



**Junior Kindergarten
Progress Report:
September 2012 - January 2013**

Student's Name: Student name

Age Grade Level J K

Teacher's Name: Cynthia Gowan

Assessment Indicators

Beginning

This skill is just beginning to develop. The student is being introduced to the skill and requires teacher assistance and guidance. The student is progressing at an expected level.

Developing

This skill is developing. The student requires occasional teacher assistance and is progressing with some independence.

Proficient

The student demonstrates a solid understanding and proficiency of this skill.

Exceptionalities

ED = Experiencing Difficulty

The student is experiencing difficulty accomplishing tasks using this skill. More time is needed for the student to develop this skill. The student is not progressing at an expected level.

E = Exemplary

This skill is at a level and quality that significantly exceeds expectations for the student's current level of study.

Acc = Accommodated

Outcomes of the subject area have not been changed, but accommodations are required such as, extra time, technology, use of manipulatives, reduced number of questions, etc.

Mod = Modified

The grade level curriculum outcomes of a subject area have been changed to address the specific needs of a student. With modification, the majority (50% or more) of the outcomes of the grade level curriculum have been altered.

GENERAL COMMENTS

The student is a wonderful little boy. He is kind, helpful, and an enthusiastic member of the Red Class. The student enters the classroom each day ready for anything. He has learned our classroom routine and is showing growth in his stamina. He can work through stations focusing on the tasks at hand for longer periods of time, and he is always eager to please and do his very best. He can be a little distracted when we gather as a whole group, but he responds to correction quickly. As one of the youngest members of the Red Class, there are skills that the student has not yet developed, however, I have seen such amazing growth in him over this past term. What I love about the student is the sheer joy he finds playing alone and quietly. He can take a bag of math counters and turn them into a magical game, or he can lay on the floor surrounded by dolls, lost in his thoughts. He also plays very well with his peers, and is a well-loved member of the Red Class. I cannot imagine my day without him in it.

LITERACY

Objectives	Proficient	Developing	Beginning
Emerging Literacy Skills			✓
<p>Emerging literacy at the Junior Kindergarten level covers a broad spectrum of skills. A crucial part of learning to read and write is developing phonemic awareness. To help children on this exciting journey, we need to begin with the very basics. We have been working our way through the alphabet learning that each letter has a name and its own distinct sound. We have enjoyed shared reading experiences to foster a love of literature, and we engage in literacy stations that focus on fine motor skills, group and independent work habits, and phonemic awareness. The student has shown so much growth in his ability to rotate through stations and complete the given tasks. He works diligently, always eager to show me what he has accomplished. As the youngest member of the Red Class, the student does not have the same depth of understanding as some as his peers. He does not retain all of the sounds that we have covered and he is still confusing colours. He does recognize all the letters in his name and is now able to discriminate between letters and numbers. He is so excited to be able to write his name! All of these are major steps for the student. As he matures, his ability to retain information will as well. The student takes on every task with enthusiasm. He loves kid writing! He is drawing pictures and makes random marks to tell his story. He sometimes has difficulty verbalizing his thoughts. His stories can be made up of unrelated sentences. Having the student retell a recent event (for example; “What did we do on the weekend?”) will help him in this area. He is progressing at a nice pace!</p>			

MATHEMATICS

Grade Level	Objectives		Proficient	Developing	Beginning
J K					
J K	Number			✓	
J K	Number			✓	

Patterns occur regularly in students' everyday lives. Working with patterns in the early grades helps to develop a student's algebraic thinking that is the foundation for working with more abstract math in the higher grades. This term we focused our time on recognizing, creating, and extending simple patterns, and observing patterns in the environment. The student loved all of the hands-on activities that this strand of math has to offer. He loved making patterns with unifix cubes, fruit, bears, buttons, and even fruit loops that we turned into jewelry. Working one-on-one with the student, he was able to make a simple AB pattern with two objects. When I asked him to extend a pattern that I started, he needed a little nudge, and then he was able to show me what comes next. The student is not yet using vocabulary like "pattern's repeat", but he sees the pattern and can easily name what comes next on the calendar, or when shown an unfinished AB pattern. He loved finding patterns around the classroom and school. When we sorted items into groups, the student sorted them by colour; however, he could not name the colour of each group. He has demonstrated a beginning understanding of the material covered. I am proud of his efforts!

