



Teacher Resources for COVID-19

CLI Engage features many resources to support schools and teachers in maintaining relationships with families and offering supports for learning at home.

Components of the COVID 19 Resources for Teachers

- 1 Talking to Children about COVID-19
- 2 Partnering with Families for Home Learning: Selecting Activities
- 3 Partnering with Families for Home Learning: Sharing Activities
- 4 Supporting Your Virtual Classroom
- 5 Receiving Feedback About Children's Learning
- 6 Other Resources for Very Young Learners

CIRCLE Activities Collection: Family

CIRCLE Activity Collection: Family



The **CIRCLE Family Activity Collection** translates child development research into practice by providing a variety of hands-on activities that **families can do at home**. This collection is organized around seven learning domains: **Language & Communication, Reading & Writing, Math, Science, Social & Emotional, Physical Development, and Art & Sensory.**

www.cliengagefamily.org

CIRCLE Activities Collection: Family

The screenshot shows the CIRCLE Family website interface. At the top, there is a navigation bar with the CIRCLE FAMILY logo, links for Home, About, Explore Early Learning, Find Activities, and Help Ticket, and a 'Versión en español' button. Below the navigation bar, there is a 'Filter Activities' section with a 'Sort by' dropdown menu. A search bar labeled 'Search by Keywords' contains the text 'Find An Activity' and a magnifying glass icon. Below the search bar is a 'Show All Activities' button. To the left of the main content area, there are three filter categories: 'Child's Age', 'Learning Areas', and 'Video Demonstrations', each with a downward arrow. The main content area displays three activity cards. The first card is titled 'A Home for a Bug' and includes learning areas (Language and Communication, Science) and age groups (3 years old, 4 years old, 5 years old). The second card is titled 'All By Myself' and includes learning areas (Reading and Writing, Social and Emotional) and age groups (3 years old, 4 years old, 5 years old). The third card is titled 'Baby Massages' and includes learning areas (Language and Communication, Social and Emotional) and age groups (0-3 months, 3-6 months, 6-9 months).

Search activities

Filter by age,
learning area, and
video

- Activities are listed in alphabetical order and can be filtered in the left hand column

CIRCLE Activities Collection: Family

The screenshot shows the CIRCLE Family website interface. At the top, there is a navigation bar with the CIRCLE logo and 'FAMILY' text, followed by links for 'Home', 'About', 'Explore Early Learning', and 'Find Activities'. A 'Versión en español' button is also present. Below the navigation bar, there is a 'Filter Activities' section with a search box labeled 'Search by Keywords' and a 'Sort by' dropdown menu. The filters are set to 'Age Group: 3 years old' and 'Learning Areas: Reading and Writing'. A list of learning areas is shown, with 'Reading and Writing' selected. The main content area displays three activity cards: 'All By Myself', 'Beginning Sounds Picture Collage', and 'Buried Letters'. The 'Buried Letters' card has a film icon next to its title, indicating a video is available.

Filter Activities

Age Group: 3 years old X Learning Areas: Reading and Writing X

Search by Keywords

Find An Activity

Show All Activities

Sort by

Child's Age

Learning Areas

- Language and Communication
- Math
- Physical Development
- Reading and Writing
- Science
- Sensory and Art
- Social and Emotional

All By Myself

Learning Area(s): Reading and Writing, Social and Emotional | Age Group: 3 years old, 4 years old, 5 years old

Learning Objective: You will read a picture book with your child about doing things independently, and then make an "all by myself" train out of paper.

Beginning Sounds Picture Collage

Learning Area(s): Reading and Writing, Physical Development | Age Group: 3 years old, 4 years old, 5 years old

Learning Objective: Your child will practice recognizing beginning sounds in words and create a collage of pictures that start with the same sound.

Buried Letters

Learning Area(s): Reading and Writing, Sensory and Art | Age Group: 3 years old, 4 years old, 5 years old

Learning Objective: In this game, children will practice naming letters and their associated sounds through a game of finding buried letters. Working with letters helps children learn their names and sounds, which are important pre-reading skills

Activities filtered by the learning domain "reading and writing"

Film icon indicates there is a video available

Planning Templates for Selecting Home-Based Activities

- CLI has planning documents that can help you differentiate activities for individual students based on assessment data and Pre-K Guidelines

PLAN FOR FAMILY ACTIVITIES BASED ON ASSESSMENT DATA

Instructions:

1. Look at your most recent CIRCLE Progress Monitoring assessment data or any other assessment data you use.
2. Find a skill or skills your students are struggling with either as a whole class, small groups, or individually.
3. Use your *Alignment of Family Activities to Texas Prekindergarten Guidelines* document to find activities to send home that will target that specific skill.
4. Use the template attached to help you plan. This document is intended to be used to plan one week at a time. You can either fill it out for your whole class OR fill it out for small groups.

