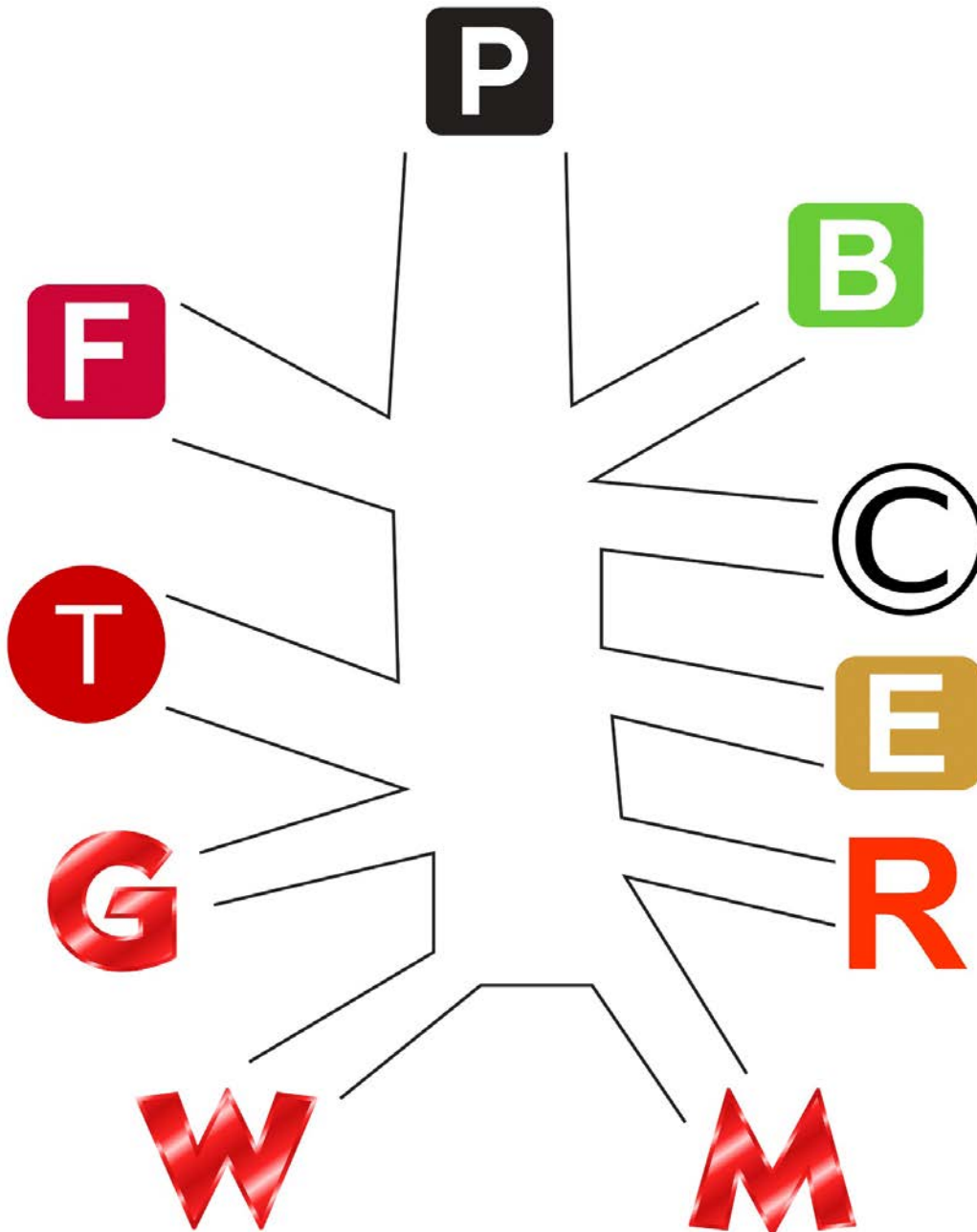
Alphabet Bingo

| B | I | N | G | O |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

C1b Drive to the Letters

Name: _____

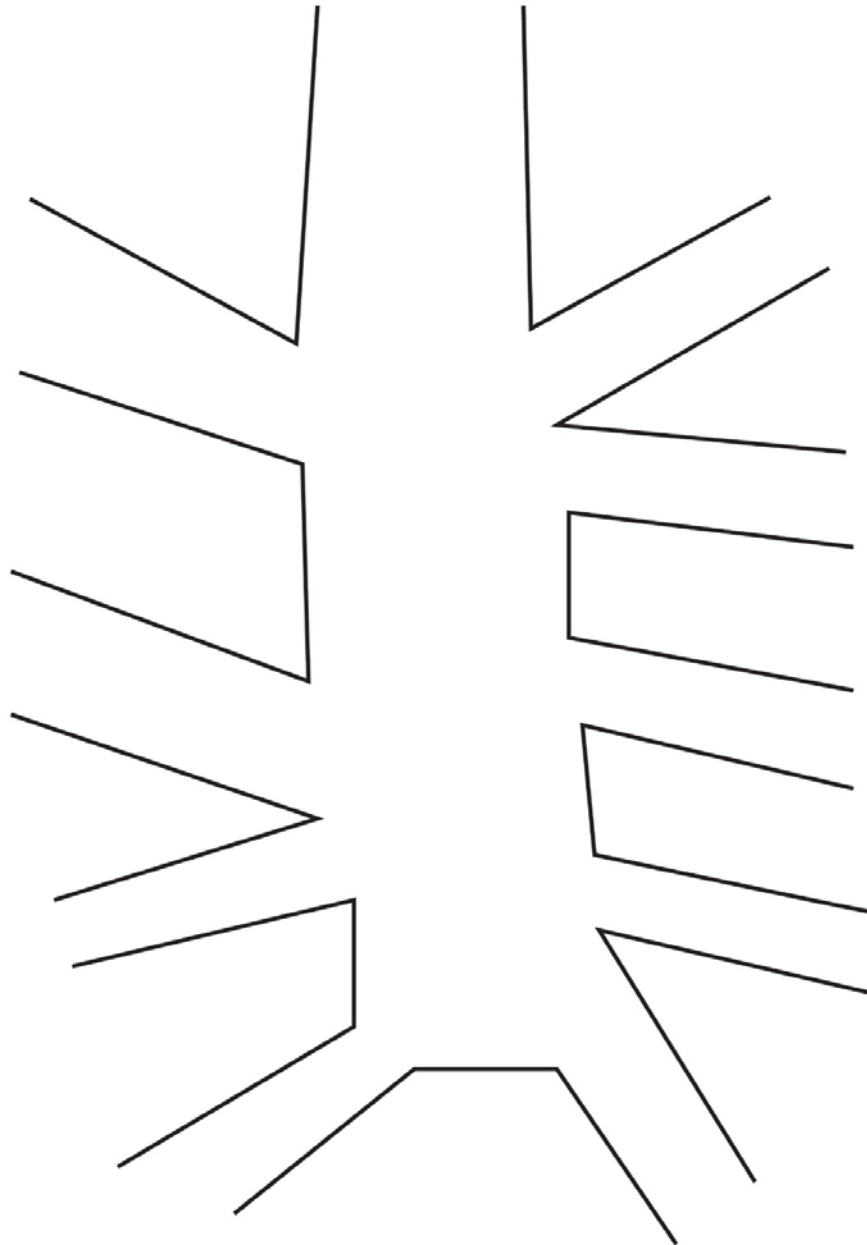
Directions: The teacher will hand out a toy car (or other small vehicle) during this centre. A child (or teacher) will select a letter from a bag, they will call out the letter and the other children will drive their car to that letter.



C1b Drive to the Letters

Name: _____

Directions: The teacher will hand out a toy car (or other small vehicle) during this centre. A child (or teacher) will select a letter from a bag, they will call out the letter and the other children will drive their car to that letter. *Pick your own letters to add to the 'roads' to assess other letters.*



C3 Picture Sort

Name: _____

Directions: Children will cut out the pictures at the bottom of the page and glue the pictures next to the letter that its name begins with.

| | |
|----------|--|
| B | |
| D | |
| G | |
| M | |



C6 Number Bingo

Name: _____

Directions: Each child is asked to approach the front of the class, select a number from a bag (the child shows this number to the teacher, but not the other students in the class) and then tells the number to his/her classmates. The rest of the class uses tokens or bingo dabbers to mark that number (if it is on their card). The teacher will note: Is the child correctly recognizing and naming the number? The teacher can also be walking around the classroom noting if the children are covering or 'dabbing' the correct number.

