



# Activity List for Assessment Pets I Know

The following checklist facilitates the assessment process by providing guidance on activities to assess for each indicator listed on the FunShine Express® Early Learning and Development Continuum. Use the notes in blue to help guide your observations. You might start by planning which activities to observe, taking notes on observations as a way to build evidence, and creating a portfolio for each child. Plan a time to meet with each child's parents. When you meet with parents, focus on each child's individual abilities, strengths, and interests. As you move forward, use your observations, each child's skill level, and each child's interests to individualize activities. It is important to individualize activities; children develop at different rates and need different levels of support as they gain new skills.

<b>LANGUAGE/LITERACY</b>	
<b>Receptive Language L1</b>	
L1.1 Listens/watches/responds to language	
Card 1: Woof, Woof, Woof	
Observe: Notice how the babies respond to the squeaking sound and as you talk about the sound the puppy makes.	
<b>Expressive Language L2</b>	
L2.1 Uses sounds/gestures/signs to express needs and wants	
Card 3: Tell Me Everything, Little Kitty	
Observe: Observe to see how the babies try to communicate with you. Do they gesture, make a sound, or use a sign?	
L2.2 Makes specific sounds/gestures/signs to communicate	
Card 55: Friendly Pets	
Observe: Do the children start to make animal sounds for the different pets in the book? Notice if they point or gesture.	
<b>Foundational Reading L3</b>	
L3.1 Shows interest in songs/rhymes/stories	
Card 53: Turning Pages	
Observe: How does the baby handle the book? Does she hold it or try to turn pages? Does she show interest in the pictures?	
L3.2 Listens/responds to stories read previously	
Card 49: Sign and Say Pets	
Observe: After several readings of the book, does the child respond to or participate in shared reading in a different way?	

## MATH



### Number Sense, Quantity, Operations M1

M1.1 Listens/responds to counting (e.g., "Want more?")

Card 59: 1, 2, 3, Splash!

Observe: Notice if the child listens to you counting and begins to expect the animal to splash after hearing "three."

### Geometry and Spatial Sense M2

M2.1 Explores sizes/shapes of objects with hands and mouth

Card 71: Pet Grasping

Observe: How does the child hold the toy? Notice how he explores and manipulates the toy and other favorite toys.

M2.2 Explores moving body in space

Card 67: Down Dog

Observe: Watch how the child moves his body. Does he appear to be comfortable moving his body in different way?

### Measurement and Data M3

M3.1 Explores objects with different shapes/sizes

Card 31: Pet Homes

Observe: How does the baby explore the animals and boxes? Watch to see if he changes his approach based on an animal's or box's size.

### Patterns, Sorting/Classifying, Reasoning M4

M4.1 Shows interest in auditory/visual/tactile patterns

Card 4: Did You Ever See a Lassie?

Observe: Do the babies show interest in the visual patterns on the Taggie Toy?

## SCIENCE



### Observation and Inquiry SC1

SC1.1 Explores objects/world using senses

Card 38: Wishy-Washy

Observe: How does the child explore the water and bubbles? Which senses does she use as she plays?

SC1.2 Uses body as a tool to gather information; reaches, grasps

Card 14: Peek-a-Who?

Observe: How does the child use his hands and body to explore the toys and leaves? Does he grasp the toys?

### Physical Science SC2

SC2.1 Observes movement of objects/lights/sounds; explores properties of materials

Card 36: Sound Pet Shakers

Observe: Does the child watch as you shake the bottles or explore them herself? Does she seem interested in the sounds?

## SCIENCE (continued)

### Life Science SC3

SC3.1 Shows interest/curiosity in natural world

Card 60: Up and Down

Observe: Does the child enjoy the stroller ride and show interest in the outdoor environment/nature around him?

## SOCIAL STUDIES



### Culture, Family, Community SS3

SS3.1 Listens/responds to music from own culture and others

Card 15: Finger Family

Observe: Does the child enjoy the music and the discussion about family? Does the child like other music from his culture?

SS3.2 Hears/responds to own name; prefers company of parents, main caregivers

Card 16: My Pets

Observe: Does the child recognize or respond to his name during the song? Does he enjoy looking at his pets with you?

## SOCIAL/EMOTIONAL



### Self-Awareness and Self-Concept SE1

SE1.1 Develops awareness of self as separate from others

Card 41: Peek-a-Pet or Peek-a-You?

Observe: How does the child react to seeing himself in the mirror? Does he typically show interest in his mirror image?

SE1.2 Prefers familiar people/objects

Card 64: Toes and Tummies

Observe: Does the baby enjoy spending time one-on-one with you? How does she react to the game and song?

SE1.3 Shows pleasure in their own accomplishments

Card 42: My Pet, Your Pet

Observe: Does the child show pleasure in handing you a toy while playing the game?

### Trust and Relationships SE2

SE2.1 Responds differently to familiar/unfamiliar adults

Card 20: Special You

Observe: How does the child engage in activities, such as this one, that create moments for bonding and attachment?

SE2.2 Responds/shows awareness of other children

Card 43: Ring Around the Kitty

Observe: Notice how the babies show awareness of, respond to, and react to one another as they play.