Dates:		Skill(s)	Activity Name(s)	Hyperli
WHOLE CLASS				
SMALL GROUP 1 Students:				
SMALL GROUP 2 Students:				
SMALL GROUP 3 Students:				

PLAN FOR FAMILY ACTIVITIES BASED ON PREKINDERGARTEN GUIDELINES

Instructions:

1. Think through the prekindergarten guidelines you will be teaching for the next six weeks.
2. Choose one or two guidelines you would like to target each week with family activities. You can also send home activities that reinforce a specific guideline (or two) from the instruction of the week before. This provides your students with a great review.
3. Use your *Alignment of Family Activities to Texas Prekindergarten Guidelines* document to find activities to align with the targeted guideline(s).
4. Use the template below to help you plan out six weeks at a time.

Week	Guideline(s)	Activity Name(s)	Hyperlink(s)
Week 1 Dates:			
Week 2 Dates:			
Week 3 Dates:			
Week 4 Dates:			

Planning Templates for Selecting Home-Based Activities based on Pre-K Guidelines

- Write any guidelines, themes, or learning domains to focus on for each week
- Write the activity for each week that aligns to your priorities
- Hyperlink for easy access

PLAN FOR FAMILY ACTIVITIES BASED ON PREKINDERGARTEN GUIDELINES

Instructions:

1. Think through the prekindergarten guidelines you will be teaching for the next six weeks.
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4. Use the template below to help you plan out six weeks at a time.

	Guideline(s)	Activity Name(s)	Hyperlink(s)
Week 1 Dates:			
Week 2 Dates:			
Week 3 Dates:			

Planning Templates for Sending Home-Based Activities based on **Assessment Data**

- Choose a skill area to focus on for the week tailored to each individual student based on assessment reports, portfolios, and observation

PLAN FOR FAMILY ACTIVITIES BASED ON ASSESSMENT DATA

Instructions:

1. Look at your most recent CIRCLE Progress Monitoring assessment data or any other assessment data you use.
2. Find a skill or skills your students are struggling with either as a whole class, small groups, or individually.
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4. Use the template attached to help you plan. This document is intended to be used to plan one week at a time. You can either fill it out for your whole class OR fill it out for small groups.

Dates:

Grouping	Skill(s)	Activity Name(s)	Hyperlink(s)
WHOLE CLASS			
SMALL GROUP 1 Students:			
SMALL GROUP 2 Students:			

Selecting Activities: Aligned with the Texas Prekindergarten Guidelines

- This list allows you to see which guideline(s) the Family Activities align to and can be used to plan everything in alignment

Pre-K Family Activities (English)	Pre-K Family Activities (Spanish)	Skill Area	End of Prekindergarten Year Outcomes
Emergent Literacy - Reading			
Letter Detective	Detective de letras	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
Letter Lineup	Alineación de letras	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
Buried Letters	Desenterrar letras	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction
Find Your Partner	Encuentra su pareja	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
I Spy Letters	Yo espío letras	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction. III.E.1. Child can distinguish between elements of print including letters, words, and pictures.
Letter Clothesline	Tendedero de letras	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
Muffin Tin Toss	¡Lanza la bolsita!	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
Name Hopscotch	Rayuela con nombres	Emergent Literacy - Reading - Alphabet Knowledge Skills	III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

Sharing Activities

CIRCLE Activity Collection: Family



Dear Parents,
Included with
this letter are some

learning activities for you to do together with your child. These activities will focus on a specific skill that we are learning in class or a skill that your child might be struggling with and needs more support in. These learning activities are fun and playful for the whole family. Research has shown that young children learn best while playing. Play allows children to use their imagination and helps them to develop important skills like decision-making, creativity, memory, motor skills, learning new words, and controlling their behavior and emotions. In other words, play helps lead to healthy brain development.

[Family Letter](#)

Dear Parents,

I selected these activities for your child based on their skill development needs. Here are activities in some of the content areas we teach at school. Each activity is only 10-15 minutes, uses household items, and is fun and engaging for you and your child. I appreciate your help as we work together to ensure your child's progress during this critical time.

Week of: **March 23-27**

	Learning Areas	Activity Link(s)	Notes to Parents
Day 1	Reading/Letter Knowledge Writing Fine Arts	Letter Detective Skywriting Feeling Faces Masks	Example: Jose needs to work on alphabet letter recognition. I know he'll really enjoy the Letter Detective Activity!
Day 2	Language/Communication Math Science	Listening Walk Number Songs A Home for a Bug	
Day 3	Reading Math Social and Emotional	Secret Word Game Snacktime Counting Sing About Your Feelings	

Family Lesson Plan
[English](#) / [Spanish](#)

Family & Teacher Goal-Setting Form

Fill this form out together to create a plan for supporting your student's school readiness skills.

