SAMPLE School Readiness Goals Strategies

DRDP 2015
Guidance for Educators:

The sample strategies in this document are only samples. The strategies that educators and parents adopt must be based on the individual skills, interests and abilities of children. The following resources contain additional strategies which will assist educators and teachers to develop rich strategies to support children’s growth on their school readiness goals:

- The Creative Curriculum for Infants Toddlers & Twos
- The Creative Curriculum Preschool
- California Preschool and Infant/Toddler Frameworks
- Stanislaus COE Head Start Resources:
  - Dual Language Learner Position Statement
  - Transition Tool Kit
  - School Readiness Plan

Head Start Early Learning Frameworks
## School Readiness Goal Planning—SAMPLE Strategies
### Domain: Approaches to Learning – Self-Regulation

<table>
<thead>
<tr>
<th>Measure &amp; Description</th>
<th>SAMPLE Strategies to support growth to the identified level. Strategies must be individualized for each child based on his/her skills, interests, and abilities:</th>
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</table>
| **ATL 1: Attention Maintenance** | **RL**  
- Hold up interesting toys/objects and talk to him/her frequently to attract his/her attention.  
- Provide one or two toys or materials at a time, exchanging them when the child’s attention diminishes.  
- Use the child’s name to get his or her attention as adults begin to speak.  

**EE**  
- Hold up interesting toys/objects and talk to him/her frequently to attract his/her attention for longer periods of time.  
- Provide one or two toys or materials at a time, exchanging them when the child’s attention diminishes.  
- Provide appropriate amounts of visual stimuli, e.g., pictures, mobiles, and signs so child is neither over-nor under stimulated.  

**EL**  
- Read short stories (board books) to him/her. Offer him/her objects to extend play.  
- Provide child with time, space, and a variety of interesting materials for play.  
- Interpret and expand on what children do and say. Model deliberate, strategic engagement in activities and self-talk to help children stay engaged and persist with challenging tasks.  

**BE**  
- Provide interesting toys and objects for use in extended play.  
- Provide child with time, space, and a variety of interesting materials for play.  
- Use recyclable as well as new materials that can be used in a variety of innovative ways, e.g., boxes, tubes, spools, containers. |
| **ATL 2: Self-Comforting** | **RL**  
- Stay nearby children to provide support when child needs to soothe he/her self.  
- Establish and practice consistent routines.  

**EE**  
- Provide soft toys or a personal item from home so child can use in soothing themselves.  
- Establish and practice consistent routines.  

**EL**  
- Provide a quiet, cozy area with soft items were children can sit and self-comfort.  
- Use simple, clear language and facial expressions to communicate acceptable behaviors.  

**BE**  
- Communicate daily activities to the children so they are able to anticipate and regulate any needs he/she might have.  
- Model taking deep breaths, counting to five, or doing relaxation exercised when situations are stressful. Talk about how you are taking dep breaths to help you relax. |
| **ATL 3: Imitation** | **RL**  
- Intentionally model verbally desired enthusiasm, self-comfort, and behavior.  

**EE**  
- Intentionally model verbally and physically desired behavior, self-comfort, enthusiasm and well-being.  

**EL**  
- Provide props and toys that children can use to imitate familiar actions or words experienced at an earlier time.  

**BE**  
- Model expected behaviors, actions, verbally and physically in a positive manner which children can practice, repeat and implement. |
| ATL 4: Curiosity and Initiative in Learning | RL | • Provide appropriate amounts of visual stimuli. EX. mobiles, pictures  
• Provide one or two toys or materials at a time, exchanging when the child’s attention diminishes. |
| EE | • Provide appropriate amounts of visual and physical stimuli. EX. toys/objects/signs  
• Provide child with time, space, and a variety of interesting materials for play. |
| EL | • Provide children with time, space, and a variety of interesting materials for play  
• Demonstrate, explain, and engage children in trying different ways of doing things. Discuss whether the strategies worked well. |
| BE | • Ask children open ended questions such as “What else can you do with..?”  
• Encourage child to learn from his/her mistakes. Encourage him/her to make and test predications and to examine his/her thinking. |
| BM | • Provide hands on investigatory experiences that motivate the children  
• Take time to answer why questions, offering explanations that the child can understand. |
| BL | • Provide thought provoking experiences. EX. Magnifying glass to observe the pattern of colors on a caterpillar.  
• Play games that support children’s curiosity and internal motivation, such as mystery bag” hide and object inside a bag. Giver verbal clues about its identity. Let children feel, describe and guess what it is before looking at it. |
| IG | • Provide challenging experiences. EX. Use computer to learn about the habitats of different animals.  
• Describe children’s problem solving strategies, e.g., “you tried reaching in toe the jar to get the balls out, and then you turned the jar over and dumped them.” |

| ATL 5: Self-Control of Feelings and Behavior | RL | • Stay nearby and give child support when needed  
• Establish and practice consistent care routines. |
| EE | • Stay in close proximity of child  
• Use clear, simple language to communicate which behaviors are acceptable, e.g. say, “Pat Juan’s arm gently.” |
| EL | • Provide some safe zones, EX. Soft area with feelings chart  
• Acknowledge when child shows self-discipline, e.g., say, “You wanted to grab Tommy’s car, but you waited until he was finished playing with it.” |
| BE | • Use routine visuals to support the child’s individual needs  
• Use simple, clear language and facial expressions to communicate acceptable behaviors |
| BM | • Talk about feelings during routine activities  
• Model taking deep breaths, counting to five, or doing relaxation exercised when situations are stressful. Talk about how you are taking deep breaths to help you relax |
| BL | • Provide opportunities for children to engage in make believe play  
• Model taking deep breaths, counting to five, or doing relaxation exercised when situations are stressful. Encourage child to do relaxations exercises too. |
| IG | • Provide picture and word cues as children participate in self-care tasks.  
• Discuss photos of people showing various emotions. Encourage children to create stories about the source of the person’s feelings. Guide them to come up with appropriate ways the person might respond to the situation. |
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| ATL 6: Engagement and Persistence | **EE**  
- Provide appropriate amounts of visual stimuli. EX. mobiles, pictures  
- Provide one or two toys or materials at a time, exchanging when the child’s attention diminishes.  
- Provide interesting toys/objects for child to manipulate  

**EL**  
- Sing about the activity to maintain the child’s focus. EX. “This is the way we stack the blocks, stack the blocks, stack the blocks…”  
- Provide children with time, space, and a variety of interesting materials  

**BE**  
- Play games that support children’s curiosity. EX. Mystery Bag Game.  
- Provide many opportunities for child to make choices from among interesting materials that are familiar and challenging, and encourage child to use them in many ways  

**BM**  
- Support children’s efforts during challenging tasks by providing specific feedback. EX. “What will happen if you turn the puzzle piece around?”  
- Point out strategies the child used successfully in similar situations, e.g., prompt, “Yesterday you used the broom to get the dishes from behind the sink. I wonder if that would work to get the puzzle ice that dropped behind the shelf.”  