In Kindergarten, number sense is the most important foundation of numeracy. Flexibility in thinking about numbers develops number sense. Children need to develop an understanding of the size of numbers, number relationships and patterns, and have repeated experiences with numbers in the environment. This term, a significant amount of time was spent exploring relationships between the numbers one through five and printing our numbers correctly. The student has been working really hard to learn his numbers. He can now differentiate between letters and numbers, and he is working hard to recognize all of the numbers we have covered to date (1-5). When I asked the student to count as high as he could go, he went to seven correctly. Learning the ABC Boom sounds has helped the student when forming his letters. He has great fine motor skills and loves to show me when he correctly makes a number on his white board. We are still working on counting objects one-to-one. His count sometimes gets ahead of his fingers moving the objects. Any practice he gets counting objects at home will be beneficial to him. It should always be in a fun setting, like counting oranges in a bowl or candles on a cake, and it should not go beyond 10 items. The student is a hard worker, and he should be commended!

THEME

Objectives		Exceeding Expectations	Developing as Expected	Some Concern
Shows interest			✓	
Participates			✓	
Strives to do best work			✓	

COMMENTS

Theme is integrated throughout our day. Whether it is taught during a literacy or math station, or in the afternoon, the Red Class is always ready for an interesting story or an experiment. This term we journeyed back to the time of the dinosaurs, explored the human body, focused on the five senses and keeping our bodies healthy, and learned about the wonderful country that we live in. The student loves to gather during theme time. He can get the sillies, especially if theme is in the afternoon, and he needs to be reminded to be a good listener. He loves to participate during class discussions; however his comments are sometimes unrelated to the topic. The student always has his hand up to share and absolutely loves a great story. He especially loved learning about dinosaurs. He enjoyed breaking dinosaurs out of eggs and he made a fantastic paleontologist when we went on our fossil dig. The student also loved preparing for our special "O'Canada" night. He worked extra hard to make his map that showed the thirteen parts that make up Canada. He also did an amazing job during our special performance. I love the enthusiasm the student shows for just about anything we do. As he matures, he will be able to make connections during theme that he is not yet able to. He is a hard worker, and he has done a super job this term!

ÉDUCATION PHYSIQUE**Teacher: Stéfanie Mayhew**

Objectives		Exceeding Expectations	Developing as Expected	Some Concern
Participates			✓	
Follows directions and instructions			✓	

COMMENTS:

This term, the Red Class is learning to play cooperatively, to follow instructions and being introduced to gross motor skills through a variety of play based drills and games. In Éducation Physique, we covered units such as soccer, agility games and running games. In these units, students learned many different skills including: warm-ups, balance, endurance running, receiving, passing and spatial awareness. The students are being introduced in French to various components of specific games and skills, such as rules, positions, terminology, strategies, and anatomy, as well as developing hand, foot and eye coordination.

The student loves being active, acquiring new skills, and challenging himself. Most of the time, he understands and follows directions in French accurately, and uses equipment appropriately. Although he can display some inconsistent behavior when it comes to sharing, he mostly plays cooperatively in a team. The student is beginning to demonstrate good handling and dodging skills. It can be difficult for the student to run or jump at times and he frequently falls out of his shoes. The student is eager to help and learn. After class, he skillfully rolled up several yoga mats all by himself ! He communicates in French frequently and relies very little on my visual cues. Great job!

FRANÇAIS**Teacher: Stéfanie Mayhew**

	Exceeding Expectations	Developing as Expected	Some Concern
Demonstrates appropriate communication skills (listens patiently, speaks in turn)		✓	
Communicates in French		✓	
Demonstrates a positive attitude towards learning French through contributions in class		✓	
Applies language knowledge (identifies and uses a variety of vocabulary, grammar and expressions in French)		✓	

COMMENTS

The Red Class is a pleasure to teach. They are a dynamic group of students. With every passing day they are learning and internalizing new vocabulary, verbs, and French sentence structures. They are using these communication skills in Éducation physique, in Français class, and outside the classroom as well. Themes covered since September have included: Anatomy, Numbers, Colours, Halloween, Clothing, Nutrition, and Prepositions. We enjoyed singing along to various themed songs that I frequently hear the Red Class children singing outside of French class. They have also enjoyed playing interactive activities on the Smart Board. They have been developing second language learning strategies and skills, such as active listening, repetition, pronunciation, and phonetic awareness. I encourage all of our students to read French books, listen to French music, play French games on the Internet and watch French programming at home whenever possible, to enhance the overall experience of learning a second language. Please refer to the Touchstone French Program booklet or contact me directly at any time if you have any questions about FSL learning and your child's development in French.

