

Dear Parents,

This letter is to introduce you to portfolio assessment. It is a different way of looking at your child's development. I will be collecting samples of your child's work during the year and making written notes about what I see your child doing. These work samples and notes will be the foundation of the portfolio your child will build during the year.

Information about how your child is learning, growing and changing (such as stories, photographs, cutting activities, writing samples, and paintings) will be collected. Observations about how your child plays with others, listens to stories, puts a story in order, works a puzzle and uses large and small muscles will be added. As the school year goes on, we will collect many samples of different areas of learning to see how your child is developing.

This method of assessment will show your child's growth over time in a natural setting based on real performance. Often a test only tells what he or she could do on a particular day and at a particular time. Portfolio assessment also allows your child to participate in the evaluation. It focuses on what your child *is* doing rather than what he or she is *not* doing. Finally, portfolio assessment helps me as your child's teacher plan my instruction and to meet your child's individual learning needs. The assessment will drive my instruction!

Your help is important in assessing your child. Occasionally, I will send home a few samples of your child's work called a "showcase". It will help you see what your child is doing. I would like for you to share and celebrate this with your child. Also, please feel free to add notes about activities and interactions that you observe to your child's portfolio. These notes will add to our knowledge of your child.

I welcome your questions and comments.

Sincerely,

Your Child's Teacher

What are your child's favorite T.V. programs? _____

How many hours a day does your child watch T.V.? _____

Does your child usually play _____ alone? _____ with one friend?

_____ with many children? _____ with a few children? _____ with other children?

_____ with younger children? _____ with children of the same age?

Is your child's play limited to the yard? _____ to the block? _____

Into how many homes does your child go frequently? _____

Is your child enrolled in any special group? _____

Has your child traveled out of town? _____ Where? _____

What are your child's responsibilities at home? _____

What does your child enjoy doing with the family? _____

How does your child get along with other children? _____

How does your child get along with other adults? _____

What is your biggest discipline problem? _____

How do you discipline your child? _____

How do you think your child will adjust to school? _____

What fears does your child have? _____ animals _____ dark _____ storms
_____ strangers _____ other _____

Does your child have any nervous habits? _____

Is your child right or left handed? _____

How does your child feel about going to school? _____

What do you hope your child will learn this year? _____

DAILY ACTIVITY CHART

Child's Name: _____ Date: _____ Recorder: _____

Check the box beside the time and place the child has chosen to work. This will track the child's movement and interest throughout the day.

WHERE THE CHILD IS WORKING

	B	A	M	H	S	W	C	PD	L	MS	WW	GM
7:30												
8:00												
8:30												
9:00												
9:30												
10:00												
10:30												
11:00												
11:30												
12:00												
12:30												
1:00												
1:30												
2:00												
2:30												
3:00												
3:30												

KEY: B=Block	A=Art	PD=Play dough
H=Housekeeping	S=Science	MS=Music
M=Manipulatives	W=Water Play	WW=Woodworking
L=Library	C=Construction	GM=Gross Motor

Parent Conference Notes

Name of parents: _____

Name of child: _____ Date: _____

Name of teacher: _____

Things the teacher would like to share:

Things the parents would like to share:

Things the student would like to share (if present):

Specific goals agreed upon by all:

