

BRIGANCE[®]



Prepare every child for school success

Early Childhood PRODUCT SAMPLER



The new BRIGANCE® Early Childhood System prepares every child for school success

The BRIGANCE® Early Childhood family of products has been completely updated with the latest research and content for 2013. These up-to-date resources will help educators more effectively meet the needs of young learners so they are better prepared for school success.

screen

Screen Quickly and Easily
with the BRIGANCE Screens III



inform

Assess Each Child's
Strengths and Needs
and target instruction based
on assessment results



instruct

Build School
Readiness Skills
with developmentally appropriate
instructional activities



report

Generate Results and
User-Friendly Reports
with the Online
Management System



Early Childhood Screens III (Birth–Grade 1)

New for 2013! Quickly and easily screen children with the latest screens to identify potential developmental delays and giftedness. Accurately assess physical development, language, academic/ cognitive, self-help, and social-emotional skills.

4



Online Management System

Instantly generate results, compare screening scores to cutoffs, and get specific instructional recommendations for each child. Reports are easy to understand and share with parents.

12



Inventory of Early Development III (Birth–7 years)

New for 2013! Plan individualized instruction and easily monitor child progress with assessments aligned to key early learning domains. Get a deeper understanding of each child's specific strengths and needs.

14



Readiness Activities (3–7 years)

Use fun, easy-to-plan developmental activities targeting key readiness skills. Take-home activities and family letters are also available to engage parents.

24

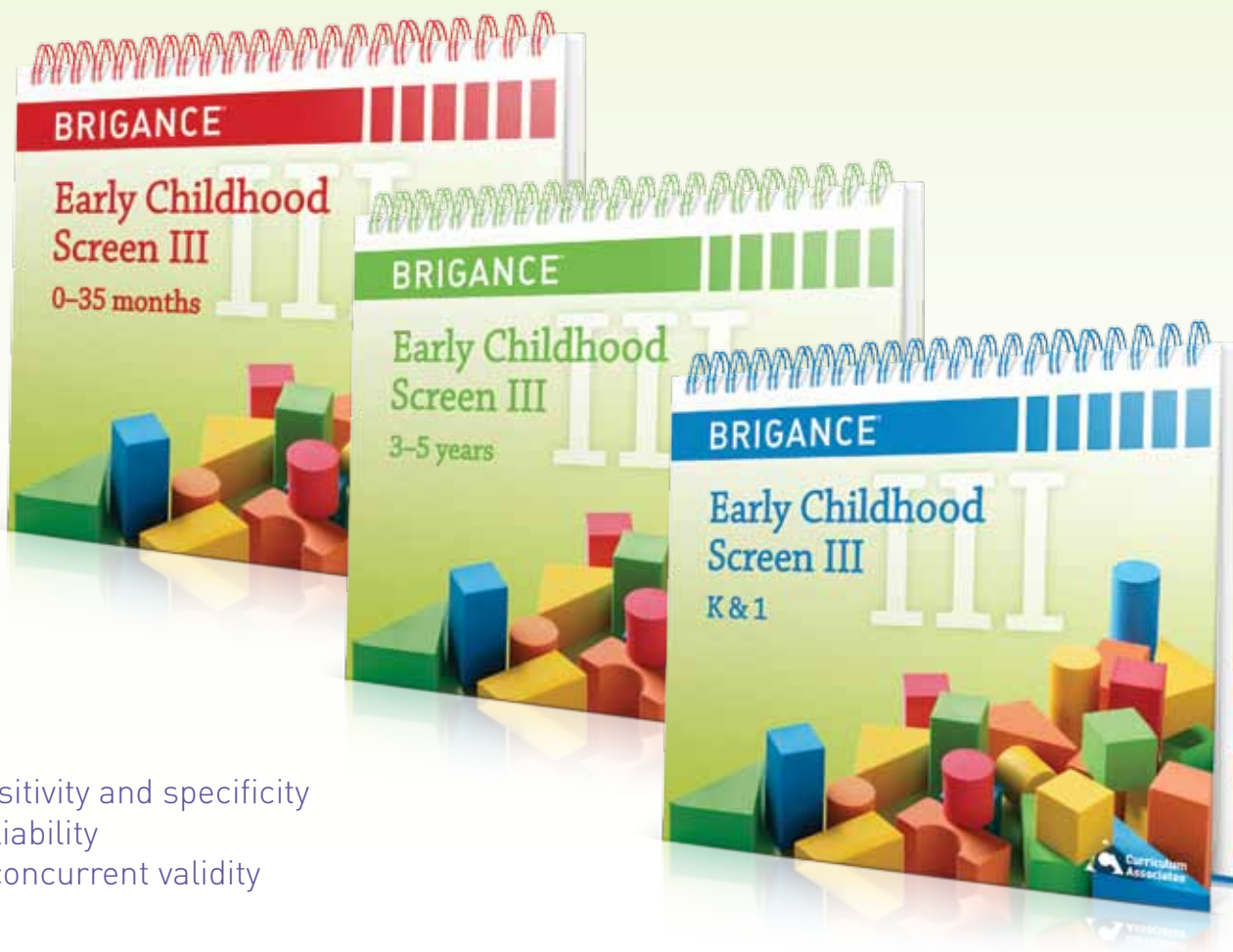


BRIGANCE® Early Childhood Screens III

Get accurate information on each child with the most up-to-date screening tools

- New norms and cutoffs ensure highly accurate results
- Easy to use (just 10–15 minutes per child)
- Strong reliability and validity data
- Updated content, including new self-help and social-emotional scales

**NEW FOR
2013!**



New research studies reflect:

- A high degree of accuracy—high sensitivity and specificity
- Strong test-retest and inter-rater reliability
- Substantial content, construct, and concurrent validity

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INFANT (birth–11 months)

Number	Skill	Page
1A	Gross Motor Skills	2
2A	Fine Motor Skills	5
3A	Receptive Language Skills.....	8
4A	Expressive Language Skills	11
5A	Self-help Skills	14
6A	Social and Emotional Skills	17

TODDLER (12–23 months)

Number	Skill	Page
1B	Gross Motor Skills.....	22
2B	Fine Motor Skills.....	24
3B	Receptive Language Skills—General.....	26
4B	Receptive Language Skills—Identifies Parts of the Body	27
5B	Receptive Language Skills—Identifies Pictures	29
6B	Receptive Language Skills—Knows Sounds Animals Make	30
7B	Expressive Language Skills—General	32
8B	Expressive Language Skills—Names Objects	34
9B	Expressive Language Skills—Uses Phrases	35
10B	Self-help Skills	38
11B	Social and Emotional Skills	41

TWO-YEAR-OLD CHILD

Number	Skill	Page
1C	Gross Motor Skills	45
2C	Identifies Parts of the Body.....	46
3C	Identifies Pictures by Naming.....	47
4C	Knows Uses of Objects	48
5C	Repeats Sentences	49
6C	Visual Motor Skills	51
7C	Understands Concepts of Number and Size	52
8C	Builds Tower with Blocks	54
9C	Matches Colors	55
10C	Verbal Fluency and Articulation	56

The **Early Childhood Screens III** are correlated to the **BRIGANCE® Inventory of Early Development III** (see page 14). Results help identify areas in which to focus developmental assessment and instruction to help each child be prepared for school.





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THREE-YEAR-OLD

Number	Skill	Page
1A	Knows Personal Information	3
2A	Identifies Colors	4
3A	Identifies Pictures by Naming	5
4A	Knows Uses of Objects	6
5A	Visual Motor Skills	7
6A	Understands Number Concepts	9
7A	Builds Tower with Blocks	10
8A	Gross Motor Skills	11
9A	Identifies Parts of the Body	13
10A	Repeats Sentences	14
11A	Uses Prepositions and Irregular Plural Nouns	15

FOUR-YEAR-OLD

Number	Skill	Page
1B	Knows Personal Information	18
2B	Names Colors	20
3B	Identifies Pictures by Naming	22
4B	Visual Discrimination—Forms and Uppercase Letters	23
5B	Visual Motor Skills	24
6B	Gross Motor Skills	26
7B	Names Parts of the Body	28
8B	Follows Verbal Directions	29
9B	Counts by Rote	30
10B	Recognizes Quantities	32
11B	Verbal Fluency and Articulation	33

FIVE-YEAR-OLD

Number	Skill	Page
1C	Knows Personal Information	37
2C	Recites Alphabet	40
3C	Names Parts of the Body	41
4C	Gross Motor Skills	43
5C	Visual Motor Skills	45
6C	Prints Personal Information	47
7C	Sorts Objects (by Size, Color, Shape)	49
8C	Counts by Rote	51
9C	Matches Quantities with Numerals	52
10C	Determines Total of Two Sets	53
11C	Reads Uppercase Letters	54
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12C	Experience with Books and Text	57
13C	Verbal Fluency and Articulation	60



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KINDERGARTEN

Number	Skill	Page
1A	Knows Personal Information	2
2A	Recites Alphabet	5
3A	Names Parts of the Body	6
4A	Gross Motor Skills	8
5A	Visual Motor Skills	10
6A	Prints Personal Information	12
7A	Sorts Objects (by Size, Color, Shape)	14
8A	Counts by Rote	16
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12A	Experience with Books and Text	22
13A	Verbal Fluency and Articulation	23

FIRST GRADE

Number	Skill	Page
1B	Knows Personal Information	25
2B	Visual Discrimination—Lowercase Letters and Words	26
3B	Reads Lowercase Letters	27
4B	Auditory Discrimination	28
5B	Identifies Initial Letters	29
6B	Sorts Objects (by Size, Color, Shape)	30
7B	Listening Vocabulary Comprehension	32
8B	Word Recognition	33
9B	Prints Personal Information	35
10B	Writes Numerals in Sequence	36
11B	Adds and Subtracts	38
12B	Solves Word Problems	39



1C Gross Motor Skills

Overview

This assessment focuses on the child's balancing, walking, and jumping skills.

DOMAIN

Physical Development

SKILL

Demonstrates various gross motor skills

ASSESSMENT INFORMATION

- **Data Sheet:** Two-Year-Old Child
- **Entry:** Start with item 1.
- **Scoring:** Give credit for each skill demonstrated. See the specific Criteria given for each skill.

Directions

Ask the child to perform the skill.

1 Stands on one foot for one second

Say: Stand on one foot by yourself, as long as you can.

Allow the child two attempts if needed.

