



Discussion Prompts, Sample Activities, and Observational Tasks

This document is created for use as a resource for subscribers to the *Teaching Strategies GOLD Assessment*[®]. Virtual administration of an observational assessment can be challenging; teachers may find discussion prompts to be a valuable means of collecting information from families about their children's skills and abilities.

Suggestions of discussion prompts, activities, and tasks are listed for each of the *Objectives for Development and Learning* assessed as part of *Teaching Strategies GOLD Assessment*[®]. These may be used to support parents/guardians in recognizing what behaviors and skills to look for in activities and tasks with their children. It is recommended that various activities, including the directions, be shared gradually with families over the course of the assessment period as determined by teaching staff.

Sources for Observational Activities:

FRL: Family Resource Library found in *MyTeachingStrategies*[®]

ITE: Intentional Teaching Experiences found in *MyTeachingStrategies*[®]

MM: Mighty Minutes[®] found in *MyTeachingStrategies*[®]



Teaching Strategies GOLD® Objectives	Discussion Prompts and Example Activities or Tasks	Observational Activities in Teaching Strategies GOLD®
1a Manages feelings	How does your child manage strong emotions? Can your child wait to have their needs met? For example, can your child wait for their turn at the sink to wash their hands? Do they have strategies to manage disappointment, such as picking a different activity if their favorite game is not available?	FRL: I Want It FRL: If You're Happy ITE: SE34 Win or Lose MM: 25 Freeze
1b Follows limits and expectations	Can your child accept redirection from family members? For example, if they leave the faucet on, will they turn it off when reminded? Does your child anticipate the next step in a daily routine? For example, does your child brush teeth before bed without being reminded?	FRL: Everybody Gather 'Round FRL: Helping Hands FRL: Let's Play Follow the Leader ITE: SE15 Making Choices
1c Takes care of own needs appropriately	How does your child meet some of their own needs? For example, when they get home, do they take off their coat and hang it on a hook, or will they choose a toy or game from their shelf?	FRL: I Can Do It All By Myself! FRL: Tags and Toes FRL: This or That ITE: SE20 Cleanup Time
2a Forms relationships with adults	Does your child show attachment to one or more adults that they are familiar with? When in a community setting, have you seen your child move away from a trusted adult to explore? For example, have you seen your child move away from a trusted adult to play with a new toy but returns before venturing into a new area or look to a trusted adult for encouragement when exploring a new material or physical space? How does your child act when separating from you to another trusted adult such as a grandparent, caregiver, etc.? Have you seen your child engage with a trusted adult to gain information or share mutual interests with other trusted adults?	ITE: SE07 Good-Byes ITE: SE36 You & Me Time FRL: Staying Close MM: 78 Hello Friends
2b Responds to emotional cues	How does your child respond when a friend or family member gets hurt, is sad, mad, or happy? Is your child able to identify basic emotions of others and themselves on a regular and consistent basis? How does your child respond when someone feels differently than them about a situation? For example, they show a picture of a dinosaur to their friend Tim but doesn't show it to Lucy because she/he remembers that Lucy is afraid of dinosaurs.	ITE: SE 28 Our Feelings Song FRL: Feelings on Plates FRL: I Was Angry FRL: My Feelings Today
2c Interacts with peers	Is your child beginning to ask other children to play with them? How do they ask to join in with something they see other children doing? For example, if they see two children who are playing ball at the playground, they (with your help) ask them if they can play, too.	ITE: SE14 Playing Together FRL: Fill 'Er Up FRL: Rock the Boat



