EDI Program Activity Suggestions Resource

Activities relating to the sub-domains of school readiness as measured by the Early Development Instrument (EDI)

Prepared by the Data Analysis Coordinator of Leeds Grenville

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INTRODUCTION
This document is intended to support school readiness throughout Leeds Grenville by providing tips and ideas for parents and care providers to use with children aged 0-6 to strengthen their skills and abilities. These tips and ideas are linked to the five domains (categories) and the related subdomains of school readiness as identified in the Early Development Instrument (EDI). The examples provided are not all inclusive, but rather a starting point for gathering thoughts and ideas for your own work with children.

ABOUT THE EDI
The Early Development Instrument (EDI) is a questionnaire developed at the Offord Centre for Child Studies at McMaster University. The EDI is completed by kindergarten teachers in the second half of the school year to provide population-level data on children’s abilities to meet age-appropriate developmental expectations in five general domains: Physical Health and Well-Being; Social Competence; Emotional Maturity; Language and Cognitive Development; and Communication Skills and General Knowledge. All domain and subdomain definitions used in this resource were developed by the Offord Centre.

ABOUT THIS RESOURCE
This resource was developed by former Data Analysis Coordinator (DAC) for Leeds Grenville, Jessica DesChamp-Baird, and has been updated by the current DAC, Elizabeth Green. For more information on the EDI locally, including local results and analysis, please contact: elizabeth.green@uclg.on.ca

ACKNOWLEDGEMENTS
This resource guide was adapted from the collaborative effort of the Data Analysis Coordinator in Simcoe County.
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Program Activity Suggestion Resource

**PHYSICAL HEALTH AND WELL-BEING**

Physical Health and Well-Being (PHWB) includes gross and fine motor skills such as holding a pencil, running on the playground, coordination, adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills.

<table>
<thead>
<tr>
<th>Sub Domain</th>
<th>Indication of Readiness</th>
<th>Indication of not being Ready</th>
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<tbody>
<tr>
<td><strong>Physical readiness for school day</strong></td>
<td>Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry</td>
<td>These children have at least sometimes experienced coming unprepared for school day by being dressed inappropriately, coming to school late, hungry, or tired.</td>
</tr>
<tr>
<td><strong>Physical independence</strong></td>
<td>Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.</td>
<td>These children vary from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb.</td>
</tr>
<tr>
<td><strong>Gross and fine motor skills</strong></td>
<td>Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.</td>
<td>These children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, energy levels and physical skills.</td>
</tr>
</tbody>
</table>
PHYSICAL HEALTH AND WELL-BEING

PHYSICAL READINESS FOR SCHOOL DAY

- Plan activities focused on the weather and seasonally appropriate clothing, e.g. dress up games, picture books and stories, dressing up dolls, felt boards, charts. Have a chart showing the process of getting dressed.

- Encourage parents to provide a bag of spare seasonally appropriate clothing for when kids need to change.

- Plan activities focused on healthy eating for meals and snacks. Use pictures and stories. Engage children in menu planning, food preparation and serving. Do activities with food themes linking stories and activities. For example, The Three Bears: talk about breakfast, where oats come from, and make porridge.

- Encourage self-help skills by letting children put on their own coats and shoes. Provide spaces for coats and shoes at the child’s level (cubbies, hooks, etc.)

- Practice with everyday fasteners at school (e.g. zipping zippers, buttoning buttons) to encourage the development of gross and fine motor skills.

- Promote proper hygiene (e.g. hand washing).

- Use a clock to talk with the children about what types of things you do at various times of the day.

- Create a pictorial routine board/chart to provide pictures or stickers of routines for non-readers, or calendars for preschoolers so the children know what is happening throughout the school day and year. Give verbal updates.
PHYSICAL HEALTH AND WELL-BEING

PHYSICAL INDEPENDENCE

- Encourage self-help skills and remain consistent such as zipping up jacket, pouring own juice, washing hands. Slow down your routine to allow this.

- Establish hand washing and bathroom routines. Allow children to be responsible to go to the washroom on their own. Provide child friendly washrooms with towels and hooks at the child’s level, foot stools, and hand washing posters.

- Give them opportunity to navigate the stairs safely on their own by teaching them to go down on their bums or backwards.

- Play “I can do it too” or “Simon Says” games so that children will copy your actions. Sing songs such as “Grand Old Duke of York”, “Ring around the Rosie”.