2 Walks backward four steps

With the child standing in a location that will allow him/her to walk backward,

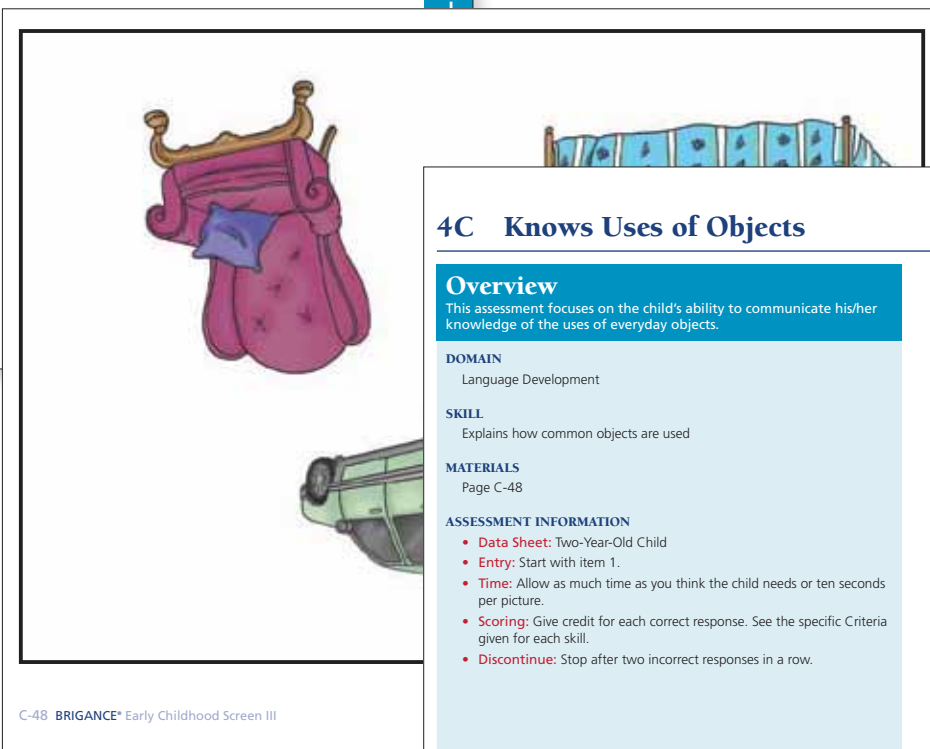
Say: Walk backward, like this.

Demonstrate.

Criteria: Give credit if the child walks backward four steps without losing balance. Do not give credit if the child shuffles.

Two-Year-Old Child

Overviews point out each assessment's purpose, domain, and key administration information, including scoring.



C-48 BRIGANCE® Early Childhood Screen III

4C Knows Uses of Objects

Overview

This assessment focuses on the child's ability to communicate his/her knowledge of the uses of everyday objects.

DOMAIN

Language Development

SKILL

Explains how common objects are used

MATERIALS

Page C-48

ASSESSMENT INFORMATION

- **Data Sheet:** Two-Year-Old Child
- **Entry:** Start with item 1.
- **Time:** Allow as much time as you think the child needs or ten seconds per picture.
- **Scoring:** Give credit for each correct response. See the specific Criteria given for each skill.
- **Discontinue:** Stop after two incorrect responses in a row.

Directions

Point to each picture on page C-48 and ask the child how the object is used. Pause after each question for the child's response.

If the child's response is incomplete,

Say: Tell me more. or **Ask:** What else?

1 Knows use of car

Point to the picture of the car and

Ask: What is a car for? or What do we do with a car?

Criteria: Give credit for an appropriate verbal response (e.g., going places, for driving or ride in it, go to the store) or for another response that shows the child understands how a car is used (e.g., the child pantomimes driving or makes car sounds "vroom, vroom").

2 Knows use of bed

Point to the picture of the bed and

Ask: What is a bed for? or What do you do with a bed?

Criteria: Give credit for an appropriate verbal response (e.g., sleeping, for taking a nap; sleep in it, rest on it) or for another response that shows the child understands how a bed is used (e.g., the child pantomimes sleeping or makes a snoring sound).

3 Knows use of chair

Point to the picture of the chair and

Ask: What is a chair for? or What do you do with a chair?

Criteria: Give credit for an appropriate verbal response (e.g., going places, for driving or ride in it, go to the store) or for another response that shows the child understands how a chair is used (e.g., the child makes a sitting motion).

7C Sorts Objects (by Size, Color, Shape)

Overview

This assessment focuses on the child's ability to sort objects by two attributes.

DOMAIN

Mathematics Knowledge and Skills

SKILL

Sorts objects by two attributes

MATERIALS

- Sixteen simple objects, varying by size, color, and shape
 - 2 small red circles* 2 large red circles*
 - 2 small blue circles* 2 large blue circles*
 - 2 small red squares* 2 large red squares*
 - 2 small blue squares* 2 large blue squares*
- *Available in the Screens III Accessories

ASSESSMENT INFORMATION

- Data Sheet:** Five-Year-Old Child
- Entry:** Start with item 1.
- Scoring:** Give credit for each correct response.
- Discontinue:** Administer both items.

49 BRIGANCE® Early Childhood Screen III

Directions

Arrange the sixteen objects in a random array on the table in front of the child.

Sorts by two attributes

1. Sorts objects by size and color

Say: Put all the large blue ones in a group.

Pause for the child's response.

Return the objects to their original positions.

2. Sorts objects by shape

Say: This is a triangle.

Pause for the child's response.

10.

9.

8.

7.

6.

C-23 BRIGANCE® Early Childhood Screen III

Child pages are positioned to face the child for easy administration.

5.

4.

4B Visual Discrimination—Forms and Uppercase Letters

Overview

This assessment focuses on the child's ability to identify similarities and differences between forms and between uppercase letters.

DOMAIN

Literacy

SKILLS

Visually discriminates between printed forms and between printed uppercase letters

MATERIALS

Page C-23

ASSESSMENT INFORMATION

- Data Sheet:** Four-Year-Old Child
- Scoring:** Give credit for each correct response.
- Discontinue:** Stop after five incorrect responses in a row.

NOTE

Allow as much time as you think the child needs or ten seconds per item.

POSSIBLE OBSERVATIONS

As the child responds to the symbols on page C-23, you may wish to observe and make note of the following:

- Meaning of Different:** Does it appear that the child is answering incorrectly because he/she doesn't understand the meaning of the word *different*? Do not change the wording of the direction, but do note that the child may be having difficulty understanding the direction.
- Type of Response:** Does the child respond by pointing or does he/she respond by saying the name of the form or letter that is different?

23 BRIGANCE® Early Childhood Screen III

Directions

Ask the child to point to the form or letter that is different in each box on page C-23.

Beginning with an example, point to the example box and

Say: One of the pictures in this box is different.

Put your finger on the picture that is different.

If the child does not respond correctly, point to the cats and

Say: These are cats.

Point to the bird and

Say: This is a bird. It is different.

Do not give any additional help.

Continue with the other items on the page. For each item, point to the box and

Ask: Which one is different?

CHILD-PAGE FORMAT AND ANSWERS FOR PAGE C-23

	Forms	Uppercase Letters
Example		6. L L O L
1.		7. A I A A
2.		8. P D D D
3.		9. U U U V
4.		10. Y X Y Y
5.		

4B Visual Discrimination—Forms and Uppercase Letters



User-friendly, color-enhanced teacher pages make screening even easier.

9

8

7

9A Matches Quantities with Numerals

Overview

This assessment focuses on the child's understanding of the quantity a numeral represents for numerals under 10.

DOMAIN

Mathematics Knowledge and Skills

SKILL

Matches quantities with numerals 2–10

MATERIALS

- Page C-52
- Ten identical small objects (red counters)
- *Available in Screening Accessories

ASSESSMENT INFORMATION

- **Data Sheet:** Kindergarten
- **Entry:** Start with item 1.
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after two incorrect responses in a row.

C-52 BRIGANCE® Early Childhood Screens III

Directions

For each numeral on page C-52, ask the child to use his/her fingers or objects to show the quantity that the numeral represents.

To have the child show quantities using his/her fingers, point to the numeral 3 on page C-52 and

Say: Show me this many fingers. or Hold up this many fingers.

52 BRIGANCE® Early Childhood Screens III

11A Experience with Books and Text

Overview

This assessment focuses on the child's awareness of the conventions of print, such as the use of left-to-right and top-to-bottom directionality.

DOMAIN

Literacy

SKILL

Demonstrates an understanding of text and print conventions

MATERIALS

A picture book that has at least 3 lines of text on each page

ASSESSMENT INFORMATION

- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each correct or yes response. See the Criteria that follows each item.
- **Discontinue:** Administer all items.

57 BRIGANCE® Early Childhood Screens III

Directions

For each item, ask the parent/caregiver or someone else who knows the child well (the child's teacher) the question that follows the skill. Or observe the child in a setting that is appropriate for assessing the child's response to books, such as circle time or story time, and ask yourself the question that follows the skill. Additional instructions are included to support child performance.

Give credit for a skill if the child demonstrates the skill at least most of the time or is reported to do so.

1. Knows the front and back of a book

Ask: Can _____ point to the front and back of a book?

Or, with the picture book in a vertical position and with the spine of the book facing the child, hand the book to the child and

Say: Show me the front of this book.

Pause for the child's response. Then

Say: Show me the back of the book.

Pause for the child's response.

Criteria: Give credit if the child knows both front and back.

2. Understands that text progresses from left to right

Ask: If, when you are reading a book to _____, you point to a word (any word except the last word) in a line of text and ask _____ "Which word do I read after this word?", would he/she point to the next word to the right?

Or open a picture book to a page with lines of text. Point to a word in a line of text (any word in a line except the last word in the line) and

Say: Which word do I read after I read this word?

Pause for the child's response.

Criteria: Give credit if the child points to the next word in the line or is reported to do so.

12A Experience with Books and Text

Screening Observations Form

Directions: Based on observations made during the screening, check any significant observations that you believe are suggestive of a problem and warrant referral for additional screening or treatment.

Child's Name _____
 Child's Age _____
 Date _____
 Examiner's Name _____

A. Vision

_____ showed symptoms of eye fatigue or stress, such as
 _____ blinking _____ squinting _____ itching _____ tearing
 _____ appeared to have eye infection indicated by _____

D. Self-Reliance

- _____ lacked confidence
- _____ was overly confident
- _____ was careless
- _____ needed encouragement in order to perform
- _____ needed praise in order to perform
- _____ needed continuous individual attention in order to perform
- _____ was overly concerned about failure

E. Emotional Functioning

- _____ appeared to be emotionally distressed
- _____ level of motivation appeared to be low
- _____ required much praise, encouragement, and attention
- _____ rapport was difficult to achieve and maintain
- _____ had difficulty in cooperating
- _____ responded impulsively
- _____ became impatient when presented with difficult task
- _____ short attention span for age
- _____ tended to be hyperactive
- _____ exhibited nervous habits or symptoms such as nail-biting, facial tics, thumb-sucking, and stuttering

List specific habits or symptoms observed:

F. Motor Skills

- _____ gross-motor skills and development appeared to be significantly below age
- _____ fine-motor skills and development appeared to be significantly below age

G. Physical Appearance

- _____ appeared to lack good physical health and stamina
- _____ appeared to tire easily

List any significant observations that might suggest a need for medical care, such as skin rashes, obesity, frailness, and clumsiness:

Screening Observations Form

Screening Information Forms

User-friendly Data Sheet
 is easy to use and score.