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2d Makes friends	Does your child seek out a preferred playmate or show pleasure when seeing a particular friend? Does your child have one or two preferred playmates that you have seen him/her play with more than once? Does your child express that they are friends with someone because they both like similar things and/or activities?	ITE: SE30 Can I Play?
3a Balances needs and rights of self and others	How often does your child offer to share toys, markers, or other materials when they're playing with other children? For example, while drawing next to their sister, they sometimes share their markers and then ask for them back again when their sister is finished.	ITE: SE02 Look Who's Here! ITE: SE25 What Can We Build Together? FRL: Memory Match FRL: My Turn, Your Turn
3b Solves social problems	How is your child beginning to suggest solutions when faced with a problem with a friend or sibling? For example, when they and their friend want to ride on the only scooter you have, they suggest, "I'm going to ride around the circle one time, then you can have a turn."	ITE: SE09 Big Rule, Little Rule ITE: SE24 I Don't Like That! ITE: SE27 How Can We Help? FRL: It's Only Fair
4 Demonstrates traveling skills	How well can your child control their body when they move around? For example, they can walk up and down stairs alternating their feet, climb up and down on playground equipment, or run around something that may be blocking their path.	FRL: Dance FRL: Let's Play Follow the Leader FRL: Race Track Rally FRL: Stair Song MM: 05 Silly Willy Walking
5 Demonstrates balancing skills	How well does your child balance when walking or playing? For example, they can balance on a curb when you're walking down the street or jump off a low step, landing on two feet.	FRL: B-I-N-G-O FRL: Five Little Monkeys FRL: Rock the Boat FRL: Simon Says ITE: P11 Jump the River
6 Demonstrates gross-motor manipulative skills	When your child throws a ball, do they use both hands or one hand? When catching a ball that is bounced or thrown, do they catch it against their body with both hands or out in front of them? When kicking a ball, are they able to kick a moving ball or does it need to be stationary?	ITE: P07 Balloon Catch ITE: P26 Keep It Up FRL: Big Box Basketball FRL: Can You Do It? FRL: Swing Time
7a Uses fingers and hands	What small movements can your child make using their hands, wrists, and fingers? For example, they can squirt water with a squirt toy, snip with scissors, string large beads, turn knobs to open doors, or do the hand motions for songs such as "Itsy Bitsy Spider."	FRL: Cutting Challenge FRL: Fingerplay Fun FRL: Sandwich Stories FRL: Tiny Pick-Ups



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7b Uses writing and drawing tools	How does your child hold a pencil, pen, or crayon? To find out, you can provide your child with a tool for writing or drawing and a piece of paper and say, "Draw a picture of a _____." What does their grip look like as they hold the pencil?	FRL: A Letter to a Friend FRL: Crayons, Crayons, Crayons FRL: Suds and Fun FRL: Writing Tools
8a Comprehends language	Is your child able to respond appropriately to specific vocabulary and simple statements, questions, and stories? For example, your child might talk about their favorite illustration in a book when asked.	FRL: ABC Song FRL: I Spy MM: 03 Purple Pants MM: 69 The Litter Monster
8b Follows directions	Is your child able to follow directions of two or more steps that relate to familiar objects and experiences? For example, your child may be able to wash and dry their hands, after being reminded about the familiar hand washing routine.	FRL: Action! FRL: Head and Shoulders FRL: Mother, May I? FRL: Simon Says
9a Uses an expanding expressive vocabulary	Does your child frequently name something/someone they see? Are there times your child explains to someone else how or why you use a familiar item?	FRL: Feels the Same or Different? ITE: LL61 Color Hunt MM: 19 I Spy With My Little Eye MM: 49 A Tree My Size
9b Speaks clearly	Is your child able to speak so that they are understood by most familiar people and occasionally by visitors to your home? Your child uses words correctly in most cases. For example, your child might say, "I saw ants and a hoppergrass (grasshopper)."	FRL: Budding Author FRL: Our Book FRL: Question of the Day
9c Uses conventional grammar	Does your child use 3-4 word sentences when talking with familiar people? Does your child use 4-6 word sentences when talking with familiar people? Does your child use long complex sentences that follow grammatical rules?	FRL: Yes or No Sounds ITE: M25 The Long and Short of It ITE: M47 My Shadow and I ITE: M77 Board Games
9d Tells about another time or place	Does your child talk about things that have happened in the past? Does he/she tell stories that have a lot of detail and have a beginning, middle and end? How long can your child go on telling about something that happened?	FRL: "All About Me" Books FRL: My Daily Journal FRL: Set the Scene