Teacher:	Student:
Family Member:	Date:

❶ Skills that the student needs extra help with (for example, below benchmark on assessment):

❷ Skills that we will focus on (choose two to three from list above).

TARGET SKILL #1: _____

TARGET SKILL #2: _____

TARGET SKILL #3: _____

[Goal-Setting Form](#)

Sharing Activities: Family Lesson Plan [English](#) / [Spanish](#)

Dear Parents,

I selected these activities for your child based on their skill development needs. Here are activities in some of the content areas we teach at school. Each activity is only 10-15 minutes, uses household items, and is fun and engaging for you and your child. I appreciate your help as we work together to ensure your child's progress during this critical time.

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	Learning Areas	Activity Link(s)	Notes to Parents
Day 1	Reading/Letter Knowledge Writing Fine Arts	Letter Detective Skywriting Feeling Faces Masks	<u>Example:</u> Jose needs to work on alphabet letter recognition. I know he'll really enjoy the Letter Detective Activity!
Day 2	Language/Communication Math Science	Listening Walk Number Songs A Home for a Bug	
Day 3	Reading Math Social and Emotional	Secret Word Game Snacktime Counting Sing About Your Feelings	

- This fillable form is an organized way to send individualized activities to families
- Use the notes column to provide more detailed explanations on the purpose of the activity

Sending Activities: Goal-Setting Form

Family & Teacher Goal-Setting Form
Fill this form out together to create a plan for supporting your student's school readiness skills.

Teacher:	Student:
Family Member:	Date:

❶ Skills that the student needs extra help with (for example, below benchmark on assessment):

❷ Skills that we will focus on (choose two to three from list above).

TARGET SKILL #1: _____

TARGET SKILL #2: _____

TARGET SKILL #3: _____

- When in a virtual parent-teacher conference, use this tool to record an action plan for supporting students at home and school

Family Engagement Toolkit

<https://cliengage.org/public/tools/quality/family-engagement-resources/>

Family Engagement Resources

CLI's family engagement resources make the most of procedures you likely already have in place, such as progress monitoring, homework, parent-teacher conferences, and open houses. CLI advocates a new focus for these efforts: supporting families in better understanding children's development and engaging in fun, developmentally appropriate activities that not only build skills but strengthen the bonds between family members.

 [Family Engagement Teacher Strategy Checklist](#)

This checklist compiles all of the strategies in CLI's family engagement program. The checklist can be used to self-assess where you are in your family engagement efforts and to set goals for practicing new strategies. Each of the four topic areas will have an associated online professional learning session coming soon!

 [Download the Administrator's Guide: Using Pre-K Family Engagement Resources on CLI Engage](#)

Administrators can get started planning with this high-level overview of how CLI's Family Engagement Resources found in links below can be folded into a district-level family engagement plan. The strategies presented here are not meant to be all inclusive, but rather represent research-driven ways to engage families in supporting children's development using resources that are freely available to school districts and families.

Get started by selecting a topic of interest below.

Partnering with Families and Promoting Positive Communication

Best Fit for: Birth to 5 Programs

TIPS FOR BUILDING RELATIONSHIPS AND USING POSITIVE COMMUNICATION

[LEARN MORE](#)

Encouraging Play-Based Learning and Responsive Interactions at Home

Best Fit for: Birth to 5 Programs

CIRCLE ACTIVITY COLLECTION: FAMILY • PLAY AND LEARNING STRATEGIES SPOTLIGHTS

[LEARN MORE](#)

Supporting Families with Tracking Children's Development

Best Fit for: Birth to 5 Programs

C-PM FAMILY REPORTS • FAMILY OBSERVATION FORMS • DEVELOPMENTAL CHECKLISTS

[LEARN MORE](#)