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4
 year-old

A. Child's Name Mia Thomas Date of Screening Year 2013 Month 9 Day 15 School/Program Hammond
 Parent(s)/Caregiver(s) Deborah and Rob Thomas Birth Date Year 2009 Month 5 Day 10 Teacher Ben Haywood
 Address 322 Flagstaff Drive Age Year 4 Month 4 Day 5 Examiner Ruth Yakaus

B. Core Assessments		C. Scoring				
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① If the child does not receive credit for a skill, slash through the item number. /.	Discontinue	Number Correct	Point Value for Each	Child's Score
18	Language Development	1B Knows Personal Information ① first name ② last name ③ age / street address	Stop after 3 incorrect responses in a row.	3	2	6/8
20	Language Development	2B Names Colors ① blue ② green ③ yellow ④ red ⑤ orange ⑥ pink / black / white ⑨ purple 10. brown 11. gray	Stop after 3 incorrect responses in a row.	6	1	6/11
22	Language Development	3B Identifies Pictures by Naming ① scissors ② duck ③ snake / wagon ⑤ ladder / leaf / owl / nail	Stop after 3 incorrect responses in a row.	4	1	4/8
23	Literacy	4B Visual Discrimination—Forms and Uppercase Letters ① ○ ② □ ③ ○ / / / ⑦ / P / V ⑩ X	Stop after 5 incorrect responses in a row.	4	1	4/10
24	Physical Development	5B Visual Motor Skills ① Draws a circle ② Draws a plus sign ③ Draws an X ④ Draws a square / Draws a rectangle	Stop after 3 skills not demonstrated in a row.	4	2	8/10
26	Physical Development	6B Gross Motor Skills ① Walks forward heel-to-toe five steps ② Hops five hops on preferred foot ③ Hops five hops on other foot / Stands on one foot for ten seconds / Stands on other foot for ten seconds	Stop after 2 skills not demonstrated in a row.	3	1	3/5
28	Language Development	7B Names Parts of the Body ① stomach ② neck ③ back ④ knees / thumbs / fingernails	Stop after 3 incorrect responses in a row.	4	2.5	10/15
29	Language Development	8B Follows Verbal Directions ① Follows two-step directions / Follows three-step directions	Stop after 2 incorrect responses for 1 item.	1	3	3/6
31	Mathematics	9B Counts by Rote ① ② ③ ④ ⑤ ⑥ / 8 9 10	Stop after the first error.	6	.5	3/5
32	Mathematics	10B Recognizes Quantities ① three / five / eight	Administer all items.	1	4	4/12
33	Language Development	11B Verbal Fluency and Articulation ① Uses sentences of at least three words / At least 90% of speech is intelligible	Administer both items.	1	5	5/10
D. Comments and Observations <u>Very attentive and focused.</u>			E. Next Steps <u>Below cutoff of <69. Refer for further evaluation.</u>			Total Score = 56/100

Screening Observations Form helps teachers organize important observations.



Generate reports with the BRIGANCE® Online Management System

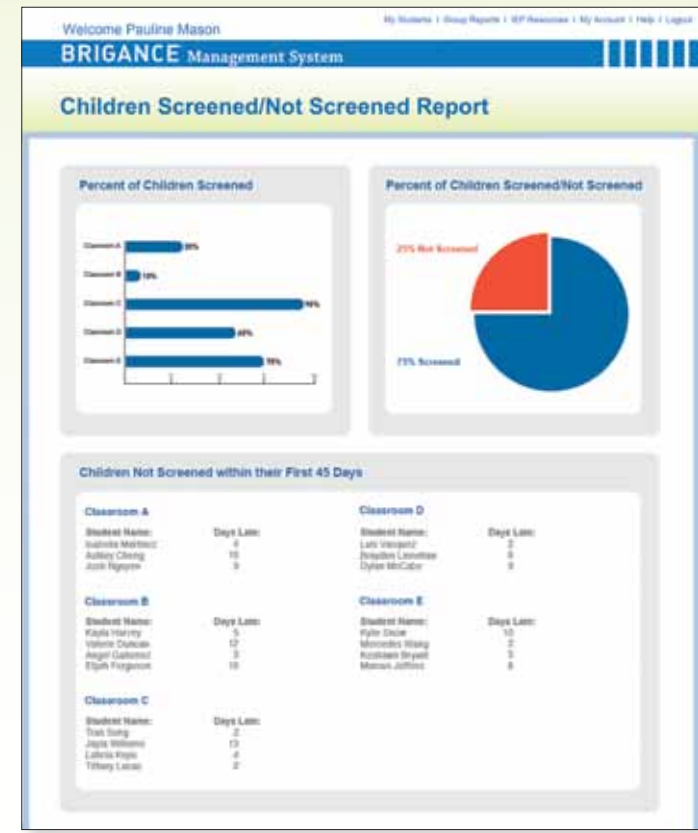


**AVAILABLE
SUMMER
2013!**

- Essential data management and reporting are now in one easy-to-access and easy-to-use system
- Manage your program and meet reporting requirements

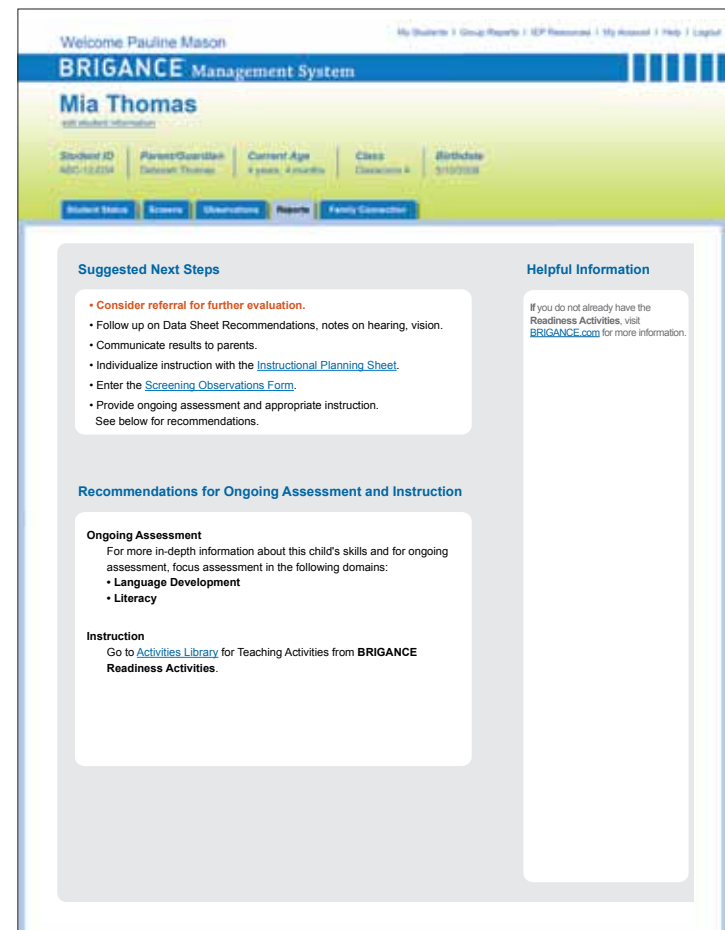
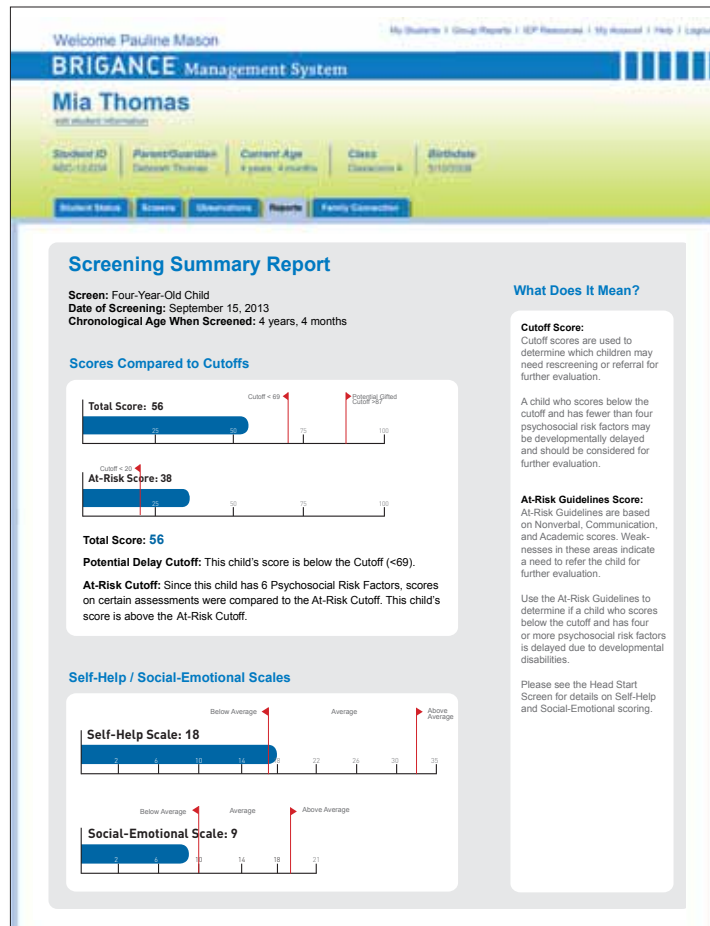
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- Administrator reports provide at-a-glance, program-level information, such as which children have not yet been screened
- Teachers and administrators can analyze screening data for individual children and groups
- Letters to families can be printed or emailed to engage parents and caregivers in supporting their child's development at home



Use screen data to inform referral decisions and target further assessment and instruction.

- User-friendly format helps users quickly find and access information
- Simple navigation makes it easy to enter data and locate essential resources
- Helpful guidance ensures consistent and accurate data and reports



The **Screening Summary Report** clearly shows the child's results compared to cutoff scores and then automatically identifies individualized next steps, including recommendations for further assessment and instruction.



BRIGANCE® Inventory of Early Development III (IED III)

Updated and expanded for 2013, the IED III makes it easy to identify specific strengths and needs for children from birth through age seven.

- Plan individualized instruction based on valid and reliable assessment results
- Measure child progress toward school readiness goals
- Ensure strong alignment with the **Common Core State Standards**, as well as state early learning standards and Head Start domains
- Connect to the **BRIGANCE® Early Childhood Screens III** and the **Readiness Activities**

**NEW FOR
2013!**



For more information on the IED III Standardized, see page 20.

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iii BRIGANCE® Inventory of Early Development III

The IED III contains more than 100 developmental assessments covering key school readiness skills.

MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL

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iv BRIGANCE® Inventory of Early Development III

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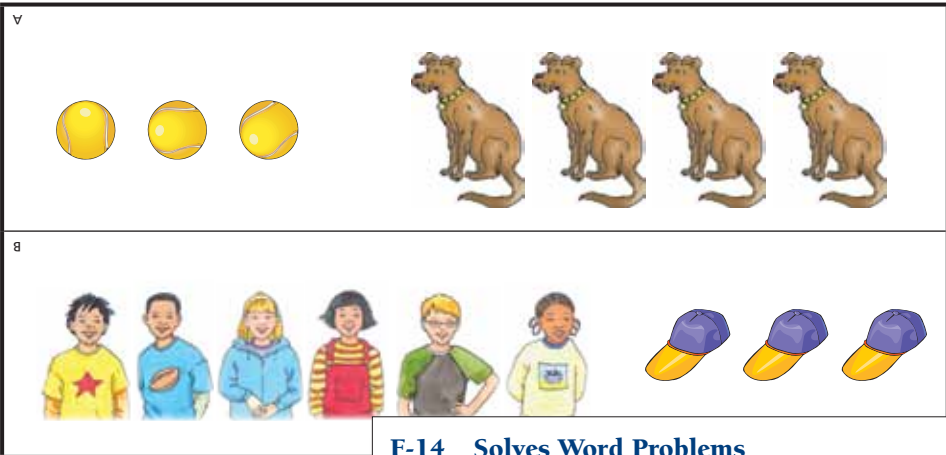


Major content updates to the 2013 edition include:

- 1 NEW and revised phonological awareness assessments and reading passages
- 2 NEW mathematics assessments, including sorting and word problems
- 3 NEW science assessments
- 4 Broadened social and emotional development section

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F-14 Solves Word Problems

Overview

This assessment focuses on the student's ability to solve simple addition and subtraction oral word problems that are accompanied by pictures.

SKILL

Solves simple oral word problems that are accompanied by pictures

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-279 and S-280
- Blank sheet of paper if needed

SCORING INFORMATION

- Record Book: Page 31
- Give credit for an item only if both responses are correct.
- Stop after an incorrect response for two items (two complete word problems) in a row.

NOTE

If the student has difficulty focusing on a single row, cover the other rows with a blank sheet of paper.

AFTER ASSESSING

To write an IEP, use the Objective for Writing IEPs at the end of this assessment.

Overviews point out each assessment's purpose, skill area, and key administration information.

Colorful child pages are designed to face the child for easy administration.

Easy-to-follow directions ensure quick and accurate assessment.

F-23 Identifies Plants and Animals

Overview

This assessment focuses on the student's ability to identify and distinguish between pictures of plants and animals.

SKILL

Identifies and distinguishes between plants and animals

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-315, S-316, and S-317

Directions for Assessment: Performance

Distinguishes between Plants and Animals

Ask the student to identify pictures of plants and animals on the page that belong to either category. Point to each row and ask the student to identify the picture in the row that is either a plant or an animal as indicated.

Point to the dog on page S-315 the box marked "Example." Start with the example on page S-315.

Say: Look at this picture. It is a picture of a dog.

Let the student look at the picture.

Ask: Is a dog a plant or an animal?

Say: Point to the picture in this row that shows an animal.

Pause for the student's response. (*points to the dog*)

Continue this procedure with the items on pages S-316 through S-317.

Academic/Cognitive: Mathematics and Science

Academic/Cognitive: Mathematics and Science



F Academic/Cognitive: Mathematics and Science (continued)

Assessment Page

F-14 279

Solves Word Problems

4 dogs and 3 balls

- 3-0 ① (no)
- ② (1)

3 children and 7 bikes

- ⑤ (yes)
- ⑥ (yes)

16 children and 20 cupcakes

- 9 (yes)
- 10 (4) 6-0

6 children and 3 caps

- ③ (no)
- ④ (3)

20 rabbits and 19 carrots

- 7 (no)
- 8 (1)

Notes:

F-15 281

Knows Addition Facts

- | | | | | | | |
|-----|------|-------|-------|--------|--------|------------|
| 6-3 | 1. 2 | 6. 5 | 11. 8 | 16. 9 | 21. 11 | 26. 14 |
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| | 5. 4 | 10. 6 | 15. 7 | 20. 10 | 25. 11 | 30. 14 7-0 |

Notes:

Simple record-keeping ensures accurate assessment results and tracking over time.



D-3 General Speech and Language Development

Overview

This assessment focuses on the student's vocabulary development, complexity of speech, and ability to speak in phrases and sentences.

SKILL

Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHODS

Observation, Interview

MATERIALS

Although no specific materials are needed, toys, pictures, and puzzles may be helpful in eliciting responses from the student.

SCORING INFORMATION

- Record Book: Page 14
- Give credit for each yes response. See the specific Criteria for some skills.
- Stop after three consecutive *no* responses.

BEFORE ASSESSING

Review the Note at the end of this assessment for additional information.

AFTER ASSESSING

- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the *BRIGANCE Readiness Activities*.

Directions for Assessment: Observation

Observe the student in a natural social setting or engage the student in a conversation that will elicit relevant responses from him/her. For each item, ask yourself the question that follows.

Directions for Assessment: Interview

Interview the parent/caregiver to assess the child's and language development.

Say: **Tell me about _____'s speech. What words or sentences he/she uses?**

To elicit additional information about specific skills that follows the skill. Rephrase the question during the interview as informal as possible.

¹*1. Says the word *mama* or *dada* with meaning (1)

Ask: **Does _____ use the word *mama* or *dada* (family name) indicating meaning (1)?**

Note: This may be a sensitive item if one parent/caregiver does not use the word with the student.

2. Says real words (at least one word other than *mama* or *dada*) (2)

Ask: **Does _____ use words other than *mama* or *dada* (family name) indicating meaning (2)?**

Criteria: Give credit if the student uses more than *mama* or *dada*.

Note: This may be a sensitive item if one parent/caregiver does not use the word with the student.

This response is considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

Student's Name: _____

Date: _____

D-3C GENERAL SPEECH AND LANGUAGE DEVELOPMENT

See pages 96–102 for assessment procedures for the milestone or primary skills (those skills in **bold** print below) that appear in D-3 General Speech and Language Development. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the *Record Book*. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

¹*1. Says one word

2. Says the word *mama* or *dada* with meaning (1)

3. Says two words

4. Says real words (at least one word other than *mama* or *dada*) (2)

5. Has an expressive vocabulary of at least six words

6. Uses a single word in combination with a gesture to ask for objects

7. Has an expressive vocabulary of at least ten words (3)

8. Calls at least one person by name (4)

9. Responds with *yes* or *no* to questions regarding his/her wants or needs (5)

10. Repeats phrases (6)

¹*11. Uses abbreviated or telescopic sentences

12. Responds with *yes* or *no* to simple *yes* or *no* questions

49. Answers the telephone, takes simple message, and delivers it

Ask: **Can _____ answer the telephone, take a simple message such as *Mr. Smith wants Daddy to call*, and deliver the message?**

Note: Disregard this item if the student is not allowed to answer the telephone or if there is no telephone in the student's home.

⁶⁻⁹50. Verbally shares experiences or items with a group of classmates such as during "Show and Tell"

Ask: **Does _____ effectively share experiences or items with his/her classmates during "Show and Tell"?**

Criteria: Give credit if, when sharing, the student tells events in a logical sequence, speaks in sentences of an average length of at least five words, and speaks in a volume easily heard.

51. Answers "when" questions

Ask: **Does _____ answer "when" questions such as *When are you going?* or *When did that happen?***

13. Has an expressive vocabulary of at least twenty-five words (7)

14. Uses two or three words in combination (8)

15. Uses the word *no* to indicate refusal (9)

16. Uses subject-predicate phrases *(10)

17. Asks for water when thirsty

18. Uses article before noun (e.g., *the dog*, *a cat*)

19. Asks for food when hungry (11)

20. Refers to self by name *(12)

21. Uses words ending in *s* to indicate more than one (13)

22. Uses words with the suffix *-ing* (14)

²*23. Uses personal pronouns *I* and *me* (15)

24. Produces all vowels clearly

25. Includes all initial consonants

26. Uses all speech sounds

27. Produces diverse and complex syllables

28. At least 65% of speech is intelligible (16)

29. Imitates three-syllable words

30. Asks for food at table

31. Uses the words *no* and *not* in combination with other words

32. Has a mean length utterance (MLU) of 2.1 (e.g., *daddy go*)* (17)

33. Has an expressive vocabulary of at least 200 words

34. Refers to self by pronoun (e.g., *me do*)

Multiple assessment methods allow for flexible administration.

Objective for Writing IEPs

By _____ (date), when provided with the appropriate stimuli, _____ (student's name) _____ will _____ (list as appropriate)

- say the word *mama* or *dada* with meaning.
- say real words (at least one word other than *mama* or *dada*).
- have an expressive vocabulary of at least ten words.
- call at least one person by name.
- respond with *yes* or *no* to questions regarding his/her wants or needs.
- repeat phrases.
- have an expressive vocabulary of at least twenty-five words.
- use two or three words in combination.
- use the word *no* to indicate refusal.
- use subject-predicate phrases.*
- ask for food when hungry.
- refer to self by name.*
- use words ending in *s* to indicate more than one.
- use words with the suffix *-ing*.

Helpful Comprehensive Skill Sequences break down skills and list developmental age levels to help teachers and parents know which skills to look for and support next.



BRIGANCE® IED III Standardized

The new IED III Standardized streamlines assessment and provides standardized scores for children from birth through age seven.

The IED III Standardized has been completely updated for 2013 to include new content and up-to-date research, ensuring highly accurate data to support referrals.

New standardization and validation studies reflect:

- Current normative data based on a nationally representative sample
- Strong test-retest and inter-rater reliability
- Significant content, construct, and criterion-related validity



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iii BRIGANCE® IED III Standardized

55 standardized assessments cover five key domains.

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iv BRIGANCE® IED III Standardized

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Contents

- Major content updates include:
- 1** New pre-literacy and early literacy assessments
 - 2** Broadened mathematics coverage
 - 3** Expanded social and emotional development section



D-5 Familiarity with Sounds: Phonological Awareness

Overview

This assessment focuses on the development of the child's early phonological awareness skills.

SKILLS

- Orally blends two words into one word
- Identifies rhymes
- Orally segments words into word parts (syllables)

ASSESSMENT METHOD

Performance

MATERIALS

- Page C-95
- Blank sheets of paper if needed

SCORING INFORMATION

- **Standardized Record Book:** Page 16
- **Entry:** 3+ years
- **Basal:** None
- **Ceiling:** None

NOTE

If the child has difficulty focusing on a single row, cover the other rows with blank sheets of paper.

