

## WaKIDS Whole-child Assessment Sample Pacing Guide: Option 2

This document is intended to highlight different ways to pace out the WaKIDS Whole-child Assessment. Please see the other options for more sample pacing guides. This in option, observation time frames are spaced out across the checkpoint window. Suggested observations windows are highlighted for when to observe specific objectives and dimensions. These windows are selected to allow children more time to develop a relationship with the teacher. This option allow includes alignments to observation materials within *MyTeachingStrategies*<sup>®</sup>.

### Key to Source of Observational Activities:

**FRL:** Family Resource Library from Teaching Strategies, found in *MyTeachingStrategies*<sup>®</sup>

**ITE:** Intentional Teaching Experiences from Teaching Strategies, found in *MyTeachingStrategies*<sup>®</sup>. Additional notations indicate that particular type of Intentional Teaching Experience referenced.

**MM:** Mighty Minutes<sup>®</sup> from Teaching Strategies, found in *MyTeachingStrategies*<sup>®</sup>. 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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	<b>GOLD® Objectives and Dimensions</b>	<b>Observational Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Social Emotional</b>	1a. Manages feelings	<b>FRL:</b> SE Look At My Day <b>ITE:</b> SE08 Sharing Sunshine Messages <b>ITE:</b> SE05 Introducing “I” Statements <b>ITE:</b> SE11 Breathe In, Breathe Out								
	1b. Follows limits and expectations	<b>FRL:</b> SEL Clean Up Chart <b>FRL:</b> SEL Talking About Feelings <b>FRL:</b> SEL Building Responsibility								
	1c. Takes care of own needs appropriately	<b>ITE:</b> SEL Encouraging Words <b>ITE:</b> SE23 Recess Goals (Adapt to remote work or outdoor time)								
	2c. Interacts with peers	<b>ITE:</b> SE12 Room for One More (Adapt to play with siblings, cousins, or neighbors, as possible)								
	3a. Balances needs and rights of self and others	<b>ITE:</b> SEL 28 Group Time <b>ITE:</b> SE24 What Can We Create Together								
	3b. Solves social problems	<b>ITE:</b> SE30 Express Yourself!								

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<b>Physical</b>	4. Demonstrates traveling skills	<b>FRL:</b> P Stepping Stones <b>FRL:</b> P Line Up! <b>FRL:</b> Do a Little Dance <b>FRL:</b> P Obstacle Course <b>ITE:</b> P10 Lead & Follow <b>ITE:</b> P11 My Own Dance								
	5. Demonstrates balancing skills	<b>FRL:</b> P Magic Forest <b>FRL:</b> Simon Says (Obj. 4 and 8b) <b>FRL:</b> Mother May I? <b>FRL:</b> Do a Little Dance <b>ITE:</b> P16 Ready to Move <b>ITE:</b> P09 Body Poses <b>ITE:</b> P01 Hold that Pose!								
	7a. Uses fingers and hands	<b>MM:</b> P89 Sleepy Fingers <b>ITE:</b> P18 Clay Creations								
	7b. Uses writing and drawing tools	<b>FRL:</b> P Drawing to Music <b>FRL:</b> P Body Tracings <b>FRL:</b> P Bright Night Drawings (requires chalk, black paper, sugar)								
<b>Language</b>	8a. Comprehends language	<b>ITE:</b> LL55 Questioning 101 <b>MM:</b> 07 Picture This <b>MM:</b> 25 Let's Get Moving								
	8b. Follows directions	<b>ITE:</b> LL34 Daily Directions <b>MM:</b> 57 Remember the Steps <b>MM:</b> 66 Cockroach Dancing								
	9b. Speaks clearly	<b>FRL:</b> LL Question of the Day <b>ITE:</b> LL09 And Then We								
	10a. Engages in conversation	<b>FRL:</b> Inquiring Minds <b>ITE:</b> LL10 Would You Rather								

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<b>Cognitive</b>	11a. Attends and engages	<b>FRL:</b> Collage Table <b>MM:</b> 79 Mirror Me <b>PDR:</b> Attention to tasks during the “Do” part of the 60 minutes of Plan Do Reflect								
	11b. Persists	<b>ITE:</b> LL26 Build a Strong Sentence <b>ITE:</b> LL104 Trapping Challenge <b>PDR:</b> Ability to persist at challenging tasks during the “Do” part of the 60 minutes								
	11c. Solves problems	<b>ITE:</b> M71 Marble Run (Adapt to use tubes from paper towels, PVC pipes, or other tubes around the home and marbles.) <b>ITE:</b> M74 Parachute Drop <b>PDR:</b> 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	<b>Game:</b> <a href="#">Concentration</a> <b>ITE:</b> LL01 Sequence Storytelling <b>ITE:</b> LL05 All About Animals								
	13. Uses classification skills	<b>FRL:</b> C Feels the Same or Different <b>FRL:</b> C Scavenger Ball <b>Choice Board:</b> Classification								
	14a. Thinks symbolically	<b>Choice Board:</b> Thinks Symbolically								

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<b>Literacy</b>	15a. Notices and discriminates rhyme	<b>MM:</b> 27 Hat Soup <b>MM:</b> 01 Speed Shout Rhyme <b>MM:</b> 12 Fill in Rhyme								
	15c. Notices and discriminates smaller and smaller units	<b>FRL:</b> L Clapping, Snapping, Stamping <b>FRL:</b> L Clap a Friend's Name								
	16a. Identifies and names letters	<b>FRL:</b> L D is For Door <b>Choice Board:</b> Letter Recognition								
	16b. Uses letter-sound knowledge	<b>FRL:</b> Alphabet Posters <b>LL18:</b> What Sound Does it Make?								
	17b. Uses print concepts	<b>FRL:</b> L I Can Read Words <b>FRL:</b> L Word Field Trip <b>FRL:</b> L Today's News								
	18b. Uses emergent reading skills	<b>FRL:</b> L Creating a Job Chart								
	19a. Writes name	<b>FRL:</b> L Class Directory <b>FRL:</b> L Computer Sign Up <b>FRL:</b> L Names are Important!								
<b>Mathematics</b>	20a. Counts	<b>Choice Board:</b> Counting <b>ITE:</b> M32 Scavenger Hunt Count								
	20b. Quantifies	<b>Choice Boards:</b> Quantifies (Options 1, 2) <b>ITE:</b> M07 Body Math								
	20c. Connects numerals with their quantities	<b>Choice Board:</b> Connecting numerals and quantities <b>ITE:</b> M29 Math Artists - Use Family version or use playing cards up to 10 or two dice.								
	21b Understands shapes	<b>Choice Board:</b> Understanding Shapes <b>ITE:</b> M19 Cardboard Castles								