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10a Engages in conversation	How well does your child have back-and-forth conversations of at least three exchanges? For example, they can have conversations that are similar to this: Child: I want to go to the park. You: "We can go after lunch." Child: "Can we go on the slide when we're there?" You: "Sure, if it's not wet from the rain." Child: "I hope that Max is at the park, too." You: "I think Max is away with their family. Child: "Oh. Maybe Julie will be there then."	FRL: Inquiring Minds FRL: How Was Your Day? FRL: My Face, Your Face ITE: SE10 My Turn at the Microphone
10b Uses social rules of language	When your child talks to someone do they look at that person? Does he/she pause after asking someone a question? If you ask your child to say "please" or "thank you" do they do it? Does your child participate in conversations that go back and forth? If you ask your child to talk softer, does he/she do it?	FRL: Picture This FRL: Sand Play Stories MM: 64 Paper Towel Rap
11a Attends and engages	When your child is playing or engaged in a preferred task, do you observe your child returning to play easily after distractions? For example, when there is a distracting noise, your child is able to continue building. Is your child beginning to plan and pursue a variety of challenging tasks? For example, your child has been choosing to play with the same toy for many days. Now you see your child explore other interests and/ or more complex tasks.	FRL: Collage Table FRL: One Person Table FRL: Poem Whisper MM: 02 Just Like Mine
11b Persists	How is your child beginning to think about and try activities that are challenging for him? For example, they search through the magnetic letters stuck to the refrigerator to find the ones that spell their name.	FRL: Color Search FRL: I Can Do It MM: 31 What's Inside the Box?
11c Solves problems	When your child has a problem, how do they figure out a solution? For example, they complete a simple puzzle by deliberately choosing the pieces that fit without having to try out every piece to see whether it will work. For example, their plan to build something doesn't work the first time, but they find a solution by trial and error.	ITE: SE15 Making Choices ITE: SE27 How Can We Help? ITE: P42 Busy Beads ITE: M34 Cover Up
11d Shows curiosity and motivation	Does your child explore the environment with their senses? For example, they experiment to find out if items will float or sink during water play. Does your child experiment with magnets to find out which objects are stick or repel?	FRL: See What Sinks or Floats FRL: Question of the Day FRL: What's in the Bag? FRL: Who Am I?
11e Shows flexibility and inventiveness in thinking	Does your child use everyday objects in new or different ways? For example, they use a table, blankets, or sheets to build a tent. Does your child use familiar objects to represent something else in their play?	FRL: Fun with Boxes FRL: Strike Up the Band! FRL: Water Painting FRL: What Will Stack?



