

Initial Survey

Early Learning Study-Survey

Please enter the first name of your 4-year-old child that you will play games with for our study. _____

Please answer the questions on the following pages about your child, [childname_initialsurvey]:

How important is it for your child to achieve each of the following benchmarks before first grade?

	unimportant	neither important nor unimportant	important	very important	extremely important
Count to 100	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read written numbers up to 100	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know simple sums (for example, 2 + 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write all 26 alphabet letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a few words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read simple picture books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notice patterns or rules in the count sequence (for example, that when we count backwards we are subtracting 1 each time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent patterns using number or letter labels (for example, pink-pink-blue-pink-pink-blue is an A-A-B pattern)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the part that repeats in a pattern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How good is your child currently in each area listed below?

	1 (Not good at all)	2	3	4	5	6	7 (Very good)
Noticing and making patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing the magnitudes (size) of numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to read and write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting and naming numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figuring out what should come next in patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well do you think your child will do in each of these areas in Kindergarten?

	1(Not at all well)	2	3	4	5	6	7 (Very well)
Noticing and making patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing the magnitudes (size) of numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to read and write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting and naming numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figuring out what should come next in patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compared to other children, how much innate ability or talent does your child have in each of these areas?

	1(Much less than other children)	2	3	4	5	6	7(Much more than other children)
Noticing and making patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing the magnitudes (size) of numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to read and write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting and naming numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figuring out what should come next in patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How useful do you think each of these kinds of skills will be to your child in the future?

	1(Not at all useful)	2	3	4	5	6	7(Very useful)
Noticing and making patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing the magnitudes (size) of numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to read and write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting and naming numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figuring out what should come next in patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much does your child like each of the following activities?

	1(Not at all)	2	3	4	5	6	7(Very much)
Noticing and making patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing the magnitudes (size) of numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to read and write	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counting and naming numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figuring out what should come next in patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement for each of the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I sometimes feel anxious when helping my child with learning math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can help my child learn math as he or she grows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I am nervous when my child asks me questions about math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel uneasy when I have to solve a tough math problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I know how to help when my child struggles with math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following approaches do you use on a regular basis at home to help your child develop mathematical knowledge and skills? (Select all that apply)

- I give my child math-related tasks or ask math-related questions during ongoing daily living experiences or routines (for example, we use measuring cups or spoons while preparing food)
- I set aside time to focus on teaching my child math skills (for example, we look at a math workbook or use math flashcards)
- I enrich my child's playtime by providing math-related toys and materials that they use alone or with other children (for example, my child spontaneously plays with cards or shape puzzles alone)
- I play math games with my child or incorporate math during activities that I think my child will enjoy to engage my child's math interest (for example, we talk about math while playing board games or watching Sesame Street together)
- Not Applicable

Which of the following approaches do you use MOST OFTEN at home to help your child develop mathematical knowledge and skills?

- I give my child math-related tasks or ask math-related questions during ongoing daily living experiences or routines (for example, we use measuring cups or spoons while preparing food)
- I set aside time to focus on teaching my child math skills (for example, we look at a math workbook or use math flashcards)
- I enrich my child's playtime by providing math-related toys and materials that they use alone or with other children (for example, my child spontaneously plays with cards or shape puzzles alone)
- I play math games with my child or incorporate math during activities that I think my child will enjoy to engage my child's math interest (for example, we talk about math while playing board games or watching Sesame Street together)

Rank the following approaches from least important (1) to most important (4) in your home.

least important

most important

I give my child math-related tasks or ask math-related questions during ongoing daily living experiences or routines (for example, we use measuring cups or spoons while preparing food)

I set aside time to focus on teaching my child math skills (for example, we look at a math workbook or use math flashcards)

I enrich my child's playtime by providing math-related toys and materials that they use alone or with other children (for example, my child spontaneously plays with cards or shape puzzles alone)

I play math games with my child or incorporate math during activities that I think my child will enjoy to engage my child's math interest (for example, we talk about math while playing board games or watching Sesame Street together)

Which of these academic skills are appropriate to work on with typically developing 4-year-old children in the United States?

