

NAEYC Accreditation Of Early Learning Programs

Preschool Class Portfolio Examples

VERSION 2022

Acknowledgements

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Children's Village, Philadelphia PA

NAEYC ELP Accreditation Program: 134091

St. Clement's School, Honolulu HI

NAEYC ELP Accreditation Program: 275967

St. Laurence Weekday Children's Program, Sugarland TX

NAEYC ELP Accreditation Program: 528955



1D.6: Show two objects, materials, or visual images within your classroom that depict men and/or women in work, family, and/or personal roles.

Age Categories: ITPKS



**It's OK if both examples are placed on one page!
Be sure they are big enough for important details to be viewed.**

1D.7: Show or describe one example of how children have opportunities to participate in decision making about class plans.

Age Categories: TPKS

Important point to note:

This item is about the children making decisions about what the entire class will do – it is not about children having personal choice about what learning area to play in (That is a good practice, too, but here we are assessing for the more advanced practice).

Examples of other choices for the group:

- Which book would you like to read today?
- When we go outside, shall we go for a walk today, or play on the playground?
- What kind of cookies can we make tomorrow?

BONUS NOTE! If we saw this while observing the class, it would help meet item 2G.3 -- representations of data collection.



The children got to vote on which item they wanted to add to their home center, mittens or gloves.

1D.8: Show or describe one example of how you have anticipated problematic behavior and taken steps to prevent it.



This item says “show or describe”, but you can do both. This is a great photo, but if this program had not added the caption, it may have been hard for the assessor to know how this related to the item.

I made sure when making paper bag kites, to have a bag (kite) for every child instead of 1 for everyone to share and having to wait.

Examples of problematic behavior: Temper tantrums, not following directions, persistent whining, conflicts with other children and adults.

2A.4: Highlight and label two weeks of lesson plans to show where they include each of these content areas: literacy, mathematics, science, technology, creative expression and the arts, health and safety, social studies.

8/ages 5
Frog Street Threes LESSON PLANNER
Theme 6: Creative Me • Soy creative!
Week 8: Experimenting • Experimental

Wonderful Word of the Week
predict
predict

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle K.U.2, P.1 & P.2	Write: "I wonder why?" • "The projects got good!" Connect: writing		Calm: L.T.A.A. Connect: conversation review		
Morning Message P.U.1, P.U.2, P.U.3	Experimenters help to answer questions. Experimenters use models to figure out answers. SE, G	Scientists push things down to the ground. Scientists try to understand how things work. SE, G	Ask why and how to find answers. Use projects to answer questions. SE, G	Predictions are made before experimenting. Predictions are made before experiments. SE, G	I like to experiment. I like to see what happens. SE, G
LITERACY Read-Aloud P.U.1, P.U.2, P.U.3, P.U.4	Science Scientists • Scientists jobs SE, G	Scientists jobs SE, G	Science Scientists • Scientists jobs SE, G	Science Scientists • Scientists jobs SE, G	Science Scientists • Scientists jobs SE, G
Practice Centers	Language & Literacy Library & Listening Story Writer's Corner	Art: "It's Gravelly" • "It is gravelly" P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Calm to Science Scientists • Scientists jobs P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Write in journals, show play through letters, write name pictures P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Language & Literacy Library & Listening Story Writer's Corner	Language & Literacy Library & Listening Story Writer's Corner	Language & Literacy Library & Listening Story Writer's Corner
MATH One-to-One Correspondence T.S.1, T.S.2	Day 1 Create equal and unequal sets: buttons and bubble wafers	Day 2 Test that on three objects and compare set results	Day 3 Test set of four objects and compare set results	Day 4 Perform hands-on task: penny drop and compare set results	Day 5 Test magnetic objects and compare set results
Practice Centers	Counting Station Gross Motor Math Science	Draw circles and match to bubble wafers P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Draw challenge into color coded sets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Create equal and unequal sets: buttons and wafers P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Test magnetic objects and compare sets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Science Experiments Experiment #1: Make predictions, test bubble wafers, analyze results Experiment #2: Make predictions, test bubble wafers, analyze results Write bubbles and draw their numbers / Experiment with paper cup bubble wafers	Science Experiments Experiment #1: Make predictions, test bubble wafers, analyze results Experiment #2: Make predictions, test bubble wafers, analyze results Write bubbles and draw their numbers / Experiment with paper cup bubble wafers	Science Experiments Experiment #1: Make predictions, test bubble wafers, analyze results Experiment #2: Make predictions, test bubble wafers, analyze results Write bubbles and draw their numbers / Experiment with paper cup bubble wafers
STEAM P.U.1, P.U.2, P.U.3, P.U.4	Experiment #1: Make predictions, test bubble wafers, analyze results Experiment #2: Make predictions, test bubble wafers, analyze results Write bubbles and draw their numbers / Experiment with paper cup bubble wafers				
Moving & Learning P.U.1, P.U.2, P.U.3, P.U.4	Review & Reflect Family Connections Q4-K5				
Closing Circle P.U.1, P.U.2, P.U.3, P.U.4	Review & Reflect Family Connections Q4-K5				
Other Health: DRINK WATER	Why do we wear masks?	How does the mask help us?	How does the mask help us?	What happens if we don't wear masks?	What happens if we don't wear masks?

8/ages 5
Frog Street Threes LESSON PLANNER
Theme 6: Creative Me • Soy creative!
Week 2: Recycled Treasures • Toy recycling

Wonderful Word of the Week
recycle
recycle

	Monday	Tuesday	Wednesday	Thursday	Friday
Greeting Circle P.U.1, P.U.2, P.U.3, P.U.4	Write: "We Can Help Recycle!" • "Recycling a recycle!" Comment: "Thankfully Thankful!" • "It is, it is, it is!" gentle hands		Calm: L.T.A.A. Connect: conversation review		
Morning Message P.U.1, P.U.2, P.U.3	Quiet is quiet. Quiet is quiet. SE, G	Quiet is quiet. Quiet is quiet. SE, G	Quiet is quiet. Quiet is quiet. SE, G	Quiet is quiet. Quiet is quiet. SE, G	Quiet is quiet. Quiet is quiet. SE, G
LITERACY Read-Aloud P.U.1, P.U.2, P.U.3	It started as a sock • To be recycled SE, G	It started as a sock • To be recycled SE, G	It started as a sock • To be recycled SE, G	It started as a sock • To be recycled SE, G	It started as a sock • To be recycled SE, G
Practice Centers	Creativity Station Language & Literacy Library & Listening Writer's Corner	Create sock puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Play with puppets creating dialogue P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Calm to It started as a sock • To be recycled Write in journals, show play through letters, write name pictures P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Create sock puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Play with puppets creating dialogue P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Calm to It started as a sock • To be recycled Write in journals, show play through letters, write name pictures P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Create sock puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Play with puppets creating dialogue P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Calm to It started as a sock • To be recycled Write in journals, show play through letters, write name pictures P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Create sock puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Play with puppets creating dialogue P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Calm to It started as a sock • To be recycled Write in journals, show play through letters, write name pictures P.U.1, P.U.2, P.U.3, P.U.4, P.U.5
MATH One-to-One Correspondence T.S.1, T.S.2	Day 1 Create equal and unequal sets: puppets and children	Day 2 Create equal and unequal sets: Trash to Treasure card	Day 3 Create equal and unequal sets: finger puppets and children	Day 4 Create equal and unequal sets: finger puppets and children	Day 5 Create equal and unequal sets: rope and string
Practice Centers	Five Motor Gross Motor Math Outdoor	Match up pairs of socks P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Use card sets to create equal and unequal sets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow on the playground P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Match up pairs of socks P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Use card sets to create equal and unequal sets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow on the playground P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Match up pairs of socks P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Use card sets to create equal and unequal sets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow on the playground P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Match up pairs of socks P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow puppets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Use card sets to create equal and unequal sets P.U.1, P.U.2, P.U.3, P.U.4, P.U.5 Make shadow on the playground P.U.1, P.U.2, P.U.3, P.U.4, P.U.5
STEAM Puppet Theater P.U.1, P.U.2, P.U.3, P.U.4, P.U.5	Day 1 Measure and prepare large appliance box for puppet theater	Day 2 Make curtain and paint box	Day 3 Create puppet shows	Day 4 Create puppet shows, make puppet performing performance	Day 5 Create puppet shows, make puppet performing performance
Moving & Learning	Make shadow puppets / Act out "Puppet Show" • "Have you?"				

This program has correctly shown 2 weekly lesson plans, and they highlighted relevant material to show content in the different content areas. However, it is very hard for the assessor to read and confirm the content! It would have been better to use 2 slides or pages. Assessors cannot rate what they cannot read!

2A.5: Example #1

2A.5: Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.

*Examples of curriculum themes or topics:
Seasons, farm animals, transportation,
insects.*

Age Categories: PKS



While studying Community Workers and discussing Firefighters. The children learned how to stop, drop and roll.

2A.5: Example #2

2A.5: Show or describe two examples of play experiences you have planned which are related to learning themes in the curriculum.

*Examples of curriculum themes or topics:
Seasons, farm animals, transportation,
insects.*

Age Categories: PKS



The class painted a Firetruck and pretended to drive the firetruck, ride inside, and pretended to put out fires.

2C.1: Show or describe two examples of activities and materials that give children the chance to play physical games with rules and structure.



Playing Hopscotch!



Playing Red Light/Green Light

2D.3: Show or describe two examples of how you teach children to have discussions with each other to resolve interpersonal problems.

Example 1

If a child “tattles” that another child did something that they didn’t like.
I would ask if they told their friend how they felt.
I would then help the child with the words to use to express their feeling to the friend.
Ex. I didn’t like that!

Interpersonal problems: Conflicts, disagreements, or misunderstandings between children or between children and staff.

Age Categories: PKS

Example 2



Books were read about emotions as well as showing posters and having the children describe the posters that were showing children with different emotions. We also discussed what makes the children happy or sad etc. Faces were drawn on the dry-erase board and the children had to describe what emotion was being drawn.

2D.4: : Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.

Example #1



We discussed how ramps can make cars go faster when they start from the top and go down.

Example #2



Looking at the picture on the box, helped to put the puzzle together. As they got closer to finishing the puzzle, they moved the box away because they knew that they could do it without looking at the picture.

2E.15: Show or describe two examples of ways you help children connect print to spoken word.



Ask the child to locate a letter or word in a sentence as it is spoken: Explain that individual letters make up words and words make up sentences. You can also teach the concepts of first and last by asking them to find the first and last letters of words and the first and last words in sentences.



These are 4 good examples!
You can show OR describe.

2E.16: Show or describe how children have chances to retell or reenact events in storybooks



Children reenacting Goldilocks and the three little bears. They got a popsicle stick with their character on it (three bears and a Goldilocks)

This is good evidence for this item!

But if the photo was shown without a caption, would you have known what was happening?

2E.17: Show two examples of lesson plans that link books to current learning topics, themes, or activities.