- Work on skills for balance and coordination such as running, kicking/throwing balls, climbing on equipment, movement at circle time, hopscotch, obstacle courses, and stretching. Let children get out of the wagon and walk on their own.

- Give opportunities to discover hand preference and improve hand coordination through puzzles, painting, lacing, zipping, texture tables and creative activities including painting, colouring and pasting.

- Provide sorting activities such as opening and closing, or putting together different sized/shaped containers and bottles.

- Get out into a safe space where children can wander safely with supervision and have the opportunity to run and walk on different surfaces such as grass, gravel, at the beach, and in shallow water.

- Give positive verbal praise when the child attempts independence.
PHYSICAL HEALTH AND WELL-BEING

GROSS AND FINE MOTOR SKILLS

- Have play dough and a bin with things like cookie cutters, alphabet letters, rolling pins, etc. accessible for children to practice fine motor skills.

- Provide different sensory opportunities such as clay, goop, finger paints, etc.

- Provide opportunities for cutting, drawing, writing and painting. Provide variety of materials at an art station (e.g. string art, beading, collage materials, paint, glue and glitter, pencils, stickers, etc.).

- Provide templates or magazines/newspaper images of animals, food, and clothing and have children trace and cut them out.

- Provide opportunity for children to use scissors to cut without following lines or making anything specific.

- Provide areas with fine motor activities such as pegs, stacking toys, puzzles, lacing, stringing items like beads, Lego, building blocks.

- Play games; sing songs that promote fine/gross motor skills such as “Timmy Thumb” and “Itsy Bitsy Spider”. Add stretches or exercise to your circle or other routines such as freeze dance, parachute activities, “Ring around the Rosie”.

- Set up obstacle courses as a gross motor activity to practice crawling under, over, around large objects, sliding down, jumping, balancing on a beam, etc.

- Play various physical games to practice catching, throwing, and aiming. Give lots of opportunity for outdoor play and games such as tag, racing, or soccer.
**SUPPORTING PARENTS - PHYSICAL HEALTH AND WELL-BEING**

- Provide parents with information and resources that will support the physical health and well-being of their children, on topics such as nutrition, routines, toilet training, appropriate clothing, thumb sucking, baby proofing strategies, early intervention resources, and community support programs.

- Be knowledgeable about and provide information on community services available to families.

- Provide Nippissing Screens as a resource for families (www.ndds.ca).

- Encourage parents to allow children opportunities for independence (e.g. getting dressed, learning to walk) and problem solving.

- Provide workshops to parents about what to expect when their child goes to school.

- Discuss with parents the importance of modeling as an example and participating in physical activities with your child. Promote community events such as family skating, soccer, or other sports. Encourage getting out as a family to set the stage for development.

- Encourage parents to alert a staff member if their child has not eaten breakfast. Familiarize yourself with the available breakfast programs in the school or community.

- When a child is constantly late, discuss with the parent that the child is missing out and the importance of routines. Brainstorm possible solutions, offering appropriate suggestions.

- Provide parents with information about the importance of being out in nature, risky play, and open ended activities for healthy development.
SOCIAL COMPETENCE

Social Competence includes curiosity about the world, an eagerness to try new experiences, knowledge of standards of acceptable behaviour, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children.

<table>
<thead>
<tr>
<th>Sub Domain</th>
<th>Indication of Readiness</th>
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<tbody>
<tr>
<td><strong>Overall social competence</strong></td>
<td>Children with excellent or good overall social development, good ability to get along with and play with other children, usually cooperative and self-confident.</td>
<td>Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.</td>
</tr>
<tr>
<td><strong>Responsibility and respect</strong></td>
<td>Children who always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.</td>
<td>Children who only sometimes or never: accept responsibility for actions, show respect for others or property, or demonstrate self-control, and are rarely able to follow rules or care for materials.</td>
</tr>
<tr>
<td>** Approaches to learning**</td>
<td>Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easy adjust to changes.</td>
<td>Children who only sometimes or never work neatly or independently, are rarely able to solve problems, do not follow class routines, and do not easily adjust to changes in routines.</td>
</tr>
<tr>
<td><strong>Readiness to explore new things</strong></td>
<td>Children who are curious about the surrounding world, and are eager to explore new books, toys and games.</td>
<td>Children who only sometimes or never show curiosity about the world, and are rarely eager to explore new books, toys and games.</td>
</tr>
</tbody>
</table>
OVERALL SOCIAL COMPETENCE

- Role model cooperation, character building, and communication skills such as treating people with respect, showing empathy, and listening to others.