Stages of Math Development

- Stage 1. Children begin to understand the use of numbers as they hear other people using them and they also begin to understand the use of numbers through exploration, such as, working large-piece puzzles; they begin to understand direction- and relational words like on/off, here/there; up/down; they recognize simple geometric shapes like a circle and can sequence up to three items (2 to 3 year olds).
- Stage 2. Children recognize and express quantities like “some,” “more,” “a lot,” and “another”; they begin to acquire a sense of time; recognize familiar geometric shapes; they sort objects by one characteristic; they rote count to five; they notice and compare similarities and differences; they recognize simple patterns and use words to describe quantities like length (long/short), size (short/tall), and a lot, a little, big and small (3- to 4-year olds).
- Stage 3. Children understand number games; count objects to 10 and sometimes to 20; they identify the larger of two numbers; answer simple questions that require logic; understand 1-to-1 correspondence up to 10; they recognize a penny and a nickel; combine whole numbers up to 10; make computational estimates in real-life situations; they recognize complex patterns, use position words, sort forms by shape, sort objects by one or two attributes; they identify a circle, a square, and a triangle; they compare sizes of familiar objects not in sight and work multi-piece puzzles (4- and 5-year olds).
- Stage 4. Children begin to understand that concepts can be represented symbolically; they can combine simple sets, add small numbers in their heads, rote count to 100 with little confusion, count objects to 20 or more; they understand that a number is a symbol that represents a certain number of objects; understand 1-to-1 correspondence; recognize that two parts make a whole; count by 5's and 10's to 100; count backwards from 10; they use non-standard and standard measuring tools; recognize, describe, extend, and create a variety of patterns; use patterns to predict what comes next; sort and classify real objects or pictures by multiple attributes; and they can decide which number comes before or after a second number (5- and 6-year olds).

Stages of Motor Development

- Stage 1. From 4 to 8 months a baby starts to roll over; back to front and front to back. He will "ootch" forward, crawls and then sits up. Around 8 to 12 months a baby will start to pull up, hold onto things and, while ambling around the edge of an object, balance himself by holding on. There are many failed attempts where the baby falls to his backside. After these opening moves, the baby starts standing alone. Walking comes next with a few small steps and then, a few more. Climbing on things to obtain higher ground comes next. Once the walking is mastered, a child will push and pull objects (4 months to 1-year old).
- Stage 2. A child will stand with feet and arms apart for balance. She can bend over, climb small objects, kick a large ball without falling, and throw things but not with aim. She stacks things up and knocks them down; drags, pushes, pulls, and carries toys. She is able to sit a wheeled toy and push with her feet to move (1- to 3-year olds).
- Stage 3. A child may have difficulty with independent limb movement but shows wide flexibility in his range of joints. He walks with automatic gait, runs with increased smoothness, walks on a balance board, balances on one foot (for a moment), alternates feet when walking up stairs, jumps off a low box with both feet together, throws an object with total body involvement, catches an object thrown directly into stiff outstretched arms, and shows readiness for tricycle (3- and 4-year olds).
- Stage 4. The child controls independent movement of limbs, shows increased spatial orientation, has a near adult-style walking gait, shows increased smoothness when running, turns corners quickly, accelerates, decelerates and stops the running motion, begins alternating feet while walking on a balance board, begins mastery of galloping skills, throws with arm only, relaxes arms as he moves to catch an approaching object, and begins to control a bouncing ball (4- and 5-year olds).
- Stage 5. The child shows increased control of fine movements of the hand and fingers, has increased endurance, uses running skills in play activities, has improved motion balance, has refined climbing skills, skips, gallops and jumps with smoothness, attempts to master hopping with increased sense of balance, shows rapid improvement in throwing skills, begins to move body to catch an object, begins to control a bouncing ball with one hand, shows increased leg backswing, follows-through and shows appropriate trunk rotation when kicking (4-, 5-, and 6-year olds)

Stages of Oral Language Development

- Stage 1. Smiles socially; imitates facial expressions; coos; cries; babbles; plays with sounds; develops intonation; and repeats syllables (Infants).
- Stage 2. Responds to specific songs; uses two-word sentences; depends on intonation and gesture; understands simple questions; models sound heard; hears, points, and names the objects in pictures (18 months to 2 years).
- Stage 3. Uses pronouns and prepositions; the word "No"; remembers the names of objects, and generalizes. There is a high interest in language and an increase in communication. There is a large jump in vocabulary growth and articulation from Stage 2 levels (2- and 3-years old).
- Stage 4. Communicates needs; asks questions; begins to enjoy humor; has better articulation; begins to have real conversations; responds to directional commands; knows parts of songs; can retell a story; speaks in three- and four-word sentences; is acquiring the rules of grammar and learns sophisticated words heard in adult conversation (3- and 4-years old).
- Stage 5. Vastly expanded vocabulary; uses irregular noun and verb forms; talks with adults on an adult level using four to eight word sentences; giggles over nonsense words; engages in imaginative play using complex oral scripts; tells longer stories; recounts in-sequence the day's events and uses silly and profane language to experiment and shock the listener (4, 5, and 6 year old).