AFTER ASSESSING

To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment

This assessment is made up of three different phonological skills. For each of these skills, use the specific directions given. Administer all items.

Blends Two Words into One Word

Beginning with an example,

Say: I am going to say two words. Then I want you to say them together to make one word. For example, if I say *air . . . plane*, you would say *airplane*. Let's begin.

1. base ball – baseball

Say: The next words are *base . . . ball*.

Pause for the child's response. (*baseball*)

2. sail boat – sailboat

Say: The next words are *sail . . . boat*.

Pause for the child's response.

3. cup cake – cupcake

Say: The words are *cup . . . cake*.

Pause for the child's response.

Development: Literacy

User-friendly page layout makes it easy to give and record assessments.

Step-by-step standardized directions ensure accurate scoring.

E-4 Sorts Objects (by Size, Color, Shape)

Overview

This assessment focuses on the child's ability to sort objects by one, two, and three attributes.

SKILL

Sorts objects by one, two, and three attributes

ASSESSMENT METHOD

Performance

MATERIALS

- Sixteen simple objects, varying by size, color, and shape
- 2 small red circles*
 - 2 small blue circles*
 - 2 small red squares*
 - 2 small blue squares*
 - 2 large red circles*
 - 2 large blue circles*
 - 2 large red squares*
 - 2 large blue squares*

* included in the IED III Accessories Kit

SCORING INFORMATION

- **Standardized Record Book:** Page 20
- **Entry:** For 3 years, start with item 1. For 5+ years, start with item 3.
- **Basal:** Two in a row correct
If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated.
- **Ceiling:** Two in a row incorrect

Objective for Writing IEPs

By _____ (date) _____, when shown sixteen objects that vary by three attributes, size, color, and shape, _____ (child's name) _____ will _____ (list as appropriate)

1. sort the objects by one attribute.
2. sort the objects by two attributes.
3. sort the objects by three attributes.

Directions for Assessment

Arrange the sixteen objects in a random array on the table in front of the child.

Sorts by one attribute

Say: I want you to sort these _____ (name of objects) _____ for me.

1. Say: Put all the blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

2. Say: Now put all the small ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by two attributes

3. Say: Now put all the large blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

4. Say: This time put all the small circles in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by three attributes

5. Say: This time put all the large red circles in a group.

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

6. Say: Now put all the small blue squares in a group.

Pause for the child's response.

Academic Skills/Cognitive Development: Mathematics



E Academic Skills/Cognitive Development: Mathematics (continued)

SCORING INFORMATION	Assessment
Entry: • For 3 years, start with item 1. • For 5+ years, start with item 3. Basal: 2 in a row correct Ceiling: 2 in a row incorrect	E-4 Sorts Objects (by Size, Color, Shape) [page 113] Sorts by one attribute 1. blue 2. small Sorts by two attributes 3. large blue 4. small circles Sorts by three attributes 5. large red circles 6. small blue squares
	____/6
	NOTES: _____ _____ _____

Entry: • For 3 years, start with item 1. • For 5 years, start with item 4. • For 6+ years, start with item 8. Basal: 3 in a row correct Ceiling: 3 in a row incorrect	E-5 Matches Quantities with Numerals [page 115] 1. 2 6. 7 2. 1 7. 8 3. 4 8. 6 4. 3 9. 10 5. 5 10. 9
	____/10
	NOTES: _____ _____ _____

Entry: 3+ years Basal: One entire block of numerals correctly named Ceiling: Two blocks of numerals in a row for which the child does not receive credit	E-6 Reads Numerals [page 116] 1. Reads numerals to 5 2. Reads numerals to 10 3. Reads numerals to 20 4. Reads numerals to 50 5. Reads numerals to 100
	____/5
	NOTES: _____ _____ _____

Simple scoring produces age equivalents, percentiles, and standard scores for key skill areas.

IED III Standardized Scoring Sheet (continued)

E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

SUBDOMAIN	MATHEMATICS	RAW SCORE	SCALED SCORE Appendix A	(B) COMPOSITE SCORE: MATHEMATICS Appendix B
ASSESSMENTS	E-1 Understands Number Concepts	/7	▶	
	E-2 Counts by Rote	/30	▶	
	E-3 Compares Different Amounts	/6	▶	
	E-4 Sorts Objects (by Size, Color, Shape)	/6	▶	
	E-5 Matches Quantities with Numerals	/10	▶	
	E-6 Reads Numerals	/5	▶	
	E-7 Solves Word Problems	/10	▶	
	E-8 Knows Missing Numerals in Sequences	/12	▶	
	E-9 Adds Numbers	/9	▶	
	E-10 Subtracts Numbers	/6	▶	
(B) TOTAL RAW SCORE (sum)		/101	▶	TOTAL SCALED SCORE (sum)

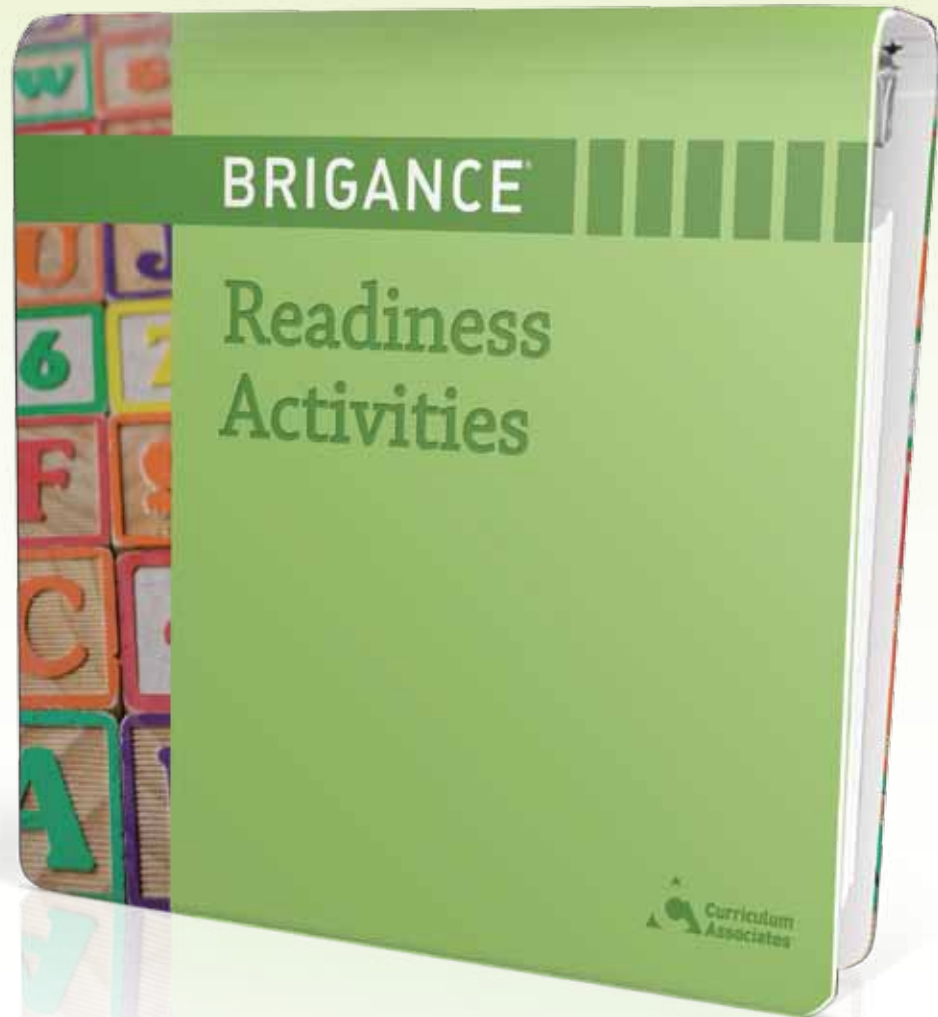
TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT

	TOTAL RAW SCORE	COMPOSITE SCORE	SE _M CONFIDENCE INTERVAL	PERCENTILE Appendix E	AGE EQUIVALENT Appendix F	SE _E INSTRUCTIONAL RANGE
SUBDOMAIN (A) LITERACY	/170		6 2			6 2
SUBDOMAIN (B) MATHEMATICS	/101		6 2			6 2
SUM OF (A) AND (B)		(sum) /271	(sum)			
DOMAIN ACADEMIC SKILLS/COGNITIVE DEVELOPMENT Appendix C			6 2			6 2



Build kindergarten readiness with fun, easy-to-plan activities that prepare children for school

Based on assessment results from the **BRIGANCE® Inventory of Early Development III**, deliver developmentally appropriate instruction with the correlated **BRIGANCE® Readiness Activities**.



Readiness Activities Domains and Skills Areas Included

LANGUAGE DEVELOPMENT

Body Parts
Colors

LITERACY

Response to and Experience with Books
Prehandwriting
Copies Forms
Visual Discrimination
Print Awareness and Concepts
Prints Uppercase and Lowercase Letters in Sequence
Prints Personal Data
Phonological Awareness Skills

MATHEMATICS

Number Concepts
Counting
Reads Numerals
Numeral Comprehension
Numerals in Sequence
Quantitative Concepts
Shape Concepts
Joins Sets
Directional/Positional Concepts
Concepts of Time and Reading a Clock

SOCIAL AND EMOTIONAL DEVELOPMENT

General Social and Emotional Development
Play Skills and Behaviors
Initiative and Engagement Skills and Behaviors
Self-Regulation Skills and Behaviors
Personal Data Response

PHYSICAL HEALTH AND DEVELOPMENT

GROSS MOTOR SKILLS
Standing
Walking
Jumping and Hopping
Running (Skipping and Galloping)
Ball Skills (Kicking, Catching, Rolling, and Throwing)

FINE MOTOR SKILLS
Holding and Manipulating Objects
Cuts with Scissors

SELF-HELP SKILLS
Self-Help Skills
Puts On Clothing
Fastens Clothing

Each skill section includes more than a dozen fun and easy-to-plan activities, as well as helpful instructional guidance and resources for that skill, such as:

- Objective
- Domain
- Rationale
- Sequence
- Recommendations for Effective Teaching
- Factors That Impact Development
- Reproducibles for Teaching Activities

Every domain section also includes valuable resources and reproducibles:

- References
- Read-to-Me Books
- Letters to Families (reproducible, English and Spanish versions)
- My Learning Plans (reproducible)





7. Read and Make a Picture Book

Materials:

- An informational picture book that is illustrated with photographs.
- Response Activity Materials:
 - Photographs: photos the children have brought from home, photos from classroom activities and field trips, or photos cut from old magazines.
 - Scissors.
 - Glue sticks.
 - Sheets of drawing paper (at least one for each child).

Group Size: Individual, small group, or class.

Preparation: A few days before you plan to do this activity, have a note home with the children requesting that family members bring photos to school. Explain that the photos will be used for an activity and they will not return home in their original form.