- Give children positive comments and recognition for positive interactions to build their self-confidence. Create environments for children to succeed.

- Support attempts children make to problem solve. Assist children to play with other children when conflicts cannot be resolved.

- Provide opportunity for children to take turns at different activities, such as sharing instruments. Include all children by using their names in circle time.

- Show and share: have children introduce their toy or special item.

- Plan indoor/outdoor cooperative team games such as relay races, tug of war, parachute games and use songs and rhymes that involve children participating with each other in an activity such as “Farmer in the Dell”, “Hot Potato”, or “Ring around the Rosie”.

- Provide centres to encourage imaginative and pretend play such as dress-up clothes, puppets, masks, etc., involving yourself in their play down at their level.

- Encourage opportunities for children to share supplies (e.g. glue, scissors, etc.).

- Encourage cooperation. Cleaning up one activity as a group before the next activity can start.

- Read books daily to help with understanding character building, respect, manners, caring for others, feelings, etc. Ask questions about the story to engage children, create discussion, and improve understanding. Include books that show facial expressions and have dialogue about feelings.
RESPONSIBILITY AND RESPECT

- Set firm, reasonable rules and instructions and follow through. Explain to the children your expectations and reasons, review rules regularly so they are not forgotten, and model them throughout the day.

- Provide children the opportunity to develop self-regulation by creating an environment where children can leave a program or situation if they are having a tantrum or misbehaving and can return when they are ready.

- Tidy up after playing with toys. Have a rule that before playing with a new toy, you must tidy up your old one. Make tidying up fun and part of the routine.

- Show and Share: Learn to respect the property of others during share time and listen to others as they are sharing.

- Encourage children to show they are sorry by actions and reasoning, not by just saying “sorry”. Encourage children to make eye contact when apologizing and have them explain why they are saying sorry (i.e. ‘for what specific behaviour’).

- Promote regular visits to the library. Encourage children to borrow books and teach them how to properly care for borrowed items.

- Identify ways for families to contribute to the classroom (i.e. through snacks, art materials, dress-up clothing, etc.).

- Provide an area that is labeled for personal belongings (i.e. cubby) and have the children store their coats, hats, boots, etc. so that their belongings don’t get lost.
SOCIAL COMPETENCE

APPROACHES TO LEARNING

- Children build knowledge through repetition and accumulated experiences: routines are an important part of this. Use visual cues (e.g. pictures and charts). Prepare children for transition times and for changes to regular routines.

- Explain why routines change and provide children the opportunity for input into alternate activities. For example: “It’s raining outside. Since we can’t go outside, which art materials would you like me to bring out?”

- Provide short, simple and concise instructions to children.

- Encourage all children to help tidy up.

- Provide children with paper and writing instruments so that they can independently work on learning (e.g. colouring, practicing letters and numbers, and drawing) and exploring their imagination.

- Provide opportunities for cooperative games that encourage “following direction” (e.g. board games like “Snakes and Ladders”, or games like “Simon Says”, etc.).

- Where appropriate, include the children in day-to-day setup/activities such as making play dough, creative activities, or preparing a snack.

- Identify opportunities for problem solving and support children attempting to problem solve on their own, including allowing children to make mistakes so that they can learn from the process.

- Encourage the child to do things independently. Provide support and praise to children who are attempting to learn new things (e.g. “I like the way you tried...”)

- Allow children the opportunities for choices.

- Promote listening skills using props, visuals, and sequencing activities during story time.
SOCIAL COMPETENCE

READINESS TO LEARN NEW THINGS

- Create play-based learning environments that are responsive to children’s interests. Provide toys, materials and activities that are accessible to children (i.e. age appropriate and located where children can reach them). Rotate displays and materials regularly.

- Give full attention to a child when he/she is telling you something: use active listening skills, get down to their level, and let the children know that you are interested in what they are telling you.

- Support children in turn taking, allowing them the ‘right to pass’ on activities.

- Allow activities to encourage children to explore new things, to promote fine motor skills, gross motor skills and imagination. For example, let children build or create with different materials such as goop, sand/water, popsicle sticks, etc.