Virtual Classroom: Web Conferencing With Your Students

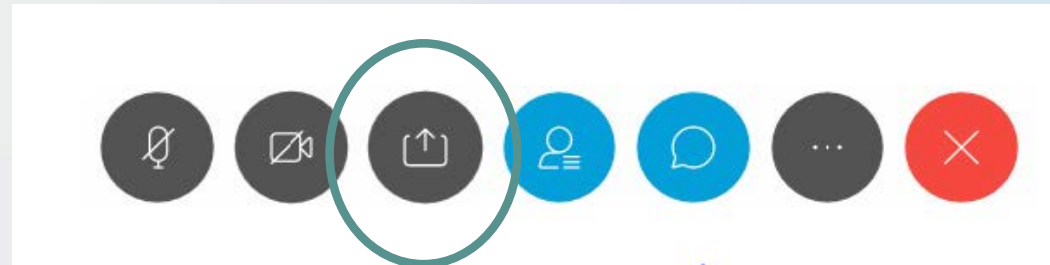
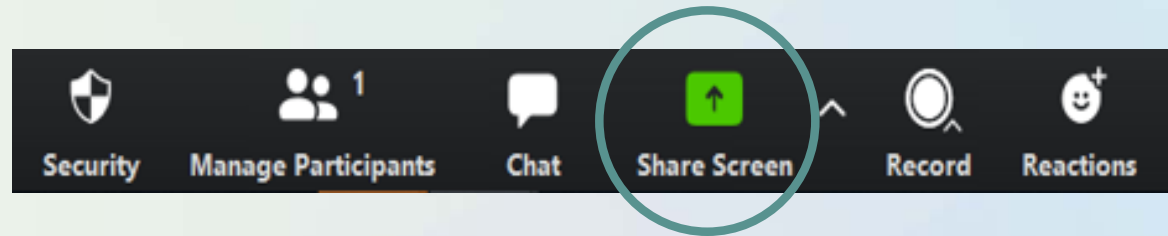
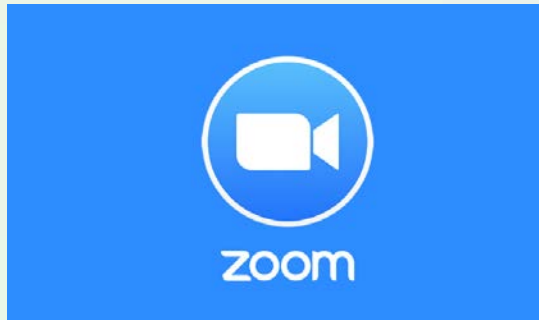


Webex Meetings



zoom

Virtual Classroom: Zoom and Webex



Virtual Classroom: CIRCLE Activities Collection

The screenshot shows the CIRCLE Activity Collection website. At the top, there is a purple header with the logo and the text "Pre-K/Kindergarten". Below this is a dark navigation bar with links: Home, About Early Learning, Find Activities, PKG Index, My Activities, Help Ticket, and a printer icon. The main content area has a light grey background. On the left, there is a "FILTER ACTIVITIES" section with a dropdown menu for "Learning Domain" containing several checked options: All Domains, (Additional Domains), Early Reading and Print Knowledge, Language & Reading, Mathematics, Phonological Awareness, Science, Social, Emotional, and Regulatory Development, and Writing. Below this are links for "Setting" and "Grade Level". In the center, there is a search bar with the text "Search All Pre-K Activities" and a magnifying glass icon. To the right of the search bar, there is a "Preview All" button and a pagination control showing "1 of 43" with left and right arrows. Below the search bar, there are three filter buttons: "Sort By" (set to "Title"), "Order" (set to "↑"), and "Results" (set to "15"). The main content area displays two activity cards. The first card is titled "A Chair for My Mother" and includes the following details: LEARNING DOMAIN: Social, Emotional, and Regulatory Development; SUBDOMAIN: Emotional Understanding; SETTING: Small Group, Whole Group; GRADE LEVEL: First grade. It also lists two objectives: 1. Students will use the strategy of making connections to enhance comprehension; 2. Students will learn how families and community members work together to accomplish a task. A green "Preview" button is located below the objectives. The second card is titled "A Searching We Will Go" with a filmstrip icon and includes: LEARNING DOMAIN: Phonological Awareness; SUBDOMAIN: Onset-Rime; SETTING: Whole Group; GRADE LEVEL: Pre-K. It lists one objective: The children will blend initial consonant sound(s) with remaining part of the word to form a complete word.

Virtual Classroom: CIRCLE Activities Collection

My Activities ([learn more here](#))



ADD TO MY ACTIVITIES

CIRCLE ACTIVITY COLLECTION PREK/KINDERGARTEN

Home Find Activities PKG Index My Activities Help Ticket

Alliterative Pictures (Receptive)

Children will use listening skills to identify which two words have identical onset or initial sounds from three pictured words.

Int: Phonological Awareness | Subdomain: Alliteration

ADD TO MY ACTIVITIES

INSTRUCTIONAL PLANNING

ACTIVITY LEVEL
1-Independent Scripting

PREK GUIDELINES ALIGNMENT
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.