Procedure: Have the children sit comfortably in a circle around you. Make sure that each child can see you and the book so that the photographs face children. Then

- Read the title and ask children what they think the book is about. Have them share what they know about the topic.
- Read the book and ask children what they think the book is about. Have them share what they know about the topic.
- Introduce important words from the book that they will use to talk about the topic. Discuss their meaning and pronunciation.
- Read the book or split the book into two or three sections each part on a different day. Use new words as you read.
- Talk about the photos and read the captions. Explain what the photos give more information about a topic.
- Point out other text features specific to the book, such as captions, bold-faced words, or diagrams. Talk about what they provide.

RESPONSE TO THE BOOK:

- Turn back to the first photo in the book, either on the book's cover, or on one of the beginning pages, and talk about how the photographer used a camera to create pictures for the book. Ask, "Have you ever used a camera (real or pretend)?" What pictures did you take?"
- Tell children that they will each make a picture story with the photos that they brought from home. Ask, "What will your story be about? Which photos do you want to use?"

8. Share a Fun Informational Book

Materials:

- An informational picture book about a specific concept.
- Objects or pictures of objects that appear in the book.

Group Size: Individual, small group, or class.

Preparation: Do the following:

- Choose an informational book about a specific concept or topic that children are learning. Select 5 to 8 vocabulary words from the book that are key to learning about the topic.
- Gather objects or pictures of objects that appear in the book. For example, if the children are learning about butterflies, choose a book about the life cycle of a butterfly, a book about different kinds of butterflies, or a book that tells why butterflies are important. You might want to bring in a butterfly net, a butterfly collection, a butterfly net, or flowers that butterflies like. Put them on display in the room.

Procedure: Gather children on the floor around you so that children can see the book. Do the following:

- Tell children that the book you are going to read is about a specific object on display.
- Read the title. Discuss the photo on the cover and what the book might be about. Have children share what they know about the topic and what they would like to learn.
- Read one part of the book. Point out some of the vocabulary words as a chart or caption and talk about the information.
- As you read, pause briefly to provide short explanations of meaning. Point to an illustration to help clarify the meaning.
- Encourage children to ask questions about the text as you read. Prompt them with questions on the photos and illustrations as you read. Prompt them to use new words in the discussion.
- If children are interested, bring in other books on the topic and read them with children.

RESPONSE TO THE BOOK:

- Place informational books in the reading area so children can select one during choice time. Organize the informational books by topic.
- Small groups of children might read books on a topic and then work together to create a poster about information they learned.

SUGGESTED AUTHORS OF INFORMATIONAL PICTURE BOOKS:

Aliko; Jim Arnosky; Joanne Cole; Donald Crews; Tomie dePaola; Gail Gibbons; Tana Hoban; Stephen Krensky; Seymour Simon.

9. We're a Part of the Story!

Materials:

- A predictable book or narrative picture book.
- Response Activity Materials:
 - Photocopies of the illustrated characters and objects in the story.
 - Scissors.
 - Craft or Popsicle® sticks.
 - Glue or glue sticks.
 - A box to hold the stick puppets.

Group Size: Individual, small group, or class.

Preparation:

- Photocopy illustrations of characters and objects from the book to use to make into stick puppets.
- Cut out each character and object.
- Glue the character or object to the end of a stick. The stick is enough stick left for a child to hold.

Procedure: Have the children sit on the floor around you. Make sure that each child can see the book. Then do the following:

- Read the title, author, and illustration. Ask, "What do you think the story is about. Ask the children to share their thoughts." Read the book. Stop briefly to ask questions about a character or object.
- After reading ask a "why" question to encourage children to make inferences about the story. Ask, "Why do you think the character did this?"
- Give each child a stick puppet to use to act out the story. Reread the book. Ask children to act out the story as you read. Have them raise their puppets when the character or object is mentioned in the story.

Over 300 developmentally appropriate activities cover a broad range of skills.

Easy-to-follow directions list the materials needed, preparation (if any), procedure, and extension opportunities.

RESPONSE TO THE BOOK:

- Have children use the stick puppets to dramatize the story and retell it in their own words. Encourage them to use the new words in their retellings.
- Invite children to create original stories with the stick puppets.

SUGGESTED BOOKS:

Goodnight Moon by Margaret Wise Brown
Time for Bed by Mem Fox

10. Every Puppet Tells a Story

Materials:

- A narrative picture book with several characters.
- Response Activity Materials:

To make puppets:

- Socks.
- Small paper bags.
- Buttons.
- Scraps of felt and fabric.
- Yarn.
- Glue or glue sticks.
- Scissors.
- Markers.
- Crayons.

To make a puppet stage:

- A large appliance box with the upper front panel cut out.
- A towel draped over the back of a chair.
- A blanket or sheet hung over a card table.
- A curtain on a spring rod suspended in a doorway.

Group Size: Small group or class.

Procedure: Gather children on the floor around you.

- Read the title of the book. Provide a short introduction that states the main problem of the story.
- You might look at a few pictures in the book and think aloud to demonstrate how to make predictions about the story. For example: "Look at this picture. This story must be about . . ." "I wonder if the characters are going to . . ."
- Read the story aloud with expression. At several points in the story, pause to comment on characters' actions and feelings. Offer a short definition or explanation of an unfamiliar word, or point to an illustration to help clarify word meaning as you read the word.
- After reading ask "why" questions to encourage children to make inferences about and explain story events. Model how to answer a "why" question. Help children think about what the character did, recall specific events, and use illustrations to support their thinking.



RESPONSE TO THE BOOK:

- Have children make puppets to represent the characters in the story. The puppets can be stuffed socks with button eyes and fabric features, or they can be lunch-bag puppets with glued-on or drawn-on features.
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.
- Work with a small group of children to create a sequel to the story and use their puppets to tell the story.

SUGGESTED BOOKS:

Panda Bear, Panda Bear, What Do You See? by Bill Martin Jr.
The Little Red Hen by Paul Galdone
Alice's Adventure in Wonderland by Lewis Carroll.

Easy-to-read and easy-to-plan activities are listed in order of difficulty and accommodate all types of learning styles: visual, aural, tactile, kinesthetic.

Each skill area includes a wealth of helpful information for teachers.

Read-to-Me Books

These books can be used to support children's literacy development. See Teaching Activities for ideas on how these books might be used for instruction.

Trade Books for Reading Aloud

Agee, Jon. *Z Goes Home*.
Ailiki. *My Feet*.
Ailiki. *My Hands*.
Ailiki. *Communication*.
Ailiki. *How a Book Is Made*.
Allington, Richard L. and Kathleen Krull. *Writing*. Illus. by Yoshi Miyake.
Anoulud, Joan Walsh. *In a Pumpkin Shell: A Mother Goose ABC*.

Carter, David. *Alpha Bugs*.
Catalanotto, Peter. *Matthew A. B. C.*
Chandra, Deborah. *A Is for Amos*. Illus. by Keiko Narahashi.
Choi, Yangsook. *The Name Jar*.
Christelow, Eileen. *What Do Illustrators Do?*
Cohen, Miriam. *Will I Have a Friend?* Illus. by Lillian Hoban.
Cole, Joanna. *The Magic School Bus Plants Seeds: A Book About How Living Things Grow*.
Cooney, Barbara. *Miss Rumphius*.
Cousins, Lucy. *Maisy's ABC*. Illus. by Farlow, Disney Storybook Artists.

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Cullinan, Bernice E. *Read to Me: Finding Books They'll Love to Read*. NY: Scholastic Inc., 1993.
Cullinan, Bernice E. *Read to Me: Raising Kids Who Love to Read*. NY: Sagebrush, 2001.
Dickinson, D. K. 2001. "Book Reading in Preschool Classrooms: Is Recommended Practice Common?" in *Beginning Literacy with Language: Young Children Learning at Home and in School*. Edited by D. K. Dickinson and P. O. Tabors. Baltimore: Brookes Publishing.
Dickinson, D. K., and M. W. Smith. 1994. "Long-term Effects of Preschool Teachers' Book Readings on Low-Income Children's Vocabulary and Story

Comprehensive Skill Sequences

The primary or "milestone" skills are listed below and in bold print. The additional skills listed below are considered "intermediate" and combined with the "milestone" skills, can be used to design a more comprehensive teaching curriculum.

RESPONSE TO AND EXPERIENCE WITH BOOKS

- *41. Shows an interest in books (as something to look at and not as something to chew or tear).
- Turns several pages in a book at once. (1)
- Points to pictures of animals or common objects. (2)
- Looks at pictures selectively. (3)
- Turns book right-side up. (4)
- *46. Listens to a story for five minutes.
- Turns pages individually. (5)
- Points to and names simple pictures. (6)
- Wants to hear the same story repeated.
- *410. Is interested in "read-to-me" books. (7)
- Looks at pictures while story is read.
- *412. Describes actions depicted in pictures. (8)
- Asks to have a favorite book read.
- Takes part in reading by "filling in" words and phrases. (9)
- Recalls/tells part of the story read.
- *416. Gains information from books about real things. (10)
- Tries to read books from memory. (11)
- Attends to story for eight minutes or more.
- Follows along in a book being read. (12)
- Can tell context of a story but may confuse facts. (13)
- *421. Retells story from a picture book with reasonable accuracy. (14)
- Draws picture based on storylines.
- Listens to part of a story and tells what he/she thinks might happen.
- Acts out stories in dramatic play.
- Attempts to read by looking at pictures. (15)

Supplemental Skill Sequences

26. Knows that reading goes from left to right and from the top to the bottom of the page.
 27. Reads some words by sight. (16)
 - *428. Begins to assign sound/symbol relationships.
 29. Tries to read words by using word-attack skills—phonics, context clues, or picture clues. (17)
 30. Reads simple stories aloud. (18)
 31. Distinguishes between fantasy and reality. (19)**
- The supplemental skills listed below are included because they provide an excellent means for developing fine-motor skills.

FORMS

- Imitates (Draws after watching another person draw a form):
- *41. Imitates vertical line |.
 - Imitates circle ○.
 - Imitates horizontal line —.
 - *44. Copies vertical line |. (1)
 - Copies horizontal line —. (2)
 - Imitates plus sign +.
 - Copies circle ○. (3)
 - Imitates 2.
 - Imitates square □.
 - *410. Copies cross or plus +. (4)
 - Copies 2. (5)
 - Copies square □. (6)
 - *413. Imitates rectangle □.
 - Copies rectangle □. (7)
 - Imitates triangle △.
 - Copies triangle △. (8)
 - *417. Imitates diamond ◇.
 - Copies diamond ◇. (9)**

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Comprehensive and Supplemental Skill Sequences

Recommendations for Developing Children's Interest and Experience with Books

SELECT QUALITY BOOKS

Libraries and school systems frequently publish a list of recommended books for children of different ages. There are also books by educators that provide parents and teachers with book recommendations. Professional organizations such as the International Reading Association provide annual lists of recommended books. Consult your local or school library. Here are some suggested resources:

- *The New York Times Parent's Guide to the Best Books for Children* by Eden Ross Lipson.
- *Read to Me: Raising Kids Who Love to Read* by Bernice E. Cullinan.
- *Choosing Books for Children: A Commonsense Guide* by Betsy Hearne.
- The Children's Choices List (appears every October in *The Reading Teacher*).
- The Notable Children's Trade Books in the Field of Social Studies List (appears in the May/June issue of *Social Education*).
- The Outstanding Science Trade Books for Children List (appears in the November issue of *Children and Science*).