- Make weekly trips to library – children encouraged to pick out their own books, and invite the librarian into the classroom regularly. Use your local library as well.

- Have available multicultural games/books. Plan for theme weeks and activities.

- Provide opportunities in the outdoor learning environment. Explore while walking, talk about everything you see (e.g. puddles, spider webs, leaves, etc.).

- Ask open ended questions during play and story time.

- Plan a variety of field trips in the community to support the interest of the children or invite guests into the program to visit with the children (e.g. librarian, post office clerk, grocery store clerk, etc.). Encourage and support children to get answers to various questions from people in their neighbourhood.

- Incorporate objects that may be new to children such as a globe, maps, measuring tools, computers, musical instruments, etc.
SUPPORTING PARENTS – SOCIAL COMPETENCE

- Encourage parents to allow children to succeed at completing tasks on their own by giving them space and time to practice skills, and to speak for him-or herself. Explain how independence builds self-confidence.

- Encourage parents to model behaviours at home that show respect for your belongings (e.g. cleaning up messes, making beds, and putting things away). Engage children in household chores and routines.

- Provide information and resources to parents about programs that promote responsibility and respect (e.g. Guides/Scouts, Sunday schools, community programs, etc.).

- Encourage parents to attend local community programs regularly (OEYC, library, toy library, parks and recreation) to provide their children with opportunities to socialize and learn new things.

- Offer information on available resources to parents about parenting (e.g. positive parenting, developmental outcomes, special needs, etc.).

- Encourage parents to offer suggestions, through an open door policy with the parents/families to assist with the child’s learning.

- Encourage parents to give clear, concise, and simple instructions, warnings, and transition times.

- Encourage parents to follow their child’s lead and join in their play activity.
**EMOTIONAL MATURITY**

Emotional Maturity includes the ability to reflect before acting, having a balance between being too fearful and too impulsive, having the ability to deal with feelings at the age-appropriate level, and having an empathetic response to other people’s feelings.

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<th>Sub Domain</th>
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<tbody>
<tr>
<td><strong>Prosocial and helping behavior</strong></td>
<td>Children who often show most of the helping behaviours: helping someone hurt, sick, or upset, offering to help spontaneously, inviting bystanders to join in.</td>
<td>Children who never, or almost never show most of the helping behaviours: they do not help someone hurt, sick, or upset, spontaneously offer to help, or invite bystanders to join in.</td>
</tr>
<tr>
<td><strong>Anxious and fearful behavior</strong></td>
<td>Children who rarely or never show most of the anxious behaviours. They are happy and able to enjoy school, and are comfortable being left at school by caregivers.</td>
<td>Children who often show most of the anxious behaviours. They could be worried, unhappy, nervous, sad, excessively shy, indecisive, and they can be upset when left at school.</td>
</tr>
<tr>
<td><strong>Aggressive behavior</strong></td>
<td>Children who rarely or never show most of the aggressive behaviours. They do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.</td>
<td>Children who often show most of the aggressive behaviours. They get into physical fights, kick or bite others, take other people’s things, are disobedient, or have temper tantrums.</td>
</tr>
<tr>
<td><strong>Hyperactivity and inattention</strong></td>
<td>Children who never show most of the hyperactive behaviours. They are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.</td>
<td>Children who often show most of the hyperactive behaviours. They could be restless, distractible, or impulsive. They fidget and have difficulty settling to activities.</td>
</tr>
</tbody>
</table>
EMOTIONAL MATURITY

PROSOCIAL AND HELPING BEHAVIOUR

- Role model kindness, empathy, compassion, and positive behaviour.
- Encourage hesitant children to participate in activities, support and encourage other children to do so as well.
- Read books and sing songs that promote positive social skills and helping others.
- Discuss kind and thoughtful ideas to do for others. For example: “What can we do for a sick friend or a friend that is hurt?”, “How do we treat others/animals?”
- Have a focus on Community Helpers and invite community members to come in and discuss what they do with the children.
- Encourage and support children to recognize their emotions. Help them to understand how/why they may be having those feelings.
- Recognize when children are practicing empathic behaviours such as random acts of kindness and give positive feedback to child.
- Provide imagination opportunities/stations for children to learn about helping others. For example: pretend playing doctor, being a parent, etc.
- Provide activities that promote imaginative cooperative play such as puppets, games, sharing activities, turn taking.
- Provide non-competitive games between children where they share or work together.
- Suggest positive solutions to disputes, model good solutions, and help children with appropriate words to use.
- Take turns daily having children be the classroom helper to assist the teacher.
ANXIOUS AND FEARFUL BEHAVIOUR

