



# Sienna Miller (Sienna) - October 13, 2017

Kindergarten Sample Generator

Skill	Average
Self-regulation & Well-being	Strength
Belonging & Contributing	Strength
Demonstrating Literacy & Mathematics Behaviours	Strength
Problem Solving & Innovating	Strength

## Self-regulation & Well-being

Sienna is encouraged to continue to make daily, healthy food choices at school and at home. She usually picks a healthy snack, such as apple slices, during snack time. With perseverance, she will usually dress herself with minimal assistance. She shows good control of large muscles, balance and whole-body movement with and without equipment. We will continue to provide her with opportunities to be physically active each day. We encourage her to continue working towards understanding spatial awareness and the importance of physical activity.

## Belonging & Contributing

Sienna is encouraged to further develop her problem-solving skills and make a plan and prediction before she starts, as well as use observations to make changes to her plan when necessary. She is gaining confidence in sharing ideas with others in small group settings and is becoming more comfortable accepting other classmates into her play group. We will continue to encourage her to respond to suggestions from others with positive messages. At first, she was reluctant to join group discussions but now participates by making connections to her life and family experiences, showing that she sees herself as a valued member of the group. She is encouraged to continue to build her skills as a leader by allowing others to take on the leadership role as well. With direction, she is able to follow most of the classroom routines and expectations and is learning how to adjust to transitions.

## Problem Solving & Innovating

We will continue to support her as she becomes increasingly responsible and begins to independently make safe and healthy choices throughout the day. At home, keep working with our Home Reading Program. With encouragement and re-direction to make independent choices, she is developing the confidence to take responsibility for herself during her daily dressing and eating routines. This term, she is able to write simple messages using familiar words, classroom charts, and inventive spelling. Continued practice writing at home will be beneficial to her confidence. Next steps may include writing sentences independently, without asking for help. This term, she is beginning to make sense of simple texts by using the pictures to help identify meaning.

## Demonstrating Literacy & Mathematics Behaviours

Sienna will be encouraged to continue to explore number relationships by using 10 frames, number lines, and composing and decomposing activities. Using her hand and ten frames, she is now able to recognize quantities to five without having to count. During our lessons about community, educators pointed out patterns in the design of buildings, and with prompting, she is now exploring using patterns in the structures she builds. Now, after viewing dramatic representations of stories we had previously heard read aloud, she is able to discuss how the costumes, music, and movements reminded her of what happened in the original story. This shows a greater understanding and appreciation of all aspects of the performing arts. We will continue to challenge her to sort by different or multiple attributes in order to better understand their similarities and differences. She is encouraged to explore various media texts at home, and to talk about their messages and how she is influenced by them.



# Billy Jean (Billy) - October 13, 2017

Kindergarten Sample Generator

Skill	Average
Belonging & Contributing	Strength
Self-regulation & Well-being	Strength
Problem Solving & Innovating	Need
Demonstrating Literacy & Mathematics Behaviours	Need

## Opening Comment

Billy is transitioning well into our JK Programme.

## Self-regulation & Well-being

During our All About Me inquiry, he was able to identify most of the basic emotions and feelings we discussed. Billy has begun to recognize when it is important to ignore distractions and focus on the task at hand (i.e., while listening to a story that is being read aloud to the class). While at school, he communicates his basic needs when he is tired, hungry, or desiring a body break. He is able to recognize when he should eat, rest, and visit the classroom Safe Place to calm down. Additionally, he verbally expresses likes and dislikes to his peers and educators, and recognizes how to gain assistance from adults when required. He responds to open-ended questions from educators or classmates he is able to enter ongoing play experiences by integrating himself within the group and contributing to the activities at hand. Billy is now able to adapt his behaviour to suit a variety of social circumstances and situations (e.g., during an assembly, on a field trip, or on the bus).

## Belonging & Contributing

Billy participates enthusiastically when singing and dancing, using appropriate volume and clapping to the beat. He has made great progress and comes to class every morning with a smile on his face, ready to learn and participate in the day's activities. He shows an understanding of dance by exploring rhythm, tempo, and space. At the beginning of the year, he would simply glue materials to a page; now he is thoughtful and deliberate in his choice of materials and creations and is therefore excited to tell the class community about his numerous masterpieces. Billy creates his own actions to accompany a song or a chant and follows the actions created by a classmate or teacher. He demonstrates an interest in writing by choosing a variety of materials at the writing centre in an effort to communicate his thoughts, feelings, and ideas. His understanding of cooperation is clear when he plays in groups where objects frequently need to be shared, such as when he is at the Dramatic Play or Math Centre. While engaging in play with others, he collaborates by sharing his thoughts and ideas and asking for his peers' input.