Stages of Reading Development

- Stage 1. Children enjoy listening to short stories and rhymes; they point to and talk about the pictures and photographs; read the pictures rather than the print; understand that their written name signifies something; read some environmental print; begin to turn the book pages; search for objects in the pictures that are hidden or missing; and they respond enthusiastically to their favorite read-alouds (18 months to 3 years).
- Stage 2. Children display an interest in handling books; see the construction of meaning from books as magical; listen to words read to them; play orally with letters or words; begin to notice print in an environmental context; sometimes incorporate letters in their drawings; and mishandle books, like reading them upside down (3 to 4 years old).
- Stage 3. Children engage in reading-like behaviors; try to magically impose meaning on new print; "read" contents of familiar story books; recognize their names; recognize words in environmental contexts; construct word meaning from pictorial clues; pick known words from print consistently; rhyme words; speak words that begin similarly; display an increasing knowledge of book handling; recall key words from poems and stories; and they begin to internalize story grammar (4 and 5 years old).
- Stage 4. Children write and read back their own words; pick out individual words and letters; read familiar books or poems (that they could not repeat without the print); understand the purposes and conventions of print; use picture clues to supplement print; read words in one context that they may not be able to read in another; show increasing control over a visual cueing system; enjoy chants and poems chorally read; detect the beginning and ending sounds in spoken words; blend phonemes; delete initial phonemes; recognize the letters of the alphabet; observe the differences between upper and lower case letters; and, match words in poems and chants that have been internalized (4, 5, and 6 year olds).

Stages of Written Language Development

- Stage 1. Random Scribbling. Children make marks on paper randomly with little muscular control, using a scrubbing motion (2 and 3-year olds).
- Stage 2. Controlled Scribbling. Children “write” across the paper in a linear fashion, repeating patterns over again, showing increased muscular control (3 year olds).
- Stage 3. Letter-Like Forms. Children make mock letters. These are written lines of letters that have letter characteristics but they are misshapen and written randomly, often covering the page. They like to pretend they are writing, and in their work they separate writing from drawing. They have purpose to their letter-like forms (3 and 4 year olds).
- Stage 4. Letter and Symbol Relationship. Children write letters to represent words and syllables. They can write their name. They know that a word represents their name. They can copy words. Reversals, or loss of a developmental gain, are frequent (4 year olds).
- Stage 5. Invented Spelling. Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation is used. They can copy words seen in their environment (4 and 5 year olds).
- Stage 6. Standard Spelling. Most of the words the children use are written correctly, some add punctuation. They organize their words in lines with spaces in between, and they move from the left to the right and from the top of the page to the bottom (5-, 6-, and 7-year olds).

Stages of Social Development

- Stage 1. Children wander around and watch others play. They do not participate or talk to the others playing. Communication is often physically expressed, like arm movements and pointing. Large groups are difficult to become a part of. (Infants and toddlers).
- Stage 2. Children watch others play, ask questions and make suggestions but they tend to not participate. They are likely to leave if asked to interact. They prefer their solitary ways, working at their own pace (2-year olds).
- Stage 3. Children play alone. A child might act out a role alone with no apparent awareness of others. They select a toy with which to play but show no interest in other children's activities (2- and 3-year olds).
- Stage 4. Children play near other children and may play with the same objects but they do not interact with the other children. The children play side by side and at times they might make conversation with themselves but not with the other children in the same area (3- and 4-year olds).
- Stage 5. Children play with others, are engaged in activities, and they may exclude some children. They rarely negotiate about the direction of their play. They interact with others at various times to share props, or to have a partner in play. Friendships are often linked to play. Rules are important and they believe in justice. They are eager to please (4-year olds).
- Stage 6. Children organize their play, assign roles, and negotiate turn-taking. There is constant chatter about the roles the children play. They recognize the benefits of working together; peers are paramount and friendships can be intricate. They are able to share the materials and take turns using them. At times they are competitive (4-, 5-, and 6-year olds).