CREATE A CLASSROOM LIBRARY

Introduce children to a wide variety of books including storybooks, wordless picture books, information books, predictable books, alphabet and counting books, poetry books, magazines, and easy-to-read books. Throughout the year, add the books children have authored to the library. Rotate the books in the class library so that new and engaging books are available.

- Create an environment that engages young readers. Set up an inviting place to read—a carpeted corner with comfortable chairs or big pillows. The library should be a place where children will want to come to read on their own or with a buddy. Display the books on an open-face rack so that children can see the covers of the books.
- Add to the class library cassette players, headphones, and CDs/tapes for listening to books. Show the children how to use the audio equipment and explain how the books and recordings are stored.

57 BRIGANCE® Readiness Activities

INCLUDE INFORMATIONAL BOOKS IN YOUR LIBRARY

Select nonfiction books on a wide range of topics, such as storms, animals, people, oceans, dinosaurs, and machines. Informational books help build children's vocabulary and develop new knowledge. Select books that engage children in topics that are of interest to them.

PRACTICE BEFORE READING ALOUD TO CHILDREN

Before reading a storybook to children, practice reading it aloud using different voices for different characters and practice changing the inflection of your voice to accompany the events in the story. The words you are reading will tell you whether to use a soft or loud voice ("as she whispered to her sister" or "as the waves crashed against the shore") or whether to use a low voice or a high one. You will want to read some passages slowly, others quickly. For some passages, you will want to pause for emphasis or excitement ("Once upon a time . . . in a land far, far away . . ." or "What . . . was in the box?").

READ WITH YOUR CHILDREN

See the Read-to-Me Books on page 151 for books that children and adults will enjoy reading and talking about together.

COMMUNICATE WITH FAMILIES

- **Send Home a Letter** The Letter to Families suggests fun ways for families to reinforce classroom learning at home. It recommends activities to try and books to read with children. (See page 155 for a sample letter for this section.)
- **Send Home the Learning Plan** Give children a copy of the Learning Plan to share with their families. Encourage families to read and talk about the Learning Plan, "I am learning to love books." (See My Learning Plan: Literacy 1 on page 167.)

Book Knowledge Response to and Experience with Books

Literacy

Response to and Experience with Books

Objective

- To demonstrate an interest in books and enjoyment in literacy activities.
- To participate in book-related conversations, asking and answering questions about characters, story events, and ideas, concepts and facts (or asking and answering questions that demonstrate understanding).

DOMAIN

Literacy: Book Knowledge

RATIONALE

Research studies conclude that five-year-olds who have been read to regularly throughout their early years are inquisitive and tend to do better in school. Children who have been read to have better language skills, are more motivated to learn to read, and have a better understanding of the reading process than those who have not been read to. Giving young children successful and enjoyable experiences with books will help create book knowledge, the desire to read, and will cultivate a lifelong love of reading.



56 BRIGANCE® Readiness Activities

Book Knowledge Response to and Experience with Books

Literacy



Teaching Activities

1. Let's Cut Paper

Materials:

- A pair of scissors for each child and a pair for you.
- A copy of page 378 for each child and one for you; reproduced on paper that is easy to cut.

Group Size: Individual, small group, or class.

Procedure: Give each child a pair of scissors and a copy of page 378, then do the following:

- Turn your page to face the children and direct their attention

- Have them cut their paper on one of the dashed lines between two solid lines. Encourage children to keep their scissors on the dashed line as they cut. Demonstrate again, if necessary.
- Have children continue to practice cutting until they have cut all four dashed lines.

3. Let's Cut Triangles: Within 1/2-Inch Limits

Materials:

- A pair of scissors for each child and one for you.
- A copy of page 380 for each child and one for you; reproduced on paper that is easy to cut.

Group Size: Individual, small group, or class.

7. Let's Cut a Picture

Materials:

- A pair of scissors for each child and one for you.
- A copy of page 384 for each child and one for you; reproduced on paper that is easy to cut.

Group Size: Individual, small group, or class.

- Procedure:** Do the following:
- Give each child a pair of scissors and a copy of page 384.
 - Explain to children that they are going to cut around the outside of the picture on the page.
 - Turn your page to face the children and demonstrate how to cut around the outside of the picture.
 - Remind children to begin cutting at the picture of scissors.

9. Confetti Collages

Materials:

- A pair of scissors for each child and one for you.
- A glue stick for each child.
- Sheets of white paper, at least one for each child.
- Scraps of different-colored paper: construction paper, wrapping paper, wallpaper, tissue paper.

Group Size: Individual, small group, or class.

- Procedure:** Do the following:
- Explain to children that confetti is small pieces of brightly colored paper that people sometimes throw into the air at celebrations.
 - Tell children they will make their very own confetti by cutting scraps of colorful paper into little pieces.

10. Bookmarks

Materials:

- Pre-drawn rectangles on colored sheets of construction paper. (Draw rectangles with a thick black marker so that the cutting lines are clearly visible.)
- A pair of scissors for each child.
- Crayons or markers.
- Sample bookmarks.

Group Size: Individual, small group, or class.

- Procedure:** Do the following:
- Show children sample bookmarks. Explain that people use a bookmark to mark the last page they read. So when they pick up the book again, they know where to begin reading.
 - Tell children that they are going to make bookmarks to take home and share with their families.
 - Give each child a sheet of paper with a rectangle outline, a pair of scissors, and some crayons or markers.

12. Colorful Caterpillars

Materials:

- A pair of scissors for each child.
- A glue stick for each child.

- Procedure:** Do the following:
- Show children a completed construction paper sailboat.
 - Point to each part and say:
 - The sail of the boat is a triangle.
 - The bottom of the boat is a rectangle.
 - The mast of the boat is a craft stick.
 - Give each child a pre-drawn triangle and rectangle, a pair of scissors, a sheet of blue construction paper, a craft stick, and a glue stick.
 - Have children cut out the shapes. Remind them to turn the paper as they cut.
 - Ask children to put the shapes and the craft stick together in the form of a sailboat on the blue construction paper.
 - Have children glue all the items onto the paper.

14. I Give My Heart to You!

Materials:

- A pair of scissors for each child.
- Magazines and catalogs.
- A giant heart shape cut from craft paper.
- A glue stick for each child.

Group Size: Small group, or class.

- Procedure:** Do the following:
- Display the giant heart on the floor in the middle of the room.
 - Tell children that they are going to make a class friendship collage using this special heart.
 - Invite children to sit on the floor around the heart.
 - Give them scissors, glue sticks, magazines, and catalogs.
 - Have children cut out pictures of items that they might like to share with friends, such as food, toys, stuffed animals, action figures, CDs, and books.
 - As they cut out their pictures, have children glue the pictures onto the heart.

13. Paper Plate Spirals

Materials:

- A marker.
- A lightweight paper plate for each child and one for you. Using the marker, draw a spiral on each of the paper plates.
- A pair of scissors for each child and one for you.
- A hole punch.
- Lengths of string to hang the spirals in the classroom.

Group Size: Individual, small group, or class.

- Procedure:** Do the following:
- Demonstrate how to cut along the spiral drawn on a plate.
 - Show children how you turn the paper plate as you cut.
 - Give each child a paper plate and a pair of scissors.
 - Have children cut along the spirals drawn on their plates. Remind them to turn the plates as they cut.
 - Using the hole punch, make a hole at the top of each completed spiral. Tie one end of a length of string to the hole and hang the spirals in the classroom.



Physical Health and Development

Physical Health and Development

Physical Health and Development

Physical Health and Development

Factors That Impact Development

Be alert to factors that might affect development of visual-motor skills. If a child shows delayed development, refer the family to the appropriate medical professional. Keep daily anecdotal notes on the child and include

Recommendations for Effective Teaching

SET UP A CUTTING AREA IN THE ART CENTER

Provide a variety of scissors for the children to use, including left- and

SUPPLY LEFT-HANDED SCISSORS

Even though some left-handed children can use scissors with their right hand, make left-handed scissors available to them. Also, have available safety scissors that can be used with either the right or the left hand.

COMBINE ACTIVITIES

FINE-MOTOR SKILLS

Cuts with Scissors

Objective

To use scissors to cut various patterns or materials.

DOMAIN

Physical Health and Development: Fine-Motor Skills

RATIONALE

The ability to cut with scissors is a practical skill that children will use in their everyday activities. Cutting with scissors helps children develop fine-motor skills, dexterity, and visual perception.

RELATED SKILLS

	Page
Visual Discrimination	97
Prints Uppercase and Lowercase Letters in Sequence	125
Prints Personal Data	136
Numerals in Sequence	206
Directional and Positional Concepts	243
Self-Help Skills	385

Sequence

DEVELOPMENTAL SEQUENCE OF PREREQUISITE SKILLS

- ²⁴ Places scissors on fingers and hold comfortably and correctly. Opens and closes scissors. Snips or makes small cuts in paper. Holds paper for cutting.

DEVELOPMENTAL SEQUENCE OF SKILLS

- ³⁴ Cuts a piece of paper 5 inches (12.5 cm) square in two.
- ⁴⁴ Cuts a 5-inch (12.5 cm) line within 1/2-inch (12-mm) limits. Cuts a triangle with 2-inch (5-cm) sides within 1/2-inch (12-mm) limits. Move paper while cutting.
- Cuts a 5-inch (12.5 cm) circle within 1/2-inch (12-mm) limits.
- Cuts a 5-inch (12.5 cm) curving line within 1/2-inch (6-mm) limits.
- ⁵⁴ Cuts a 5-inch (12.5 cm) curving line within 1/2-inch (6-mm) limits.
- ⁶⁴ Cuts out items such as paper dolls or pictures of animals.⁷⁴

TEACHING SEQUENCE

1. Teach Scissors Safety

Talk to the children about how to handle scissors safely. For example, tell the children it is important to keep scissors away from the face. Teach the children to carry scissors closed and with the tip turned down. When handing scissors to another person, teach the child to point the handles toward the person.

2. Have the Children Practice the Cutting Motion

Before teaching children to cut paper, give them plenty of practice in the thumb and forefinger movements necessary for cutting. Ask the children to pretend they are cutting the air into pieces. Encourage them to use their thumb and forefinger to make the cutting motion in the air.