HEAD START ALIGNMENT
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

TEKS ALIGNMENT
110.11 English Language Arts and Reading - Kindergarten
10(C) Reading: Beginning Reading Skills: Phonological Awareness: (E)

The teacher begins by describing the activity objective to the children.

Alliterative Pictures (Receptive)

Children will use listening skills to identify which two words have identical onset or initial sounds from three pictured words.

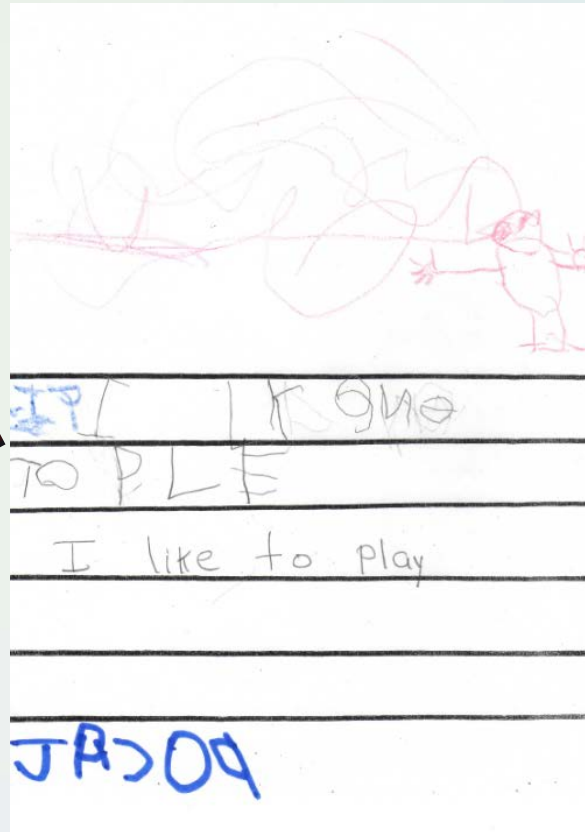
Domain: Phonological Awareness | Subdomain: Alliteration

MY NOTES

I'll use this with students on grouping tool needing more intervention on alliteration

SAVE NOTES CANCEL

Communicate & Follow Up: with your Students and Parents



Communicate and Follow Up: Student Profile on CLI Engage

You can save documents, photos, and other forms of feedback in the child's student profile on CLI Engage.



ADMINISTRATIVE TOOLS

Class & Student Management

Family Observation Forms:

Texas Kindergarten Entry Assessment: (5) Parent Forms

Kindergarten Progress Monitoring Parent Feedback Form: Emotion Management

Student Name:	Today's date:
Teacher Name:	

Your child's ability to manage their emotions is an area of skill development I will be focusing on across the school year. Please use this form to share information that may help me support your child in the classroom.

The skills in this document represent key milestones that children typically reach during the kindergarten year. It is okay if some of the behaviors and skills included in this form are not familiar to you or are not behaviors you typically watch for in your everyday interactions with your child. Answer to the best of your ability, or select "I'm not sure."

Emotion Management	
My child . . .	How many of these skills have you seen your child demonstrate in the last 30 days?
<ol style="list-style-type: none"> 1. Cooperates in play and interactions with other children. 2. Understands the feelings of others and is careful in use of words and actions to not upset others. 3. Can control her anger and temper. 4. Uses appropriate kind words and actions when interacting with other children. 5. Is able to show patience when having to wait a turn or a period before he receives attention. 	<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> all <input type="checkbox"/> I'm not sure

Is there anything about your child's skills in this area that you would like to share with me?

Emotion Management

Kindergarten Progress Monitoring Parent Feedback Form: Social Emotional Development

Student Name:	Today's date:
Teacher Name:	

Your child's social and emotional development is an area of skill development I will be focusing on across the school year. Please use this form to share information that may help me support your child in the classroom.

The skills in this document represent key milestones that children typically reach during the kindergarten year. It is okay if some of the behaviors and skills included in this form are not familiar to you or are not behaviors you typically watch for in your everyday interactions with your child. Answer to the best of your ability, or select "I'm not sure."

