



## EYE-100 Learning Activities

Align interventions with assessment data to support the improvement of key early literacy and developmental skills

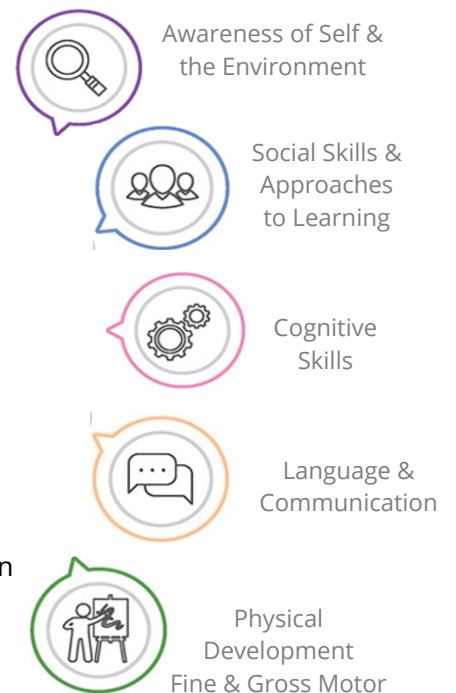
Every day educators strive to support the healthy development of the children in their classroom. Each year's cohort presents different complex classroom needs and educators aim to identify these needs early. Having data on each child's strengths and areas for development can mean the difference between having the appropriate resources and targeted instruction in place within the first few weeks of school or waiting several months.

### Support each child early to improve their literacy success and reduce their vulnerability

The Early Years Evaluation – Teacher Assessment (EYE-TA) proactively measures five domains that are closely linked to Grade 1 readiness and emergent literacy skills. Unlike other early learning assessments, it is done early in the kindergarten year and provides immediate reporting and specific interventions to target areas of concern in each key development domain.

### Tailored intervention activities linked to developmental domains

The EYE-TA is the first assessment of its kind that has an explicit link between assessment results and classroom practice. One hundred tailored intervention activities (EYE-100) are now linked directly to the specific skills that need further development within each developmental domain.



The EYE-100 Learning Activities are comprised of 20 sets of 5 learning activities. Each theme-based set includes:

- two activities that focus on cognitive skills (literacy and numeracy);
- two activities that focus on language and communication (expressive and receptive); and
- one inquiry-based activity with a STEAM focus.

In addition to the primary focuses listed above, each activity incorporates skills from other EYE-TA domains. For example, an activity's key learning outcomes may focus on cognitive skills but include components that strengthen children's fine motor skills as well.

Each activity includes:

- a simple description and a learning outcome;
- intended group size, preparation time, and duration;
- targeted vocabulary words;
- a list of required materials and preparation instructions;
- a format for lesson delivery based on an active teaching model;
- suggestions for differentiated learning that promote inclusion, based on each child's red, yellow, or green domain score
- an Indigenous section in every fifth lesson to integrate Indigenous teaching and values into the classroom;
- supplementary resources including tips, a list of complementary early literacy books, and a list of the activity's observable EYE-TA skills; and
- printable materials that minimize a teacher's preparation time.

**PLAYING WITH SOUNDS**  
 DOMAIN C: COGNITIVE SKILLS  
 LITERACY: PHONOLOGICAL AWARENESS  
 C-1A BODY

**ACTIVITY DESCRIPTION:** Children will distinguish sounds by playing a speech sound game.

**KEY OUTCOME(S):** Distinguish speech sounds from non-speech sounds.

**TARGETED VOCABULARY WORDS:** lip, throat, teeth, tongue, nose, palate, voice box, speech sounds, non-speech sounds

**GROUP SIZE:** Whole class    **PREP-TIME:** 10-15 min.    **DURATION OF ACTIVITY:** 10-20 min.

**MATERIALS:**

- We provide: Letter cards: m, l, s; Body parts cards: teeth, lip, tongue, throat, 'hissing letter card' m, l, s; 'hissing body parts card': teeth, lip, tongue, throat.
- You find: household objects (optional).

**PREPARATION:**

1. Print and cut out desired size of the 'letter cards' and the 'body parts cards' (one set of each).
2. Lay out household objects if you would like the children to search themselves as they practice making the sounds.

**WHAT YOU WILL KNOW BY THE END OF THE LESSON:**

1. "Let's point to some body parts. Can you point to your throat? Lips? Tongue? Teeth? Nose?"
2. "Listen to the end of your mouth? Does it sound like 'hiss' in a special way? It is called a sibilant. Show the sibilant in a body part that is hidden, your voice box? Make sure that it is inside the front of our throats." "All of these body parts help us to make sounds when we talk. Use when we make speech sounds." Ask the children to sound out a familiar letter.
3. "How would we make speech sounds when we talk, like when we make non-speech sounds. Can you click your tongue?"
4. Show children the 'hissing letter card' and 'hissing body parts card' for the smaller 'letter card' and 'body parts card'. "You will be using these cards to make speech sounds and non-speech sounds." "Choose the 'hissing letter card'." "Have the letter 'card' what sound can it make? (mimicked it says 'm' more times my mouth moves to make the 'm' sound)" "Use lip to make the 'm' sound. Also, the air is coming out of the mouth and my voice box is vibrating. Let's try to fit together! You can feel the vibration by placing your hand on your throat when you say 'm'." "Is the letter 'm' a speech sound or non-speech sound?"

## Developed by educators and early childhood experts

These activities were developed by experts in early childhood education, speech and language pathology, occupational therapy, and physical therapy. Designed to be fun and engaging, these learning activities are rooted in the science of reading literacy and are designed for educators to use after administering the EYE.



Make the time you have with each child count.