**BL**  
- Provide specific support to encourage the child’s problem solving skills.  
- Play games that support children’s curiosity and internal motivation, such as mystery bag” hide and object inside a bag. Giver verbal clues about its identity. Let children feel, describe and guess what it is before looking at it  

**IG**  
- Guide children in doing in-depth, long term, and open-ended studies and explorations  
- Encourage children to think of multiple ways to create something using the same materials. Ex; they might see how many different ways they can make a boat using milk cartons, paper, foil, craft sticks, etc.  

| ATL 7: Shared Use of Space and Materials | **EE**  
- Teachers will look for child’s interests, such as a toy or book and have it available throughout the day.  
- Provide opportunities for child to interact with other children, staying nearby to offer redirection and prevent harm to children.  

**EL**  
- Teachers will provide small group activities with few children (3-4) at a time. EX. Set up water table with only 4 tubs in small space.  
- Coach child to say “no” or “stop” in a conflict and expand on this language  

**BE**  
- Teachers will provide extra materials of child’s choice so they can keep materials close to them.  
- Coach child to use assertive, not aggressive language “Zory, it’s my turn”  

**BM**  
- Teachers will use positive strategies to help them learn to cooperate with others by suggesting turn taking and sharing, and by modeling cooperation. EX. wait list, model words “When you are finished can I have a turn.”  
- Explain conflicts to children when they take place, describing feelings  

**BL**  
- Staff will display solution cards and use as expectations for problem solving on their own. Provide children with waiting list as an option and cue to share.  
- Encourage child to recognize cooperative behavior for a “kindness jar”  

**IG**  
- Children on own will share and use all skills learned previous by teachers modeling and cues used in environment as a reminder to sharing. |
### School Readiness Goal Planning—SAMPLE Strategies

**Domain: Social & Emotional Development**

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| **SED 1:** Identify of Self in Relation to Others | **RL**
- Interact one on one with child daily, playing and talking to him/her.
- Encourage families to share traditions, songs, games and stories.

**EE**
- Use photographs of children involved in classroom activities.
- Use children’s names regularly throughout the day.

**EL**
- Ask children to draw or dictate a story about their family. Ask open-ended questions to learn more. Have them help label the people in a family photo.

**BE**
- Offer multiple ways for children to express their individuality and preferences. EX: express ideas through painting, drawing, or storytelling.

**BM**
- Provide activity where children can describe themselves compared to others. EX: who has curly hair? or who likes the rain?

**BL**
- Discuss difference between each other i.e. hair clothes etc.
- Make each child feel special. Make time for him to share interests

**IG**
- Feeling chart – discuss child’s feelings at throughout the day
- Encourage children to create short stories about their day with photos and dictations

| **SED 2:** Social and Emotional Understanding | **RL**
- Provide repetitive songs for child to anticipate gestures
- Interact one on one with child daily, playing and talking to them.

**EE**
- Introduce novel activity that relies on adult instruction
- Engage in experiences that help child understand how to interact with others e.g., play peek-a-boo

**EL**
- Encourage child to interact with less familiar peer
- Show respect in handing children, e.g., say “I’m washing your fact to get the food off.”

**BE**
- Read stories and identify emotions throughout
- Talk to child at eye level

**BM**
- Provide support and opportunities to identify emotions
- Pay special attention when a child will likely act aggressively. Help child control his/her emotions and behavior

**BL**
- Role play scenarios and predict emotions
- Label and talk about emotions and their causes

**IG**
- Invite peers to identify emotions during conflict negotiation.
- Help children detect and interpret cues e.g., “He looks mad, his forehead is wrinkled and his mouth turns down

| **SED 3:** Relationships and Social interactions with Familiar Adults | **RL**
- Talk to the child frequently, eye contact & constant attention to calm child.
- Smile frequently at child when you interact to establish positive relationship

**EE**
- Invite child to play with favorite toys invite him or her to interact and play
- Interact with children daily one-on-one playing and talking to them

**EL**
- Maintain constant eye contact with child. Ask him or her to play by asking what game he or she wants to play

**BE**
- Follow child’s lead in play, provide assistance when needed, encourage cooperative play and conversation.

**BM**
- Engage in conversation with child allowing him or her to express ideas and answering questions as they are being asked making sure to be on her or his eye level.
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| **SED 3:** Relationships and Social interactions with Familiar Adults (con’t) | **BL**  
- Provide opportunities by asking him or her to help setting up activities, use helpers chart to have her or him help with the different jobs in the classroom.  
- Give him/ her responsibilities to organize and be in charge of an activity. Encourage him/her to work in partnership with the teacher and make a secure space to save the project while it's in progress.  
- Engage children in informal conversations about their life and yours, Listen attentively while they speak.  
**IG**  
- Teacher will model talking to other children.  
- Provide duplicates of favorite toys.  
**RL**  
- Teacher will model playing alongside other children  
- Acknowledge child’s positive interactions, e.g., say “you touched Omar’s face very gently”  
**EE**  
- Teacher will model sharing toys with other children  
- Teacher will model cooperative play with other children  
- Teacher will model cooperative play that involves turn taking  
- Discuss and read books about friendships e.g. how friends treat one another  
- Help preschool children to learn how to enter a group by 1.) Waiting, watching and listening without speaking; 2.) Imitating the actions of the children in the group; and 3.) saying something positive that relates to what the group is doing such as suggesting roles they could play  
**EL**  
- Teacher will model invites others to join their cooperative play  
- Teacher will model inviting others to join their cooperative play  
**BE**  
- Teacher will model playing alongside other children  
- Acknowledge child’s positive interactions, e.g., say “you touched Omar’s face very gently”  
**BM**  
- Teacher will model sharing toys with other children  
- Create spaces in the room for two children to work together  
**BL**  
- Teacher will model inviting others to join their cooperative play  
- Model respectful relationship between adults  
**IG**  
- Teacher will model planning cooperative play activities  
| **SED 4:** Relationships and Social Interactions with Peers | **RE**  
- Talk to child frequently to attract child’s attention using voice or objects  
- Provide books appropriate for the child’s age and abilities  
**RL**  
- Provide objects/toys for child to explore with hands/mouth  
- Model pretending, e.g. pretend to take a bite of a plastic apple  
**EE**  
- Provide objects such as a banana to be used as fruit to pretend play or use as telephone. Use dramatic play house chairs as seats for bus, car, and train.  
**EL**  
- Pretend play house phones are walkie talkies. Pretends that blocks are name cards as they play school.  
- Provide a variety of realistic and less realistic props  
**BE**  
- Provide an assortment of interesting toys, dress up clothing and objects for use extended play.  
**BM**  
- Provide a variety of materials that include children with different interests. Place them throughout the classroom.  
- Ask open ended questions to extend children’s imaginative play and expressive language.  
**BL**  
- Provide theme boxes for child to engage explore and pretend with peers  
- Plan assigned roles to children who can organize and negotiate with others such as rely games.  
**IG**  
- Teacher will model planning cooperative play activities |
## School Readiness Goal Planning—SAMPLE Strategies