Social Emotional Development	
My child . . .	How many of these skills have you seen your child demonstrate in the last 30 days?
<ol style="list-style-type: none"> 1. Appropriately asks for my help or another adult's help when she cannot solve a conflict with another child (does not accuse or "tattle" and may first attempt to resolve the problem). 2. Joins into the middle of activities, play, and conversations that have already started (comfortably enters to participate into an ongoing activity with others). 3. Asks questions to learn more about people, topics and ideas (uses questions to learn more about a new interest or experience). 4. Uses emotion words to explain own feelings (can use phrases such as "I am mad," "I am sad," and "I am happy" to describe accurately how he is feeling). 5. Begins to identify and understand the feelings of others (can understand when others show emotions such as mad, sad, or happy, and why they might feel that way). 6. Feels and demonstrates pride for own accomplishments (shows pleasure upon completing a task she did on her own). 7. Verbally, without tattling, expresses his feelings when he has been wronged (can say how he is feeling - sad or mad, for example - and why he feels that way). 8. Recognizes and names basic emotions (knows the difference between emotions such as sad, mad, happy, surprised, excited, scared, worried, etc.). 9. Shows concern for and may try to comfort other children that are upset or sad (is concerned for children and tries to help them either with words or with actions). 	<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> all <input type="checkbox"/> I'm not sure

Is there anything about your child's skills in this area that you would like to share with me?

Social Emotional Development

Kindergarten Progress Monitoring Parent Feedback Form: Motivation to Read

Student Name:	Today's date:
Teacher Name:	

Your child's motivation to read is an area of skill development I will be focusing on across the school year. Please use this form to share information that may help me support your child in the classroom.

The skills in this document represent key milestones that children typically reach during the kindergarten year. It is okay if some of the behaviors and skills included in this form are not familiar to you or are not behaviors you typically watch for in your everyday interactions with your child. Answer to the best of your ability, or select "I'm not sure."

Motivation to Read	
My child . . .	How many of these skills have you seen your child demonstrate in the last 30 days?
<ol style="list-style-type: none"> 1. Understands the purpose for reading and listening to stories. 2. Can ask questions and answer questions about information from the story. 3. Makes connections to the story. 4. Can retell or act out parts of the story. 5. Shows enthusiasm and interest when we read books together. 6. Enjoys reading and being read to. 7. Asks the meaning of written words (in books or on everyday items). 	<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> all <input type="checkbox"/> I'm not sure

Is there anything about your child's skills in this area that you would like to share with me?

Motivation to Read

Kindergarten Progress Monitoring Parent Feedback Form: Speech Production and Sentence Skills

Student Name:	Today's date:
Teacher Name:	

Your child's language use is an area of skill development I will be focusing on across the school year. Please use this form to share information that may help me support your child in the classroom.

The skills in this document represent key milestones that children typically reach during the kindergarten year. It is okay if some of the behaviors and skills included in this form are not familiar to you or are not behaviors you typically watch for in your everyday interactions with your child. Answer to the best of your ability, or select "I'm not sure."

Speech Production and Sentence Skills	
My child . . .	How many of these skills have you seen your child demonstrate in the last 30 days?
<ol style="list-style-type: none"> 1. Speaks in grammatically correct sentences and can compose and express simple sentences that can be clearly understood by adults. 2. With adult assistance, can use parts of speech when speaking, such as past and future verb tenses (played, will play); nouns (people, places, or things); pronouns (I, me); adjectives (describe the noun such as warm or nice); and simple prepositional phrases (on the table, to the classroom). 3. Combines multiple sentences, adding enough details to make intended meaning clear. 4. Uses new words or phrases learned from reading or conversations. 5. Is able to discuss a topic by taking turns and speaking one at a time. 	<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> all <input type="checkbox"/> I'm not sure

Is there anything about your child's skills in this area that you would like to share with me?

Speech Production and Sentence Skills

Family Observation

Form: [TX Kinder Entry Assessment Form](#)

- Five Parent Feedback Forms
 - Teachers share with their parents to collect information on a child's development in school readiness areas
 - These forms relate to CIRCLE Progress Monitoring and TX Kinder Entry Assessment on CLI Engage
 - Great information for when a teacher looks at her EOY progress monitoring window.

Kindergarten Progress Monitoring

Parent Feedback Form: Fine Motor Skills

Student Name:	Today's date:
Teacher Name:	

Your child's fine motor development is an area of skill development I will be focusing on across the school year. Fine motor skills are small movements such as picking up a small object or correctly grasping a pencil. The small muscles of the fingers are used to develop this skill. Please use this form to share information that may help me support your child in the classroom.

The skills in this document represent key milestones that children typically reach during the kindergarten year. It is okay if some of the behaviors and skills included in this form are not familiar to you or are not behaviors you typically watch for in your everyday interactions with your child. Answer to the best of your ability, or select "I'm not sure."