Stages of Humor Development

- Stage 1. Children laugh, bodily wiggle, smile in response to tickling and auditory cues that arouse laughter. Laughter occurs in response to tactile stimuli and incongruous actions towards objects. They learn how to elicit positive responses. Toddlers begin to recognize and enjoy the absurd (Infants to 3 years old).
- Stage 2. Children thoroughly enjoy spotting the ridiculous. They make up their own jokes and riddles. Children may find humor in some situations others may find gruesome. They enjoy repetitious rhyming, phonetic patter games, absurd appearances, and mislabeling objects. Humor is found in the forms of silliness, clowning, and teasing. Making faces, dressing differently, odd pictures, and silly sounds are humorous to children (3- and 4-year olds).
- Stage 3. Children begin to see subtle humor that often escapes younger children. Humor is experienced visually, verbally, and mentally. The children recognize incongruities in pictures or cartoons that are grossly dissimilar. Children entertain the idea of two different meanings for the same event. The children often can explain why a joke is funny. At times the children might not be empathic enough to know the effect of their humor. Bathroom words are a big part of humor at this stage. Children will model humor displayed by the adults in their environments (4-, 5-, and 6-year olds).

Adapted from the Introduction to The Power of Laughter by Jackie Silberg published by Gryphon House.

Stages of Musical Development

- Stage 1. Likes to hear songs and chants, especially songs with different meter and tone; likes for others to imitate the sounds they make; moves to musical sounds by rocking, patting, or touching to the rhythm; and, likes toys that make musical sounds (infants to 2-year olds).
- Stage 2. Enjoys simple group activities; likes to produce songs; likes to match tones; is less inhibited when singing in groups; loves to experiment with instruments; will make up words that make no sense and sing them to a made-up tune; and, they like to hear their names in songs (2- and 3-year olds).
- Stage 3. Enjoys vocalizing; carries a tune; likes a strong rhythm; likes to dramatize songs with actions; likes silly ditties and nursery rhymes; unrestrained with rhythms; creative in songs and song movements; likes to listen to tapes and CDs that depict action and lots of sounds; and, likes to identify sounds (3-, 4-year olds).
- Stage 4. Wants to sing in tune; can identify high and low tones; likes to choose songs to sing; likes to make up own songs; has greater body control for movements performed to songs; is more self-conscious acting in rhythm and dance; identifies various types of music; enjoys nonsense songs; and, likes to listen to music that depicts action and a variety of sounds (4-, 5-, and 6-year olds).

Stages of Self Help Skills

- Stage 1 (18 months to 2 years)
Holds cup or glass in one hand; drinks from it
Unbuttons large buttons
Turns doorknobs
Holds spoon and feeds with help
Picks up toys with help
Begins undressing
- Stage 2 (2 to 2½-years old)
Removes shoes and some items of clothing
Pours into large container
Unzips large zippers
Picks up toys for a short period of time
Tries to dress
- Stage 3 (2½ to 4-years old)
Washes hands at the sink
Washes face with wash cloth
Gets on and off the toilet
Combs and brushes hair (sometimes with help)
Undresses (pull-overs may require help)
Dresses without help
Finishes zipping
Picks up toys
Throws out waste paper
Wipes up spills
- Stage 4 (4 to 5-years old)
Zips, buttons, and snaps clothes
Begins to tie shoes
Clean up toys and put them in the places they belong
Turns on the water at the sink
Combs and brushes hair without help
Starts to brush teeth effectively

In the Art Center

Children learn to ...

- Discover line, color, shape and texture by seeing and feeling objects
- Experiment informally with a variety of simple media
- Express individual thoughts and feelings through picture making, modeling, constructing and printing
- Look at and talk about artworks including primary sources
- Engage in conversation by sharing ideas with others
- Use the senses to gain information about the environment
- Develop problem solving skills
- Develop independence
- Develop organizational skills
- Experiment with art materials to understand properties
- Experiment with art materials to understand cause and effect
- Explore artwork
- Develop manipulative skills
- Develop eye-hand coordination
- Respond to story telling by drawing or painting
- Observe color, texture, size and shape of objects
- Make choices
- Make decisions

In the Block Center

Children learn to...