- Make an emotion board to help children recognize how they feel.
- Provide children an opportunity to leave an activity and rejoin when they feel they are ready, without any negative consequences.
- Provide opportunities for children to have input and provide realistic choice options.
- Encourage children to bring a comfort item from home and then slowly work on eliminating the item as the child becomes more comfortable, such as a blanket or photo album.
- Incorporate stories about new events that may cause children fear or anxiety (e.g. independence, separation, meeting new friends, new routines, going new places, or a new baby) into circle time.
- Provide opportunities for children to learn and ask questions about the things in their lives that they fear such as strangers, fire safety, getting sick, monsters, going to school, having a new brother/sister, etc.
- Recognize when children are upset and respond supportively to their needs.
- Encourage parents to tell their children when they will be back to pick them up (i.e. “I will see you at 4 o’clock”). Discourage “sneaking out”.
- Practice relaxation techniques with children to encourage self-regulation.
EMOTIONAL MATURITY

AGGRESSIVE BEHAVIOUR

- Recognize when a behaviour is about to occur and provide support to children for self-regulating strategies. Provide fidget/comfort toys for children to assist them with regrouping. Help children identify emotions and model appropriate ways to express them (e.g. when you get frustrated, take a break and do something else).

- Explain expectations and consequences for behaviours and follow through with pre-stated consequences consistently.

- Provide a quiet area where a child could go to do a quiet activity until the child feels in control of their emotions again (e.g. colour with crayon and paper).

- Read stories that promote positive social skills (e.g. no bullying, hands are not for hitting, using your words, etc.).

- Recognize if any development referrals are needed to support child/family needs.

- Recognize when children attempt to use appropriate behaviours.
EMOTIONAL MATURITY

HYPERACTIVITY AND INATTENTION

- Provide lots of opportunities for structured and unstructured active outdoor play.

- Encourage children to eat and drink at snack and meal times. When children are hungry they can become restless.

- Incorporate music in activities to calm behaviours.

- Set easy, achievable goals with the child (e.g. sitting at circle, paying attention in group activities, etc.). Use visual aids to assist the children in reaching goals.

- Give responsibilities to children to promote participation and self-esteem.

- Create fidget boxes with items available to have when children are sitting for long periods of time.

- Offer interactive games during circle time, and ask plenty of open ended questions.

- Do not over-schedule activities. Allow for free play time.

- Encourage children to finish an activity before moving onto another activity. Allow children to choose activities that are of interest.

- Use a variety of teaching methods to keep the children’s attention such as puppets, felt stories, games, quiet and action activities, etc.

- Find something the child likes and incorporate it into activities. For example “Let's count the number of soccer balls are in the bin.”, “If we take 1 ball away how many balls do we have left?”
SUPPORTING PARENTS – EMOTIONAL MATURITY

- Provide education and resources for parents on definitions of anxiety, how it evolves, prevention, and how to strategize to manage anxiety in children.
- Provide parents with library resources on parenting issues and positive child development.
- Encourage parents to provide reassurance (e.g. “I will be back at 4 o’clock”).
- Encourage parents to practice leaving young children with other people (neighbour). Tell them when you are coming back.
- Promote good communication with parent/home to ensure messages are consistent and provider has an understanding about the child’s behaviour and impact on the day.
- Provide a list of resources for parents to read at home with their children.
- Connect parents with education sessions to help understand the cause of inappropriate/disobedient behaviours and possible solutions.
- Promote the importance of eating at the table as a family.
- Provide connections to community agencies and supports such as Children’s Mental Health to help cope with complex issues.
**LANGUAGE AND COGNITIVE DEVELOPMENT**

Language and Cognitive Development includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, board games, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory.