Fine Motor Skills	
My child . . .	How many of these skills have you seen your child demonstrate in the last 30 days?
1. Is able to coordinate fine motor movements necessary to complete daily living skills (can use the toilet on his own, button buttons, zip zippers, wash hands, etc.).	<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> all <input type="checkbox"/> I'm not sure
2. Is able to use scissors to cut a basic straight line and cut out simple drawn shapes such as a circle or square.	
3. Is able to coordinate fine motor movements necessary to feed herself (can use a fork or spoon to eat soft foods, open lunch boxes, bags, or child-friendly containers).	
4. Uses three fingers to hold a pencil to write, draw, or color.	
5. Is able to draw recognizable shapes such as circles, squares, smiley faces, and stick figures with a variety of kindergarten writing tools. These can include crayons, markers, and pencils.	
6. Is able to use a pencil to trace letters, write his name, write alphabet letters, and other writing. (Kindergarten children's writing skills at the beginning of kindergarten might include writing letters backwards, poorly formed or inaccurate letters, and not enough space between letters that might look like words.)	

Is there anything about your child's skills in this area that you would like to share with me?

[Fine Motor Skills](#)

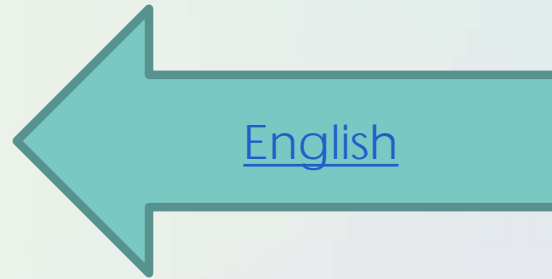
Family Observation Forms:

[CIRCLE Progress Monitoring](#)



Family Observation Forms

BASIC INFORMATION	
Student Name:	
Teacher Name:	
Today's Date:	



Formularios de observación para la familia

INFORMACIÓN BÁSICA	
Nombre del estudiante:	
Nombre del maestro:	
Fecha de hoy:	

Resources for Very Young Students at Home:

Developmental Checklists

0-3 months
DEVELOPMENTAL CHECKLIST

HEALTH & MOTOR

- Stretches legs out and kicks when lying on stomach
- Raises head and chest up when lying on tummy
- Pushes down on legs when feet are on a hard surface
- Begins to make smoother movements with arms and months old
- Opens and shuts hands
- Brings hands to mouth
- Grasps with entire hand when finger or rattle is placed
- Focuses on objects up close (6-12 inches away)
- Prefers to gaze at black-white contrast and human face
- Tracks slow moving objects with eyes

SOCIAL-EMOTIONAL

- Likes to be held close and cuddled
- Turns head toward familiar voice

3-6 months
DEVELOPMENTAL CHECKLIST

HEALTH & MOTOR

- Holds head steady, unsupported
- Rolls from back to tummy and tummy to back
- Pushes up on forearms when lying on tummy
- Begins to sit with support
- Pushes down on legs or bounces on feet when supported
- Reaches, grasps and holds objects
- Uses both hands to explore toys and bring them to mouth
- Shakes and bangs objects
- Grasps and plays with feet while lying on back
- Focuses eyes on small objects up close as well as objects
- By 5 months, develops good color vision
- Reaches for spoon while being fed
- Closes mouth firmly or turns head away when hunger is strong
- Teeth may begin to appear
- Begins to sleep for a longer period through the night

SOCIAL-EMOTIONAL

- Observes people and activities
- Responds with eye gaze, smiling, and cooing when spoken to, or shown affection by a familiar caregiver
- Initiates social interactions with others by making eye contact

6-9 months
DEVELOPMENTAL CHECKLIST

HEALTH & MOTOR

- Crawls on hands and knees
- Can get into sitting position by self
- Sits without support
- Holds one thing in each hand at the same time
- Transfers object from one hand to the other hand
- Picks up small objects using pincer grasp
- May drool and enjoy chewing toys during teething
- Holds own bottle
- Places pacifier in own mouth
- May begin sleeping through the night

SOCIAL-EMOTIONAL

- Looks back and forth between toy and adult while playing
- Reaches out to touch another person
- Responds differently to caregiver and strangers, may cling with familiar adults
- Turns and looks when name is called
- Recognizes self in mirror
- Expresses distinct emotions, such as fear, sadness, and excitement

9-12 months
DEVELOPMENTAL CHECKLIST

HEALTH & MOTOR

- Changes positions without help (between crawling, sitting, standing)
- Pulls self to stand
- Cruises or walks holding on to furniture
- May stand alone
- May take a few steps or walk while holding adult's hand
- "Dances" or moves body to music
- Bangs two small objects together
- Puts objects in and out of container
- Waves bye-bye
- Claps hands
- Sees distant objects (15-20 feet away)
- Drinks from cup with assistance
- Finger feeds self; may remove food from mouth, look at it

SOCIAL-EMOTIONAL

- Repeats sounds and actions that get attention or laughter
- Shows affection to others, such as hugs, pats, and kisses
- Uses several gestures like showing, pointing, and waving by