- Use oral language in a variety of situations
- Match objects in a one-to-one correspondence
- Learn social skills appropriate to group behavior
- Use vocabulary to designate quantities
- Use vocabulary to designate relationships
- Demonstrate concepts of part/whole
- Use vocabulary to compare objects (same/different)
- Form groups by sorting and matching objects according to their attributes
- Know and discuss the consequences of actions in social relationships
- Acquire nonlocomotor movement skills
- Create, repeat and/or extend patterns
- Develop eye-hand coordination
- Observe and follow safety rules
- Learn ordering
- Learn mapping skills
- Learn physical representations of addition and subtraction
- Develop classification skills
- Learn size and shape differentiation, relations and recognition
- Discuss ways people help each other
- Express relative sizes
- Understand gravity, stability, weight and balance
- Think, create and implement plans
- Discover properties of matter
- Discover the names of buildings and the functions of buildings
- Develop respect for the work of others
- Make choices
- Make decisions

In the Computer Center

Children learn computer skills. They learn to...

- Watch the screen
- Move the arrow to a specified place using the track ball or mouse
- Match letters using the track ball or mouse
- Use the keyboard to access the screen
- Match letters using the keyboard
- Draw with the mouse or track ball
- Fill in spaces with the track ball or mouse
- Erase with the track ball or mouse
- Choose activities using the program menu
- Use a menu to access a different program of choice
- Use the keyboard to write letters, words or numbers
- Print out a page

Children learn skills and concepts depending on the software. They learn to...

- Match objects in one-to-one correspondence
- Match letters
- Compare objects
- Recognize similarities and differences
- Count objects
- Match pairs, sort and classify objects
- Discover color, line, size and shape of objects
- Combine sets
- Identify or repeat a simple pattern
- Extend or create a simple pattern
- Demonstrate the concept of part/whole relationship
- Develop perceptual awareness skills
- Know terms related to direction
- Recognize the printout is the same as the screen

In the Construction Center

Children learn to...

- Develop fine motor skills
- Express themselves through construction materials
- Repeat a simple pattern
- Develop perceptual awareness
- Develop pincher control
- Participate in cooperative play
- Express individual thoughts and feelings through constructions
- Experiment informally with a variety of simple materials
- Acquire the meaning of vocabulary words relating to concepts
- Make choices
- Make decisions

In the Dramatic Play Center

Children learn to...

- Use a variety of words to express feelings and ideas
- Use oral language in a variety of situations
- Match objects in a one-to-one correspondence
- Learn social skills appropriate to group behavior
- Identify basic economic wants of people
- Explore different celebrations and customs
- Know and observe rules of the classroom
- Explore sequences in basic family routines
- Experience consequences of actions in social relationships
- Practice self-help skills
- Participate in leadership/fellowship roles
- Develop concept of family by practicing roles
- Work cooperatively
- Practice simple home chores
- Engage in creative dramatic activities
- Engage in nonverbal communication
- Speak clearly and at an appropriate rate
- Engage in one on one communication
- Discover ways people help each other
- Discover socially acceptable and unacceptable behavior
- Discover cause and effect, interaction of materials and change
- Match pairs, sort and classify objects
- Share materials and take turns
- Make choices
- Make decisions

In the Gross Motor Center

Children learn to...

- Develop muscular strength and endurance
- Develop flexibility and cardiorespiratory endurance
- Develop locomotor skills
- Develop nonlocomotor skills
- Manipulate bean bags, large balls, long ropes, and hoops
- Perform body mechanics
- Develop body awareness
- Develop spatial and directional awareness
- Develop coordination and balance
- Participate in cooperative games
- Develop and practice behavior reflective of good sportsmanship
- Develop and practice behavior that reflects an understanding of safety
- Develop primary gymnastic skills (crawling, rolling, creeping, scooting, sliding and balancing)
- Respect equipment and materials
- Make choices
- Make decisions

In the Library Center

Children learn to

- Respond to simple directions, commands and questions
- Recognize and compare familiar and unfamiliar sounds
- Acquire the meaning of vocabulary words
- