

██████████
██████████ - Kindergarten
Birth date: ██████████
Enroll date: ██████████
Teacher: ██████████

Developmental Guidelines

Teaching Approach

The goal of the kindergarten year is to support children's social, emotional, cognitive and physical development. Attention is paid to play, problem solving and children's ability to see themselves as part of the class, school and world community. They are encouraged to become authors, to develop reading skills and to treasure experiences with oral language and books. Children work with math concepts and skills that extend their understanding and challenge their growing problem solving and reasoning abilities. Science is ever present in children's lives, and the experiences here offer them opportunities to observe, compare, question and predict. We want to sustain their sense of wonder and empower them to make sense of their world.

The teaching approach and curriculum are designed to meet the needs of the children's developing minds and bodies and to help them feel successful and capable in this first year.

This Progress Report presents each specific skill, behavior, or accomplishment in the form of grade level goals. After observing the child at work and play, and reviewing a wide range of indicators of progress -- class work, homework, individual assessments -- the teacher indicates how well the child is progressing in terms of each goal by filling in one of the appropriate assessment terms described below. These goals are set to reflect the progression of skills, behaviors, and accomplishments that we expect children to meet by the end of the current reporting period. They take into consideration the range of children's development at their grade level. Due to individual developmental differences among children, it is expected that some students may achieve proficiency in some skill areas earlier while others will do so later.

Terms

These categories reflect the degree to which the child has acquired the skill, behavior, and/or knowledge described by each of the grade level goals listed.

- **(NY)** Not Yet.....The skills, behaviors or concepts are not yet demonstrated.
- **(D)** Developing..... The skills, behaviors or concepts are demonstrated inconsistently only with support.
- **(O)** Often..... The skills, behaviors or concepts are demonstrated with some independence and some consistency.
- **(C)** Consistent..... The skills, behaviors or concepts are demonstrated independently and consistently.
- **(AC)** Area of Concern... Specific and individualized support, instruction and/or intervention may be necessary.
- **(NA)** Not Applicable..... The teacher has not yet introduced the child to the necessary instruction.

Fall Progress Report

Kindergarten Homeroom

Social/Emotional

Plays cooperatively	O
Shares and takes turns	O
Uses words to express feelings	C
Treats others with respect	C
Shows empathy for others	C
Adjusts to new places and unexpected events	C
Demonstrates impulse control	C
Responds with resilience to common frustrations and disappointments	O
Demonstrates ability to reflect on actions and words	O
Seeks help and uses suggestions when unable to resolve conflict independently	C
Sets appropriate limits with peers	C
Responds to appropriate limits expressed by peers	C
Responds to limits expressed by adults	C



Fall Progress Report

Kindergarten Homeroom

Approach to Learning, Work and Play

Demonstrates curiosity and enthusiasm for learning	C
Willing to try new things/take risks	C
Manages routine transitions independently	C
Shows interest in the ideas of others	C
Listens to and follows directions	C
Collaborates with others	C
Demonstrates sense of organization of materials and work	C
Takes care of materials and belongings	C
Participates in clean up	C
Listens attentively to discussions and instructions	C
Likes learning new things	C
Participates in discussions	C
Seeks out answers to problems independently	C
Perseveres on difficult tasks	C
Accepts and works through mistakes	C
Uses class time effectively	C
Works with thoroughness and attention to detail	O
Sustains appropriate focus on teacher directed tasks	C
Sustains appropriate focus on self directed tasks	C
Completes homework on time	C
Works independently on teacher directed tasks	C
Works independently on self directed tasks	C
Follows multi-step tasks	C

Fall Comment

██████ has adjusted well to kindergarten. He comes in everyday ready to learn and interact with his friends. From his sweet good morning greeting in our morning line and all the way to the end of the day, ██████ seems to be thoroughly enjoying school and being with his peers!

██████ approaches learning, work and play with curiosity and willingness to join in. He listens well during lessons and loves to participate in discussions, his contributions are relevant and informed. He is learning what it means to let others share their ideas and how to be a good listener when in dyads. He often will ask his partner follow up questions showing how interested he is in getting to know his peers.

██████ is very focused when he works, remembering directions and implementing them carefully. He is learning to slow down and take his time. Making sure to go back and edit and add details. ██████ is happy working independently or alongside a friend.

During self-directed time, ██████ enjoys playing with magna tiles, pattern blocks, building lego creations, and recently working with mixed media arts. He has a rich imagination and loves to create new inventions.

Outside he can be found in the Gaga field or playing soccer with his peers. He loves sports and being involved in different games. ██████ is working on how he responds to disappointments during Gaga or soccer, especially when he is out or does not win. We have him take some time to breathe, share his feelings, and reflect before returning to any game. He has shown progress and we look forward to supporting him with this.

██████ is a well liked member of our community and well liked by his peers.

Fall Progress Report

Kindergarten Homeroom

Language Arts/ Listening and Speaking

Language Arts Curriculum Overview

Students have been learning to listen to stories, sharing the sequence of events, and making predictions. They've been working on writing and illustrating stories when working on fiction and nonfiction pieces. Students are learning to read and write sight words (trick words) and are encouraged to use the word wall to practice writing these words during the writing time. Students are practicing using the Foundations line system when writing. Students use phonics strategies that have been taught to stretch and write words. They are learning to include proper spacing, capital letters, and ending punctuation when appropriate. Students have been learning to recognize and produce sounds for consonant and short vowels. They have learned phonics strategies for decoding unknown words, like tapping and blending.

Asks questions and makes appropriate and relevant contributions to discussions C

Expresses ideas using appropriate volume, clarity, and pace C

Fall Progress Report

Kindergarten Homeroom

Language Arts/ Reading

Shows interest in listening to stories C

Fluently produce sounds of consonants and short vowels when given the letter C

Recognize and produce sounds for digraphs (sh, th, wh, ck) D

Uses taught phonics strategies for word attack O

Recognizes and creates rhymes C

Identifies sounds in words when spoken orally C

Identifies taught Kindergarten sight (trick) words O

Able to retell and interpret a story or other text C

Fall Progress Report

Kindergarten Homeroom

Language Arts/ Writing

Produces complete sentences in shared language activities C

Use sentence frames to produce simple stories C

Fall Progress Report

Kindergarten Homeroom

Language Arts/ Spelling and Grammar

Uses taught phonics strategies for spelling O

Writes sight (trick) words accurately O



Fall Progress Report

Kindergarten Homeroom

Language Arts/ Handwriting and Mechanics

- Forms upper case letters correctly NA
- Forms lower case letters correctly O
- Uses capitals and ending punctuation correctly O
- Spaces appropriately between words O
- Correctly uses Foundations line system to orient letters on paper O

Fall Comment

██████ is meeting the benchmark for ELA. ██████ is able to identify consonants and short vowels. He can produce consonant and short vowel sounds. Using the Foundations line system, he is working on consistently writing upper and lowercase letters the school way. ██████ is working on developing his knowledge on when to use capital letters, spacing, and punctuation correctly. ██████ is able to use his phonics strategies such as sounding out and tapping CVC words and is now working on using those strategies to write simple sentences independently. Additionally, he is being encouraged to use the word wall to include sight words (trick words) in his sentences.

Fall Progress Report

Kindergarten Homeroom

Mathematics/ Number and Operations in Base Ten

- Count to 100 by tens C
- Counts to 100 by ones NA
- Counts forwards to 32 starting with numbers other than 1 O
- Recognizes numbers up to 30 NA
- Writes numerals 0-20 to represent the number of objects (some reversals are typical) D
- Counts sets of objects accurately in the range of 1-20 O
- Tells "how many" objects in the range of 1-10 without moving the objects C
- Compares sets of objects in the range of 1-10, and tells which set has more and which has less C

Fall Progress Report

Kindergarten Homeroom

Mathematics/ Operations and Algebraic Thinking

- Classifies objects by common attributes in more than one way C
- Identifies, extends and builds patterns C
- Solves addition and subtraction problems using objects and visuals O
- Adds and subtracts quickly and easily to 5 C
- For any number 1-9 finds the other number needed to make 10 O



Fall Progress Report

Kindergarten Homeroom

Mathematics/ Measurement and Data

Understands that a calendar is a tool to keep track of days, weeks, months and years	C
Reads and interprets simple graphs	C
Conducts simple surveys	C
Understands length as something that can be compared and measured	NA