### Domain: Language & Literacy Development

#### SAMPLE Strategies to support growth to the identified level. Strategies must be individualized for each child based on his/her skills, interests, and abilities:

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<th>EL</th>
<th>BE</th>
<th>BM</th>
<th>BL</th>
<th>IG</th>
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<tr>
<td><strong>LLD1:</strong> Understanding of Language (Receptive)</td>
<td>Use language throughout the day. Use parallel talk. Use parentese—singsong speech and exaggerated facial expression to encourage baby to listen and focus on what is said</td>
<td>Use language throughout the day. Use frequent simple words. Example: water, more, bye-bye, child’s name, teacher’s name, parent’s name. Have child’s attention when you speak, be face to face at child’s level</td>
<td>Use repetitive language with gestures. Example: point to cubby and say “get your jacket.” One step directives Talk often with child, using rich language to describe objects, events, and people in the environment.</td>
<td>Use questions in language to see if child comprehends. Example: “who will help me put toys away? Who has the red crayon?” Use language that is easy to understand. Explain new vocabulary as you use it</td>
<td>Use longer phrases in sentences and directives. Example: “who remembers in what book we saw the brown bear? How can we make playdough?”</td>
<td>Use descriptive words and proper names in language Alert children when giving complex explanations. Tell them what to listen for. For example say, “This is hard to understand. Listen carefully to each step.”</td>
<td>Use how and why questions. Use multi-step and unrelated directions ex first take the plastic table cloth and put it on the table, next get the paint….”</td>
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<td><strong>LLD2:</strong> Responsiveness to Language</td>
<td>Use language throughout the day. Use parentese—singsong speech and exaggerated facial expression to encourage baby to listen and focus on what is said</td>
<td>Name objects in the environment, name actions such as bye, more, person’s name. Repetitive talk. Positively acknowledge when the child follows directions</td>
<td>Use simple complete sentences about what is happening in the environment. Positively acknowledge when the child follows directions</td>
<td>Say simple one-step directives, such as Put your shoes on, clean your nose. Have the child’s attention when speaking. Be face to face at child’s level</td>
<td>Say one-step directions that are new, such as “bring me the red drum.” (new items in classroom) Introduce new one step directive. Be clear and specific when making requests and giving directions.</td>
<td>Use multi-step directives, “get your jacket, put it on and go to the door.” Use precise language because young children are very literal thinkers</td>
<td>Say multi-step directions that are not use in everyday settings. “Go to the dramatic area and bring me the tea pot. Directions on what is not an everyday routine. Give adequate waiting time, so children can process what they hear and take part in discussion.</td>
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<td><strong>LLD3:</strong> Communication and Use of Language (Expressive)</td>
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| RL | ● Verbalizing. Calling by name, greeting  
● Serve as a good speaking model for children. Speak slowly and model correct grammar. |
| EE | ● Encourage child to use simple words such as more, water, mama, and bye through adults modeling short phrases such as, “Do you want more water?”  
● Respect child’s communication styles while encouraging higher level of communication (pronunciation, grammar)  
● Ask families for child’s successful communication strategies at home. |
| EL | ● Encourage child to use simple phrases by modeling parallel talk. Points to water = “Do you want to play in the water,”  
● Have one-on-one conversations with child who is reluctant to speak in a group  
● Provide props that encourage talking e.g., telephones and puppets |
| BE | ● Begin to use more repetitive talk and extend sentences. Red car=you have the red car.  
● Model use of explanatory talk e.g., “This jar is hard to open. If I put it under hot water, it will expand and be much easier to open” |
| BM | ● Use descriptive language that contains nouns, verbs  
● Use open-ended questions that encourage multiple responses such as “What would happen if...?” |
| BL | ● Use language in past, present, future tense.  
● Join children’s dramatic plan to scaffold their storytelling  
● Tell children stories without using books. Tell about things that happened in another time and place |
| IG | ● Use conversation frequently with children and extend on those conversations.  
● Help child increase the richness and diversity of vocabulary. Introduce less common words through books, songs, conversations, discussions, pretend play and studies |
| **LLD 4:** Reciprocal Communication and Conversation | | |
| RL | ● Use language during child teacher interaction to see if the child responds. Eye contact  
● Model appropriate conversational skills, e.g., turn taking & eye contact |
| EE | ● Use simple phrase and encourage child to do action.  
● Learn about the communication styles of the family  
● Build on child’s language. Rephrase what he/she says and add more |
| EL | ● Use simple question that require to words answers. Example: Is that you hat? My hat.  
● Provide many opportunities for children to hear and use language. Engage in frequent conversation with the child |
| BE | ● Use simple question and phrases and encourage back and forth feedback.  
● Provide interesting experiences for children to discuss |
| BM | ● Have conversations with the child focusing on the same interest.  
Try to maintain extended conversation. Listen carefully and ask questions |
| BL | ● Have more complex conversations that require descriptive answers.  
Try to maintain extended conversation. Listen carefully and ask questions |
| IG | ● Use “what do you think questions.”  
● Organize discussion groups with children to talk about things that interest them. |
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| LLD 5 : Interest in Literacy | **RL**  
  - Provide soft books, texture books, board books.  
  - Read to children one-on-one or in small groups daily  
  **EE**  
  - Provide reading experience, finger plays  
  - Read to children one-on-one or in small groups daily  
  **EL**  
  - Provide a variety of books in all the interest areas.  
  **BE**  
  - Model proper handling of books.  
  - Place fiction and nonfiction books in various interest areas  
  **BM**  
  - Ask open ended questions about the book being read.  
  - Support children’s play with print as they imitate real-life situations. EX: offer books and magazines to add to the doctor’s office  
  **BL**  
  - Provide flannel boards, props story dictation  
  - Point out title, author and illustrator as you read  
  **IG**  
  - Provide materials for book making  
  - Talk about concepts about books when you read to children. Talk about where the writing starts on the age and which way to proceed when reading. |
| LLD 6: Comprehension of Age Appropriate Text | **EL**  
  - Ask simple questions from book that is being read  
  **BE**  
  - Ask question about book being read  
  **BM**  
  - Ask questions pertaining to the sequence of the book and about the characters  
  **BL**  
  - Ask child to retell the story  
  **IG**  
  - Pair children together for reading time and provide familiar books |
| LLD 7: Concepts About Print | **EL**  
  - Ask child to point to letters or pictures  
  - Display meaningful print at child’s eye level.  
  **BE**  
  - Modeling reading by running finger under text, pointing to words, pointing to letters  
  - Create a print-rich environment. Include print that is meaningful, functional, and interesting  
  - As you read, move your finger under the words directionally.  
  **BM**  
  - Provide pictures of familiar environmental print  
  - Write signs, charts, recipes, labels and other classroom materials in the children’s presence. Describe the process as children watch you write. Call attention to the features of print such as letters, words, spaces, upper and lower case letters and pronunciation  
  **BL**  
  - Draw attention to the conventions of print. Ex: when you record a child’s dictation, talk about where you are starting to write, why you are beginning the sentence with and uppercase letter, and what the punctuation mark means.  
  **IG**  
  - Relate first letter of name to everyday objects. C-up=C-arlos  
  - Use story and informational books and planned wiring experiences to teach about print. Place fiction and nonfiction books in related interest areas.  
  - Talk about the various ways that print is used around us. Ex: read the lunch menu, read aloud a card written for a sick child. |
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| LLD 8: Phonological Awareness | **EL**  
- Sing the name, name we all have names song.  
- Encourage child to listen to sounds in the environment. Record different sounds for children to identify.  