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12a Recognizes and recalls	Is your child beginning to remember and name one or two objects that may be taken away when playing “What’s missing?” and are they able to remember and name more?	FRL: All About Our Day ITE: LL08 Memory Games MM: 23 Hi-Ho, the Derry-O MM: 61 Riddle, Riddle, What Is That?
12b Makes connections	Does your child act out familiar experiences during play? For example, visiting the doctor, going to the grocery store, eating at a restaurant? Does your child connect situations presented in books to their own experiences?	FRL: Picture Schedule FRL: Prop Box Play MM: 46 Strolling Through the Park
13 Uses classification skills	Is your child able to group objects by one characteristic (such as size, color, or shape)? For example, your child could put all the blue objects together. Is your child able to sort objects by two or more characteristics, such as size and shape or size and color? For example, your child may sort all the small and large buttons and then sort by small and white buttons.	FRL: Feels the Same or Different? FRL: Sorting Game FRL: Wash and Sort MM: 68 I Have a Secret
14a Thinks symbolically	Is your child beginning to plan and then use drawings, constructions, movement, and dramatizations to represent ideas? For example, your child may say, “Let’s pretend to be the seeds growing like in the book.”	FRL: Building a Barn FRL: Making Posters FRL: Menu, Please FRL: Molding Dough Pie
14b Engages in sociodramatic play	Does your child act out familiar and imaginary scenarios? For example, your child may pretend to have a birthday party or pretend they are a veterinarian taking care of animals. Does your child interact with two or more children during pretend play? Do they assign and/or take on roles? Do they stay in that play scenario for up to 10 minutes?	FRL: Do You Have an Appointment? FRL: Meet the Grocer FRL: What’s for Dinner? MM: 16 Nothing, Nothing, Something
15a Notices and discriminates rhyme	Is your child beginning to recognize sounds of letters and rhyming sounds, sometimes with imaginary words such as rhyming “sat” with “mat, lat, gnat, gat”?	FRL: Did you Ever See...? FRL: Give a Dog a Bone FRL: Rhyming Riddles MM: 12 Tricky Ricky MM: 96 This Old Man
15b Notices and discriminates alliteration	Is your child beginning to recognize when beginning sounds are the same in words, such as “bowl” and “butter”? Can they find or name an object that begins with the same sound as another word? Given the word “doll” or shown a “doll,” can they say or point out “door”?	ITE: LL16 Tongue Twisters FRL: Silly Names FRL: Me, Too! MM: 24 Dinky Doo MM: 35 My Name, Too!



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15c Notices and discriminates discrete units of sound	How well is your child beginning to understand that words can be made up of separate syllables? To find out: Say, "Let's play a clapping game. We're going to clap each of our names together." Clap the syllables in their name as you say it. Try up to six names. How many names are they able to clap the syllables for?	FRL: Clapping, Snapping, Stamping FRL: Clap a Friend's Name ITE: LL52 Tap It, Clap It, Stomp It, Jump It MM: 55 Mr. Forgetful MM: 60 The Name Dance
15d Applies phonics concepts and knowledge of word structure to decode text	This skill is typically in the very beginning stages for preschool children and not commonly assessed.	
16a Identifies and names letters	Is your child able to recognize a few letters in their own name? Are they beginning to recognize up to 10 letters, especially the letters in their own name? Can they recognize more? How many?	FRL: D is for Door FRL: Walk a Letter ITE: LL47 The Name Game MM: 09 Writing in the Air MM: 92 Name Cheer
16b Uses letter-sound knowledge	Can your child identify short word sounds, such as one clap for each syllable in a name, "Tri-na"?	FRL: A Letter to a Friend FRL: Alphabet Book FRL: Alphabet Posters FRL: The Cookie Jar MM: 57 Find the Letter Sound
17a Uses and appreciates books and other texts	Does the child recognize familiar books by their cover? Can they hold the book correctly; turn the pages from the front to the back?	ITE: LL70 Author Study FRL: Anytime Books
17b Uses print concepts	Does your child understand that text holds meaning? Can your child can trace the words with their finger moving from left to right on the page?	FRL: Creating a Job Chart FRL: I Went Shopping ITE: LL36 Salsa ITE: LL38 Hummus ITE: LL49 Vegetable Soup
18a Interacts during reading experiences, book conversations, and text reflections	Can the child ask and answer questions about the text? Do they refer to the pictures? Example "He was mad, he threw his hat down" and referred to the pictures.	FRL: Our Book FRL: Read a Book, Ask a Question FRL: Story Time FRL: The Mitten FRL: The Runaway Bunny
18b Uses emergent reading skills	Is your child able to pretend to read by following the pictures and action and saying some of the words in the text, with some prompting?	FRL: Creating a Job Chart FRL: Doll Naps ITE: LL64 Will You Read to Me? MM: 18 I'm Thinking Of...