Age Categories: PKS

Lesson Plans for Changes • Cambios - Earth Changes (Week 2)			Date	Teacher	
Wonderful Word			astronomy, astronomía	Character Education	
Literacy			Phonological Awareness, Oral Language	Letter Knowledge	
English Vocabulary			afternoon, astronomy, evening, fall, hail, heat exhaustion, morning, pattern, core, shadows, sleet, snow, spring, summer, sunscreen, temperature, thermometer, thunderstorm, twilight, weather, winter		
Spanish Vocabulary			tarde, astronomía, noche, otoño, granizo, agotamiento por el calor, mañanas, regia del patrón, sombras, aguacilve, nieve, primavera, verano, filtro solar, temperatura, termómetro, tormenta eléctrica, crepúsculo, clima, invierno		
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle Time:	• Building community • Morning Message I.A.3., II.B.3., II.D.1.	• Building community • Morning Message VII.A.3., I.C.4., I.B.2.c.	• Building community • Morning Message IV.C.1., I.B.2.c., II.E.3.	• Building community • Morning Message • B.2.c., I.C.6., VIII.B.1.	• Building community • Morning Message I.C.7., VIII.B.1., II.E.3.
Moving and Learning Time:	Sleeping, Sleeping - Durmiendo, durmiendo game	Sally Go Round the Moon • Sally le da una vuelta a la Luna game	Freeze • Inmóvil game	"Spring Is Here" action song	"What's the Weather?" rhythm story
Read-Aloud Time:	"The Sun and the Moon" • "El Sol y la Luna" story folder • Introduce legend as a genre • Discuss characters' feelings II.D.1., II.D.3., II.D.2.	"Days of the Week" (Fanny Frog's Fantastic Poems and Rhymes) or "El mismo Sol" (Sally, salterín) • Participate in art project • Discuss idea of storing sun "Evans' Moon" • "La Luna de Evans" listening story • Discuss the moon • Relate story to children's experience II.A.4., II.D.2., III.D.3.	Reagan's Journal • El diario de Reagan • Make predictions from photograph • Discuss winter experience Reagan's Journal • El diario de Reagan • Discuss summer experiences • Compare winter and summer journal entries III.D.3., II.D.1., VI.C.3.	"The Last Leaf" • "La última hoja" story starter • Pantomime leaf movements • Create an ending to a story "The Corn Seed" • "Semilla de maíz" story folder • Introduce vocabulary • Discuss story setting II.D.3., III.D.3., VI.C.3.	Once Upon a Time in Oregon Land P.O.B. (a una vez en Oregón Land) • Discuss theme • Read to find story's explanation "What Can You Do on a Rainy Day?" • "¿Qué puedes hacer en un día lluvioso?" story starter • Take on the perspective of story character • Suggest rainy-day activities II.B.4., III.D.3., II.E.5.
Weekly Learning Centers Time:	• Pretend and Learn-Place daytime and nighttime clothing in the center for play and sorting • Creativity Station-Paint shadows using black tempera paint on white paper • Fine Motor-Use tweezers to move star (rock salt) from night sky (black construction paper) to a day sky (white paper)	• Pretend and Learn-Add sleeping bags, blankets, pillows, and alarm clock to the center • Creativity Station-Paint a picture with a mixture of half water, half glue and then sprinkle their picture with rhinoceros • Fine Motor-Play Sleeper Eyes • Ojos sololientos (p. 247)	• Pretend and Learn-Place seasonal clothing and seasonal food props into the day and nighttime • Creativity Station-Paint with ice sticks (p. 156) as a reindeer or with puff paint (p. 159) • Fine Motor-Sculpt snow dough into snowmen	• Pretend and Learn-Add spring and fall items to the dress-up clothes • Creativity Station-Create a fall collage using colored tissue paper • Fine Motor-Lake coasters by tearing paper shapes from white paper	• Pretend and Learn-Add rain gear • Creativity Station-Trace shadows on butcher paper • Fine Motor-Play handprint, footprint, and water, and a book sheet
Literacy Learning Centers Time:	• Develop vocabulary • Create a T-chart for night and day Centers • Writer's Corner-Use circle stencils to draw sun and moon • Language and Literacy-Illustrate T-chart • Sensory Table-Skywriting in blue shaving cream sky V.D.4., VI.A.3., III.C.2.	• Show daytime and nighttime activities on a Venn diagram • Segment compound words Centers • Writer's Corner-Create a compound word card • Creativity Station-Draw daytime and nighttime pictures • Language and Literacy-Order sequence cards VII.A.3., V.D.4., II.B.2.	• Compare summer and winter clothing • Introduce concepts of seasons and temperature change Centers • Writer's Corner-Add to journals • Library and Listening-Consider how senses provide clues to seasons • Sensory Table-Explore sand and ice II.D.5., III.D.2., VI.C.3.	• Designate photo as spring or fall • Discuss spring and fall activities Centers • Writer's Corner-Write and draw about seasons • Library and Listening-Retell story with story props • Language and Literacy-Play insect concentration II.B.4., V.D.4., VI.C.3.	• Identify onomatopoeia weather words • Provide sound effects for story Centers • Writer's Corner-Make weather vocabulary cards • Creativity Station-Create a weather picture • Dress Motor-Step on prism's rainbows II.D.5., II.A.2., VII.D.3.

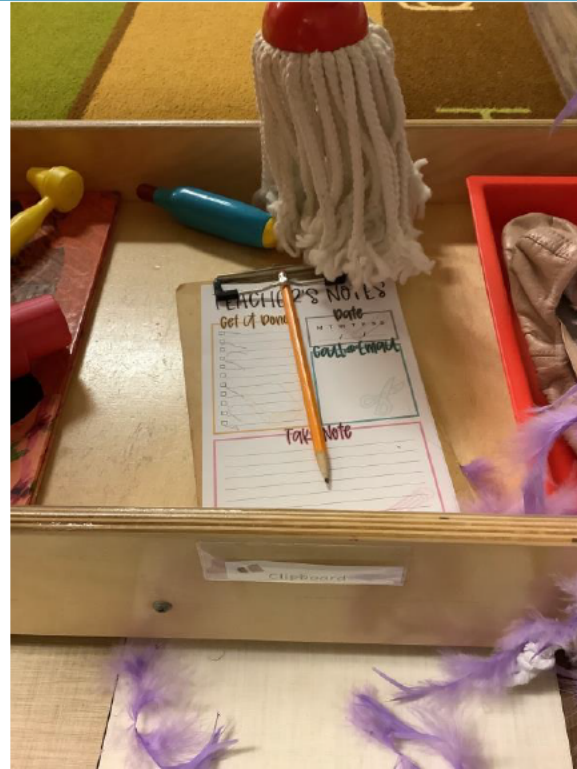
This program has highlighted the topic for this week, then highlighted numerous examples linking books to the topic.

Highlighting in purple may not be the best choice. This is readable, but might have been better highlighted in yellow, or highlighted around the print as shown here.

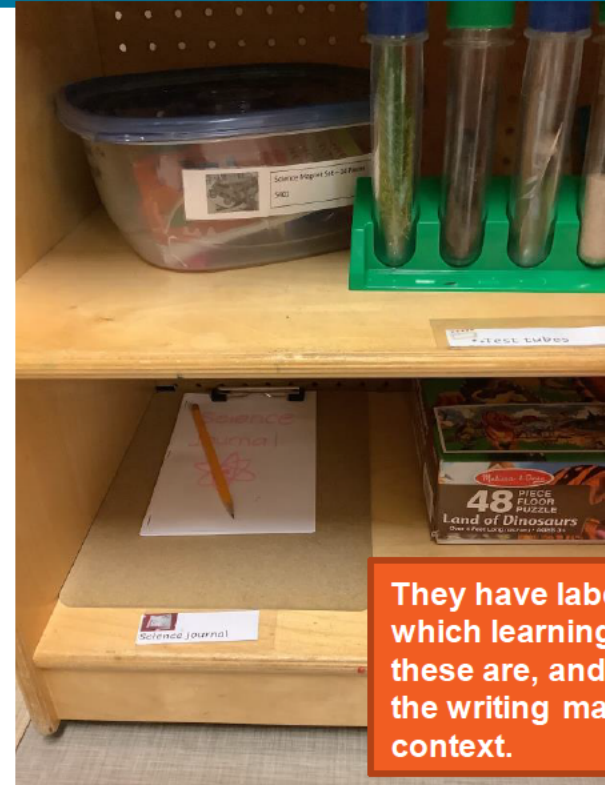
2E.18: Show that writing materials or activities are readily available in three learning centers other than the writing center.



Blank cardstock in the building center.



Clipboard to make lists in dramatic play.



They have labeled which learning center these are, and show the writing material context.

In the science center, I stapled some blank printer paper to make a science journal.

2E.19: Show through lesson plans or activity schedules that children have at least one opportunity daily to write or dictate their ideas.

Lesson Plans for Animals • Los animales - Bugs (Week 3)		Date	Teacher		
Wonderful Word	entomology, entomolog	Character Education	Curiosity, Curioso Compassion, Compasión		
Literacy	Vocabulary, Phonological Awareness, Oral Language	Letter Knowledge	Technology English-L, I, D, B, L, I, D, d, T, I Spanish-I, I, A, a, M, m, L, I, T, I		
Math	Number and Operations				
English Vocabulary	abdomen, altogether, bee, beneficial, compassion, decrease, dragonflies, entomologist, entomology, fireflies, increase, insects, ladybug, mosquito, nectar, pollen, termites, thorax				
Spanish Vocabulary	abdomen, en total, abeja, beneficioso, compasión, disminuir, libélula, entomólogo, luciérnagas, aumentar, insectos, mariposa, mosquito, néctar, polen, termitas, entomología, tórax.				
LESSON COMPONENTS	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle Time:	• Building community • Morning Message I.B.2.c., I.A.1., III.C.3.	• Building community • Morning Message I.B.2.c., I.C.7.	• Building community • Morning Message I.C.8., I.C.3., IV.C.1.	• Building community • Morning Message I.B.2.c., I.C.3., II.D.1.	• Building community • Morning Message I.B.2.a., I.C.2., I.C.8.
Moving and Learning Time:	"Can You Move with Me?" "Ven y muévete así" action song	Waggle Dance	Ladybug rhymes and games	Dragonfly ribbon flying or game	"Little Ants" • "Las Hormigas" action song
Read-Aloud Time:	<i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> • Introduce vocabulary • Talk about children's experiences <i>Order Hide-and-Seek</i> • <i>Juego de escondite con los animales</i> • Introduce concept of camouflage • Discuss ways bugs are beneficial I.D.1., II.A.1., VI.B.1.	<i>The Song of the Teeny Tiny Mosquito</i> • <i>El canto del mosquito</i> • Name insect body parts • Listen to see what animals like to eat <i>"Ms. Bumblebee Gathers Nectar"</i> • <i>"La Srta. Abeja sale a recoger néctar"</i> prop story • Act out story with support • Discuss how bees are beneficial I.D.1., II.A.1., VI.B.3.	<i>Edie's Backyard Bugs</i> • <i>Los insectos del jardín de Edie</i> • Combine words into compound word • Read to learn about ladybugs <i>Shubert's Helpful Day</i> • Compare story character and ladybug photo • Classify story as real or make-believe III.D.2., II.D.5., III.B.3.	<i>"Gatching Fireflies"</i> • <i>"Luciérnagas on un frasco"</i> listening story • Learn about dragonflies • Discuss compassion for living things <i>"Dandy, the Dragonfly"</i> • <i>"Luciana, la libélula"</i> story starter • Discuss target vocabulary • Finish Dandy's adventure I.D.1., II.E.3., VI.B.1.	<i>"The Ants Go Marching"</i> • <i>"Las hormigas marchan"</i> (Nursery Rhyme • <i>Cuentos infantiles</i> flip chart) • Verify an ant is an insect • Point out ants in text <i>"Animas Habitate and Homes"</i> • <i>"Los habitats y las casas de los animales"</i> story folder • Compare termite's home and anthill • Distinguish between home and habitat III.D.3., II.D.1., II.B.3., VIII.B.1.
Weekly Learning Centers Time:	• Fine Motor-Make bug-eye glasses • Science-Make a list of bugs and take a nature walk looking for insects • Creativity Station-Draw pictures of bugs	• Fine Motor-Make saucers to replicate the buzzing of bees • Science-Examine a honeycomb with a magnifying glass • Creativity Station-Jaw yellow and black paint to paint bees or wasps	• Fine Motor-Construct a boybug • Science-Observe live ladybugs • Creativity Station-Use red and black paint to paint ladybugs	• Fine Motor-Make dragonflies • Science-Observe and compare either live frog and toads or photos • Creativity Station-Create fly wings by tracing ovals on waxed paper, cutting them out and using a thin, black marker to make lines	• Fine Motor-Create ants • Science-Observe ants after placing cereal near anthill or sidewalk • Creativity Station-Create fingerprint ants
Literacy Learning Centers Time:	• Learn insect body parts • Sort insects and other bugs Centers • Writer's Corner-Copy insect names • Library and Listening-Search for animals in book • Language and Literacy-Play insect concentration III.D.4., II.D.5., VI.B.1.	• Recall details after listening • Use checklist to classify bees and wasps Centers • Writer's Corner-Begin an insect journal • Library and Listening-Make bumblebee stick puppets • Language and Literacy-Use checklist to sort photo cards	• Use checklist to confirm ladybugs and beetles are insects • Discuss benefits of checklists Centers • Writer's Corner-Add to insect journal • Fine Motor-Center-Make pet ladybugs • Language and Literacy-Illustrate ladybug wishes	• Compare flies and dragonflies • Read to find more information Centers • Writer's Corner-Add to insect journal • Library and Listening-Retell and modify story • Creativity Station-Illustrate story ending	• Identify rhyming word pairs • Create new rhyming verses Centers • Writer's Corner-Add to insect journal • Language and Literacy-Match rhyming words • Creativity Station-Illustrate new verses

Notice that the item language says to show this "through lesson plans or activity schedules". This program chose to show a weekly lesson plan. Sometimes programs describe opportunities, or do not convey that there are opportunities each day. Such evidence would be rated No.

2E.20: Show or describe how you help children write the words and messages they are trying to communicate.

Age Categories: PKS

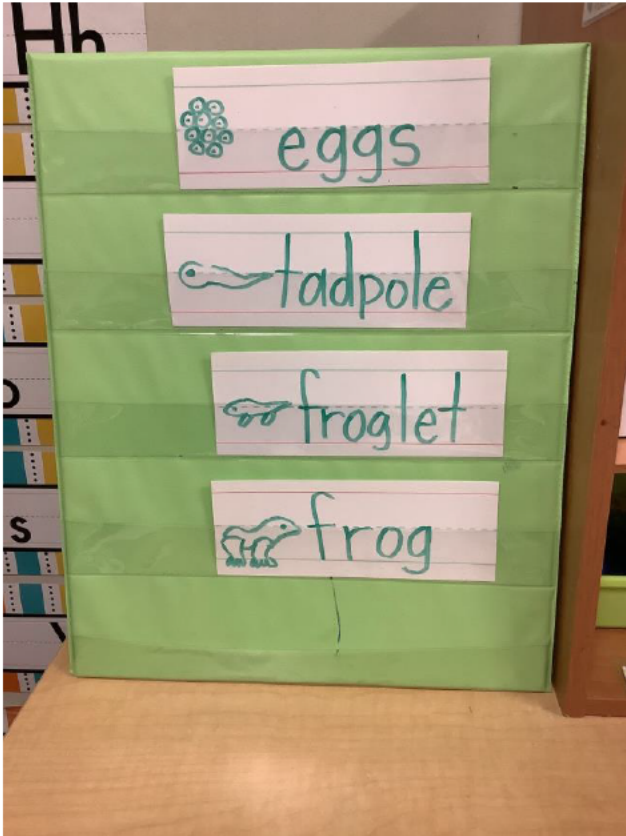
naeyc®



In this picture, the class is making valentine's day cards for their friends. Together we wrote happy love day on their cards one letter at a time. I would write it on the board then they would write it on their paper. I would ask what letter they thought I would write based on the sound that it made in the word.