**BE**  
- Provide songs with rhymes  
- Use songs, stories, and rhymes that play with language. Informally, but intentionally, draw child’s attention to the sounds of language  

**BM**  
- Clap out single words song. Row row your boat  
- Encourage child to play with words and make his/her own rhymes  
- Clap or tap rhythm sticks to mark the syllables of children’s names as you say them.  

**BL**  
- Blending words together  
- Have children fill in rhyming words in a verse. For example, “the cat wore a ___(hat). He slept on a ___ (mat). He played with a ___(bat)  

**IG**  
- Blending words together focusing on the first letter sound  
- Play games that focus on alliteration (initial sounds). Have child think of words that begin with the same sound as another child’s name  
- Draw child’s attention to the phonemes in spoken words during daily routines. Ex: If your name begins with the /m/ sound like Matthew, you may go to lunch  

**LLD 9: Letter and Word Knowledge**  
- **EL**  
  - Provide and introduce familiar environmental print  
  - Display the alphabet at child’s eye level.  
  - Encourage sensory exploration of the alphabet (salt trays, magnet letters)  

- **BE**  
  - Review letters in the environment and the child’s name  
  - Focus on letters as part of meaningful activities. Point out letters as you take dictation and read stories.  

- **BM**  
  - Review letters through activities  
  - Use children’s names to help them learn the alphabet letters and their sounds.  
  - Sing the alphabet song slowly so child can hear each letter. Point to each letter on the alphabet chart as you sing.  

- **BL**  
  - Sign in sheets for the children, writing names on own work, spelling of name  
  - Read alphabet books such as “Chicka Chicka Boom Boom”. Talk about letters their shapes and the names of pictured objects that begin with the letter.  

- **IG**  
  - Present upper and lower case letters  
  - Encourage children to make letter dictionaries, illustrated with their pictures  

**LLD 10: Emergent Writing**  
- **EL**  
  - Provide ample time, materials and space for children to write throughout the day  

- **BE**  
  - Encourage child to use writing materials to draw or write  
  - Provide specific opportunities to write while outdoors (sidewalk chalk)  

- **BM**  
  - Encourage child to sign in and write name or letters to friends, parents  
  - Provide accurate models of child’s name. Print clearly & make accessible  

- **BL**  
  - Provide experiences that give child reasons to write his/her name. Ex: sign in and write name or letters to parent, do a list, do thank you cards  
  - Model writing. Talk about what you are doing as you write  

- **IG**  
  - Provide sight words and model writing  
  - Encourage children to write words and create drawings
**School Readiness Goal Planning—SAMPLE Strategies**  
**Domain: English Language Development**