Fall Progress Report

Kindergarten Homeroom

Mathematics/Geometry

Describes and names two-dimensional shapes (triangle, square, circle rectangle, hexagon) by number of sides, number of corners, and so on	C
Draws two dimensional shapes	C
Tells whether shapes are two-dimensional (flat) or three-dimensional (solid)	C

Fall Progress Report

Kindergarten Homeroom

Mathematics/ Math Practices

Uses numerals to represent specific amounts	C
Expresses ideas and reasoning using math vocabulary	C
Makes sense of problems	C

Fall Comment

█████ enjoys our math units and is meeting the benchmarks in math, which have focused on mathematical thinking, numbers, developing number sense, graphs/surveys and exploring data and patterns. █████ uses words and representations (numerals, symbols, manipulatives) to communicate his thinking. █████ is able to count to 100 by 10's and is developing his skills to count to 100 by 1's. He can recognize and name numbers 1-30. He is writing his numerals 'the school way', from top to bottom from 1-20. █████ chooses just right games like number puzzles, counters in a cup, beat you to 5/10/20, and count and compare. He completes activities and usually with excitement and engagement which tells us he enjoys math and practicing his skills.



Fall Progress Report

Kindergarten Homeroom

Science

Science Curriculum Overview

Our science unit began with exploring seeds. Students identified which seeds are ones we eat versus which ones serve other purposes. They learned the parts of a seed and the stages of growth. Our focus then shifted to studying trees and their various parts which included the roots, the trunk, the branches, and then leaves. We looked closely at these parts to understand their purposes and how they play an important role for the tree and for all kinds of plants in our world.

- Demonstrates interest in topics of study C
- Asks relevant questions C
- Participates in group discussions C
- Makes logical predictions based on observations C
- Clearly communicates observations C
- Selects appropriate tools (magnifying glass, strainer, etc) and uses them appropriately C

Fall Progress Report

Kindergarten Homeroom

Social Studies/ Social Justice

Social Studies Curriculum Overview

We launched our social studies program with a study about identity. Students considered the question: Who am I? Who are we? And how are we a community? They built an understanding of diversity within our classroom noting and affirming our similarities and our differences. We embarked on a project where each student planned and designed a dream house that represented their identity. They thought about what it would look like and who would be in it. Once created, we assembled their homes and made our very own community within our classrooms. They thought about what other needs a community might have including roads, crosswalks, plants, trees, animals and human connection.

- Demonstrates interest in topics of study C
- Aware of self as member of classroom community C
- Is considerate of the needs, rights, and responsibilities of others C
- Participates in group discussions C

Fall Progress Report

Kindergarten Homeroom

Homeroom Summary

Goals and Recommendations

Some goals for [redacted] are the following: **Social Emotional**-Our hope is that [redacted] can pause, breathe, and reflect as big emotions arise during Gaga and Soccer. That he can use his words to express how is feeling and respond with resilience during disappointments.

Writing support-using his decoding skills to stretch his writing to complete simple sentences and to use uppercase letters at the beginning of a sentence, spacing between words, and punctuation. Making sure to use lowercase letters for the remainder of the sentence as well as including sight words in his writing.



Fall Progress Report

Kindergarten Art

Art Introduction

Course Overview

Kindergarten art for the Fall/Winter semester focused on establishing routines and learning to use a wide variety of artistic mediums including clay, drawing materials, oil pastel, tempera paint, watercolor painting and collage. They completed large scale, movement-based work in a body outline project, clay pinch pots as well as using materials from the garden with clay. The Kindergarteners learned a lot about the primary colors and practiced mixing them with play dough, bubble printing, liquid watercolors, painting with a brush as well as fingerpainting.

Fall Progress Report

Kindergarten Art

Approach to Learning and Work Habits

Focuses and participates positively in class C

Completes assignments C

Fall Progress Report

Kindergarten Art

Artistic Process and Skills

Demonstrates openness to new techniques, takes risks and explores C

Shows willingness to problem solve C

Understands concepts and techniques presented in class C

Fall Progress Report

Kindergarten Learning Garden

Learning Garden Introduction

Course Overview

This fall, our kindergarteners were busy in the Learning Garden, transplanting into the Sunken Garden the lima bean seeds they started in their classrooms, planting calendula seeds and learning about the basic structure of plants, and going on scavenger hunts around campus to engage their five senses. As we moved into winter, students began learning about how to care for our flock of hens; studying earthworms, pill bugs, and other decomposers and exploring the worm bins; and continuing to learn about the medicinal properties of such herbs as lemon verbena, rosemary, mint, and lavender. To celebrate the semester, students made homemade cards and bags of tea from mint from the garden they collected and dried to give as winter gifts. More to come!