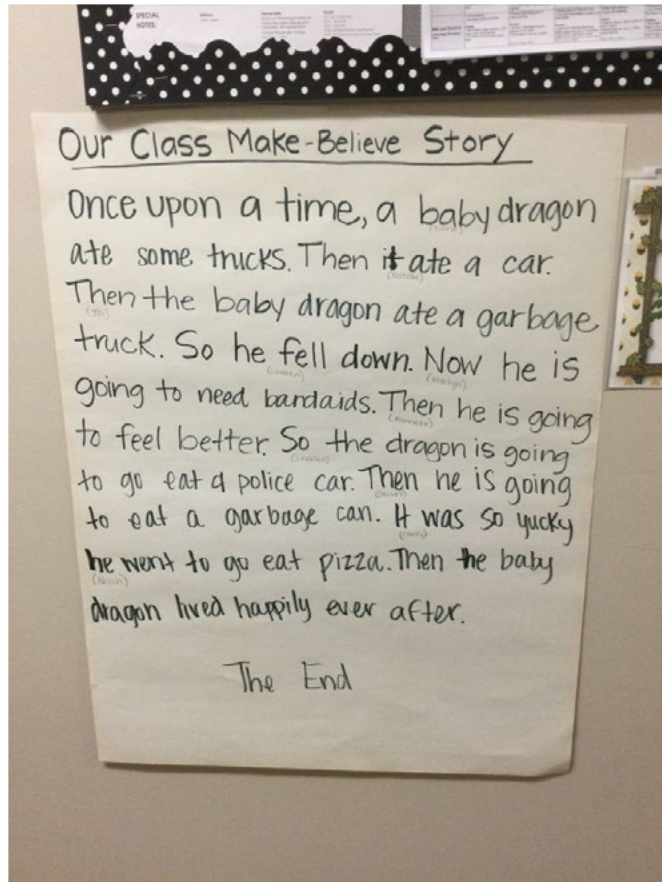
This is a great example for the older preschool class shown here. If you served 3-year-olds, how might the evidence differ?

2E.21: Show that printed words about topics of current interest are posted in the classroom at eye level or made available on laminated cards.



We use the pocket chart in the writing center and change out the words to correlate with our weekly theme. This theme is from our changed lesson plan where we talked about the frog life cycle.

2E.22: Show and describe two examples of how you model the process of print writing.



Example 1

As a class, we made a make-believe story. I started it by writing once upon a time. Then each child had a turn to contribute a sentence to the story. I wrote down what they said and then wrote their name by their sentence. After we were done we read it together a couple of times. Once it was posted on the wall the children would go up to it and try to retell the story.

Writing: The act of communicating thoughts, ideas, and information to others through use of print.

Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.

2E.22: Show and describe two examples of how you model the process of print writing.



Example 2

At circle time the morning message was, “what is real and what is make-believe?” After this discussion, I made a T-chart for real and make-believe. Then each child would name something, we would discuss where it belonged, and then I would write down what they said in the corresponding column.

Writing: The act of communicating thoughts, ideas, and information to others through use of print.

Examples of writing: Lists, charts and graphs, letters, reflections on and responses to experiences, notes, instructions, signs, rules, procedures.

2E.23: Show one example of a lesson plan about how writing is used in daily life.

Age Categories: PKS

	<ul style="list-style-type: none"> List character family members 	<ul style="list-style-type: none"> Think about names grandfathers are called 	<ul style="list-style-type: none"> Introduce Pledge of Allegiance 	<ul style="list-style-type: none"> Enjoy a funny song and make up "silly sayings" 	<ul style="list-style-type: none"> introduce move Move in new wa
Weekly Learning Centers Time:	<ul style="list-style-type: none"> Pretend and Learn - Cook and serve Creativity Station - Paint pictures of family members Writer's Corner - Write a letter to mom or dad 	<ul style="list-style-type: none"> Pretend and Learn - Role-play household jobs Creativity Station - Paint pictures of extended family members Writer's Corner - Write to a sibling or friend 	<ul style="list-style-type: none"> Pretend and Learn - Pack a suitcase Creativity Station - Paint pictures of family homes Writer's Corner - Write to grandmother, grandfather, aunt or uncle 	<ul style="list-style-type: none"> Pretend and Learn - Role-play house cleaning Creativity Station - Use play dough for pictures Writer's Corner - Write to a pet or a letter asking for a pet 	<ul style="list-style-type: none"> Pretend and Le Creativity Statio to create alphabet Writer's Corner uppercase and lowercase alphabet family)
Centers:	<ul style="list-style-type: none"> Create a family word web Discuss different families 	<ul style="list-style-type: none"> Discuss the work of families Categorize family jobs 	<ul style="list-style-type: none"> Listen for a special word in a story List things grandmothers enjoy 	<ul style="list-style-type: none"> Compare animal families Chart mother and baby animal names 	<ul style="list-style-type: none"> Compare alpha Recognize strai

Examples of ways writing is used in daily life:

Shopping lists, letters, cards, journals/diaries, e-mail, online-posts.

Letter writing is a good example here. This item is about teaching children the practical, everyday uses of writing in the world. Classroom-specific writing, such as children writing their names on their artwork, is very important too, but not a great example for this item.

2F.13: Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

Age Categories: TPKS



Count and match the dots with the number on the clothespin.



Math books are made available in the math center.

These are good examples for this preschool class. This item also applies for toddler/two groups, kindergarten and school-age groups. What kind of evidence might you see for those ages?

Number concepts: The understanding of cardinal and ordinal number systems as related to objects and quantities and the static and dynamic nature of these relationships.

Examples of number concepts: Teachers counting out-loud for toddlers and twos, children counting, books, games, use of manipulatives, sequencing.

2F.15: Show two lesson plans in which children learn to understand repeating patterns.

Age Categories: P

Repeating patterns: Sequences of colors, shapes, sounds, or other attributes that occur again and again.

Examples of repeating patterns: Circle, circle, square, circle, circle, square...; yellow, blue, red, yellow blue, red...

Math and Science Learning Centers Time:	<ul style="list-style-type: none"> Identify patterns Use verbal ordinal numbers 	<p>together</p> <ul style="list-style-type: none"> Practice identifying patterns Skip counting 	<ul style="list-style-type: none"> Identify pattern in huff-puff chant Translate verbal pattern to green-red cube pattern 	<ul style="list-style-type: none"> Identify color patterns Create color patterns 	<ul style="list-style-type: none"> Practice one-to-one Count forward to five from five to zero
	Centers <ul style="list-style-type: none"> Math-Create "large, medium, small" pattern with manipulatives Fine Motor-Cut and order strips of paper 	Centers <ul style="list-style-type: none"> Sensory Table-Make footprint patterns in wet sand Gross Motor Area-Hop a pattern 	<ul style="list-style-type: none"> Math-Work in partners to make patterns and predict what comes next 	Centers <ul style="list-style-type: none"> Creativity Station- Make a pattern of colored stripes Science-Discover what is inside a mystery gift box 	Centers <ul style="list-style-type: none"> Math-Match +1 on steps on the number line Gross Motor Area-grasshopper, crawl
	Size patterns	V.A.2., V.A.9., V.E.3.	Sound patterns	V.C.3., V.E.3., V.I.A.1.	V.B.1., V.B.2., V.E.3.

2G.5: Show six toys or classroom materials that provide interesting sensory experiences in sight, sound, and touch (two of each).

Age Categories: ITPKS



Musical Instruments



Light up pattern blocks



Sensory Table



CD Player



Memory Game



Water Marbles

2G.8: Show two lesson plans that teach children about the structure and properties of matter.

Age Categories: PKS

Example 1

es	<ul style="list-style-type: none">• Compare summer and winter clothing• Introduce concepts of seasons and temperature change	• Desi
	Centers <ul style="list-style-type: none">• Writer's Corner-Add to journals• Library and Listening-Consider how senses provide clues to seasons• Sensory Table-Explore sand and ice	• Disc
d		Centr
d		• Writ
		seas
		• Libr
		story
		• Lan
		conc
	II.D.5., III.D.2., VI.C.3.	II.B.4

Example 2

	VI.B.3., III.D.3., II.D.1.	III.
Weekly Learning Centers Time:	<ul style="list-style-type: none">• Construction-Build with boxes and arrange them from largest to smallest• Science-Experiment with items that sink and float• Sensory Table-Compare capacities of graduated containers using sand	• I
		bl
		sr
		• :
		si
		• :
		se

Examples of structure and properties of matter: Concepts such as hard, soft, float, sink, liquid, heavy.

Matter: The substance of which a physical object is composed.

Examples of matter: Wood, dirt, rock, cork, water, oil, flesh

2G.9: Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing).

Age Categories: PKS

Example 1

<ul style="list-style-type: none">• Discuss different pets• Graph favorite pets	• D • L la
Centers <ul style="list-style-type: none">• Creativity Station-Draw a pet• Listening and Library-Listen to a story• ABC-Copy vocabulary words with magnetic letters	Ce • A • V ca • L
• Use positional vocabulary	•

Example 2

<ul style="list-style-type: none">• Use Venn diagram to compare names on envelopes• Sort attribute buttons using Venn diagram	• C • T
Centers <ul style="list-style-type: none">• Science-Sort recyclable materials• Math-Role-play postal worker	C • I br • w
V.E.1., V.E.2., VII.B.3.	V

Data: Broadly defined as factual information and may relate to any of the curriculum content areas (not just science).

Example 1

<ul style="list-style-type: none">• Encourage children to watch the changing clouds. Challenge them to find animal shapes in the clouds.	<ul style="list-style-type: none">• I of un ru th
<ul style="list-style-type: none">• VII.A.3. Child connects their life to	<ul style="list-style-type: none">• I

Example 2

<ul style="list-style-type: none">• Pretend and Learn-Explore a toolbox of toy tools• Science-Experiment with movement• Fine Motor-Encourage children to dismantle nonfunctioning working clocks, watches, and music boxes	<ul style="list-style-type: none">• Pr Litt• S• F• va
--	--

Phenomena: Facts or occurrences directly observable by the senses.

2G.11: Show or describe two ways you teach children to learn and use science-related vocabulary.

Age Categories: PKS

naeyc®

Example 1



The children collected **“data”** and made a graph sorting cars by their colors.

Example 2



The children learned about the concept of **“experimenting”** by setting up inclined planes to see what was the best way to make the cars go faster.

Examples of science-related vocabulary: Melt, freeze, hot, cold, sink, float, earth, insect, life, seed, and weather.

2H.1: Show two lesson plans in which you use technology to enrich your curriculum.

Age Categories: PKS

Example 1

sense of touch
<ul style="list-style-type: none">• Introduce tools for individuals with special needs• Demonstrate some of the tools
Centers
<ul style="list-style-type: none">• Math-Measure classroom openings• Sensory Table-Explore tools that help with vision• Science-Demonstrate magnifying sound
II.D.3., I.D.1., I.D.2.

Example 2

Two good examples here!

<ul style="list-style-type: none">• Pretend and Learn-Use an eggbeater to create bubbles in a bucket of soapy water• Science-Experiment with rocks and erosion• Fine Motor-Provide nuts and bolts or locks and keys for children to manipulate	<ul style="list-style-type: none">• Pretend and Learn-Explore a toolbox of toy tools• Science-Experiment with movement• Fine Motor-Encourage children to dismantle nonfunctioning working clocks, watches, and music boxes
--	--

Technology: Equipment and machinery developed from scientific knowledge.

Examples of technology: Hand tools, microscopes, computers, clocks, keys, plumbing, wagons.

2J.6

Show two lesson plans that help children appreciate visual arts from different cultures

Visual arts: Creations that can be observed and appreciated

Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
-Parent Teacher Conferences -Spring			Journal: What I did over Spring Break? (writing, fine motors) Virtual Chapel	'Wai Ola, Water of Life (Water Cycle in Hawai'i) Collaborative Project (art, fine motors, science)	'Wai Ola, Water of Life (Water Cycle in Hawai'i) Collaborative Project (art, fine motors, science)	SCS Parent Open House Night (5-7 pm) SCS Campus
3 -Easter Fossils -Dinosaur Project Sharing	4 Can you piece the fossil together? (fine motor, social studies, science, math)	5 Dinosaur Fossil Sensory Bin (sensory, fine motor, technology) Splatter painting	6 Easter Food Drive Sort canned goods (math, community)	7 Make your own dinosaur fossil sculpture (fine motor, art, social studies)	8 What will hatch from your egg? (fine motor, science, art)	9
10 -Easter Hunt	11 Bunny Drawings (fine motor, art) Create Your Own Pattern Headbands (math, art, fine motor)	12 Easter Egg Hunt & Tea Party	13 Marble Painting (with shaving foam) (art, fine motor)	14 Bunny Petting Zoo (special snack)	15 Good Friday School Closed	
17 -Earth	18 Make your own 2-D/ 3-D Earth (art, fine motor, science)	19 Make your own 2-D/ 3-D Earth (art, fine motor, science) Reusable Art Creations	20 Happy Earth/Sad Earth (social studies)	21 Planting Sunflowers (science) Earth Day Crown (fine motor, art, social studies)	22 Earth Day (Wear blue or green) Earth Day Bingo Game	23
24 -Lei Day Filming -Earth	25 See Kape'e lei for Lei Day Performance (fine motor, social studies) Earth Day Scavenger Hunt	26 Lei Day Placement	27 Lei Day Rehearsal	28 Lei Day Filming	29 Bubble/Foam Play Day Early Dismissal	30



To celebrate the culture of Hawai'i, and Lei Day, the children made their own lei (flower necklace.) Lei can be made using various materials like real flowers gathered from the community or from leaves, feathers, berries, nuts, shells, cloth, or paper. The children in these photos made a wristlet (kupe'e) out of kukui nuts for their Lei Day Performance. They also made floral lei using plumeria flowers. Ms. Anakalea, a teacher who is an artisan of Hawaiian lei making, made lei out of ti-leaves (a special plant of Hawai'i) for the children to wear as well. The art of lei making is a special cultural practice of aloha (love).