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| ELD 1: Comprehension of English (Receptive English) | • Repeat words/gestures frequently used in the home language and in English throughout the day  
  • Read in home language and point out things and name them in Spanish and English  
  • Set up classroom routines and use consistent language when referring to activities (clean-up time) and objects (cubbies) |
| EE | • During meal time teacher asks do you want more milk, while holding the milk pitcher  
  • Pair dual language learner with an outgoing English-speaking child for certain periods of the day so they can help integrate the DLL into classroom activities |
| DE | • Teacher will ask child common words in English with support of home language and nonverbal cues  
  • Speak slowly, use repetition and simplify your message. Place important words at the end of the sentence, and use gestures  
  • Provide pictures that accompany the daily schedule |
| BE | • During meal time use self-talk ex “I am pouring milk in my cup” while pouring milk  
  • Use running commentary by telling DLLs what you are doing it as you are doing it “Now I’ll put the milk in the batter” |
| IG | • While playing with counting bears teacher says separate them by size, small and big  
  • Talk about what is right in front of the DLL so the context will be obvious |
| ELD 2: Self-Expression in English (Expressive English) | • Name objects child is manipulating in home language and English  
  • Have child try to repeat words as you demonstrate what objects or illustrations refer to |
| DL | • While showing child name card say this is your name in home language  
  • Be alert to children’s early attempts to use English  
  • Validate child’s language attempts in both languages |
| EE | • During group time sing songs in English and Spanish  
  • Speak one-on-one to the DLL because they may be less likely to speak in a group  
  • Give DLLs a lot of time to think about what they want to say  
  • Use closed ended questions, “do you want to paint or play with blocks?” |
| DE | • Teacher says it’s your turn on the bike and child turns and looks at the bike  
  • Encourage families to bring photos or familiar objects from home. Child may be more likely to talk about things he/she is familiar with  
  • Help children to move from non-verbal to verbal responses by asking questions. |
| BE | • While making cookies with playdoh teacher says you are making galletas and child repeats “cookies”  
  • Expand on any effort the child makes to use English. |
| IG | • When asked about a drawing child responds in English often with complete sentences. This is my home, my mom and puppy  
  • Encourage child to engage in conversations on interesting topics that connect to his/her daily life. |
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<tbody>
<tr>
<td></td>
<td><strong>DL</strong></td>
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<tr>
<td></td>
<td>• Use simple hand movements when singing itsy bitsy spider</td>
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<td></td>
<td>• Share research/information and provide support to families about the importance of supporting children's home languages (ex: utilize ECKLC Importance of Home Language Services)</td>
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<tr>
<td></td>
<td>• Introduce English through songs, games, finger-plays, and books.</td>
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<td></td>
<td><strong>DE</strong></td>
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<tr>
<td></td>
<td>• Read story in home language and point some things out in English</td>
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<tr>
<td></td>
<td>• Use props and gestures to encourage children to understand meaning instead of using back-to-back translation.</td>
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<td><strong>EE</strong></td>
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<tr>
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<td>• Read story and show gestures of objects in the book for example rocking a baby</td>
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<td></td>
<td>• Capitalize on teaching new concepts in Spanish and follow-up during the week to teach vocabulary words related to same concept in English.</td>
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<td></td>
<td><strong>BE</strong></td>
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<tr>
<td></td>
<td>• Say she is sad when comforting a child who is crying/hurt, ask child to bring you Kleenex in English and repeat in home language if needed</td>
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<td>• Identify cognates/vocabulary in both languages and include in daily activity plans.</td>
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<tr>
<td></td>
<td><strong>IG</strong></td>
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<tr>
<td></td>
<td>• Communicate to child in complex sentences using English and home language when asking them to follow multiple step directions</td>
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<td></td>
<td><strong>DL</strong></td>
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<td></td>
<td>• Point to pictures/ words in the environment pertaining to daily routines</td>
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<td><strong>DE</strong></td>
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<td></td>
<td>• Asking child to line up in home language while holding his/her name card</td>
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<td></td>
<td><strong>EE</strong></td>
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<tr>
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<td>• During small group show several pictures and point out and spell the name of the object Ex: show picture of ball and spell the word B-A-L-L</td>
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<tr>
<td></td>
<td>• Identify cognates/vocabulary in both languages and include in daily activity plans.</td>
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<td><strong>DE</strong></td>
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<td></td>
<td>• Point of Letters of words in the environment that are in his or her name</td>
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<td>• Provide activities that encourage recognition of similarities between English and Spanish alphabets</td>
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<td><strong>BE</strong></td>
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<td></td>
<td>• Hold up cues/pictures with words for the daily schedule</td>
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<td></td>
<td><strong>IG</strong></td>
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<td>• While reading point to/repeat the more complex words and phrases</td>
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| COG 1: Spatial Relationships | RL  • Greet child when entering their space,  
• Get child’s attention by initiating communication with him/her before picking him/her up.  
EE  • Provide with simple puzzles encourage efforts to fit the puzzle pieces/object in their places. Provide items which children can fill with toys.  
• Guide child’s exploration of shapes. Discuss features as children explore  
EL  • Encourage children’s efforts to successfully use a shape sorter toy. Provide with objects which can be used as ramps for toy cars and encourage children to use.  
• Encourage children’s use of positional words as children climb in, out, on or through objects.  
BE  • Encourage children to use their understanding of shapes to complete a simple puzzle. Provide stacking cups and encourage children to build towers, taking into account the size of the cups.  |
| COG 2: Classification | RL  • Use daily interactions to help children to build relationships with familiar adults.  
• Provide child with materials that are safe to explore using all of their senses. As they explore, describe the characteristics “That is soft /bumpy”  
EE  • Provide children with playthings that are related/sets so they can begin to associate them with each other. Such as play food with pots and pans, and a play hammer with a pounding bench.  
• Play simple classification games by gathering items that can be used together sock/shoe, flower/vase, plate/fork  
EL  • Provide children with opportunities to sort object and pick out a specific type of object from a collection of varied objects (apple from a bowl of fruit, train cars from a basket of trains and cars)  
• Model sorting and classifying “Lets pick up all the trucks”  
BE  • Provide children with opportunities to sort two types of items into two piles (ex. Green bears from blue bears)  
• Play sorting and matching games using familiar materials. Get input from the family about familiar items.  
BM  • Provide children with opportunities to sort a collection of objects into categories (cats & dogs, markers & crayons).  
• Use “mystery boxes” to help children develop classification skills. Have children ask yes/no questions to figure out what’s inside. “Is it an animal?”  
BL  • Encourage children to utilize collections in the environment to sort them by one attribute (color) then sort them by another attribute (size).  
• Give child opportunities to arrange collections into groups by using various rules that you and the child make together  
IG  • Encourage children to utilize collections in the environment to sort items by two or more attributes (blue circles, red circles, blue squares, and red squares)  
• Record children’s ides about each of two groups (cats/dogs). Ask them to find similarities and differences.  |
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| **COG 3:** Number Sense of Quantity | **RL** • Offer children toys that may be of interest to them while they are already using other toys.  
**EE** • Modeling the sign for “more” throughout the day and encouraging the child to imitate the sign.  
**EL** • Use nursery rhymes involving numbers along with signing the numbers.  
• Recite finger plays or rhymes and sing songs about numbers.  
• Use every day experiences to count to solve problems  
**BE** • Model quantity and ask child “how many do you have or see? “ Ex:  
Teacher: “I have one shovel” Child: “I have 2 shovels”  
• Read stories with numbers  
**BM** • Provide counting tools for children and model one on one correspondence to each object.  
• Gradually increase the number of items the child is asked to count, based on his growing counting ability.  
**BL** • Model counting peers during the day and asking the children “How many friends are here today?”  
• Provide a variety of materials to help children develop an understanding of quantity (buttons, keys, sticks, beans, cubes)  
• Model counting strategies  
**IG** • Provide children with opportunities to use counting in their daily life in useful ways (Five children will sit at this table, can you tell me if we have enough chairs?) |
| **COG 4:** Number Sense of Math Operations | **EL** • Provide children with opportunities to add and remove items from a location (ex: box)  
• Include materials and activities that associate numerals with sets  
• Recite finger plays or rhymes and sing songs about numbers  
**BE** • Model use of the terms “more” and “less” and provide children to use the terms in their daily routine such as meal times.  
• Provide a variety of materials to help children develop an understanding of adding and subtracting (buttons, keys, sticks, beans, cubes)  
**BM** • Have children assist with putting out trikes or other items. Ask “how many there are now?” when items are added or removed from the group.  
**BL** • Provide children with small collections of items, encourage them to experiment with adding and removing items and then determining the new quantity by counting.  
• Use everyday situations to illustrate combining and separating. Ex: when a child leaves the dramatic play area say “We had two children in the playhouse. Tommy went to play in the block area. How many children are left?”  
**IG** • At meal time, ask him/her questions such as “If I give you two more crackers and you already have two, how many will you have now?”  
• Encourage child to tell “how many stories” Ex Tell how many children are on the climber or how many markers they have after they gave two to a friend.
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<td>COG 5: Measurement</td>
<td><strong>EL</strong></td>
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<td>• At the sensory table, provide children with a variety of objects (cups) they can fill with water or sand.</td>
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<td>• Take advantage of everyday experiences to talk about measuring (height, biggest block structure)</td>
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<td><strong>BE</strong></td>
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<td>• Expand children’s conversations to include measurement terms. Ex: If a child speaks about her dog, ask how big it is and encourage children to explain how big it is through gestures and verbal descriptions.</td>
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<td>• Provide many opportunities for child to measure using non-standard measures (plastic snap cubes, plastic chair=ns, paperclips, blocks etc.)</td>
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<td><strong>BM</strong></td>
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<td>• Provide children with objects of varying sizes, such as sand pails, and ask them to compare them by stating which object is longer or smaller.</td>
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<td>• Provide experiences for children to measure using standard and nonstandard measures</td>
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<td><strong>BL</strong></td>
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<td>• Encourage children to sort a small collection of differently sized objects from small to biggest.</td>
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<td>• Encourage children to use measurement tools in their own ways during measurement activities and in the dramatic play area</td>
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<td>• Have child participate in making snack using measuring spoons/cups</td>
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<td><strong>IE</strong></td>
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<td>• Provide children with a variety of measurement instruments (rulers, yardsticks, measuring tapes, measuring cups, and balance scales) to enable them to measure different objects.</td>
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<td>• Use estimation vocabulary (about, approximate, nearly, almost and close)</td>
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<td><strong>COG 6: Patterning</strong></td>
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<td></td>
<td><strong>EL</strong></td>
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<td>• Demonstrate a simple rhythm pattern and encourage children to try to copy. (Clap, Clap, stomp)</td>
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<td>• Identify patterns in daily routines</td>
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<td><strong>BE</strong></td>
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<td>• Read a repetitive rhyming book (Brown Bear) and encourage children to say “Brown Bear, Brown Bear, what do you see?” with you.</td>
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<td>• Call attention to patterns in the environment (stripes on shirt, with blocks)</td>
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<td><strong>BM</strong></td>
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<tr>
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<td>• Provide children with object that they may use to create simple patterns (red, blue, red, blue)</td>
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<td>• Describe patterns with words, sounds, movements and objects rather than with letters (letter patterns can be confusing)</td>
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<td><strong>BL</strong></td>
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<td>• Provide children with a simple pattern to follow (red, blue, red, blue) using items such as chunky beads. Point to the objects and say the color names in the pattern and ask them what comes next.</td>
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<td>• Encourage child to talk about and identify patterns “Pattern detective”</td>
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<td><strong>IG</strong></td>
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<td>• Provide children with a more complex pattern to follow using items such as chunky beads(red, blue, green, red, blue, green) or fruit on a kabob (apple, banana, strawberry). Point to the objects and say the color names in the pattern and ask them to extend the pattern.</td>
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<td>• Read patterning stories and verses (“Mrs. McTats and her Houseful of Cats”, the “Napping House”)</td>
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<td><strong>COG 7: Shapes</strong></td>
<td>• Provide children with toys that feature standard shapes (circle, triangle &amp; rectangle). Ex: Encourage their efforts to match circle puzzle pieces with a circle hole.&lt;br&gt;• Label shapes with correct names. Ex: if a child says, “I got a round one” respond with “Yes it is round. It looks like a ball. It’s called a sphere.”&lt;br&gt;<strong>BE</strong>&lt;br&gt;• Provide children with blocks that are a variety of shapes. Encourage them to sort objects of the same type in their play. (Find and stack all the square blocks)&lt;br&gt;• Guide children’s exploration of shapes. Discuss features as child explores. Use the word “not” as you talk about a shape, for example, you might say, “this is not a circle because it does not have curved lines.”&lt;br&gt;<strong>BM</strong>&lt;br&gt;• After sharing shape names (circle) with children, have children find circles in their classroom.&lt;br&gt;• Present shapes that differ in size and orientation. (so child will not think that all triangles have equal sides)&lt;br&gt;<strong>BL</strong>&lt;br&gt;• Show child objects in the environment such as a clock and encourage child to say what shape it is.&lt;br&gt;• Encourage children to create new shapes form other shapes.&lt;br&gt;<strong>IG</strong>&lt;br&gt;• Ask child to count the number of sides on a square and to identify what attributes make a square different from a rectangle.&lt;br&gt;• Encourage children to represent shapes in different ways (draw a triangle then recreate on the geo board.)&lt;br&gt;<strong>RL</strong>&lt;br&gt;• Play games with child that produce an interesting effect ex: Peekaboo , jack in box&lt;br&gt;<strong>RE</strong>&lt;br&gt;• Provide child with toys that make noises. Encourage children to interact with the toy. Ex: musical toys, pop up toys.&lt;br&gt;<strong>EE</strong>&lt;br&gt;• Encourage child to repeat actions to create interesting effects (drop objects off of table, push different buttons on a toy to make different sounds)&lt;br&gt;<strong>EL</strong>&lt;br&gt;• Provide child with a variety of toys that make different noises Ex: toy ambulance or police car. Encourage them to turn toy on and off.&lt;br&gt;<strong>BE</strong>&lt;br&gt;• Provide child with a variety of objects which allow him/her to practice cause and effect, such as toy cars and tubes that may be used as a track.&lt;br&gt;<strong>BM</strong>&lt;br&gt;• Provide children with opportunities to observe cause and effect relationships in daily routines and observe their increased understanding aloud. “Oh, you are covering your ears because you think that the balloon popping is going be loud.”&lt;br&gt;<strong>BL</strong>&lt;br&gt;• Using daily experiences ask children why something happened, “Why did the ice melt?” and encourage them to try to explain the cause and effect relationship.&lt;br&gt;<strong>IG</strong>&lt;br&gt;• Challenge children’s understanding of cause and effect. Ask more complex questions such as “What do you think would happen if we fed our fish too much food?”</td>
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| COG 9: Inquiring Through Observation and Investigation | **RL**
- Respond to child when he/she makes sounds/noises.  