## SOCIAL/EMOTIONAL (continued)

### Feelings and Emotions SE3

SE3.1 Responds to other children's feelings/emotions

Card 18: The Burp Song

Observe: Infants can become upset when another child cries or shows distress. How do the babies react to an upset child?

SE3.2 Expresses emotions related to basic needs

Card 40: Sleepy Music

Observe: How does the child express emotions related to basic needs, such as being tired?

### Self-Regulation SE4

SE4.1 Accepts comforting from familiar adults; self-soothes

Card 19: I Need You

Observe: Observe if the child accepts comfort from you or another familiar adult. What helps calm and soothe her?

## APPROACHES TO LEARNING



### Curiosity, Initiative, Risk-Taking AL1

AL1.1 Uses senses to explore environment

Card 35: Fur Textures

Observe: How do they use their senses to explore the textures of the fur? Observe how they use their senses at other times.

### Creative Thinking, Problem-Solving, Reasoning AL2

AL2.1 Watches objects, looks for ways to interact with them; responds to playful interactions with smiles and giggles

Card 17: Kitty Toes

Observe: How does the child respond to this playful activity? Does she smile or giggle?

### Attention, Engagement, Persistence AL3

AL3.1 Pays attention to people/objects/sounds

Card 33: Pet Pull

Observe: Does the child pull the towel to get the toy? Does she repeat the activity to get the desired outcome?

### Memory and Reflection AL4

AL4.1 Recognizes people/places/things

Card 9: Where Did Puppy Go?

Observe: After several times, does the child begin to recognize the toy will still be there even when he can't see it?

## PHYSICAL/HEALTH



### Physical Health/Growth PD1

PD1.1 Engages in play that develops arm/leg/core strength

Card 21: Turtle Swim and Scoot

Observe: Does the child lie on his tummy and lift his head up to develop core strength? Does he move in another way?

PD1.2 Explores food with hands/fingers

Card 70: Fish Snack

Observe: How does the child pick up the crackers? How does she explore food? Notice chewing and swallowing patterns.

### Gross Motor PD2

PD2.1 Begins to gain mobility/control of body

Card 68: Pet Obstacles

Observe: How does the child move through the obstacle course? Does he crawl, walk, scoot, or move in another way?

PD2.2 Begins to coordinate body movements

Card 45: Kick, Reach, or Grab

Observe: How do the babies interact with the toys? How do they use their hands, feet, and bodies?

PD2.3 Begins to control body with balance/flexibility

Card 46: Hamster Roll

Observe: Does the child try rolling? How does he control his body? Does he start to develop spatial understanding?

### Fine Motor PD3

PD3.1 Uses hands/feet to make contact with mouth/objects; grasps/transfers objects

Card 71: Pet Grasping

Observe: Observe how the children hold the toy pet. Do older infants try manipulating the features of the toy?

PD3.2 Uses different actions on objects (kicks, pats, etc.)

Card 66: A Home for Puppy

Observe: What actions do the babies use on the toys?

### Safety Awareness and Self-Care PD4

PD4.1 Listens to/watches adults for cues of a harmful situation

Card 68: Pet Obstacles

Observe: Do the children accept your tone of voice and caution about places where they may need help? How can you tell?

PD4.2 Responds well when physical needs are met (diaper changing, feeding, etc.)

Card 19: I Need You

Observe: How do the children respond when their needs for comfort, feedings, diaper changes, etc., are met?

## CREATIVE ARTS



### Visual Arts CA1

CA1.1 Shows curiosity, exploring art media through senses

Card 24: Pet Prints

Observe: Notice how the children interact with the paint and placing the animals in paint.

CA1.2 Shows interest in visual stimuli (e.g., bright colors)

Card 48: Sticky Pets

Observe: How do the children respond to the colors, patterns, and textures of the paper and fabric?

### Music CA2

CA2.1 Responds to/shows interest in musical sounds; explores sounds

Card 32: Give the Dog a Bone

Observe: How does the child respond to the music playing? Does he make any sounds or vocalizations as the music plays?

CA2.2 Responds to/explores musical rhythms through movement

Card 39: I Love My Pet

Observe: Does the child enjoy dancing to the beat and rhythm of the song with you?

### Movement and Dance CA3

CA3.1 Moves body in response to music

Card 39: I Love My Pet

Observe: Does the child try to move his own body as the music plays? Observe the ways he moves.

### Dramatic Play and Imagination CA4

CA4.1 Moves to act on environment; vocalizes for attention

Card 27: Sounds of Pets

Observe: As you read, does the child vocalize to get your attention or in response to any of the pet pictures?

## DUAL LANGUAGE LEARNERS



### Receptive Language DL1

DL1.1 Responds to gestures/simple directions in home/second language; begins to understand words in both; listens to books

Card 52: Pet Directions

Observe: Does the child start to follow simple directions in her home language or second language?

### Expressive Language DL2

DL2.1 Uses gestures/expressions/single words to communicate needs/wants in home language; moving to second language

Card 53: Turning Pages

Observe: Do the children babble, sign, or gesture while reading? If using words, is it in their home or second language?