## Demonstrating Literacy & Mathematics Behaviours

We will encourage him to practice this skill by playing rhyming games in the classroom and at home. A next step for him would be to reflect on what happened first, next, and last in the story right after it has been read. This term, he is beginning to ask questions related to events in the stories that he reads to and with the teachers, which assists him in his understanding. We will continue to help Billy build his confidence in reading by coaching him to expand his background knowledge of his local environment and the alphabet in order to make sense of unfamiliar texts. After multiple small and large group sessions, he is now able to find words that start with the same letter as his name, as well as words that end with the same letter as his name. Through direct teaching and the use of puppets, he can now retell a familiar story.

## Problem Solving & Innovating

We will encourage him to ask for help or clarification, and to share his thoughts or discoveries. This term, he is beginning to understand and use the new vocabulary we have learned in classroom lessons. Billy listens well, and is beginning to communicate with his friends in ways that make him both happy and unhappy in social situations. We will continue to provide him with numerous opportunities to choose both active and quiet activities while at school and encourage him to continue this healthy balance at home as well. He is encouraged to continue to ask thoughtful and insightful questions and seek out answers about the curious world that surrounds him. At first, he was reluctant to ask questions about the world around him, but is now seeking out more information and investigating using hands-on experiments to better his understanding.



# Marrisa Snowden (Marissa) - October 13, 2017

Kindergarten Sample Generator

Skill	Average
Belonging & Contributing	Need
Self-regulation & Well-being	Need
Problem Solving & Innovating	Need
Demonstrating Literacy & Mathematics Behaviours	Need

Marissa is beginning to integrate into our Kindergarten programme, and we will continue to support her further growth. At the beginning of the year, she would observe and listen to others at learning centres and during carpet time, and would sometimes use signs and gestures to respond to her peers. Next steps include providing opportunities to improve her letter and letter/sound recognition and build a sight word vocabulary. After some guided exploration around the four seasons, she was able to pose insightful questions and make some relevant observations. She should read often at home and at school to help increase her reading skills. During independent reading periods, she was hesitant to choose a book to look through in order to build critical awareness. As a next step, she will be encouraged to use her observations to sort and classify groups of living and nonliving things. She demonstrated her emerging understanding of symmetry by recognizing some symmetrical designs in clothing and participating in symmetry games. At the beginning of the year, she would pick any book off the shelf, but now looks for specific texts in order to further her understanding of the world around her. After multiple small and large group sessions, she is now able to find words that start with the same letter as her name, as well as words that end with the same letter as her name. Marissa now uses a variety of materials, textures, and colours to add elements of design to her artwork. At the beginning of the term, she would withdraw and/or cry when she felt someone was unkind or unfair to her. She explores a variety of tools found in the classroom to make musical sounds. She has some understanding of her role in the classroom community as she has shown an appreciation for the multiple perspectives she encounters within group settings. Marissa is encouraged to continue to explore patterns within music and dance, but also to find patterns in art as well. We are continuing to remind her to use these strategies instead of her hands when conflicts arise. She is beginning to collaborate with other students and is starting to understand that each student may have a different way of looking at things. We will continue to encourage her to make choices that will impact herself and others in a positive way. She has begun to interact with friends who come to the creative area. They talk about the things they are making and share ideas. She interacts with her friends by showing them creative ways to complete their projects. At the beginning of the year, she would get upset and knock down her structures if they weren't looking right. At the beginning of the year, she would randomly pour items from a bin onto the table, but now uses her knowledge and understanding to sort objects by their specific attributes. Now she is much more intentional as she uses the materials, and creates structures that have a purpose, such as a car or building. Marissa is encouraged to communicate her findings using pictures and words so she can share her discoveries with others. She enjoys our class building and investigation times and has started to take part in discussions and experiments. During exploration and experimentation, she is beginning to use early reading strategies to make sense of simple print. Her biggest growth this term is her ability to recognize most letters of the alphabet and their sounds. She is able to hear the initial sound in a word as well as think of words that begin with a specific sound. A next step for her would be to start stringing the words that she can read together in order to read a full sentence and eventually an entire book. To further her learning in this area, she is encouraged to slow down, observe, name, and describe her design before exploring ways to improve it. When she is "calm, alert, and ready to learn" (in the green zone), she takes responsibility for communicating her wants and needs in appropriate ways. At the beginning of the school year, she was learning to grapple with changes in the classroom environment, learning experiences, and group dynamics; now, she is able to accept new situations as they arise and utilize the strategies she has learned to help her deal with unpredictable circumstances. We will continue to support her in her efforts to respond appropriately to other people's body language and words by providing opportunities for role-playing, reading stories that elicit discussions about feelings, and creating experiences that provoke different emotions. At home, you can support her self-talk strategies by playing board games. We will continue to help her to develop independence, self-regulation, and a willingness to take responsibility for her learning. She requires prompting to maintain her own personal space during active songs and dancing. Marissa is able to recognize that her actions and behaviours can affect others, and with prompting from the educator(s), can resolve the problems in which she is involved. She inconsistently participates in our Movement activities. At the start of the term, she enjoyed playing with one other student in the Dramatic play centre, but she is now participating more freely in other centres and regularly talks to new friends.