Fall Progress Report

Kindergarten Learning Garden

Approach to Learning and Work Habits

Completes assignments C

Focuses and participates positively in class C



Fall Progress Report

Kindergarten Learning Garden

Tools and Process Skills

Notes and communicates observations in discussions	C
Makes predictions based on observations	C
Understands use of various gardening and kitchen tools and handles them responsibly	C

Fall Progress Report

Kindergarten Learning Garden

Garden and Science Concepts

Demonstrates understanding of various cycles in nature related to grade content	C
Demonstrates a growing sense of stewardship	C

Fall Progress Report

Kindergarten Music

Music Introduction

Course Overview

Kinder Course Description:

The Kindergarten general music program explores sound and the expressive use of musical elements and concepts, including melody, rhythm, form, harmony, timbre, and texture. Singing, moving, and playing pitched and unpitched percussion instruments are integral to the music curriculum, emphasizing creating, listening, and performing.

The students begin to learn basic melodies with words and patterns that are repetitive and easy to understand. Kindergartners sing nursery rhymes, folk, and traditional songs from various cultures and styles of music in different languages. The kindergarten music program explores locomotor movements. The students understand the rhythm and the feeling of the music by stepping to the beat and making creative movements. Kindergartners become familiar with percussion instruments & introduction to the rainbow xylophones.

In the second semester, the students are introduced to musical notation and the xylophones from the family of Orff instruments to experience the ensemble work. Kindergartners perform in various school events to share their musical experiences and express their feelings through music.

The school's themes of Identity, activism, and community are essential components of the Kindergarten music program.

Fall Progress Report

Kindergarten Music

Approach to Learning and Work Habits

Focuses and participates positively in class	D
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Fall Progress Report

Kindergarten Music

Theory Skills

Identifies and performs grade-level music notation	O
Writes music notation	NY



Fall Progress Report

Kindergarten Music

Instruments

Keeps a steady beat and performs grade-level rhythms accurately

Plays with sensitivity

Fall Progress Report

Kindergarten Music

Singing/Movement

Sings with expression and matches pitch

Demonstrates gross motor skills

Moves with expression

Fall Progress Report

Kindergarten Physical Education

Physical Education Introduction

Course Overview

We have a great group of students in our class this year. Everyone comes excited to learn new games and move their bodies with their classmates, or in PE we call ourselves teammates. Our main areas of focus this semester are learning to move as a group safely, moving at various speeds forward, backwards and sideways and developing hand eye coordination. We've begun to identify different patterns for movement and how proper fuel in our bodies is important for creating healthy habits.

Fall Progress Report

Kindergarten Spanish

Spanish Introduction

Course Overview

The primary goal of the Kindergarten Spanish program is to introduce children to basic Spanish vocabulary and concepts in a fun and supportive environment. The emphasis in these classes is the development of oral language: listening, understanding, and speaking. This happens through singing, interactive read alouds, games, simple conversations, projects, book-making, and other hands-on activities. Class meets once a week for 35 minutes.

Fall Progress Report

Kindergarten Physical Education

Approach to Learning

Focuses and participates positively in class

Fall Progress Report

Kindergarten Spanish

Approach to Learning and Work Habits

Focuses and participates positively in class

Completes projects



Fall Progress Report

Kindergarten Physical Education

Class Expectations

Follows class guidelines and procedures; be helpful, safe, kind. O

Develops self-regulation while moving C

Fall Progress Report

Kindergarten Spanish

Listening

Listens attentively D

Tracks target vocabulary D

Fall Progress Report

Kindergarten Physical Education

Physical Development

Demonstrates ability to balance with different parts of the body (feet, hands, one leg, knees, etc.) C

Performs locomotor movement (roll, crawl, walk, run, jump, slide, gallop, march, hop, skip) C

Direction and coordination: can put together a sequence of movements C

Fall Progress Report

Kindergarten Spanish

Speaking

Answers questions and responds to phrases O

Applies target vocabulary in games and activities O

Fall Progress Report

Kindergarten Spanish

Demonstrates Interest

Visual aids and artifacts O
