

**Teaching Strategies GOLD Kindergarten Readiness
Dimension Descriptions**

Objective 1b. Regulates own emotions and behaviors: Follows limits and expectations

Level 6 - Manages classroom rules, routines, and transitions with occasional reminders

Examples:

- Indicates that only four students may play at a center at one time
- Cleans up when music is played
- Goes to rest area when lights are dimmed

Objective 3a. Participates cooperatively and constructively in group situations: Balances needs and rights of self and others

Level 6 – Initiates the sharing of materials in the classroom and outdoor

Examples:

- Gives another child a marker but asks to use it again when other is done
- Invites another student to pull the wagon with her

Objective 6. Demonstrates gross motor manipulative skills

Level 6 – Manipulates balls or similar objects with flexible body movements

Examples:

- Throws a ball or other object
- Traps a thrown ball against body
- Tosses beanbag into basket
- Strikes a balloon with a large paddle

Objective 7a. Demonstrates fine-motor strength and coordination: Uses fingers and hands

Level 6 – Uses refined finger and wrist movement

Examples:

- Squeezes and releases tongs
- Snips with scissors, cuts along a straight line
- Pours water into containers
- Buttons, zips, laces
- Uses eating utensils

Objective 8a. Listens to and understands increasingly complex language: Comprehends language

Level 6 – Responds appropriately to specific vocabulary and simple statements, questions, and stories

Examples:

- Finds a favorite illustration in storybook when asked
- Listens to friend tell about her cut finger then goes to the dramatic play area to get a band-aid
- Responds using gestures to compare sizes of three leaves

Objective 9a. Uses language to express thoughts and needs: Uses an expanding expressive vocabulary

Level 6 – Describes and tells the use of many familiar items

Examples:

- When making pancakes, says, “Here is the beater. Let me beat the egg with it.”
- Responds, “We use the big red umbrella so we can both get under it.”

Objective 11a. Demonstrates positive approaches to learning: Attends and engages

Level 6 – Sustains work on age appropriate, interesting tasks, can ignore most distractions and interruptions

Examples:

- Makes relevant contributions to group discussion about class pet or field trip
- Focuses on making a sign for a building while others are rolling cars down a ramp nearby
- Reads book in library center while others are playing dramatic play

Objective 13. Uses classification skills

Level 6 - Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Examples:

- Says, "These buttons are blue and these are red," then resorts the buttons according to size.
- Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals with stripes and those without stripes

Objective 14a. Uses symbols and images to represent something not present: Thinks symbolically

Level 6 – Plans and then uses drawings, construction, movements, and dramatizations to represent ideas
Examples:

- Sees a snowplow outside and plans how to draw it
- Says, "Let's pretend to be seeds growing like in the book."
- After visiting the firehouse says, "Look! I made a firehouse out of red blocks."

Objective 15a. Demonstrates phonological awareness: Notices and discriminates rhyme

Level 6 – Decides whether two words rhyme

Examples:

- "Do *bear* and chair *rhyme*? What about *bear* and *goat*?"
- Matches rhyming picture cards

Objective 16a. Demonstrates knowledge of the alphabet: Identifies and names letters

Level 4 – Recognizes as many as 10 letters, especially those in own name

Objective 19a. Demonstrates emergent writing skills: Writes name

Level 5 – Partially accurate name

Examples:

- Attempts to write all letters of own name, though some may not be formed or oriented correctly
- May write all letters of own name though not in proper sequence

Objective 20a. Uses number concepts and operations: Counts

Level 5 – Verbally counts up to 20; counts 10-20 objects correctly; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Examples:

- Counts to 20 while walking across the room
- Counts ten plastic worms and says, "I have 10 worms."
- When asked what comes five, says. "One, two, three, four, five, six...six."

Objective 22. Compare and measures

Level 6 – Uses multiples of the same unit to measure; uses number to compare; knows the purpose of standard measuring tools
Examples:

- Measures by using paper clips, cubes, strings, hands, feet or other objects
- Measures block tower with linking cubes and says, "Mine is 15 cubes high!"
- Stands on a scales and pretends to weigh in at a doctor's office