See next slide



2J.6

Show two lesson plans that help children appreciate visual arts from different cultures

Visual arts: Creations that can be observed and appreciated

Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture

HAPPY Mother's DAY

MAY 2021



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Sharing: Free Sharing	3 Koi No Bori Stand (Social Studies, Fine Motors)	4 Watercolor Koi No Bori (Social Studies, Science, Art)	5 Origami Kabuto (Warrior) Helmet (Art, Fine Motors)	6 Mother's Day flowers (Art, Fine motor cutting)	7 Mother's Day Projects	8 Boys Day Mother's Day
9 Sharing: Free Sharing	10 Assessment Patterning with Stones (Math)	11 Assessment Recognition (Literacy)	12 PS4 Class Visit B1 9:20 - 9:50	13 PS4 Class Visit B2 8:55 - 9:20	14 PS4 Class Visit B3 10:20 - 10:50	15 Moving Up Assessment
WATCH OUT! PRESCHOOL HERE I COME!	17 Assessment Make a Sign for SCS Graduates (Art)	18 Assessment Father's Day Projects	19 Assessment Self-Portraits	20 Clean Class	21 Clean Class Picnic Lunch	22 Clean Up Assessment
23	24	25 Last Day of School	26	27	28	SUMMER FUN!



The children made their own *koi no bori*, or carp streamers, to celebrate Children's Day (formerly Boys' Day) in Japan. In Japan and Hawai'i, households will display carp streamers outside their house around May 5. The koi, or carp, is a symbol of strength in Japan because they are known to swim upstream against the current. The carp streamers are waved so that children may have a good future and grow up healthy and strong like the carp fish.

2J.7

Show two lesson plans that help children appreciate dramatic arts from different cultures

Dramatic arts: Arts created for the purpose of public performance

Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
-Parent Teacher Conferences -Spring			Journal: What I did over Spring Break? (writing, fine motors) Virtual Chapel	'Wai Ola, Water of Life (Water Cycle in Hawai'i) Collaborative Project (art, fine motors, science)	'Wai Ola, Water of Life (Water Cycle in Hawai'i) Collaborative Project (art, fine motors, science)	7 SCS Parent Open House Night (5-7 pm) SCS Campus
3 -Easter -Fossils -Dinosaur Project Sharing	4 Can you piece the fossil together? (fine motor, social studies, science, math)	5 Dinosaur Fossil Sensory Bin (sensory, fine motor, technology) Splatter painting	6 Easter Food Drive Sort canned goods (math, community)	7 Make your own dinosaur fossil sculpture (fine motor, art, social studies)	8 What will hatch from your egg? (fine motor, science, art)	9
10 -Easter Hunt	11 Bunny Drawings (fine motor, art) Create Your Own Pattern Headbands (math, art, fine motor)	12 Easter Egg Hunt & Tea Party	13 Marble Painting (with shaving foam) (art, fine motor)	14 Bunny Petting Zoo (special snack)	15 Good Friday School Closed	
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24 -Lei Day Filming -Earth	25 Kūpe'e lei for Lei Day Performance (fine motor, social studies) Earth Day Scavenger Hunt	26 Lei Day Placement	27 Lei Day Rehearsal	28 Lei Day Filming	29 Bubble/Foam Play Day Early Dismissal	30



In preparation for our Lei Day Performance, the children learn a hula dance and songs of Hawai'i. Their performance will be filmed and shared with families.

See next slide



2J.7

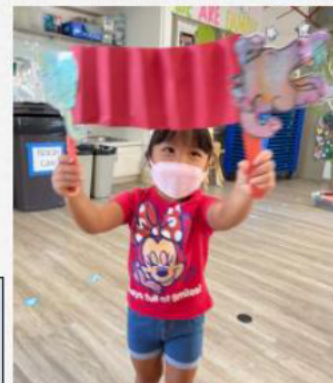
Show two lesson plans that help children appreciate dramatic arts from different cultures

Dramatic arts: Arts created for the purpose of public performance

Examples of dramatic arts: Acting, (including dress-up), puppetry, musical recital, mime



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 <i>Happy New Year</i>
2 -Readjust to school routines -Happy New Year	3	4 <i>School Resumes</i> Fireworks in A Jar (science, fine motor)	5 Winter Break Journal Entry (Literacy, Writing, Art, fine motor) Wishing Star Wand (fine motor, art)	6 Frozen Paint Art (fine motor, science, art) Snowman Stacking Cup Game (math, science)	7 First Semester Ends Mitten Math (math, fine motor)	8
9 -Winter-themed Activities	10 Snowman Name craft (fine motor, literacy)	11 Do you want to build a snowman? (model magic sculptures) (fine motor, art, math)	12 Melted Snowman Science (science, fine motor, technology)	13 Snowman Pizza (cooking, technology) Snow Dough (science, sensory)	14 Snowman Squaring (math, art)	15
16 -Winter-themed Activities -Arctic Animals	17 <i>Martin Luther King Jr. Day School Closed</i>	18 Polar Bear Painting (fine motor, art)	19 Snow Owl Craft (fine motor, art, science)	20 Arctic Hares (fine motor, art)	21 Progress Reports Sent Home Arctic Slime (Sensory, Math)	22
23 -Chinese New Year/ Lunar New Year	24 <i>Chinese Lanterns</i> (fine motor, art, social studies)	25 <i>Year of the Tiger prof!</i> (fine motor, art, social studies, literacy)	26 <i>Lion Paper-Bag Puppet</i> (fine motor, art, social studies)	27 <i>Firecracker number sequencing</i> (math, art, technology)	28 <i>Chinese Dragon Puppet</i> (fine motor, art)	29
30 -Chinese New Year	31 <i>Chinese New Year Red Envelopes</i> (Social Studies, Art)					



Leading up to the Lunar New Year, we celebrate the Chinese culture by learning the significance of the lion dance. A local lion dance troupe visits our school and we provide opportunities for the children to reenact the lion dance experience. Puppets, Chinese lion heads, drums, and cymbals are provided. We have our own Lunar New Year parade wearing lion puppet heads made out of paper and playing instruments. We also watch lion dance video clips to showcase the art of lion dancing. In Music class, the children learn a Chinese dance.

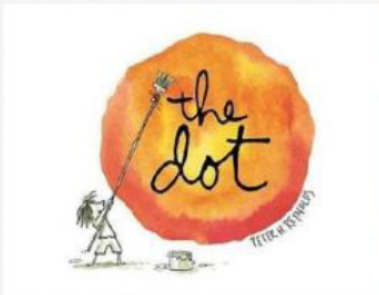
2J.9

Provide two examples showing or describing how you teach vocabulary and/or concepts related to the visual arts

Visual arts: Creations that can be observed and appreciated

Examples of visual arts: Painting, drawing, sculpture, photos, mask-making, fabric arts, basketry, architecture

Examples and concepts and vocabulary related to visual arts: Texture, bumpy, media, paint, sculpture, collage, brushes, watercolors, clay, Picasso, DaVinci



MAKE A MARK AND SEE WHERE IT TAKES YOU!

The Dot by Peter H. Reynolds illustrates the power of single adult's action to change a child's life. After reading the story, the children made their dot with circle sponge stamps and fingerprints using colorful paints.



What is drawing to music? You can see the children's many feelings expressed through their art pieces. The children listened to classical music and drew lines until their hearts were content. A joined perception of synesthesia (hearing music and seeing colors in your mind) has empowered artists like Kandinsky and musicians such as Duke Ellington.

2J.10

Provide two examples showing or describing how you teach vocabulary and/or concepts related to music

Examples of concepts or vocabulary related to music: Tempo, musician, rhythm, jazz, classical, reggae, instruments, drum, flute, Bach, Raffi, Bob Marley



Ms. Woodward, our music teacher, teaches the class about the instruments in an orchestra. Here she is showing the class the string family of instruments (violin, viola, cello, double bass.) They learn about the bow and what it is made of. She also tells them that when the strings of these instruments are plucked or strummed they vibrate, making sounds. Ms. Woodward will play classical pieces for them to listen to and do movements. They learn about all the music families (strings, bass, percussion, and woodwinds) as well as the conductor, who leads the orchestra.



In Music class, instruments are available for the children to use. Here they are learning to use Lummi sticks by following directions and keeping a beat.



The children are learning to keep the beat using Boomwhackers.



Ms. Woodward plays songs like Walk Around The Circle, The Ants Go Marching and other movement songs on the piano. Songs with varied tempos allow the children to quietly tip-toe when the sound is slow and high, and skip or walk when it is medium, and run when the tempo is fast.

2J.10: Provide two examples showing or describing how you teach vocabulary and/or concepts related to music.

Age Categories: TPKS

Children listen to a variety of music and learn songs. We learn about rhythm, pitches, melody, and tempo. We are singing “Good morning Jesus to Fr. Son.

Examples of concepts and vocabulary related to music:
Tempo, musician, rhythm, jazz, classical, reggae, instruments, drum, flute, Bach, Raffi, Bob Marley.



2J.11: Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.

Age Categories: TPKS

Example 1



Children learned about the beach and the child was pretending to surf.

Example 2



Children learned about going camping. Children have the opportunity to pretend they are at a campsite.

Drama: Drama is broadly defined as the acting-out of a story through dialogue or pantomime. Defined broadly, drama includes dramatic or pretend play.

Examples of concepts and vocabulary related to drama: Pretend, imagine, emotions, act, make believe.

2J.11

Provide two examples showing or describing how you teach vocabulary and/ or concepts related to drama

Drama: Drama is broadly defined as the acting-out of a story through dialogue or pantomime. Defined broadly, drama includes dramatic or pretend play.

Examples of concepts and vocabulary related to drama: Pretend, imagine, emotions, act, make believe



Children learn vocabulary and concepts related to drama when they make puppets or play creative games like *charades* and act out animals or actions. In this photo, the children made emoji puppets that show various expressions. They took turns acting out their emoji characters for the class.



The children learned about feelings and emotions, especially the importance of identifying how they feel, using vocabulary to express what they are feeling, and regulating their emotions. This activity is called "Fishing for Emotions." Each child caught a fish with an emotion on it, and they either had to describe or act out the emotion.

2J.12: Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance.

Age Categories: TPKS



Children learned different dance positions from the Nutcracker Ballet.



Examples of concepts and vocabulary related to dance: Movements, slide, jump, wiggle, ballet, tap, roll, float, Swan Lake.

2J.12

Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance

Examples of concepts and vocabulary related to dance: Movements, slide, jump, wiggle, ballet, tap, roll, float, Swan Lake



In our Music and Hawaiian classes, Ms. Woodward and our guest Kumu Hula, Kumy Tony, teaches us about the art of *hula*, native Hawaiian dance. We learn ancient styles of dancing called *kahiko*, modern styles called *auana*, and a sitting style called *hula noho*. We learn hula steps, such as *kaholo*, *uwehe*, *ami*, and *hela*. Ms. Woodward also teaches us cultural dances from around the world as well. We also do various forms of movement along to songs played on the piano, ukulele, or special videos. While listening to classical pieces, we use our hands and bodies, to move to the music, whether it be a fast, medium, or slow tempo. Jumping, tapping, wiggling, hopping, galloping, tip-toeing, marching, skipping, swaying, and rolling are some of the vocabulary learned.

2J.13: Show three examples of opportunities and materials you provide for children to create three-dimensional art.

Age Categories: PKS

Example #1

Created a three-dimensional fish art.



2J.13: Show three examples of opportunities and materials you provide for children to create three-dimensional art.

Age Categories: PK5



Example #2

Children made under the sea using graham crackers, blue frosting, goldfish, and sprinkles.

2J.13: Show three examples of opportunities and materials you provide for children to create three-dimensional art.

Example #4 (extra!)

Jack and the beanstalk math game.



Example #3

Children made dinosaurs eggs with water, balloon, and plastic toy dinosaurs. Place the water balloons in the freezer overnight.



2L.5: Show or describe two ways you help children learn about the diversity of family structure in society.

Age Categories: TPKS



Example #1

We have collages of different family structures within our classroom. We have a single-parent family, a family including adopted member and nuclear family



Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

2L.5: Show or describe two ways you help children learn about the diversity of family structure in society.