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18c Retells stories and recounts details from informational texts	Can the child retell a familiar story with pictures or props? Example: Can they retell “The Three Little Pigs?” with events in sequential order? Engage your child in helping you read repeated phrases in books. For example, from “The Very Busy Spider” they might read with you as you point to the words “the spider didn’t answer as she was busy spinning her web.”	ITE: LL62 Retelling Wordless Books ITE: LL66 Reading Nonfiction Books ITE: LL77 Picture Walk & Talk FRL: Budding Author FRL: Listening Cords
18d Uses context clues to read and comprehend texts	Not applicable for preschool	
18e Reads fluently	Not applicable for preschool	
19a Writes name	Is your child able to write some letters correctly and some in unconventional order? Your child may write their own name, but they may spell other words incorrectly.	FRL: Class Directory FRL: Computer Sign Up FRL: Names are Important! ITE: Shaving Cream Letters
19b Writes to convey ideas and information	Does your child understand that print has meaning and use it to send/share messages? Is your child able to draw, dictate or use scribbles to express themselves?	ITE: LL39 My Daily Journal ITE: LL60 Writing with Wordless Books FRL: Suds and Fun FRL: I Love You Card FRL: Keeping a Journal
19c Writes using conventions	Not applicable for preschool	
20a Counts	Is your child able to count to 20, and counts 10-20 objects accurately to understand how many objects there are? Can your child tell you what number comes next in order when counting from 1 to 10? Is your child beginning to separate and combine up to five objects, describe the parts, and recognize up to five objects instantly? For example, “I have five cubes, 3 blue and 2 red.” For example, when reading a book together, your child could explain, “That’s a 3, and there are three bugs on this page.”	ITE: M77 Board Games FRL: Five Little Monkeys FRL: Friendship Fruit Salad MM: 28 Counting Calisthenics MM: 82 Let’s Clean Up



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20b Quantifies	With your help, how well can your child make sets of 6–10 objects and talk about the groups using words like more, less, or the same (equal)? For example, they toss 10 balled-up socks at a toy hoop on the floor. When three land outside, he says, “More went inside.” With your help, how well does your child count all or count on (adding on to the number already counted) to find out how many? To find out: Create a set of dot cards, one for each number from 1–10. Ask them to choose a card and count the number of dots. Choose another card and say, “I wonder how many dots we have altogether. We know your card has four dots. Instead of counting them again, I’m just going to add my dots to yours by starting at four. Four, five, six, seven. We have seven dots altogether. Now you can take a turn.”	ITE: M16 Show Me Five ITE: M19 Which Has More? ITE: M59 More or Fewer Towers FRL: The More, The Better MM: 07 Hippity, Hoppity, How Many?
20c Connects numerals with their quantities	What numbers can your child recognize and name? How well can they connect each number to a set of counted objects? To find out: Write numbers to 10 on index cards or small pieces of paper. Put them on the table in random order and ask them to pick up a number they know and tell you what it is. Next, show them a collection of small objects (e.g., paper clips, buttons, or blocks). Say, “Now, when you pick a card, you can tell me what the number is and then count out that many [buttons] to go with it.”	ITE: M78 Math Collage ITE: M91 Number Line Hop FRL: Go Fish MM: 12 Tricky Ricky MM: 15 Say It, Show It
20d Understands and uses place value and base ten	Not applicable for preschool	
20e Applies properties of mathematical operations and relationships	Not applicable for preschool	
20f Applies number combinations and mental number strategies in mathematical operations	Not applicable for preschool	
21a Understands spatial relationships	Can your child use and respond to positional words by using location, direction, and distance? “ <i>Look for the surprise behind the tree.</i> ” The child is able to move a game piece backward when a friend gives directions.	FRL: Stepping Stones ITE: M36 We’re Going on an Adventure ITE: M51 Can You Find It? MM: 74 Jack in the Box