Number Bingo

| | | | |
|----------|----------|-----------|----------|
| 5 | 1 | 9 | 3 |
| 6 | 2 | 10 | 4 |
| 3 | 8 | 4 | 5 |
| 1 | 6 | 2 | 7 |

C6 Number Bingo

Name: _____

Directions: Each child is asked to approach the front of the class, select a number from a bag (the child shows this number to the teacher, but not the other students in the class) and then tells the number to his/her classmates. The rest of the class uses tokens or bingo dabbers to mark that number (if it is on their card). The teacher will note: Is the child correctly recognizing and naming the number? The teacher can also be walking around the classroom noting if the children are covering or 'dabbing' the correct number.

Number Bingo

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

C8 Caterpillar Game

Name: _____

Directions: Roll a number cube and add the same number of body parts to the caterpillars using a bingo dabber.



Early Years Evaluation Teacher Assessment Plates

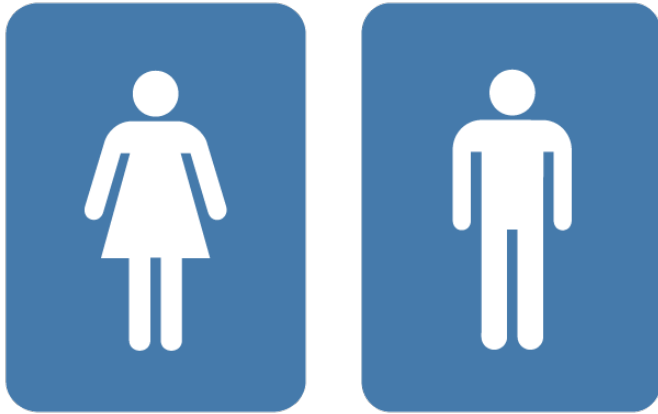


Assessment Plates can be used to assist teachers in assessing some items.

Teachers may choose to use comparable pictures from their classroom or around the school rather than the *Early Years Evaluation-Teacher Assessment Plates* to evaluate these items.

v.2.1

Assessment Plate - A1



Assessment Plate - C3

B

D

G

M

Assessment Plate - C3 (continued)



Assessment Plate - D6



Assessment Plate - E1