Age Categories: TPKS



Example #2

In our school library and the church's library, we have many books that help children learn about the diversity of family structures in society, such as single-parent families, extended families, and stepfamilies.

Examples of family structures: Nuclear family, single-parent family, extended family, childless family, step-family, grandparent family, and families including adopted members, same-sex spouses, unwed partners, teen-aged parents.

2L.6: Show or describe two ways you help children learn about people with differing abilities.

Age Categories: TPKS

Example #1



Children have the opportunity to see and learn about people with differing abilities on posters and through books

2L.6

Show or describe two ways you help children learn about people with differing abilities

We include books that depict people with differing abilities in our library such as:



Figurines depicting people with differing abilities are part of our toy collection. Teachers discuss with children what makes each individual unique and how people who are differently abled navigate the world around them by using their other senses or tools.



2L.7: Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities.

Age Categories: TPKS



1. We discuss age-appropriate chores around the home and classroom.
2. Encourage grandparents to read to the class or help with a classroom art activity.
3. Having parents come into the school to discuss their occupation.
4. For Trunk n Treats, we have children, grandparents, and parents all dress us in their costumes.

This item says, “show or describe”.

This program has described 4 ways they do this!

2L.7

Show or describe two ways you help children learn about people of various ages (very young to elders) doing a wide range of jobs and/or activities



An older sibling reading a story for the class virtually.



Former alumni reading a story to the class.



A parent reading a story about Chinese/Lunar New Year.



A grandparent sharing about his occupation as an owner of a construction company.



A parent sharing about their occupation as an audiologist.

We welcome opportunities for family readers of all ages. During the pandemic, families were encouraged to read a story to the class, share their occupation, or do a cultural sharing activity virtually or via pre-recorded video. Pre-pandemic, families were able to sign up and visit campus to read favorite story books or do cultural sharing activities. Older siblings, parents, or grandparents, and alumni would visit our class to read, share their occupation, or do an activity with the class.

2L.8

Show or describe two ways you help children learn specific details about the actual community in which they live

Generic books and posters about community resources or community helpers are insufficient to meet this item.

Community: *The specific locality of a group of people with shared governmental, cultural, historical, social, religious, or occupational heritage*

Examples of community: *Military bases; workplaces; academic campuses; local business, towns; neighborhoods; residential, and recreational areas or landmarks*



Pre-pandemic, community helpers visited our campus, such as police and firefighters. Police officers brought their police vehicles, motorcycles, and K-9 units. The firefighters who visited came from our local firehouse up the street. After the firefighters visited our campus, we would walk to find the firehouse within our community. We also went on an excursion by riding a special educational City Bus around our neighborhood.



Pre-pandemic, we visited our neighbors at The Arcadia Retirement Residences twice a year to sing songs or perform dances. We also made special cards or ornaments at Christmas for our neighbors. In return, our neighbors read us a story and donate a book to our school.

See next slide



2L.9

Show or describe two ways you help children learn about the physical and geographic characteristics of their local environment

Examples of geographic characteristics: Rivers, gardens, mountains, parks, buildings, community businesses, and neighborhood layout



Keiki and Plow is a family-run organic farm that offers children and families hands-on experience. The children played in dirt, interacted with farm animals and their habitats, and were immersed in a farm experience.



Aloun Farms: We are a community of farmers, chefs and students on a mission to provide the people of Hawaii with the highest quality of fresh locally grown produce—while at the same time, educating future generations on the importance of agriculture.

The children first learned “how does a pumpkin grow” at school and then visited Aloun Farms. The tour incorporated not only pumpkins, but a variety of other plants and fruits grown on the farm. The children could use their senses of sight, touch, smell, and taste at Aloun Farms.

2L.10: Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.

Age Categories: PKS



Example 1



The children were making tickets and selling them to passengers. They were collecting and counting money, writing receipts and using a cash register.

Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.

2L.10: Show two examples of how you provide children with opportunities or materials that help them build a basic understanding of economic concepts.

Age Categories: PKS

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Example 2



Paying for pizza at a restaurant in the dramatic center. Cashier writes out a receipt.

Examples of economic concepts: Money, buying and selling, wants and needs, the value of things.

3A.3

Show or describe two ways in which the teaching staff, program staff, and/or

consultants work as a team to implement individualized plans for children. Such plans may include any Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs)

Consultants: Individualized outside of the program who are invited into the program to support staff efforts to meet the needs of children and families

Examples of individualized plans for children: Behavior management plans, toilet training, plans to meet special feeding or sleeping needs, medication administration plans

Individualized family service plan (IFSP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged birth to three years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C

Individualized education plan (IEP): A plan to ensure free and appropriate public education (FAPE) for children with developmental delays aged three to 21 years, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B

Speech Therapy:

When we observe a child has difficulty with speech clarity, we work with our Head of School and consult with the child's family to discuss our observations. We will recommend that the family consult with their child's pediatrician or recommend contacting a Speech Language Pathologist. After an assessment for the child is conducted and the results show that speech therapy would be beneficial, we work with our consulting Speech Language Pathologist to make an appropriate schedule for the child to attend speech sessions during the school day.

Medication Administration Plans or Special Care Plans :

Our Administration keeps a log of all the children who may have health/food allergies, asthma, or skin conditions and coordinates with families to fill out the appropriate Medication Authorization Forms regarding special medication application (ointments, medicines) or administration (inhalers, epi-pens) for the child. (See images)

[Redacted]

MEDICATION ADMINISTRATION ORDER
School Year 2021 - 2022

DATE: To be completed by the student's physician. Please PRINT clearly in ink and provide signature at the bottom.

STUDENT'S NAME _____ DATE _____

PHYSICIAN'S NAME _____

PHYSICIAN'S OFFICE NUMBER _____ FAX _____

NAME OF MEDICATION _____ DOSE/DOSE _____

REASON FOR MEDICATION _____

DATE TO ADMINISTER _____ AM/PM _____

OR _____ AM/PM _____

PHYSICIAN'S SIGNATURE _____

CONTRAINDICATIONS: _____

PHYSICIAN'S AUTHORIZATION: I have authorized the above medication to be administered by the above named individual or individuals for the condition stated above, and deem it necessary that the medication be administered during the school day.

PHYSICIAN'S SIGNATURE _____ DATE _____

DATE: To be completed by the physician. Please PRINT clearly in ink and provide the above information for you to use for the school year.

STUDENT'S CLASSROOM _____

SPECIAL STORAGE INSTRUCTIONS: _____

None None None None None None None None None

EMERGENCY/ALLERGY INFORMATION: I request that school personnel administer the above medication per directions on the container and to the child only if the child is having a medical emergency. Please indicate the physician's office that you agree and authorize for use and if applicable, the case needs to be called using this medication.

PHYSICIAN'S SIGNATURE _____ DATE _____

DATE: To be completed by the Student's School Staff upon arrival of form and medication.

STUDENT'S CLASSROOM: 01 02 03 04 05 06 07 08 09 10 11 12 13

STORAGE LOCATION: _____

Medication Administration Order Complete

Medication in original Container/ Packaging

Medication not past expiration date

Medication clearly labeled with Student's Name

Labels/med are consistent with physician's instructions

All copies of Medication Administration Record Form

All copies of Medication Inventory, Audit and Disposal Form

MEDICATION AND ORDER RECEIVED ON _____ OFFICE SIGNATURE _____

[Redacted]

Special Care Plan for a Child with a Disability
School Year 2021 - 2022

CHILD'S NAME _____ Date of Birth _____

FACILITY NAME _____

Parent(s) or Guardian(s) Name(s): _____ Father _____

Emergency Phone Number: _____ Mother _____

Specialist's Name (if any): _____ Emergency Phone: _____

Description of Allergy: _____

Describe what signs/symptoms look like: _____

Describe known triggers: _____

Describe treatment: _____

Possible side effects: _____

Program modification: _____

When to call parent/health provider regarding symptoms or failure to respond to treatment: _____

When to consider what condition requires urgent care or assessment: _____

Physician's Name: _____

Physician's Signature: _____ Date: _____

3A.4

Show two classroom displays that have been created to help children reflect on and extend their learning

Display: A method of documentation in which examples of student ideas, completed work, processes, and/or reflections are preserved and exhibited in a place where it can easily be seen by the children



This photo shows a display posted during our All About Me Unit of Study. Each child made their own self-portrait collage including their handprints. The children then practiced tearing paper and gluing the pieces onto the letters in their name. Then, they added "The Story of My Name" next to their portraits. The children shared how they got their name and enjoyed learning about how their friends and teachers got theirs too.



This photo shows a display of a collaborative Alphabet Wall. The children selected two letters of the alphabet to study. As a family project, the children worked on adding three items to their alphabet letter paper. Some children printed and cut out images or drew them. They brought it back to school and shared what they had made. As letters were added to the display, the children would refer back to the board and talk to their peers about what letters they studied and pointed out various items that began with certain letters.

3B.1: Show or describe two activities or lesson plans that encourage children to share their ideas or experiences.

Age Categories: TPKS



During circle-time, the children shared their summervacation experiences with the class.

This item says you can “show or describe”, and it can be “activities” or “lesson plans”. This program chose to show activities and describe how children are sharing ideas during each activity.

3B.1: Activity/Lesson Plan #2



The children shared ideas on how to build a bridge for their cars to pass through.

This item says you can “show or describe”, and it can be “activities” or “lesson plans”. This program chose to show activities and describe how children are sharing ideas during each activity.

3D.3

Show two examples of lesson plans in which children learn how the passage of time across several days can create changes in living or non-living things

OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>All About Me</i>	Mini-Me Puppet (Social, Fine Motors, Art)	Tear Paper Name Plate (Fine Motors, Literacy)	Paper Plate Self-Portrait (Social, Art, Fine Motors)	1 Happy Birthday (Art, Fine Motors) My Awesome Imagination	2 How Tall Am I? (Cognitive, Math) My Awesome Imagination	3
4 <i>My Family</i>	5 My Family Portrait (Social, Art, Fine Motors)	6 Family Glyph (Math, Social)	7 Family Rainbow (Social)	8 C3 Picture Day Build Your Home (Social, Imagination, Math, Fine Motors)	9 Collaborative Mural (Social, Art)	10
11 <i>Color Shapes Numbers</i>	12 Discoverer's Day NO SCHOOL	13 Red Circle	14 Orange Square	15 Yellow Triangle	16 Green Rectangle	17
18 <i>Color Shapes</i>	19 Blue Rhombus	20 Purple Pentagon	21 Pink Hexagon	22 Brown Oval	23 Black/White Octagon	24
25 <i>Color Shapes Halloween</i>	26 Rainbow Heart	27 Color Absorption Flower Activity (Science, Art)	28 Halloween Activities	29 Halloween Activities	30 Halloween Fun!	31



At the end of our Color Study Unit, we did an Absorption Experiment using white mums and colored water. We watched over the course of the week to see if any changes occurred to the flowers. The children noticed that they could see hints of various colors on the petals of the flowers. This led to a discussion about how plants get water.

See next slide



3D.3

Show two examples of lesson plans in which children learn how the passage of time across several days can create changes in living or non-living things.

APRIL 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sharing: Eating the Alphabet Books			Easter Egg Cutting activity (Technology, Art, Math) Star Auction Card	1 Bunny portraits & Bunny Headbands (Art, Fine Motors)	2 Good Friday – No School	3 <i>Readjust to School Routines</i>
4 Sharing: Eating the Alphabet Books	5 Flowering of the Cross Activity (social, art)	6 Plastic Egg Sink or Float Activity (math, science)	7 A crown of grass headbands (art, fine motor) Spring Flowers: Still life drawing (art, fine motors)	8 Rubber Egg Experiment + Journal Findings (Writing, Science)	9 Easter Hunt P.E. Easter Activities (Gross Motors, Health)	10 <i>Easter/Spring</i>
11 Sharing: Something natural from the Earth	12 Watercolor Earth using spray bottles and markers (art, fine motor, technology, science)	13 Earth Orbits Sun Activity (Science, Technology) Make Your own Tops (Technology, Art, Science)	14 Ocean in a jar (Science) Build a volcano (Science, Art)	15 Earth Scavenger Hunt / Gravity Experiment What will drop faster? (Science, Math)	16 Who lives on the earth? Categorizing animals (Science, Social, Math)	17 <i>Earth</i>
18 Sharing: Something that can be recycled	19 Newspaper self-portraits (Science, Social, Art, Literacy) Happy earth Sad earth (social, science, health)	20 Upcycle Plastic bottle fish project (Art, Science, Social, Fine Motors)	21 Sorting Trash game (Social, Science) Recycle materials collage (Art, Fine Motors)	22 earth day Planting Sunflowers (Science, Social, Science) Alphabet Trash Pick-up Game (Literacy, Social)	23 The Story of Harry & Gary Clean Up our Oceans (Literacy, Social)	24 <i>Earth/Recycling</i>
25 Sharing: Favorite land feature from Hawaii (beach, mountains, valley)	26 Sew Your Own Plumeria Flower Lei (Fine Motors, Art, Social, Hawaiiana, Technology)	27 Lei Day Filming	28 No Mele Ke Kino: The Hawaiian Body Parts song (Social, Health)	29 Colors in Hawaiian (Art, Social)	30 Numbers in Hawaiian (Math, Social)	<i>Lei Day</i>



For this Rubber Egg Experiment, we used the following ingredients: raw egg, glass jar, vinegar, and food coloring. We learned about parts of an egg. In our journals, we made observations of the experiment and we predicted how many days the eggs needed to sit in vinegar until it turned into a rubber egg. The children continued to observe the eggs in a jar over the next week and then drew their findings once the eggs had changed their consistency.

