Teachers may use Discussion Prompts, Look-fors and Observational Activities as a resource for engaging families in learning activities that may inform the WaKIDS assessment. This document can be used with the Goal Planning and Reflection Sheet to help parents/guardians understand what behaviors and skills to look for during highlighted activities. Discussion prompts, look-fors and observations activities are listed for each of the objectives for development and learning assessed as part of WaKIDS. Because it may be difficult to observe all of the assessment objectives remotely, teachers may find discussion prompts to be an important means of collecting information from families about their child’s skills and abilities. They should be shared with families gradually, over the course of the assessment period.

**Key to Source of Observational Activities:**
- **FRL:** Family Resource Library from Teaching Strategies, found in MyTeachingStrategies®
- **ITE:** Intentional Teaching Experiences from Teaching Strategies, found in MyTeachingStrategies®. Additional notations indicate that particular type of Intentional Teaching Experience referenced.
- **MM:** Mighty Minutes® from Teaching Strategies, found in MyTeachingStrategies®. Additional notations indicate that particular type of activity referenced.
- **Choice Boards:** Math, English Language Arts, and Cognitive activities found on OSPI WaKIDS website
- **Game:** Description of card or other common games
- **PDR:** Plan Do Reflect (for description see resources on OSPI WaKIDS website)
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| **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: SE Look At My Day  
ITE: SE08 Sharing Sunshine Messages  
ITE: SE05 Introducing “I” Statements  
ITE: SE11 Breathe In, Breathe Out |
| **1b Follows limits and expectations** | Can your child accept redirection from family member? 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: SEL Clean Up Chart  
FRL: SEL Talking About Feelings  
FRL: SEL Building Responsibility |
| **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? | ITE: SEL Encouraging Words  
ITE: SE23 Recess Goals (Adapt to remote work or outdoor time) |
| **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: SE12 Room for One More  
(Adapt to play with siblings, cousins, or neighbors, as possible) |
| **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: SEL 28 Group Time  
ITE: SE24 What Can We Create Together |
| **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: SE30 Express Yourself! |
| 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: P Stepping Stones  
FRL: P Line Up!  
FRL: Do a Little Dance  
FRL: P Obstacle Course  
ITE: P10 Lead & Follow  
ITE: P11 My Own Dance |
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| 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: P Magic Forest  
FRL: Simon Says (Obj. 4 and 8b)  
(Adapt to family and student play during class Zoom meeting with teacher recording and assessing balancing and following directions.)  
FRL: Mother May I?  
FRL: Do a Little Dance  
ITE: P16 Ready to Move  
ITE: P09 Body Poses  
ITE: P01 Hold that Pose! |
| 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.” | MM: P89 Sleepy Fingers  
ITE: P18 Clay Creations |
| 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: P Drawing to Music  
FRL: P Body Tracings  
FRL: P Bright Night Drawings (requires chalk, black paper, sugar) |
| 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. | ITE: LL55 Questioning 101  
MM: 07 Picture This  
MM: 25 Let’s Get Moving |
| 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 handwashing routine. | ITE: LL34 Daily Directions  
MM: 57 Remember the Steps  
MM: 66 Cockroach Dancing |
### 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:** LL Question of the Day  
**ITE:** LL09 And Then We

### 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  
**ITE:** LL10 Would You Rather

### 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  
**MM:** 79 Mirror Me  
**PDR:** Attention to tasks during the “Do” part of the 60 minutes of Plan

### 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.

**ITE:** LL26 Build a Strong Sentence  
**ITE:** LL104 Trapping Challenge  
**PDR:** Ability to persist at challenging tasks during the “Do” part of the 60 minutes

### 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:** M71 Marble Run (Adapt to use tubes from paper towels, PVC pipes, or other tubes around the home and marbles.)  
**ITE:** M74 Parachute Drop  
**PDR:** Did your child figure out some of the problems that they discovered about their plan during the project with minimal assistance?
| 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? | Game: Concentration  
ITE: LL01 Sequence Storytelling  
ITE: LL05 All About Animals |
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| 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: C Feels the Same or Different  
FRL: C Scavenger Ball  
Choice Board: Classification |
| 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.” | Choice Board: Thinks Symbolically |
| 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”? | MM: 27 Hat Soup  
MM: 01 Speed Shout Rhyme  
MM: 12 Fill in Rhyme |
| 15c Notices and discriminates smaller and smaller units | 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: L Clapping, Snapping, Stamping  
FRL: L Clap a Friend’s Name |
| 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: L D is For Door  
Choice Board: Letter Recognition |
| 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: Alphabet Posters  
LL18 What Sound Does it Make? |
| 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: L I Can Read Words  
FRL: L Word Field Trip  
FRL: L Today’s News |
| 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: L Creating a Job Chart |
| 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: L Class Directory (Adapt for remote by asking children to draw pictures of each classmate.)  
FRL: L Computer Sign Up  
FRL: L Names are Important! |
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| 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.” | Illustrative Mathematics: More and less handfuls  
Choice Board: Counting  
ITE: M32 Scavenger Hunt Count |
| 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.” | Choice Boards: Quantifies (Options 1 & 2)  
ITE: M07 Body Math |
| 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.” | Choice Board: Connecting numerals and quantities
ITE: M29 Math Artists - Use Family version or use playing cards up to 10 or two dice. |
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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 describes three-dimensional shapes, such as, “This is a ball because it rolls.” | Choice Board: Understanding Shapes
ITE: M19 Cardboard Castles |