**EE**
- Provide child with object/toys they are able to bang their hands on. A table top, floor or other room objects will also work.  

**EL**
- Provide opportunities for child to stack blocks, objects or cups to see how high he/she can stack them. Explore how many ways he/she can knock them down.  

**BE**
- Provide water, scoops, sand, buckets, bowls to children in the sand box. Demonstrate how to dig out tunnels and explore how water runs through the tunnels and where it goes.  
- Help child connect new discoveries to what they already know (drawings before and after field trip)  

**BM**
- Provide children with opportunities to observe interesting events and encourage their predications. Ex: Ask what they think will happen if red and blue paint is mixed.  
- Model focused observation by showing curiosity about things in the environment, observing intently using multiple senses and calling attention to details.  
- Ask open ended questions “How is this magnet like/different from the magnet we used last week?”  

**BL**
- Provide children with the opportunity to interact with a collection of natural objects (rocks, feathers, shells) and ask them to make predictions such as which is heavier/lighter, which will float/sink.  
- Support child as he/she practices scientific inquiry. Use scientific terms like *observe, hypothesize, predict and estimate*.  

**IG**
- Child will participate in making a chart to document the growth of a bean plant over time and communicate his/her observations.  
- Conduct in depth investigations using living things, objects, and materials from the local environment. Encourage child to communicate their discoveries.  

**COG 10: Documentation and Communication of Inquiry**  
**EL**
- Encourage child to talk about the things they see in their environment.  

**BE**
- Provide child with opportunities to tell others what is different about things in their environment. Ex: this grapefruit is big and this lemon is small.  
- Help child connect new discoveries to what they already know (drawings before and after field trip)  
- Model focused observation by showing curiosity about things in the environment, observing intently using multiple senses and calling attention to details.  

**BM**
- Provide child with an opportunity to observe ants through a magnifying glass and encourage him/her to draw a picture of an ant.  