3D.4

Show two examples of how you organize time and space so children can play or work alone.

C-2		C-2 Weekly Schedule										
	7:15	8:00	8:20	8:50	9:20	9:50	10:20	10:50	11:45	1:30	1:45	2:30
MONDAY	ARRIVAL <small>Consent adults accompanied. Life cone at backbox, water, hand, personal activities</small>	CHAPEL <small>Pastor Teacher</small>	Snack/ Circle <small>Attendance, Weather, Schedule</small>	PG Playground Structures	Free Choice/Teacher Directed Activities Indoor/Outdoor Centers			CLEAN UP /LUNCH TIME <small>clean up, store items, lunch</small>	REST <small>Rest our bodies quietly and try and take a nap</small>	Wake Up <small>Wake up, use the bathroom, put away work</small>	Story/ Games/ Sharing	DISMISSAL <small>(2:30-2:45 pm)</small>
TUESDAY		Circle	Snack	PG Block Top, Sandbox	Music <small>Ms Woodward</small>	Free Choice/Teacher Directed Activities Indoor/Outdoor Centers					Story/ Games/ Sharing	
WEDNESDAY		CHAPEL	Snack/ Circle	PG Playground Structures	Free Choice/Teacher Directed Activities Indoor/Outdoor Centers		P.E.				Story/ Games/ Sharing	
THURSDAY		Circle	Snack	PG Block Top, Sandbox	Music <small>Ms Woodward</small>	Free Choice/Teacher Directed Activities Indoor/Outdoor Centers					Story/ Games/ Sharing	
FRIDAY		Assembly	Snack/ Circle	PG Playground Structures	Hawaiian	Free Choice/Teacher Directed Activities Indoor/Outdoor Centers					Story/ Games	



Our schedules allow time for Free Choice Activities and Playground daily. Children who would like to play alone have the time and space to do so each day.

In the classroom, each child has their own table space and chair that is labeled with their name. They may sit in their space to do activities of their choosing.

3D.5

Show two lesson plans that provide children with opportunities to engage in group projects



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
			Virtual Meet & Greet	Virtual Meet & Greet	Admissions Day School Closed	
22 <i>All About Me & My School</i> <i>Rules & Routines</i>	23 Personal Bubble Space Circle Time Etiquette (Social)	24 Class Rules Playground Rules Telling routine (Social) Self-Portraits	25 SCS Line-Up Chant (Social) My Family Craft	26 Who are the people in my neighborhood? Campus Tour (Social) My Birthday Craft	27 Mindful Choices (Social) First Letter in My Name	28
29 <i>Hygiene</i> <i>Safety</i> <i>Manners</i>	30 Wash Your Hands Handwashing (Science, Health, Safety) Pepper Experiment (Science, Health, Safety)	31 Story of Germs! Mask Wearing (Health, Science, Social) Cover your Sneeze Spray Bottle Art (Art, Science, Health, Safety, Social, Technology)				



The children learned that the Coronavirus-19 is a virus that can be spread through respiratory droplets. Wearing a face mask and covering coughs and sneezes with elbows prevent the spread of germs. Here is a lesson that they did using spray bottles filled with colored water. The children worked collaboratively to create the backdrop of the display depicting our school rule to wear face masks. The children thought of reasons why they should wear a face mask. Teachers dictated their thoughts and added it to the display.

3D.5: Show two lesson plans that provide children with opportunities to engage in group projects.

Age Categories: ITPKS

<ul style="list-style-type: none">• Construction-Build sentences with word blocks• Creativity Station-Make a collage using environmental print• Fine Motor-Work with name puzzles	<ul style="list-style-type: none">• Construction-Build a house to share with a friend• Creativity Station-Paint a group mural• Fine Motor-String beads for friendship bracelets
<ul style="list-style-type: none">• Build long sentences	<ul style="list-style-type: none">• Develop a word web about friends

What is a “project”?
What is not a project?
What makes an activity a group project?

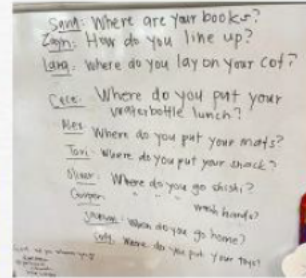
*A **project** is any undertaking, carried out individually or **collaboratively** and possibly involving research or design, that is carefully planned to achieve a particular goal.^[1]*

3D.6

Show two lesson plans that provide children with opportunities to learn from one another

MAY 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
1	2	Remote learning via WebEx				7	Imagination Online Auction
8	9	10	11	12	13	14	
Moving Up	Center Imagination Cognitive motor, fine motor, language, cognitive, self-aware, social-emotional	New friends (literacy, language, social-emotional)	New Classroom (literacy, language, social-emotional)	New Teachers (literacy, language, social-emotional, role play)	Assessments	Imagination Movie Day	
15	16	17	18	19	20	21	
Preschool 4's	Center Imagination Cognitive motor, fine motor, language, cognitive, self-aware, social-emotional	Preschool 4 visit to B2 at 8:15 & B1 at 10am (social-emotional, language)	Charing: Things I learned about B1 & B2 (social-emotional, cognitive)	Preschool 4 visit to B3 at 10am (social-emotional, language)	Assessments		
22	23	24	25	26	27	28	
Cleaning	Center Imagination Cognitive motor, fine motor, language, cognitive, self-aware, social-emotional	Learning our classroom (self-aware, independence, social-emotional)	Last day of School				
29	30	31					



Before our students move up to the next grade level, we have them visit the older classes to prepare them for what they may expect. The students ask questions, observe the older children and get familiar with new teachers and new classrooms. The children teach one another about different learning styles and classrooms. The older students show the younger students where things are located within a Preschool 4 classroom and answer any questions the younger students may have about the Preschool 4 experience. Younger students are able to see similarities and differences between their Preschool 3 classroom and a Preschool 4 classroom.

See next slide



3D.6

Show two lesson plans that provide children with opportunities to learn from one another

APRIL 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Alphabet book	2 OPEN HOUSE
3 Intro to animal groups	4 Birds (Cognitive, science)	5 Amphibians (Cognitive, science)	6 Reptiles (Cognitive, science) Easter Food Canned Drive	7 Mammals (Cognitive, science)	8 Graph favorite animal group (Cognitive interest, science, social studies, math)	9
10 Easter/ Zoo animals	11 Zoo animal presentation		12	13	14 Virtual zoo visit	15 Good Friday
16 Easter Sunday Planting	17 Carrier Exploration (gross motor, fine motor, language, cognitive, adaptive, social-emotional)	18 Life cycle of Plants (Cognitive, science)	19 Planting (Cognitive, science, social studies, fine motor)	20 Journal: How can I help save the Earth? (Literacy, Writing, Art, Fine motor)	21 Earth Day!	22 23
24 Lei day	25 Carrier Exploration (gross motor, fine motor, language, cognitive, adaptive, social-emotional)	26 Lei day placements	27 Lei day rehearsal	28 Lei day recording	29 Literature: May day is Lei Day in Hawaii!	30



African crowned crane



The Hawaiian hawk or 'io

Collectively, the children had a strong interest in learning about zoo animals. They voted on a unit theme to study and selected individual animals from different animal groups to research. Children had the opportunity to learn from one another by selecting an animal from our local zoo, researching their particular species and presenting three fun facts to the class. Some dressed as their animal, and/or created a 3D craft they presented.

3D.7

Show two examples of lesson plans in which children learn how the passage of time across several weeks can create change in living or non-living things

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
-Parent Teacher Conferences -Spring	Spring		Journal: What I did over Spring Break? (writing, fine motors) Virtual Chapel	Wai Oia, Water of Life (Water Cycle in Howa!) Collaborative Project (art, fine motors, science)	Wai Oia, Water of Life (Water Cycle in Howa!) Collaborative Project (art, fine motors, science)	7 SCS Parent Open House Night (5-7 pm) SCS Campus
3 -Easter -Fossils -Dinosaur Project Sharing	4 Can you place the fossil together? (fine motor, social studies, science, math)	5 Dinosaur Fossil Sensory Bin (sensory, fine motor, technology) Splatter painting	6 Easter Food Drive Sort canned goods (math, community)	7 Make your own dinosaur fossil sculpture (fine motor, art, social studies)	8 What will hatch from your egg? (fine motor, science, art)	9
10 -Easter Hunt	11 Bunny Drawings (fine motor, art) Create Your Own Pattern Headbands (math, art, fine motor)	12 Easter Egg Hunt & Tea Party	13 Marble Painting (with shaving foam) (art, fine motor)	14 Bunny Petting Zoo (special snack)	15 Good Friday School Closed	Happy Easter
17 -Earth	18 Make your own 2-D/ 3-D Earth (art, fine motor, science)	19 Make your own 2-D/ 3-D Earth (art, fine motor, science) Reusable Art Creations	20 Happy Earth/Sad Earth (social studies)	21 Planting Sunflowers (science) Earth Day Crown (fine motor, art, social studies)	22 Earth Day (wear blue or green) Earth Day Bingo Game	23
24 -Lei Day Filming -Earth	25 See Kapa's lei for Lei Day Performance (fine motor, social studies) Earth Day Scavenger Hunt	26 Lei Day Placement	27 Lei Day Rehearsal	28 Lei Day Filming	29 Bubble/Foam Play Day Early Dismissal	30




As an Earth Day activity, and to do their part to replenish the earth, students planted sunflower seeds. Sunflower roots can remove toxins from the soil and help the earth. The children observed their sunflowers sprout over the course of weeks. Then they took them home to plant. They also planted some on our campus.

See next slide





3D.7: Example 2

TUESDAY, MAY 4

MATH	STEM (Science, Technology, Engineering, Math)	READING	FINE MOTOR	ART
<p>Fingerprinting Caterpillar Body (in folder) Make dot fingerprints for the caterpillar body that correspond to the numbers indicated.</p>  <p>Counting and charting how many days the caterpillar stays in the chrysalis</p>	<p><i>the smiling and caterpillars</i></p>  <p>Paper plate is separated into 4 sections: EGG, CATERPILLAR, CHRYSALIS, BUTTERFLY. Child can draw leaves, and branches. Glue pasta in correct category. Lima bean-egg, Rotini - caterpillar, Shells-chrysalis, Farfalle - Butterfly</p>	<p>The Very Hungry Caterpillar (animated film) https://www.youtube.com/watch?v=2BNQK-Sm1YV</p>	<p>The Very Hungry Caterpillar Line Tracing (in folder) Use a washable Crayola marker. Erase with damp paper towel.</p> <p>*Thank you to Mrs. Koanui and Mrs. Ologuera for prepping this activity for all of the PS3 classes ☺</p>	<p>Caterpillar Headband Glue eyes, nose and antennae on black strip of paper. Fit band to size of child's head</p>

TUESDAY, MAY 18

MATH	STEM	READING	FINE MOTOR	ART
<p>Counting up how many days it took for the caterpillar to turn into a butterfly.</p>	<p>Butterfly Symmetry Point one side of the butterfly. You can cover one side of the butterfly with a paper so your child doesn't paint it. Remove the paper covering the unpainted side. Fold the butterfly in half so the paint transfers from one side to the other. Explain that this is SYMMETRY. Butterflies demonstrate bilateral symmetry, meaning you can draw a line down the center of the butterfly's body and each half will be the reflection of each other or same on each side.</p>	<p>Search for Units for Literacy website.</p> <p>Look under the FAMILY category and click on book Helping My Mom. Click an arrow next to book to turn the page.</p> <p>Click on speaker icon next to the word English on bottom for narrator to read the page.</p>	<p>Name Activity Stick child's letter stickers on the end of the clothespins (opposite the side you pinch). See if your child can attach the clothespin letters to the laminated card in the order of his/her name. (Squeezing the clothespins helps with fine motor development)</p> 	<p>Butterfly Coffee Filter Fold 2 coffee filters so it looks like triangles. Color with Crayola washable markers. Spray with water bottle so color bleeds. Open up filters and lay out to dry. Watch the following link on how to fold the filters and attach pipe cleaners for antennae after dry. https://www.youtube.com/watch?v=45w1c866gA</p>  <p>*Child may need help folding the filters.</p>

During the life cycle of a butterfly unit, the children witnessed a caterpillar spin into a chrysalis and turn into a butterfly, over the course of weeks.



3D.8

Show two examples of lesson plans in which children learn how the passage of time across several months can create change in living or non-living things

AUGUST 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 All About School	15 Classroom & School Rules (Social Studies, Art)	16 SCS Live-Up Class (Social Studies, Art)	17 Classroom & School Rules (Social Studies, Art)	18 SCS Live-Up Class (Social Studies, Art)	19 Admissions Day - NO SCHOOL	20
21 Germs/ Personal Health	22 Personal Space (Health & Safety)	23 How to wash your hands? (Health & Safety)	24 Germs Proper Experiment (Health & Safety)	25 Behind the Mask (Social, Fine Motors, Art)	26 The Story of Germs & Germs (Social, Health)	27
28 All About Me	29 Self-Portrait (Social Studies, Art)	30 No-Me Puppet (Social, Fine Motors, Art)	31 My Birthday (Social, Art)			

In the beginning, middle, and end of the year, we have children draw self-portraits to show the progress of their fine motor skills and creativity over the course of several months.