(Please select "Yes" for each skill that you think is appropriate. Otherwise select "No".)

	Yes	No
Count a row of 15 objects (for example, count 15 plastic worms)	<input type="radio"/>	<input type="radio"/>
Continue a pattern of cubes (for example, blue, blue, red, red, blue, blue, red, red, _____, _____, _____)	<input type="radio"/>	<input type="radio"/>
Use colored beads to make a simple pattern, such as a "blue-purple" pattern	<input type="radio"/>	<input type="radio"/>
Figure out what should come next in a simple pattern (for example: clap, stomp, clap, stomp, _____, _____)	<input type="radio"/>	<input type="radio"/>
Sort a set of objects into 3 groups based on color such as red, blue, and green	<input type="radio"/>	<input type="radio"/>

Which of these academic skills are appropriate to work on with typically developing 4-year-old children in the United States?**(Please select "Yes" for each skill that you think is appropriate. Otherwise select "No".)**

	Yes	No
Arrange sticks in order of increasing length (for example, long, longer, longest)	<input type="radio"/>	<input type="radio"/>
Solve single-digit addition or subtraction problems presented on flashcards (for example, $5 + 3 = \underline{\quad}$)	<input type="radio"/>	<input type="radio"/>
Identify two patterns that follow the same rule made with different materials (for example, a block-block-ball pattern and a sun-sun-moon pattern are similar)	<input type="radio"/>	<input type="radio"/>
Recite number words from 1 to 100	<input type="radio"/>	<input type="radio"/>
Use number patterns to solve problems (for example, fills in the blanks when presented with 26, 22, 18, $\underline{\quad}$, 10, $\underline{\quad}$)	<input type="radio"/>	<input type="radio"/>

Which of these academic skills are appropriate to work on with typically developing 4-year-old children in the United States?

(Please select "Yes" for each skill that you think is appropriate. Otherwise select "No".)

	Yes	No
Counts out the correct number of things when asked for a specific number of things up to 10 (for example, gives 6 cookies when asked for 6 cookies)	<input type="radio"/>	<input type="radio"/>
Name the written numbers from 1 to 10 (for example, points to the 9 when asked "where is the number nine?")	<input type="radio"/>	<input type="radio"/>
Measure the angles of a triangle	<input type="radio"/>	<input type="radio"/>
Solve small addition or subtraction problems presented with objects (for example, 3 blocks and 2 blocks is ___ blocks)	<input type="radio"/>	<input type="radio"/>
Fill in the missing part of a pattern made of repeating objects (for example: circle, square, square, circle, square, ____, circle, square, square)	<input type="radio"/>	<input type="radio"/>

Which of these academic skills are appropriate to work on with typically developing 4-year-old children in the United States?

(Please select "Yes" for each skill that you think is appropriate. Otherwise select "No".)

	Yes	No
Measure the length of a pencil using string	<input type="radio"/>	<input type="radio"/>
Figure out what comes next in a growing pattern that subtracts two cubes for each stair in a staircase (for example, 9 cubes, 7 cubes, 5 cubes, 3 cubes, ____)	<input type="radio"/>	<input type="radio"/>
Make the same kind of simple pattern in their bracelet as their friend's bracelet, but using different colors (for example, your child makes a yellow-green pattern to match a friend's red-blue pattern)	<input type="radio"/>	<input type="radio"/>
Tell which of two spoken numbers between one and ten is bigger (for example, says "five" in response to "Which is bigger, five or two?")	<input type="radio"/>	<input type="radio"/>
Describe the properties of shapes (for example, says "It has three sides and three points so it's a triangle.")	<input type="radio"/>	<input type="radio"/>

Which of these academic skills are appropriate to work on with typically developing 4-year-old children in the United States?

(Please select "Yes" for each skill that you think is appropriate. Otherwise select "No".)