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<tbody>
<tr>
<td><strong>Basic literacy</strong></td>
<td>Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.</td>
<td>Children who do not have most of the basic literacy skills. They have problems with identifying letters or attaching sounds to them, rhyming, may not know the writing directions, or how to write their own name.</td>
</tr>
<tr>
<td><strong>Interest in literacy/numeracy and memory</strong></td>
<td>Children who show interest in books and reading, math and numbers, and have no difficulty with remembering things.</td>
<td>Children who may not show interest in books and reading, or math and number games, or both, and may have difficulty remembering things.</td>
</tr>
<tr>
<td><strong>Advanced literacy</strong></td>
<td>Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.</td>
<td>Children who have only up to one of the advanced literacy skills, who cannot read or write simple words or sentences, and rarely write voluntarily.</td>
</tr>
<tr>
<td><strong>Basic numeracy</strong></td>
<td>Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.</td>
<td>Children who have marked difficulty with numbers, cannot count, compare or recognize numbers, may not be able to name all the shapes, and may have difficulty with time concepts.</td>
</tr>
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</table>
BASIC LITERACY

- Have a variety of writing tools, activity sheets, tracing paper, stencils, stamps, letter presses, theme words, available to promote writing and tracing name, letters, words and numbers.

- Encourage children to print their name on all their art and creative work.

- Read books many times throughout the day. Point out the words as they are read left to right, different sizes of words, and the expression of the words.

- Ask the child to turn the page of the book. Talk about what is happening on the page. Talk about and model the letters and sounds you hear while reading.

- Have books, letters, and numbers accessible at the children’s level at all times.

- Ask open ended questions during story time.

- Take the children to visit the local library regularly. Invite the librarian and other story tellers to the class.

- At circle time, make up stories and/or use props, such as a story bag.

- Sing songs and rhymes.

- Play games: matching, sequencing, letter, counting, and patterning.

- Have table top and floor puzzles, magnet boards with magnet letters, and similar props to promote letters and words, words with pictures, and number recognition.

- Have a variety of sensory items that promote spelling, printing and creating letters and words (e.g. sand, goop, paint, play dough, Plasticine).
INTEREST IN LITERACY/NUMERACY AND MEMORY

- Involve props with story time. Allow children to participate and take turns with props such as animal masks, finger puppets, etc. Use picture and word cards to have children point out what they see in a book. Talk about the numbers and sizes of objects and words in a book.

- Talk about the authors and illustrators of a book.

- Track the types of books that are being read and chart the amount.

- Encourage children to bring in a picture story book to share.

- Provide activities for children to do at the writing station and play games that incorporate matching, sequencing, counting, patterning, tracing and sorting.

- Have felt story boards and sensory bins that match the books that are being read.

- Add words to objects in your centre such as on the art, windows, doors, etc.

- Have magazines and newspaper clippings within the art area.

- Have math tools accessible such as a measuring tape, ruler, dice, and spin wheels and encourage children to use these in play.

- Have puppets, story stones and dress up accessible to retell stories and make up stories. Use puppets and accessories for kids to use to follow along with a story book (acting out the stories or interacting with the story).
LANGUAGE AND COGNITIVE DEVELOPMENT

ADVANCED LITERACY

- Label the children’s storage/cubby area with first and last name. Add labels to objects and storage bins within centre.

- Incorporate a letter of the day with objects that begin with that letter or have a word of the day to watch and listen for.

- Have the children write and draw in a journal book each day to share with their group and /or family.

- Encourage children to create their own story books. Explore how books are made.

- Use a pointer to follow along under the words as you read them.

- Encourage the children to take turns pointing out and saying the words as they are read.

- Allow the child to read the story to others.

- Play word games and board games requiring the children to spell, sound out and recognize words.

- Have a short story printed and available at the puppet theatre and/or imagination area.

- Have simple books in the reading area with one or two words sentences.

- Add clipboards, paper, pads, writing tools, measuring tools in the imagination area and other play areas.
BASIC NUMERACY