Start of the year



Ending of the year

MAY 2021						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Sharing: Free Sharing	3 Koi No Bari Stand (Social Studies, Fine Motors)	4 Watercolor Koi No Bari (Social Studies, Science, Art)	5 Origami Kabuta (Japanese) Helmets (Art, Fine Motor cutting)	6 Mother's Day flowers (Art, Fine Motor cutting)	7 Mother's Day Projects	8 Boys Day Mother's Day
9 Sharing: Free Sharing	10 Assessment Patterning with Stones (Math)	11 Assessment Alphabet Recognition (Literacy)	12 PS4 Class Visit #1 9:20 - 9:50	13 PS4 Class Visit #2 8:55 - 9:20	14 PS4 Class Visit #3 10:20 - 10:50	15 Moving Up Assessment
17 Assessment Fine Art (Art)	18 Assessment Father's Day Projects	19 Assessment Self-Portraits	20 Clean Class	21 Clean Class Picnic Lunch	22 Clean Up Assessment	
23	24	25 Last Day of School	26	27	28	SUMMER

See next slide



3D.8

Show two examples of lesson plans in which children learn how the passage of time across several months can create change in living or non-living things

OCTOBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Lullaby Community Culture					1 Halloween Day Water on a Rainbow	2
3 Shaper Numbers Math, Art, Fine Motor	4 Pumpkin Patch Shaper Circle Various Circle Shape Sorting Number 2	5 School Photos G1, G2 Shaper Rectangle Rectangle Shape Number 2	6 School Photos G1 Shaper Triangle Triangle Shape Craft Number 3	7 Shaper Square The Pumpkin Squares Four Paper Activity Number 4	8 Shaper Pentagon Pentagon Shape Shape Number 5	9
10 Shaper Numbers Math, Art, Fine Motor	11 Discoverer's Day School Closed	12 Shaper Hexagon Hexagon Shape Number 6	13 Shaper Oval Halloween Party Cutting and Gluing Craft Number 7	14 Shaper Octagon Halloween 8 Cutting and Gluing Craft Number 8	15 Shaper Rhombus Rhombus Shape Number 9	16
17 Shaper Pumpkin Activities	18 Shaper Heart Halloween Hearts Number 10 Cutting and Gluing	19 Pumpkin Experiment (Science, Math, Technology)	20 Pumpkin Measurement (Math, Science, Technology, Fine Motor, Writing)	21 Pumpkin Year One Pumpkin (Art, Fine Motor) Pumpkin Seed Planting (Science, Writing)	22 Seed or Fruit Experiment (Science, Writing)	23
24 Halloween Activities	25 6 Little Pumpkins (Science, Art, Fine Motor, Drama)	26 Halloween Face with Shaper (Math, Art)	27 Halloween Craft Activity Mr. Bones Skeleton Craft (Science, Art)	28 Halloween Story (Story)	29 Halloween Parade Halloween Parade Masks (Drama)	30
31	Halloween Activities					

NOVEMBER						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Family Fall Thanksgiving	1 Pumpkin Plant Life Cycle (Science)	2 My Family Story (Math, Art)	3 Fall Leaves (Science, Art) Fall Weather	4 Gracias Gobbler (Fine Motor, Art, Social)	5 Bucket Filling (Social)	6
7 Kindness Gratitude	8 Cremation for Kindness Tree (Social, Art)	9 C3 Kindness Quiz (Social, Fine Motor, Art)	10 Special Family Craft Activity	11 Veterans Day - School Closed	12 Visit to the Kindness Tree an campan	13 Thanksgiving Break
14 Thanksgiving	15 Healthy/ Unhealthy Foods (Nutrition)	16 Apple Testing (Science)	17 Thanksgiving Pumpkin Pie (Cooking, Technology)	18 Pumpkin Pie (Cooking, Technology)	19 Thanksgiving Songs (Social)	20
21	22 Parent Teacher Virtual Conferences	23 Parent Teacher Virtual Conferences	24 Staff Professional Development Day - No School Students	25 Thanksgiving Break	26 Thanksgiving Break	27 Thanksgiving Break
28 Christmas	29 Christmas Wreath (Fine Motor, Art)	30 Nativity (Art, Fine Motor)				31 I BELIEVE THE BEST IS YET TO COME IN THE WORLD

The children learned about parts of a pumpkin and its life cycle in October, and were interested in planting the seeds that they helped remove from the inside of a pumpkin. They watched and waited patiently over the course of a month as their pumpkin seeds began to sprout and grow. They also learned the sequence of the Pumpkin Life Cycle.



3E.8

Show or describe one example of a time you modified the class schedule, when necessary, to scaffold children's learning

***Scaffolding:** Teachers "provide assistance and/or support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently." Developmentally Appropriate Practice, 3rd Edition Page 154.*

We observed that some of our students were having difficulty tossing/catching and bouncing a rubber ball during playground time. To strengthen gross motor skills and hand-eye coordination, we made it a point to practice tossing and catching using various materials throughout our daily routine. For example: When we had group time, each child would be given a scarf to practice tossing and catching in the air. Teachers would demonstrate throwing the scarf up in the air and catching it in their hands. We used the scarves as we listened to various types of music. Then, at P.E. time, we introduced bean bags to use to practice tossing and catching to ourselves and a partner. We modified our class schedule to allow children more opportunities to practice these skills at playground, P.E., or free time.



3E.9

Show or describe one example of how you intentionally rearranged classroom equipment, when necessary, to scaffold children's learning

Examples of rearranging the classroom: Staff expand learning centers or move furniture

Scaffolding: Teachers "provide assistance and/or support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently." *Developmentally Appropriate Practice, 3rd Edition Page 154.*

We will move furniture (tables and chairs) or centers in the classroom to make more space for the children to play or for movement activities. We also change the seating arrangements with students mid-year so they may have an opportunity to play and socialize with other members of their classroom. We may also move furniture if a visitor to the class needs space for a presentation.

3E.10

Show or describe one example of how you changed a planned activity or lesson if children showed interest in a different topic or activity

On a stormy and windy day, we changed our planned activity of going to the outdoor playground structures opting to stay indoors. We noticed the children needed to move around so we asked the class if they would like to have a dance party. They were excited for the opportunity. We did movement to various pieces of music and also added scaf play. To calm down our bodies we did simple yoga and belly breathing exercises.

3E.13

Show or describe one example of how you have customized a learning experience based on your knowledge of a child's ideas and interests



As educators, we take time to learn our students' interests and offer students more opportunity to make choices by allowing students to name their own class and/or class pet, or to pick the interest of theme and curriculum learning for a month creates a fun and flexible classroom environment for the children to learn and grow. An example is Our Five Senses Unit of Study. When learning about our sense of sight we did a Capillary Experiment using white chrysanthemums and jars filled with liquid food coloring and water. Over days, we watched as the white carnation flowers absorbed the color dye on their petals. This led to a discussion about how plants are able to get food from the soil by absorbing nutrients through their roots. We then decided to do an Avocado Pit Experiment. The pit carefully sits atop water in an open container or jar. Then we waited patiently and observed how the roots start to show and reach down to the water. Over time, we saw a sprout, stem and then leaves emerge from the avocado pit.

3E.14

Show or describe one example of how you have customized a learning experience, based on your knowledge of a child's skills



Strengthening fine motor skills is essential for early writing and cutting skills. We have students gain small muscle strength by tearing paper before using scissors if we observe they may have challenges using scissors.

3F.2: Show two examples of classroom experiences you have created that involve members of children's families.

Age Categories: ITPKS



Example 1:
Rodeo Day



Example 2:
We ask a parent volunteer
to provide play dough each
month.

Topic Area 3F is titled “Making Learning Meaningful for All Children”.

Example 1 meets this item – we can see that family members are present and involved in the experience.

Example 2 does *not* meet this item. Asking families to provide the resource is a good practice, but not what we are evaluating with this item. The item is about involving family members in classroom experiences. If the family member who makes the playdoh also comes in to use it with the children, that would be involvement.

Family photos sent in for a classroom display also *do not meet* this item.

3F.2: Show two examples of classroom experiences you have created that involve members of children's families.

Age Categories: ITPKS

For our annual school fundraiser, we invite family members to help with our class auction pieces.



Families are invited to our School Art Show. They are able to walk through and experience a gallery of student art pieces.

3G.7: Show one example of how you have made activities a little more difficult, as children refine skills or gain new skills, to advance each child's further learning (scaffolding).

I incorporated playdoh and added a name mat to help recognize/learn the letters in her name as well as encourage fine motor development by strengthening the fingers and hands.



Scaffolding: Teachers “provide assistance and/or add support to enable each child to master a challenge just beyond his current level. The teacher gradually reduces the support as the child is able to proceed independently.”

3G.8

Show one lesson plan that extends and challenges children's current understanding of the world

<p>out Me & Cool Routines</p>	<p>23 Personal Bubble Space Circle Time Etiquette (Social)</p>	<p>24 Class Rules Playground Rules Toileting routine (Social) Self-Portraits</p>	<p>25 SCS Line (\$ My Fai</p>
<p>ne y ers</p>	<p>30 Those Men Messy Dirty Downright Disgusting But, Invisible Germs Handwashing (Literacy, Health, Safety) Pepper Experiment (Science, Health, Safety)</p>	<p>3 Story of Germalda/ Mask Wearing (Health, Safety, Social) Cover your Sneeze Spray Bottle Art (Art, Science, Health Safety, Social, Technology)</p>	

Coronavirus Disease-2019 (COVID-19) is a 21st Century phenomenon that continues to affect the entire world. To prevent infection, we wear properly fitted face masks, keep some distance from each other, wash our hands often, and cough and sneeze into our elbows, or stay home if we are feeling unwell.

In August 2020, staff prepared the school campus to safely welcome our students back to school. Face masks are required to be worn by staff and students. They are essential for our preschoolers who were too young for the vaccine. Wearing a face mask properly can be tricky for little ones, and we reviewed how to wear our masks by singing songs that helped children remember to put their masks around their ears and to be sure to cover their noses and mouths to keep others and themselves safe through this pandemic.

Handwashing was also an important topic to discuss in class. By reading books about handwashing and by doing various science experiments, the children learned that there may be germs that we may not be able to see that can make us sick.

We also re-enacted The Story of Germalda/Germaine to show students why we should cover our cough and sneezes with our elbow to prevent our germs from spreading to others.

3G.9

Show or describe two examples of how you engage in collaborative inquiry with individual children and/or with small groups of children

Collaborative inquiry ("co-inquiry"): A teaching method in which teachers and children together learn about something by asking questions, engaging in discussions, gathering and assessing data, and determining next steps for answering new questions

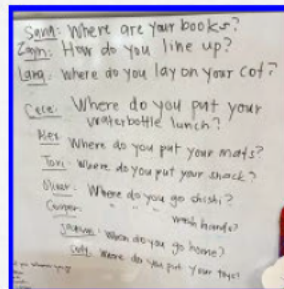
Small group: Two to six children

Playground Discovery: Children's minds are naturally curious about our world because of their learning experiences and social interactions. For example, a child found a bird's wing on the playground grass. The child was excited, and it piqued another child's interest because they wanted to be a part of the discovery. Questions filled their heads as they wondered what happened to the bird and why they found only one of the bird's wings. What happened to the other side? Eventually, a group of children went on a hunt to find the other wing. It became a great class discussion after returning from the playground. There were many predictions from the children, and they concluded that either the bird may have died or it was missing one wing.

Moving Up Day to Preschool 4's: Moving Up Day is a transition for all students moving up a grade level. Before the Preschool 3's children move up to the Preschool 4's, we provide an opportunity for the PS3 children to visit the PS4 classrooms and interact with the teachers and students of that grade level. Most importantly, we hope these visits and interactions may help with any feelings of anxiety of moving up to the next grade level.

What are the benefits of Moving Up Day?

- The children have the opportunity to meet their new teachers
- The children see their new classrooms, centers, bathrooms, desks, chairs
- The children observe Preschool 4's students in a teacher-directed activity
- A question and answer time allows PS3 students to ask about the Preschool 4 program



Questions the PS3 students had for the PS4 students.



PS4 students showing PS3 students where they put their belongings.

3G.10

Show or describe one lesson plan of a skill you taught by breaking it down into meaningful and achievable parts

Monday	Tuesday
those Mean Nasty Dirty Downright Disgusting but...Invisible Germs Handwashing (Literacy, Health, Safety) Pepper Experiment (Science, Health, Safety)	Story Mar (Health) Cover Sarc (Art, Sc Ti
6	7 Open

Handwashing Procedures

1. Turn on the faucet.
2. Get your hands wet.
3. Get soap.
4. Wash your hands and make bubbles.
5. Sing the **ABC** song.
6. Rinse your hands with water.
7. Shake your hands.
8. Get a paper towel.
9. Dry your hands.
10. Turn off the faucet with a paper towel.

Handwashing is an important skill we teach at the beginning of the school year. We post handwashing signs and/or create our own posters using pictures of the students following the handwashing steps. These posters are posted in the classroom near our sinks for reference.