3. Teach "Thumbs Up!"

As children practice cutting with scissors, remind them to keep their thumbs up as they cut.

370 BRIGANCE® Readiness Activities

Fine-Motor Skills Cuts with Scissors

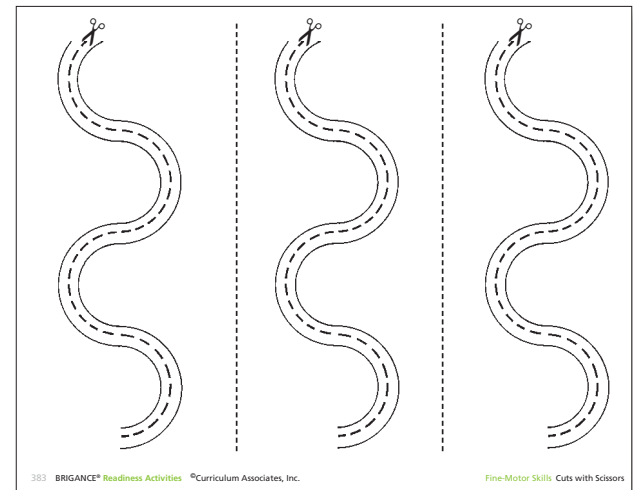
Physical Health and Development

Physical Health and Development

Physical Health and Development

Helpful instructional guidance, including objective and skill sequences, assists teachers at all experience levels.

Reproducible pages for activities are included where needed.



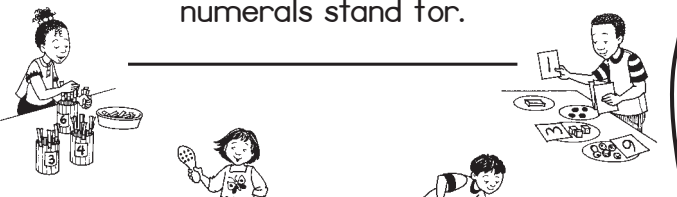
383 BRIGANCE® Readiness Activities ©Curriculum Associates, Inc.

Fine-Motor Skills Cuts with Scissors

Build home-school connections through letters and take-home learning plans.

MY LEARNING PLAN

I am learning what numerals stand for.




MY LEARNING PLAN

I am learning to read the letters of the alphabet.

MY LEARNING PLAN

I am learning to cut with scissors.



280 BRIGANCE® Readiness Activities ©Curriculum Associates, Inc.

169 BRIGANCE® Readiness Activities ©Curriculum Associates, Inc.

429 BRIGANCE® Readiness Activities ©Curriculum Associates, Inc. My Learning Plan: Physical Health and Development 5

Letters to Families

Querida familia:

¡Leer con su niño es una de las cosas más gratificantes que usted puede hacer! Cuando apaga el televisor y se sientan abrazados con su niño y un libro en el sofá, en un sillón o en la cama, le demuestra a su niño que usted disfruta el tiempo que pasan juntos y que valora la lectura. Lea muchos tipos de libros. Lea una y otra vez los libros favoritos de su niño. Lea con expresión. Está bien si su niño quiere regresar a una página o saltar algunas páginas del libro. ¡Disfrute el placer de compartir un libro con su niño!

Fíjese en las siguientes conductas, y estimúlelas al leer libros con su niño. Su niño:

- ¿Muestra interés en la lectura?
- ¿Hace preguntas y comentarios sobre los personajes y eventos en las historias?
- ¿Sigue el hilo de la historia mientras usted lee?
- ¿Intenta leer y escribir?

Éstas son algunas actividades que ayudarán a su niño a desarrollar algunas de estas conductas:

1. **Recite poemas o canciones infantiles conocidas** a su niño. Deténgase antes de leer la palabra que rima y pídale al niño que diga la palabra.
2. **Ayude a su niño a hacer un libro.** Necesitarán cartón para las tapas del libro, papel en blanco, un lápiz, crayones, perforadora de papel y estambre. Deje que su niño escoja sobre qué dibujar y escribir. Anote lo que el niño dice, en una o dos oraciones en cada página. Deje espacio para que el niño haga un dibujo. Cuando el niño indique que el libro está terminado, perforo las páginas y sujételas a las tapas con estambre.
3. Tenga una colección de libros favoritos de su niño. Haga hincapié en los libros que su niño disfruta.
4. **Planee el tiempo de lectura** con su niño. Usted lee frente a su niño. Use tarjetas de palabras para enriquecedora que su niño pueda leer.
5. **Lea a su niño de diferentes tipos de libros.** Pregúntele sobre los libros que él o ella ha leído en su propia vida. Responda sus preguntas. Use tarjetas de palabras para enriquecedora que su niño pueda leer.

Aijmera, Maya. *Señorita*. Hoban, Russell. *La niña que quería ser una princesa*. Numeroff, Laura J. *If You Give a Mouse a Cookie*. Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

Dear Families,

Reading with your child is one of the most satisfying things you can do! When you turn off the TV and snuggle up on the sofa, in a big chair, or on your bed with your child and a book, you are showing your child that you enjoy being together and that you value reading. Read a lot of different kinds of books. Reread your child's favorite books. Read with expression. If your child wants to turn back to a page or skip ahead in the book, that's okay. Enjoy the pleasure of sharing a book together!

Look for and encourage the following behaviors as you read books with your child. Does your child:

- Show an interest in books and reading?
- Ask questions and make comments about the characters and events in storybooks?
- Follow along in a book as you read?
- Make attempts to read and write?

Here are some activities that will help your child develop some of these behaviors:

1. **Read familiar poems** or nursery rhymes to your child. Stop before a rhyming word and ask your child to provide the word.
2. **Help your child make a book.** You'll need cardboard for the front and back covers, some unlined paper, a pencil, crayons, a paper punch, and yarn. Let your child choose what to draw and write about. Write down what your child says, writing one or two sentences on each page. Leave room for your child to draw a picture. When your child indicates that the book is finished, punch holes and fasten the pages and covers together with yarn.
3. Build a book collection for your child. **Provide a special place for your child's own books.** Talk with your child about how important it is to take good care of books.
4. Find time to **read your own books, magazines, or newspapers.** When your child sees you reading, it sets a good example and reinforces reading as a valuable and worthwhile activity.
5. **Read to your child for at least fifteen minutes every day.** Talk about the books. Ask about favorite parts and help your child connect the story to his own life. Answer his questions about characters or events. Libraries are filled with wonderful books for children. Here are a few suggestions:
 Berger, Barbara. *Grandfather Twilight*.
 Fox, Mem. *Possum Magic*. Illus. by Julie Vivas.
 Hoban, Russell. *A Baby Sister for Frances*. Illus. by Lillian Hoban.
 McCloskey, Robert. *Blueberries for Sal*.
 Numeroff, Laura Joffe. *If You Give a Mouse a Cookie*. Illus. by Felicia Bond.
 Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Illus. by Ray Cruz.

Letters to Families

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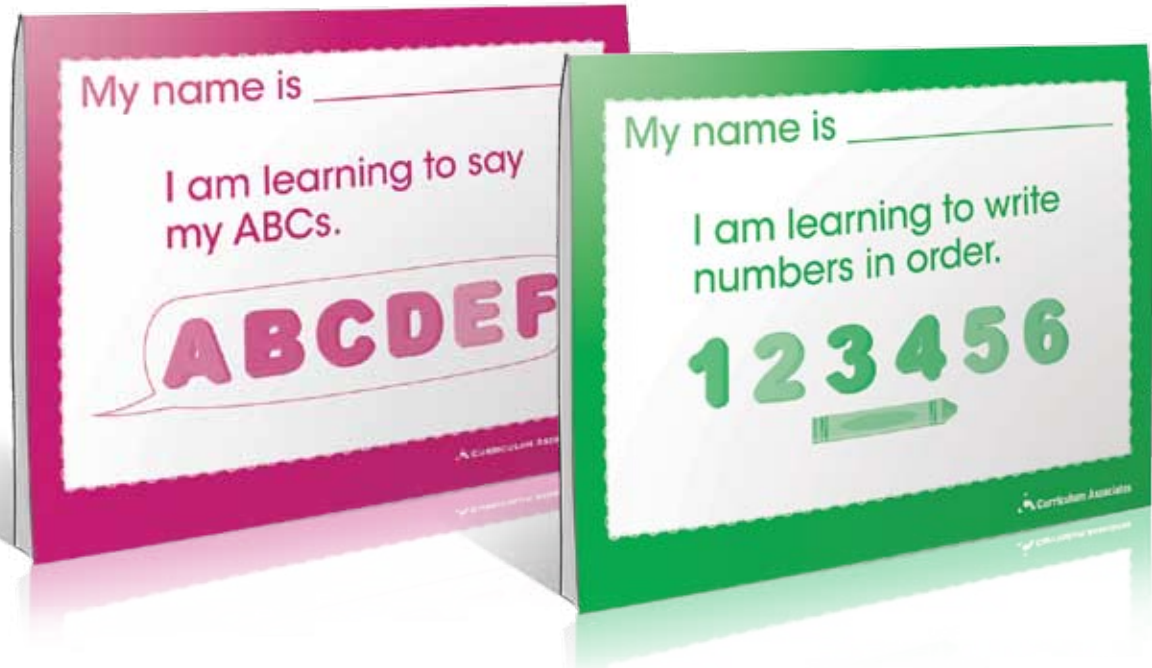
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- Counts Objects
- Reads Numbers
- Understands Numbers
- Writes Numbers in Order



Dear Family

Your child is working on **writing numbers in order**. Use the activities on pages 2-11 to help your child write numbers. Use the following numbers as a guide for how the numbers your child writes should look.

0 1 2 3 4 5 6 7 8 9

Here are some other daily activities to try with your child:

- ☺ **Use dotted lines to write the numbers 0-9** on a sheet of paper. Tell your child that the lines are a railroad track and the pencil is the train. Have your child try to keep the train on the track while tracing each number.
- ☺ **Leave blanks for missing numbers** as you write the numbers 0-9 in order on a sheet of paper. Have your child write the missing numbers.

- ☺ **Use paint, markers, chalk, or crayons** to make practicing writing numbers more fun. You might also let your child write the numbers in shaving cream, sand, or pudding!
- ☺ Have your child **make a number chart** on a large piece of paper. Have your child decorate the chart. Hang it in a place where it can be seen (on the refrigerator door, or on your child's bedroom door).
- ☺ Make a set of **number cards 0-9** out of index cards. Show your child a number, and have your child write the number that comes before and the number that comes after that number.
- ☺ **Read books with your child** about numbers. Here are some books that you might find at your local library:
One Lighthouse, One Moon, by Anita Lobel.
I Spy Two Eyes: Numbers in Art, by Lucy Micklethwait.
One Gorilla: A Counting Book, by Atsuko Morozumi.



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