- Have a large calendar that the children can touch. Add calendar song and activities at circle time (e.g. seasons, days of week, months, special events, holidays, birthdays, etc.). Have a large working clock in the room low and visible.
- Sing number/shape songs and rhymes at circle time. Have a “number of the day”.
- Have shapes and number art supplies. Add numbers around the room.
- Have measuring activity on wall for children to measure their growth and how tall other items are (such as a tower built from blocks).
- Give opportunities for practice counting, estimation and math concepts during play (e.g. smallest to largest, small, medium, large, longer and shorter, how many items on the shelf, etc.), including: matching, patterning, sequencing, sizes, shapes and numbers.
- Provide play money, cash register, calculator, pencils and paper in the imagination area. Add real empty food containers.
- Count the children’s letters in their name forwards and backwards.
- Include measuring cups, spoons, beakers, buckets to sand/water table.
- Include shape and number magnets to the magnet board, shape cuts with paint and play dough.
- Have a guessing activity of the week and chart it (e.g. buttons in a jar).
- Make a variety of graphs and/or charts on different subjects. Create tallies so they can vote on things that interest them, then count votes for each choice (e.g. what are the most popular toppings on pizza?).
- Play board games using dice and number spinners.
SUPPORTING PARENTS – LANGUAGE AND COGNITIVE DEVELOPMENT

- Visit local library to borrow books, participate in library programs and find children’s story interests. Borrow literacy bags such as MAP Sacks and Story Time Packs.

- Provide numeracy activities that families can borrow to play at home (e.g. board games, number puzzles, matching games).

- Talk to parents about the positive outcomes from involving math concepts in the early years.

- Provide literacy bags to borrow that have books with songs and activities to do at home.

- Create a monthly newsletter/calendar to inform families what their children will be learning in the upcoming month and ideas of how they can support this at home.

- Provide resource sheets on activities parents can do at home (e.g. making shopping lists together, travel activities such as “how many caution signs do we see on the way to the store?” etc.).

- Hold a family literacy event to role model effective story time and to allow borrowing of books and activities.

- Invite parents to attend circle time to watch the story being read.

- Provide “make your own book” supplies to go home with the children.
COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

Communications Skills and General Knowledge includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age appropriate knowledge about the life and world around them.

<table>
<thead>
<tr>
<th>Sub Domain</th>
<th>Indication of Readiness</th>
<th>Indication of not being Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills and general</td>
<td>Children who have excellent or very good communication skills can: communicate easily and</td>
<td>Children who can range from being average to very poor in effective communication may have</td>
</tr>
<tr>
<td>knowledge</td>
<td>effectively, participate in storytelling or imaginative play, articulate clearly, show</td>
<td>difficulty in participating in games involving the use of language, may have difficulty</td>
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<tr>
<td></td>
<td>adequate general knowledge, and are proficient in their native language.</td>
<td>understanding or being understood by others, may show little general knowledge and may have</td>
</tr>
<tr>
<td></td>
<td></td>
<td>difficulty with their native language.</td>
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</tbody>
</table>
COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

- Communicate with children. Name and describe objects using short phrases at first, building onto more complex sentences. Use different words (e.g. instead of “What a great drawing!”, say “What a marvelous drawing!”).

- Read lots of books of different lengths, structures, and complexities with children, both fiction and non-fiction.

- Encourage children to use a variety of words when describing something or telling a story.

- Encourage interaction in circle time activities: have children describe the weather, seasons, occasions, etc. Promote discussions about activities in the children’s lives.

- Encourage children to tell you about their day, their weekend, special event, vacation. Ask open-ended questions throughout the conversation.

- Encourage children to help with storytelling, have children provide different endings to stories that they are familiar with.

- Provide an opportunity for children to tell you about “their world” or their dreams. Encourage imaginative conversations: “Where are you going?” “What will you do?” “Who are you going with?” “How will you get there?”

- Use picture cards as prompts for children to make up their own stories.
SUPPORTING PARENTS – COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

- Encourage parents to let their children answer for themselves.

- Encourage parents to read to their children, sing songs, and play board games.

- Suggest parents talk about their child’s day with their child and ask open-ended questions. “Tell me what happened today?” “What did you like best about your day?” “What went well and what did not go so well today?” “Why?”

- Encourage parents to take their children out into their community and discuss what they see. Let children explore and describe what they see.

- Encourage parents to involve children in community programs at the library, OEYC, faith centres, and other community events to increase their exposure to other people, ideas, events, and facts. Learn about new things together.

- Encourage parents to demonstrate to their children that when you don’t know the answer to something, there are ways to find out (e.g. asking people, reading about it, going to museum, watching a documentary, etc.).

- Encourage parents to take advantage of community resources such as free museum passes at the library to expose their children to information and experiences.

- Encourage parents to take their children to activities where they will have plenty of socialization opportunities.

- Provide speech and language resources from Language Express, and contact information.