24-36 months
DEVELOPMENTAL CHECKLIST

HEALTH & MOTOR

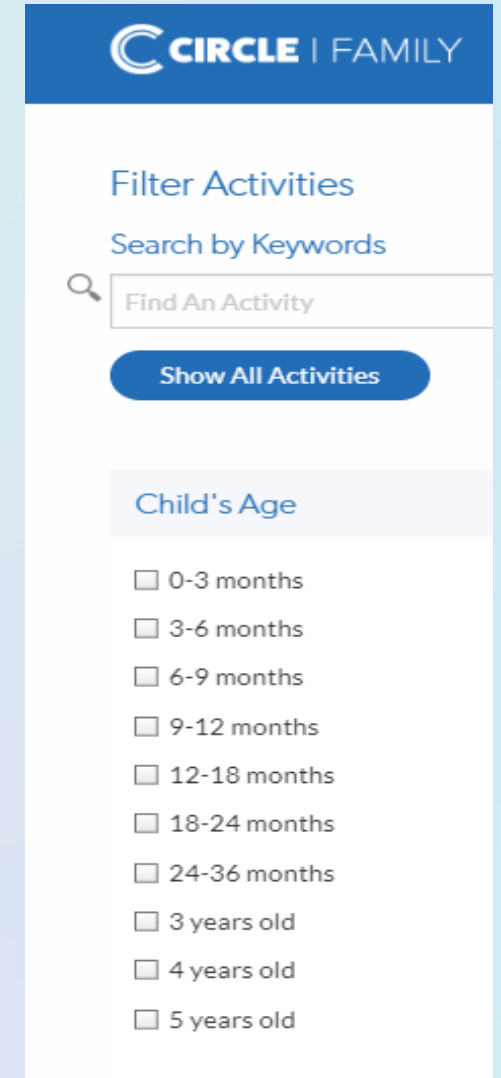
- Climbs well
- Runs easily
- Jumps in place
- Rolls, pounds, squeezes, pulls playdough
- May start to hold a crayon between thumb and fingers
- Scribbling becomes more varied to include vertical lines, horizontal lines, and circles
- Learns to turn paper pages, may turn 2 to 3 pages at a time
- Completes simple puzzles
- Stacks a tower of blocks
- Strings large beads together
- Turns a doorknob
- Screws/unscrews a lid
- Undresses by self, unzips zippers, and takes off shoes
- Shows signs of readiness for toilet training (e.g., stays dry for longer periods of time)
- Washes and dries hands
- Begins to brush teeth with adult assistance
- Enjoys helping with simple household chores (e.g. wiping the table, feeding a pet)
- Tells where it hurts when in pain

English

Spanish

Resources for Very Young Students at Home: [CIRCLE Activities Family Collection](#)

Families can seek and select activities from the CIRCLE Family Activity Collection for their infants and toddlers by domain areas and they can sort by age.



CIRCLE | FAMILY

Filter Activities

Search by Keywords

Find An Activity

Show All Activities

Child's Age

- 0-3 months
- 3-6 months
- 6-9 months
- 9-12 months
- 12-18 months
- 18-24 months
- 24-36 months
- 3 years old
- 4 years old
- 5 years old

Need help?

The screenshot displays the CLI Engage user interface. At the top, there is a red navigation bar with a clipboard icon and the text "SCREENING, PROGRESS MONITORING AND OBSERVATION". To the right of this bar is a grey button labeled "SYSTEM UPDATES" with a pencil icon and an upward arrow. Below the red bar, there are two main content areas: "Assessment Practice Area" on the left and "CIRCLE Progress Monitoring PreK" on the right. The "Assessment Practice Area" contains the text: "The Assessment Practice Area allows educators to view and practice student assessments." The "CIRCLE Progress Monitoring PreK" area contains the text: "C-PM: validated & efficient tool assesses important school readiness learning areas. TEA Approved Progress Monitoring for PreK. English and Spanish." To the right of these areas is a grey notification box with the text: "November 26, 2018 - 11:58 AM CLI Engage will be off-line for system maintenance on Friday, November 30 starting at 3:00 PM until 9:00 PM. Please save..." and a right-pointing arrow icon. At the bottom right of the interface, there is a grey button labeled "MESSAGE CENTER" and a purple button labeled "Help Ticket". A large teal arrow points upwards from the bottom of the page towards the "Help Ticket" button.

Submit a help ticket

Submit a help ticket ✕

First Name

Last Name

Facility Name

Type of Issue

Summary or Title of Issue

Wishing you well!

www.cliengage.org