**BL**
- Provide child with an opportunity to observe ants through a magnifying glass. Teach about the body parts and encourage him/her to draw a picture of an ant with detail, identifying parts such as abdomen, legs & antenna  

**IG**
- Provide child with the opportunity to collect and record simple data. Tally the objects that sink versus the items that float.  
- Conduct in depth investigations using living things, objects, and materials from the local environment. Encourage child to communicate their discoveries.
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<td>• Connect with the child through an interactive song, such as Pat-A Cake”</td>
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<td>• Go for nature walks to look for worms, ladybugs, roly-polies, or other living things to observe.</td>
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<td>EE</td>
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<td>• Provide child with opportunities to interact with (touch) living and non-living things in the environment (Ex: family pet or smooth rock)</td>
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<td>• Provide opportunities for child to encounter grass, sand/dirt.</td>
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<td>• Provide opportunities for child to care for living things (fish, plant)</td>
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<td>BE</td>
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<td>• Ask children what certain animals sound like. Ex: “What sound is that bird making?”</td>
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<td>• Recite finger plays, and read stories about how living things grow and change</td>
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<td>• Go for nature walks to look for worms, ladybugs, roly-polies, or other living things to observe. Use magnifying glasses to observe</td>
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<td>BM</td>
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<td>• Engage child in discussions about what living things need to survive. Ex: plants need food, sun and water to grow.</td>
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<td>• Provide child with the opportunity to observe the life cycle of living things (frog, butterfly)</td>
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<td>BL</td>
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<td>• Engage child in discussions regarding the different needs of living things such as plants and animals.</td>
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<td>• Use the correct terminology when discussing living things (habitat, camouflage, herbivore, antennae or predator)</td>
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<td>IG</td>
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<td>• Create a chart to demonstrate the differences between living things. Ask children to tally things like “which breathe water and which breathe air”</td>
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<td>• Encourage children to categorize living things. They may group by appearance, behavior or whether things are plants or animals.</td>
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## School Readiness Goal Planning—SAMPLE Strategies
### Domain: Physical Development – Health

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| **PD-HLTH 1:** Perceptual – Motor Skill and Movement Concepts (PK) | **RL** • Provide child with interesting objects in their environment to encourage their interaction.  
**EE** • Provide sensory activities such as; play dough, water, sand.  
**EL** • Provide movement activities such as; Head, Shoulders…, 5 little monkeys, etc.  
**BE** • Provide opportunities for movement such as; obstacle course, freeze, etc.  
**BM** • Provide activities that may include marching, personal space.  
**BL** • Provide opportunities to self-serve food, relay races.  
**IG** • Provide new/different opportunities to use obstacle course  
**IG** • Provide opportunities for children to practice static balance. Have children stand on one foot. Give the cue *freeze* when you want children to hold their positions for 3 seconds. |
| **PD-HLTH 2:** Gross Locomotor Movement Skills | **RL** • Provide child with tummy time. Place child on floor on his or her tummy. Offer toys just out of reach to encourage them to roll towards the object.  
**EE** • Provide child with safe places to explore and developing crawling skills. Place child on floor and provide different object across the room encouraging the child to move across the room toward the object.  
**EM** • Provide child with safe environment to practice standing and items to push to stabilize him/her during walking efforts. Hold on to the child’s hand and encourage them to walk alongside of you.  
**EL** • Provide child with a safe environment to begin to walk.  
**EL** • Provide movement activities that involve all children actively  
**BE** • Provide activities that include hopping, jumping. Dance to music and hold child’s hand while jumping up and down.  
**BE** • Provide outdoor time every day for child to run jump, skip and gallop  
**BE** • Encourage children to practice walking with bean bags on different posy parts (head/shoulder, elbow)  
**BM** • Provide opportunities to walk across low balance beam.  
**BM** • Use traveling movement to transition children from one activity to another. Invite children to walk slowly, quickly, sideways or backwards.  
**BM** • Place masking tape or brightly colored yarn on the floor and encourage child to practice balancing by walking on it. Coach children to balance by putting out their arms.  
**BL** • Provide activities that include hopping on 1 foot, jumping over a line.  
**BL** • Set up an obstacle course so children can practice skills( hopping, skipping, running)  
**IG** • Provide opportunities which allow for quick changes in movement.  
**IG** • Involve child in traveling games where they star, stop and change directions quickly e.g., hopscotch.  
**IG** • Provide opportunities for children to practice static balance. Have children stand on one foot. Give the cue *freeze* when you want children to hold their positions for 3 seconds. |
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<th>SAMPLE Strategies to support growth to the identified level. Strategies must be individualized for each child based on his/her skills, interests, and abilities:</th>
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</table>
| PD-HLTH 3: Gross Motor Manipulative Skills | RL  
● While child is lying on the floor or sitting on a lap position self in front of the child and talk with him or her and reach out towards the child. Touch the child’s hands, feet and hold them. Approach the child from his or her line of vision.  

EE  
● Hand over hand “Head, Shoulders, Knees and Toes.” Help the child complete the hand motions as you sing.  

EL  
● Provide activities that include throwing a bean bag with arms raised.  
● Take child outdoors and offer different types of balls that are safe to throw or kick.  
● Allow child to release balls into targets such as large baskets, buckets or a small basketball hoop.  

BE  
● Provide ball throwing/catching activities. Use chalk to draw hopscotch or simple squares encouraging toss bean bag into the square. Cut hole in a box and toss bean bags into it.  
● Use scarves or Mylar balloons to practice catching. These items are easier to catch than balls because they move slowly and give child time to position himself for a catch.  

BM  
● Provide activities that include stepping/kicking ball, catching.  
● Provide balls of various sizes, texture and grips to explore. Include balls with chimes, bells, and visible items rolling inside.  

BL  
● Provide opportunities to catch small objects like a bean bag.  
● Provide lightweight clubs or mallets and balls of various sized for child to practice hitting along the ground  

IG  
● Provide opportunities to bounce a ball while walking, run & kick a ball.  
● Use specific cues to help child increase proficiency (look at the target before you throw)  

| PD-HLTH 4: Fine Motor Manipulative Skills | RL  
● Hold objects just out of reach right in front of the child at their midline of vision.  

EE  
● Repeatedly place objects in the child’s hand while on the floor or in lap.  
● Offer activities to strengthen child’s grasp. (transferring an object from one hand to another, pulling scarves from a hole cut in a box)  

EL  
● Provide activities that include knob puzzles, paint brushes. Provide crayons, chalk, marks or paint brushes and paper through the day allowing child to explore with.  
● Provide activities that strengthen child’s grasp and release (squirt bottles)  

BE  
● Provide play dough w/rollers, tools, sand w/scoops activities. Provide an empty container and items to place in the container. Offer the container towards one hand and the second object towards the other hand. Encourage child to place the items from one hand into the container of the other hand.  