The student is a very sweet boy. He is confident when speaking in French. With little effort, he communicates with me in French in, and out of the classroom. He processes and internalizes vocabulary, verbs, and prepositions, and he is mastering routine expressions and questions. The student loves to participate in any classroom discussion or game. Bravo!

ART

Objectives		Exceeding Expectations	Developing as Expected	Some Concern
Participates			✓	
Understands and applies artistic concepts			✓	
Shows effort			✓	

COMMENTS

The Red Class is always involved in art experiences throughout the day, whether it is a simple craft at a center, drawing a picture after listening to a story, or creating a work of art after a formal art lesson. This term some of those art sessions included; using mirrors to create self portraits, observing a colour wheel and mixing colours of our own, water colours to create beautiful “dazzling dinosaurs”, warm versus cool colours and using the warm colours to sponge paint fall trees, abstract art made with floral tape and paint, finger painting, and creating our very own dot masterpiece. Art is always an integral part of our day! The student loves to paint and colour – the messier the better! He prefers an art class where he is free to paint and mix colours. He often paints with two hands at the same time, exclaiming “Ms. Cindy, look what colour I made!” In the fall, the student did not always listen to direction during a more formal art class. He is now able to follow a set of directions to finish his creation. I was most impressed with the time he took to paint his map of Canada. He remembered that each section needed to be a different colour, and he asked several times what colour he should use next. The student has shown such growth when sitting down to draw a picture. He now shows more features such as a body, arms, legs, and faces, instead of random marks. He is doing a great job in this area.

MUSIC**Teacher: Deantha Edmunds-Ramsay**

Objectives		Exceeding Expectations	Developing as Expected	Some Concern
Shows interest			✓	
Participates			✓	
Listens to and performs songs as a group			✓	

COMMENTS

The Red Class loves music class! We start each class with a special Hello Song, and we usually sing individual hellos, too. I sing first and call each student's name ("Mary, where are you?" on the pitches So-Mi) and they echo my pitches and respond by singing "Here I am, hello!" using the pitches So-Mi-So-Do. They sing songs with actions and finger plays to help them feel the beat, like "Elephants Have Wrinkles," the "Do Re Mi Tapping Song," and "Sam The Robot Man." These songs help junior kindergarten students learn to keep a steady beat and develop motor skills. The children love to sing and tell the difference between high and low, loud and soft, fast and slow. They enjoy pitch exploration stories like "Big Pig," "Whoops Pardon Me" and "Grandma's Glasses," in which they repeat each line after me, using different types of voices. The Red Class loves to move to music, and have a chance to use their imaginations when they listen and move expressively to classical music like Debussy's "Maid with the Flaxen Hair" and Saint-Saen's "Aquarium" from 'The Carnival of The Animals.'

The student seems to enjoy music, and he tries his best to listen and follow directions in music class. He has a good sense of rhythm and pitch and sings well. He participates in all songs and activities with energy and I enjoy teaching him. Listening to Debussy's 'Maid with the Flaxen Hair' made the student feel happy and he imagined playing with his toys!

WORK HABITS AND SOCIAL SKILLS – JUNIOR KINDERGARTEN

Work Habits	Exceeding Expectations	Developing as Expected	Some Concern
Works without disturbing others		✓	
Follows multi-step verbal directions		✓	
Understands and follow procedures and routines quickly and cheerfully		✓	
Is a focused and active listener		✓	
Respects and returns materials when finished with them		✓	
Seeks adult help when needed		✓	
Sits for 10 or more minutes for an activity/story		✓	
Participates willingly in most activities		✓	
Uses appropriate volume inside		✓	
Uses a friendly/respectful tone		✓	

Social Skills	Exceeding Expectations	Developing as Expected	Some Concern
Shares thoughts and ideas		✓	
Demonstrates ability to take turns and share		✓	
Listens attentively		✓	
Whole class instruction		✓	
Small group work		✓	
Independent work		✓	
Understands and follows procedures and routines quickly and cheerfully		✓	
Is helpful and kind to peers		✓	
Exhibits appropriate control over his/her feelings		✓	
Transitions from one activity to another		✓	
Respects another person's space		✓	
Observation of class / school rules		✓	
Observation of playground rules		✓	

Principal's Comments

A great first report for the student! He has grown so much since September and should truly be commended for his transition to a full-day of Junior Kindergarten!

Mr. Jeff

Arrives on time		2	days tardy
Attendance		2	full days missed
		0	half days missed