	Yes	No
Tell which of two written numbers between one and ten is bigger (for example, points to the written number 9 when shown the written numbers 2 and 9 and asked "Which is bigger")	<input type="radio"/>	<input type="radio"/>
Understand location words such as "under", "on", "next to", and "behind"	<input type="radio"/>	<input type="radio"/>
Name the written numbers from 1 to 100 (for example, says the word "ninety-three" when shown the written number 93)	<input type="radio"/>	<input type="radio"/>
Answer questions by adding or subtracting small numbers (for example, says "three" in response to "If you have four stickers and then you give me one of your stickers, how many stickers would you have left?")	<input type="radio"/>	<input type="radio"/>
Describe even numbers (for example, 2, 4, 6, 8, 10) as "skipping" every other number on a 100s chart	<input type="radio"/>	<input type="radio"/>
Makes a repeating pattern (for example, makes a clap, spin, snap, clap, spin, snap pattern)	<input type="radio"/>	<input type="radio"/>
Copy a pattern someone else makes in the same way (for example, your child beats a drum in a loud-soft pattern just like you do)	<input type="radio"/>	<input type="radio"/>

Overall, how did you decide which answers to choose when deciding which academic skills most children in the United States develop by age five? Please share anything that you thought about.

How often do you do the following activities with your child?

	Never	Once a month or less	A few times a month	About once a week	A few times a week	Daily
Count items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Count out loud without objects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about written numbers (for example, "That's a 7")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add simple sums or talk about number facts (for example, $2+2=4$)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice subtracting items (for example, when playing with 2 toy cars, asking "How many cars will you have if I take away one of your cars?")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare quantities (for example, when playing card games or serving food for dinner or sharing toys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare written numbers (for example, "5 is bigger than 4")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare the cost of items when shopping (for example, "This milk costs less because it costs \$3 and the other milk costs \$4.")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking about number words (for example, say "Now we will add one cup of flour to the bowl" while preparing food)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read books that show and talk about numbers (for example, "One Fish, Two Fish", "The Very Hungry Caterpillar")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch TV shows or videos that show and talk about numbers (for example, "Peg + Cat", "Monster Math Squad")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play computer games or use apps or interactive websites that include number games (for example, "Elmo Loves 123s", "PBS Kids math games")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Play board games that involve numbers (for example, "Chutes & Ladders", "Drafts/Checkers", "Ludi/ Ludo", "Dominos")

Play card games that involve numbers

Play hand or movement games that involve numbers (for example, "Slide/Back Front", "Down by the River", "Hide and Seek", "Chinese Skip/Chinese Jump Rope")

Create art that involves numbers

How often do you do the following activities with your child?

	Never	Once a month or less	A few times a month	About once a week	A few times a week	Daily
Use spatial words like: between, below, behind, next to, on, above, near, under, in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play with puzzles (for example, picture puzzles, tangrams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do mazes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do connect the dots activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build with construction toys (for example, Building blocks, Legos, Magnet sets, Lincoln logs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play computer games, apps or visit interactive websites that involve building things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draw maps or plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often did you do the activities below with your child in the PAST TWO WEEKS?

	Never	Once	2-3 times per week	4-6 times per week	Daily
Make patterns with objects or sounds (for example, putting blocks in a red-green-red-green pattern)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy a pattern by making the same pattern with the same materials (for example, use two sets of identical toys to make the same pattern)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figure out what comes next in a pattern (for example, tell what activity or step you would do next in a daily routine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe patterns in words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copy a pattern by making the same kind of pattern but with different materials (for example, use circles and squares to make the same kind of pattern as in a red-blue pattern)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss patterns in days of the week, months of the year, or seasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize a repeating pattern (for example, stripes on a shirt)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figure out what part is missing in a pattern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Figure out which part of a pattern repeats over and over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about what makes two patterns similar (for example, say "Both patterns are an every-other-one pattern")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch TV shows or videos that show and talk about patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read books that show or talk about patterns (for example, "Beep, Beep, Vroom, Vroom" or "Brown Bear Brown Bear What Do You See?")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Play computer games or use apps or interactive websites that include pattern games

Play hand games or do dances that involve patterns (for example, "Miss Mary Mack," "Hokey Pokey," "Head, Shoulders, Knees & Toes")

Create art that involves patterns (for example, stripes or checkers)