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21b Understands shapes	Can your child identify and describe two-dimensional shapes? For example, they say, "This is a triangle because it has three sides." They are beginning to identify and describe three-dimensional shapes, such as, "This is a ball because it rolls."	FRL: Block Patterns ITE: M20 I'm Thinking of a Shape ITE: M42 Straw Shapes MM: 52 Walk Around the Shapes MM: 97 Shape Hunt
22a Measures objects	Can your child compare and order small sets of objects according to size, length, weight, area, or volume? " <i>When I lay 2 short blocks on top of a long block, it's the same.</i> " " <i>The dry sponge is lighter than the wet sponge.</i> " Can your child use multiples of the same unit to measure, use numbers to compare and know the purpose of standard measuring tools? " <i>My foot is 6 cubes long.</i> " " <i>My tower is 15 cubes high.</i> "	FRL: Balance Act ITE: M34 Cover Up ITE: M43 Pancakes MM: 75 Busy Bees
22b Measures time and money	Does your child know the usual sequence of basic daily events? " <i>I get out of school before mom/dad get done with work.</i> " " <i>I read books after I take a shower.</i> " Can your child relate time to a daily routine? " <i>After supper, I take a bath.</i> " " <i>After school, I ride the bus to Grandma's house.</i> "	ITE: SE32 Planning for Change
22c Represents and analyzes data	Does your child know a few ordinal numbers? Uses the terms first, second, third, last correctly. Do they correctly order by size and name items, big, bigger, biggest? " <i>I have the smallest shoes and he has the biggest shoes.</i> " " <i>I got in the car first, and she got in the car last.</i> "	ITE: M60 Morning, Noon, and Night
23 Demonstrates knowledge of patterns	Is your child aware of patterns around him/her? " <i>Look at the stripes on your shirt! Red, blue, red blue! That's a pattern.</i> " " <i>Listen...[soft], [loud], [soft]...!</i> " Can your child determine what comes next in a pattern (e.g., red shoe, blue shoe, red shoe...)? " <i>Let's make a pattern. I'll start it and you can finish it. Spoon, fork, knife, spoon, fork, _____.</i> "	ITE: M80 Pots and Pans Band ITE: M35 Action Patterns FRL: Copycat Rhythm FRL: B-I-N-G-O MM: 36 Body Patterns
24 Uses scientific inquiry skills	Ex: Has your child observed the trees changing colors?	ITE: LL56 Find the Matching Letter ITE: M07 Ice Cubes ITE: M32 Which Container Holds More MM: 31 What's Inside the Box?
25 Demonstrates knowledge of the characteristics of living things	Ex: Has your child observed the life cycle of a plant and communicated the differences?	ITE: LL74 Observing Insect Life ITE: M86 Garden Party MM: 45 I'm a Sturdy Oak Tree