## Barry Hays (Barry) - October 13, 2017

Kindergarten Sample Generator

Skill	Average
Belonging & Contributing	Strength
Self-regulation & Well-being	Strength
Problem Solving & Innovating	Strength
Demonstrating Literacy & Mathematics Behaviours	Strength

Barry has had a very smooth transition into our Kindergarten programme. During read alouds, he makes connections between the stories and his daily life. We will encourage him to explore reading and writing for different purposes and audiences. For example, we will help him to read and write about his interests and experiences. He can accurately identify rhyming words in a variety of contexts in our classroom. A next step for him would be to create signs and labels for his creations in order to show an even greater awareness of the world that surrounds him. A next step for him would be to provide more detail by adding print to his story map. After some large and small group lessons, he excitedly communicated his findings with others and recorded his observations in his science journal. He demonstrates his understanding of texts by making helpful connections (e.g., text to self, text to text, text to world). Since coming into our class, he has sorted and classified items and materials to better understand their differences and similarities. Barry is exploring ways to communicate, using print, symbols, gestures, and tone of voice in order to express his feelings, opinions, and ideas with others in his classroom community. To further appreciate Drama, he is encouraged to use toys and his own imagination to create dramatic play experiences outside of the classroom. He appropriately uses props to retell familiar stories, such as fairy tales and fables. In addition to demonstrating his own feelings and emotions, a next step in showing greater understanding of classroom lessons would be to use the visual arts, dramatic play, or puppet centres to reenact the events of stories shared in class. At the beginning of the year, he created an instrument as an art piece, but now enjoys playing the instrument and understands how to create a musical pattern. With continued support and exposure, he will deepen his awareness and respect for individual differences and cultures. He demonstrates respect and consideration for differences and points of view other than his own. Since then, he has learned to ask about and listen to others' ideas to assist in the design and building process. Since last term, he has begun to make connections to topics being discussed in class. He seems more comfortable when sharing personal experiences. His ability to confidently communicate with others is a strength. At the beginning of school, he required the support and coaching of the educator(s) to enter ongoing play situations; now, he is comfortable complimenting the children's work, offering ideas to enhance the play, and asking if he could join them. We will continue to challenge him with a variety of physical activities that require the application of diverse movements. Barry understands the importance of physical movement and is clearly aware of his surroundings. At the beginning of school, when communicating with others, he was starting to become aware of different perspectives and ideas. We will continue to support him in building good relationships with his peers through listening, sharing, and compromising. He enjoys participating in creative movement, dance, and other daily physical activities. He is now able to adapt his behaviour to suit a variety of social circumstances and situations (e.g., during an assembly, on a field trip, or on the bus). Barry is able to move beyond what to think and consider how to think during specific situations. We encourage him to continue to listen to others and learn to appreciate others' opinions and their different perspectives and ideas. His problem-solving skills are developing as he explores a variety of materials during building times and creates structures for a specific purpose. He is encouraged to conduct more research about how we all can help save the planet and then present these ideas to his peers. To continue his learning in this area, he is encouraged to take more leadership in creative projects. As we support his continued learning in this area, we will encourage him to incorporate drawing into his initial planning and design. Since the beginning of the term, he has been able to communicate his ideas about text and make connections to personal experiences, other texts, or to the world around him. He uses nonverbal and verbal communication, as well as thinking things through, to solve problems in the classroom. This term, through collaboration with his teachers and peers, he is beginning to use some simple, learned strategies to solve problems. Through direct teaching and guided instruction, he has learned to ask questions as a way to search for information in books. We are learning about natural and built environments, and he is able to compare objects and patterns found in his local environment to his personal life to better understand his world. We will encourage him to apply his knowledge of letters and sounds to help him figure out words when he is reading. We will continue to encourage Barry towards further independence in our classroom.