BM  
● Provide opportunities to use scissors, paper, and buttoning objects.  
● Allow plenty of time for child to explore materials and complete tasks  

BL  
● Provide opportunities that include stringing on pipe cleaner, twisting caps, snaps, etc.  
● Take advantage of self-care activities (handwashing/craping plates)  

IG  
● Provide stringing with yarn, cutting on thicker paper/material.  
● Give simple, clear verbal directions and physically guide, model, or use picture cues to help children perform tasks successfully
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<td><strong>PD-HLTH 5: Safety</strong></td>
</tr>
<tr>
<td></td>
<td><strong>RL</strong></td>
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<tr>
<td></td>
<td>• Provide child with reassurance when they feel unsafe/scared.</td>
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<tr>
<td></td>
<td>• Stay nearby when babies are lying or sitting closet to each other. Gently separate them if they touch each other too roughly, showing them how to be gentle.</td>
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<tr>
<td></td>
<td><strong>EE</strong></td>
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<tr>
<td></td>
<td>• Provide children with laminated posters that remind them of safety rules.</td>
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<tr>
<td></td>
<td>• Use gestures when telling children the rules</td>
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<tr>
<td></td>
<td><strong>EL</strong></td>
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<tr>
<td></td>
<td>• Encourage children to use their words, inform adults of unsafe situations.</td>
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<tr>
<td></td>
<td>• Explain the reasons for rules, and help children understand why particular behaviors are not acceptable</td>
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<tr>
<td></td>
<td><strong>BE</strong></td>
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<tr>
<td></td>
<td>• Provide children with practice crossing street, learning stop signs, buckle in car seats.</td>
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<tr>
<td></td>
<td><strong>BM</strong></td>
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<tr>
<td></td>
<td>• Incorporate music, safety songs that teach safety concepts.</td>
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<tr>
<td></td>
<td><strong>BL</strong></td>
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<tr>
<td></td>
<td>• Provide appropriate safety rules “walking feet, slide on your bottom”.</td>
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<tr>
<td></td>
<td><strong>IG</strong></td>
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<tr>
<td></td>
<td>• Encourage parents to learn safety concepts that keep children safe.</td>
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<tr>
<td></td>
<td><strong>PD-HLTH 6: Personal Care Routines-Hygiene</strong></td>
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<tr>
<td></td>
<td><strong>RL</strong></td>
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<tr>
<td></td>
<td>• Place child’s hand in the sink under the water every time they are needing to wash hands; after toileting, diapering, before eating, after eating, or when coming in from outside.</td>
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<tr>
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<td><strong>EE</strong></td>
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<tr>
<td></td>
<td>• Offer child a tissue box &amp; have it at child’s reach, hand tissue after sneeze or needing to wipe.</td>
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<tr>
<td></td>
<td><strong>EL</strong></td>
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<td></td>
<td>• Allow children to squirt the soap out the dispenser when washing hands.</td>
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<td></td>
<td><strong>BE</strong></td>
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<tr>
<td></td>
<td>• Give children opportunities to use toilet on their own. Explain to the child to scrub his or her hands together and in between their fingers. Ensure to allow the child the time to practice scrubbing their hands with the soap.</td>
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<tr>
<td></td>
<td><strong>BM</strong></td>
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<tr>
<td></td>
<td>• Provide opportunities for children to brush their teeth after meals.</td>
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<tr>
<td></td>
<td><strong>BL</strong></td>
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<tr>
<td></td>
<td>• Provide opportunities for children to dress/undress themselves.</td>
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<td></td>
<td><strong>IG</strong></td>
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<td></td>
<td>• Engage children in conversations regarding personal care routines to support their mastery of independent hygiene routines.</td>
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<tr>
<td></td>
<td><strong>PD-HLTH 7: Personal Care Routines-Feeding</strong></td>
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<tr>
<td></td>
<td><strong>RL</strong></td>
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<td>• During feeding provide multiple utensils for eating. Ensure the child has a utensil in his or her hand other than the utensil adult is using to feed the child.</td>
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<td><strong>EE</strong></td>
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<td>• Cut some food items and place in front of the child encouraging him or her to pick it up and put it in his or her mouth. Encourage children to role play in playhouse by setting place mats, center pieces, napkins, play food, utensils</td>
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<tr>
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<td>• Serve food that children can feed themselves. Be prepared for a mess.</td>
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<td></td>
<td><strong>EL</strong></td>
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<td></td>
<td>• Allow the child to feed his or herself using child sized utensils. Provide a little support to ensure the child eats. Assist the child in picking up the food.</td>
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<td><strong>BE</strong></td>
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<td>• Children will have opportunity to eat family style and serve themselves the food of their choice. Provide multiple opportunities throughout the day the child can practice feeding his or herself.</td>
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<td></td>
<td>• Provide picture and word cues to assist child as they participate in self-care tasks (recipe for making a snack)</td>
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<td></td>
<td><strong>BL</strong></td>
</tr>
<tr>
<td></td>
<td>• Children will be given the opportunity to set the lunch and snack table and to serve themselves using pitcher, large bowls, and scoops.</td>
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| PD-HLTH 8: Personal Care Routines-Dressing | **RL** • During diaper changing help child lift their legs as you change them and describe what you are doing.  
**EE** • Find a spot dedicated to putting on shoes and guide the child to that spot each time they need to put their shoes on. Describe to them what is going on and where to sit when putting on shoes.  
**EL** • Help child hold onto their jacket arms, or guide them with motion when putting on pants or socks.  
**BE** • Provide the child with opportunities to put on/off clothing throughout the day outside of getting dressed for the day.  
**BL** • Provide student with zipper gadgets, tying, and laces and buckle gadgets so that children may practice snaps, zipping and tying shoe laces.  
**IG** • Provide child with the opportunity to independently put on shoes & jacket. |
| PD-HLTH 9: Active Physical Play | **EM** • Promote opportunities for physical play such as climbing, pushing & pulling.  
**EL** • Promote opportunities for physical play such as marching, hopping & running.  
**BE** • Promote opportunities for physical play that includes movements to music with or without the use of objects such as streamers, instruments and balls.  
**BM** • Promote opportunities for physical play that includes sustained amount of times such as soccer, red light green light, follow the leader, etc.  
**BL** • Promote opportunities for physical play that includes occasional burst of intensity such as running in different directions & speeds, riding a bike in different speeds with control, kicking a ball back & forth to a peer and dancing to music while responding to the changes of the music’s beat.  
**IG** • Promote opportunities for child to seek and engage in active physical play such as to create obstacle courses, join groups of peers in tag and initiate play with music that involves a fast beat until the music ends. |
| PD-HLTH 10: Nutrition | **EM** • Promote encouragement in tasting child’s favorite foods during meal times and during activities.  
**EL** • Promote encouragement in tasting the variety of foods during meal times.  
**BE** • Promote opportunities to recognize or identify a variety of foods by displaying pictures of a variety of foods, having food items in playhouse, discussing foods during meal time.  
**BM** • Promote conversations that will enhance and develop knowledge to a variety of foods with child during meal times about the food served, during harvest of the month and throughout the day as opportunity arise.  
**BL** • Promote opportunities to identify making good choices such as charting, food pyramid, books on healthy foods, etc.  
**IG** • Promote opportunities to model behavior in making good choices through conversations, presentations on healthy foods and reading books on healthy foods and discuss at circle time the benefits on eating healthy. |