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26 Demonstrates knowledge of the physical properties of objects and materials	Does your child use any of the following vocabulary: size, shape, feel, smell, color, sink, float, dissolve, melt, repel, compare/contrast? Does your child examine, describe or measure different items in your home? Does your child make predictions about what will happen when you are mixing items while cooking?	ITE: P10 Jumping Rope ITE: LL38 Hummus MM: 39 Let's Pretend MM: 48 Feely Box
27 Demonstrates knowledge of Earth's environment	Does your child talk about the weather? Does your child use these words: evaporation, properties of rocks, soil, trees, plants? Does your child talk about changes in the environment (plants, season, weather)? Does your child compare and contrast trees, plants, weather, wind? Does your child help you recycle or reuse any materials in your home?	ITE: LL45 Observational Drawing ITE: M26 Huff & Puff MM: 34 The Wave MM: 69 The Litter Monster
28 Uses tools and other technology to perform tasks	Does your child work with you to identify a problem and find a solution using a variety of tools? (What do we need to make cookies? What tools do we need to call grandma? How can I send information to grandma? How can we know how cold or hot it is outside? How can we move this heavy item without getting hurt?)	ITE: LL24 Lemonade ITE: LL73 Making a Birdfeeder ITE: M66 Oobleck ITE: M92 How Many in the Scoop?
29 Demonstrates knowledge about self	Is your child describing self by size, age, sex, hair type/color verbally, in drawing, or through activity? Does your child participate in any family traditions and recognize they are different or the same as other families? Does your child know his/her address? Does your child notice similarities and differences in other people?	ITE: SE34 Win or Lose ITE: SE36 You & Me Time MM: 03 Purple Pants MM: 41 The Imaginary Ball
30 Shows basic understanding of people and how they live	Does your child show awareness that there are similarities and differences among people and families? Does your child recognize various jobs people have in the community (community helpers)? Does your child show an understanding of where our food comes from and how to buy what we need? Does your child understand that there are rules at home, school and in our community?	ITE: SE02 Look Who's Here! ITE: M01 Dinnertime MM: 01 The People In Your Neighborhood MM: 11 What Is My Job?
31 Explores change related to familiar people or places	Does your child understand your daily schedule? Does your child talk about what happened yesterday, today or tomorrow? Does your child talk about things they can do now as compared to when they were younger? Does your child talk about how many days until?	ITE: SE07 Good-Byes ITE: LL53 We're Going on a Trip ITE: LL63 Investigating & Recording
32 Demonstrates simple geographic knowledge	Does your child discuss geographical features that they see in their surroundings (lake, hill, mountain, creek)? Does your child show an interest in maps, treasure hunts, talking about symbols/signs while driving? Can your child tell you how to get to a familiar place in simple terms (i.e. grandma's house is after Target)?	ITE: M36 We're Going on an Adventure ITE: M51 Can You Find It? ITE: M87 Treasure Hunt MM: 62 Where Can He Be?



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33 Explores the visual arts	Does your child enjoy engaging in art experiences such as painting, drawing, sculpting, building, making collages? Do they show interest in others' artwork? Do they explore a variety of materials to create projects? Can you child talk with you about their artwork, such as where their idea came from or how did they create it?	ITE: SE25 What Can We Build Together ITE: P40 Nature Painting ITE: LL61 Color Hunt ITE: M45 Picture Patterns
34 Explores musical concepts and expression	Does your child sing out loud? Do they use toys as musical instruments? Can your child sing and make up their own songs? Does your child tap out a beat? Does your child change their voice tone to sing different words or sounds?	ITE: LL14 "Did You Ever See...?" ITE: M80 Pots and Pans Band MM: 06 This Is the Way MM: 66 Musical Junk MM: 91 Move to the Beat
35 Explores dance and movement concepts	Does your child like to dance and move freely? Does your child hear music when played? Does your child create their own movements without music?	ITE: P14 Moving Through The Forest ITE: P23 Ways To Travel ITE: P35 Stand Up and Dance MM: 67 Let's Stick Together MM: 70 The Kids Go Marching In
36 Explores drama through actions and language	Does your child re-create a situation that occurred? Do they mimic other characters, adults, or children? Do they act out a story they have read before? Can your child retell you a situation that occurred during a previous event?	ITE: LL06 Dramatic Story Retelling ITE: M63 Fishing Trip MM: 63 Going on a Journey MM: 90 Little Miss Muffet MM: 93 Oh, Dear! What Can the Matter Be?
37 Demonstrates progress in listening to and understanding English	Does your child observe others conversing in English during play? Does your child engage by imitating behaviors from English speakers? Does your child attend to oral English? Does your child respond to English words when they are accompanied by gestures or visuals? Does your child respond to English when they are NOT accompanied by gestures or visual aids? Does your child understand at least 2-3 word sentences spoken in English by adults and children?	
38 Demonstrates progress in speaking English	Does your child repeat sounds and words in English quietly? Does your child use a few interactive English terms appropriately? Does your child use one or two English words to represent a whole idea? Does your child use multi-word phrases when communicating with others in English?	