4B.1: : If child portfolios are used as an assessment method, show or describe how you make it meaningful and relevant for dual language learners.

N/A No Dual Language Learners

Rating guidance for this item:

Rate as N/A if the program does not use child portfolios as an assessment method.

Rate N/A if child portfolios are used but staff state there are no dual language learners currently enrolled in the class.

Definitions related to this item:

Child portfolio: A collection of information, samples, and artifacts of a child's developmental progress. These portfolios are used to document the child's work, serve as a method to share the child's progress with others, and inform plans for further learning. A systemic process should be used to determine what goes into the portfolio. Child portfolios may be physical (binder, folders) or digital (computer software, online).

Dual language learner: Refers to a child who is acquiring two or more languages simultaneously and learning a second language while continuing to develop their first language.

4B.2: If child portfolios are used as an assessment method, show or describe how the results are used to create activities or lesson plans.

Child Portfolios enable the teacher to reflect on what the child already knows and can do or if more support is needed. It also shows their weak and strong domains. From there the teacher can create opportunities to facilitate the child's learning.


Age Categories: ITPKS

Rating guidance for this item:

Rate as N/A if the program does not use child portfolios as an assessment method.

4B.3: If child portfolios are used as an assessment method, show or explain how you make it meaningful and relevant for children with **disabilities**.

N/A No children with disabilities.



This item formerly referred to children with “special needs”. NAEYC’s terminology has been updated to “disabilities”. Your evidence is acceptable using either of these terms!

Age Categories: ITPKS

Rating guidance for this item:

Rate as N/A if the class does not use child portfolios as an assessment method.

Also rate NA if child portfolios are used but there are no children with **disabilities** currently enrolled in the class.

4C.1

Show one example of how you refer to curriculum goals when interpreting assessment data

WELCOME TO PRESCHOOL 3!

Welcome to St. Clement's School Preschool 3's!
We are looking forward to an exciting year getting to know your child and their family. Our philosophy is to meet the needs of the whole child; physically, emotionally, socially, cognitively, and spiritually. Each child is appreciated for their unique abilities and is treated with respect and kindness. We strive to provide a safe, loving, and nurturing environment and focus on fostering self-confidence and independence skills. It is heartwarming to see the pride your child feels as they learn and accomplish new skills and develop a love for school and learning.

SP 2022-2023
P3's Social Lead

CURRICULUM GOALS FOR THE SCHOOL YEAR

SOCIAL EMOTIONAL LEARNING:

- Greets Adults using a clear, loud voice
- Walks into class/campus (without being carried)
- Says a quick goodbye of drop-off
- Verbally responds to teachers and teacher requests
- Asks for help when needed
- Conveys wants and needs verbally
- Maintains eye-contact when speaking
- Follows simple directions (1 - 2 steps)
- Builds relationships with teachers and peers
- Shows self-regulatory skills
- Listens attentively
- Works cooperatively

MANNERS:

- Uses table manners
- Eats nicely at the table
- Uses utensils properly
- 30s nicely in chair while eating
- Asks to be excused from the table when finished with meals. *"May I please be excused from the table?"*
- Cleans up area when finished

INDEPENDENCE & SELF-HELP SKILLS:

- able to put on and take off face mask
- Unzips and closes backpack independently
- pulls on and take off backpack
- pulls on and takes off footwear
- Opens and folds sleeping mat
- Taken on and off their own clothing at bathroom times
- Opens and closes meal containers that are brought to school
- Washes hands properly
- Taken care of belongings
- Cleans up after themselves (put away toys, clean space after meals)

TODDLER EXPECTATIONS:

- able to communicate the need to use the restroom
- able to communicate if a potty accident occurred
- able to put on and take off clothing (undergarments, shorts, skirts) independently
- After a bowel movement, is able to wipe themselves three times before teachers assisting

LANGUAGE READINESS:

- Demonstrates name recognition
- Identifies some alphabet letters
- Speaks clearly and audibly in complete sentences
- able to verbalize needs, feelings, ideas

MAINT READINESS:

- Identifies colors
- Identifies simple shapes
- Identifies numbers
- Identifies letters in their name
- Recognizes some alphabet letters
- Understands number quantities (1 - 5)

FINE MOTOR SKILLS:

- Traces paper
- Tricks and uses scissors properly
- locks writing tool properly
- Scissors

GROSS MOTOR SKILLS:

- Runs and walks with ease
- Attempts feet while going up stairs
- Jumps, hops, gallops
- able to climb structures
- able to swing
- able to ride bicycle

At the start of the school year, we share with families our Preschool 3 Curriculum Goals for the year. We refer back to these goals when we communicate with families about their child's progress during the course of the year.

GROW Your GLOW

Name: _____ Date: Mar. 28, 2022

Ways that glow

- Independent, shy, quiet
- Once comfortable is happy
- Gets along with peers
- Eager to do activities
- Enjoys playing in classroom and on playground
- Engages in play with classmates
- Shares toys with peers
- Completes tasks independently
- Is more comfortable eating at lunch, eats a just a bit more of their lunch
- Is very social at mealtimes with peers

Ways to grow

Regarding the teacher's comment on your child's ability to put on and take off their backpack, we are happy to hear that they are now able to do so independently. We will continue to provide support and encouragement as they learn to use their backpack properly.

Regarding the teacher's comment on your child's ability to communicate their needs, we are happy to hear that they are now able to do so independently. We will continue to provide support and encouragement as they learn to use their communication skills.

Regarding the teacher's comment on your child's ability to communicate their needs, we are happy to hear that they are now able to do so independently. We will continue to provide support and encouragement as they learn to use their communication skills.

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Regarding the teacher's comment on your child's ability to communicate their needs, we are happy to hear that they are now able to do so independently. We will continue to provide support and encouragement as they learn to use their communication skills.

Also, teachers create a Glow & Grow assessment for each child and share it with families before Parent-Teacher Conferences in the fall. In a second conference with families in the spring, we discuss and share our observations on how a child has progressed over the course of the year. (Comments in pink made in the fall, and blue in spring)

4D.1

Show two examples of how information from an observational assessment you conducted was used to create an individualized activity



At the start of the school year, we observed that some of our students were having a hard time tracing on a line. To develop their pencil grasp and fine motor skills, we made rainbow names. Using various color markers, the students traced over the letters in their names using one pen at a time. This was also great for repetition and letter recognition.

From our assessments we observed that some children are developing their fine motor skills. Having playdough and playdough tools, such as playdough scissors, rolling pins, and cookie cutters available, allows them the opportunity to strengthen hand muscles. Each child was given their own playdough and were able to access it in their bins during morning arrival or free activity time. To make play more complex and build their pincer grasp, we added pony beads to their trays so they can push them in and out of the dough.

4E.1

Show or describe two examples of how you provide ongoing opportunities for families to contribute their observations from home to the child assessment process

Information solicited one time only, at enrollment, is not considered to be ongoing unless there are additional opportunities for families to update such information over time.

FAMILY QUESTIONNAIRE

In order to get to know your child better, we would like for you to answer the attached questions and return on the first day of school. The information learned from these questions is extremely helpful, as we become partners in the care, nurturing, and education of your child. You are the most important people in your child's life, thank you for taking the time to "educate" us.
PLEASE RETURN BY MONDAY, AUGUST 22nd, MAHALO!

Child's name: _____ Nickname: _____ Birthdate: _____

Previous School/Day Care, if any: _____

Language(s) Spoken: _____ English

My child's personality:
_____ has a loving personality. Talks in full sentences. However, he does cry and pout when he has the big feelings. He fusses and we ask him to use his words and talk rather than make fussing noises. He's motivated by food.

My child's interests:
_____ loves toys, buttons, keys and cars. He likes to point out car companies when he sees car emblems.

List of responsibilities/chores, if any:
Cleanup toys, takes plate to sink after a meal.

As a family we like to:
Play in the backyard - gardening, water plants and run around
Go to grandparents houses to play

My child has these strengths:
Knows a few letters and numbers
Loves riding wiggly cars in the house or on the sidewalk in the yard.
Likes to laugh

My child has these areas that need strengthening:
Listening and following directions
Sharing nicely with others

What is your child's daily schedule like after they leave school? (For example: After school go to grandma's house, then soccer practice until 5:30, bath, dinner at 4, family time until 6:00, read books until 7, bedtime 7:30 pm)

5:30 dinner
6:30 bath
7:00 read books
7:30 bedtime, but he takes a while to fall asleep

My child's eating habits are:
A little picky. Likes to eat fruits, cooked leafy greens, mushrooms. Doesn't like tomatoes and ketchup. Doesn't usually eat too much rice.

What are your goals/expectations for your child's school experience this year?
Socializing and sharing with others.
To start getting used to participating in class activities, following directions, and raising hand to answer questions.

What is your philosophy when it comes to discipline and what follow-up techniques do you use at home successfully?
Ask a couple times, and if a direction is not followed, then he will get timeout. Sometimes counting backwards works to get him to listen. When _____ does not pay attention, we hold his face and look/talk to him to make sure he's listening.

Please let any family, community, or cultural customs you would like to share with us:
_____ is part Chinese and Korean. Our family celebrates Chinese New Year and we have a toy lion head we can share.

Are there any unique words or phrases (in any language) that your family uses regularly and might help us communicate with your child?
Paternal grandparents - grandmother = Nai Nai, grandfather = Yeh Yeh

Helpful hints on how to relate to your child (e.g. favorite colors, foods, books, animals, etc.):
Favorite color - Blue
Favorite books - The Little Train, The Little Auto, Policeman Small - by Lois Lenski and Rusty Rivets
Tigerberts saves the day!
Favorite animal - dogs

Does your child have any allergies? No
Is it on the school's emergency form? _____
What are the allergies? _____

Child's name: _____

C3 Fall 2021 Parent Teacher Conference Form

Please fill out this survey below and return it by Wednesday, November 17th.
We are looking forward to meeting with you soon!

My child's attitude about school is:

Overall _____ is happy to go to school and excited to see her friends and teachers. She always talks about the projects she's worked on and her activities throughout the day.



We have seen strengths in my child's progress in these areas:

_____ has been more engaged in independent play. Her conversation skills (making eye contact) have also improved and she's become more outgoing around others and confident in general.



Parent Comments or Concerns to Address:

Our biggest concern for _____ is her nap time. She typically doesn't get tired until the afternoon. On weekends, she'll nap for 1.5 - 2 hours, but she usually doesn't go down until 1:30PM. We've worried the missed naps are affecting her sleep/mood. We've noticed extra crankiness on no nap days and _____ having more trouble going down at bedtime. We understand if the daily schedule can't be changed, but love to see if there's anything else we can do to help her get a better nap at school.



Our goal for our child to reach by the end of the school year is:



More independence and the ability to work well with others. We'd love to see her practice more independent play and grow her confidence in doing activities and tasks on her own. We also hope she can continue to learn more about sharing, empathy and working well with others.

We ask families to fill out a Family Questionnaire at the start of the year so that we may learn more about their child. Questionnaires are also sent to families before Parent-Teacher Conferences. Parent-Teacher Conferences are planned twice a year and provide an opportunity for teachers and families to share their observations of a child's progress at home and school. Email is our primary means of communication (especially during the pandemic) and we encourage families to reach out when they have questions or concerns regarding their child. (Children's names have been removed)

7B.2

Show or describe two examples of how you communicate at least weekly with the families of preschoolers, kindergarteners, and school-agers about each child's developmental milestones, individual activities, and shared caregiving issues

Happy Dot Day!

The Question of the Day: Are you wearing dots or dots that wear for a walk (line)?
YES!

Feelings Check-in before lunch:



On this Dot Day we:

- Drew circles and dots in our block composition books this morning.
- Attended our very first Virtual Chapel. As Oliver said, "We saw Pastor Heather on FourTime!"
- Then we went to playground and played on the structures.
- We went to Music where we did music and movement. We sang Chapel songs, "Jesus Loves The Little Children" and "This Is The Day For Rejoicing". We did Shake My Little Out and do Heidi's "Wahhuhuh". <https://www.youtube.com/watch?v=95U77Dw0w8>
- For Dot Day, we made our very own room of dots inspired by the work of artist Yayoi Kusama. We decorated the interior of a large cardboard box using various sizes and colors of dot stickers.
- We also added to our previous dot piece using reinforcement stickers and colored pencils. We will continue to add to this mixed-media collage.

*****Friendly Reminders*****

*Color Week starts next week!

Have a great day!

CI _____'s
Ms. MoeFu
Ms. Shir oma

Daily Note
Date: _____

Today's Activities: _____
Chapel Music Playground Hawaiian

My Day:   

Today I played:

Blocks	<input type="checkbox"/>	_____
Quiet Reading	<input type="checkbox"/>	_____
Science	<input type="checkbox"/>	_____
Art	<input type="checkbox"/>	_____
Math/Manipulatives	<input type="checkbox"/>	_____
Puzzles	<input type="checkbox"/>	_____

Lunch: All Most Some Very Little None

Nap: Slept Rested my body (no nap)

BM Time: _____

Notes:

We communicate with families by writing **Daily Class Emails** that describe the highlights of each school day with accompanying pictures. We also fill out and send a **Daily Note** home for each child that also provides families with more information about their child's day. Individual emails to families discussing their child's progress are also sent. We also share a **Google Drive Link** that allows families to access all the uploaded class information and photos taken throughout each school day.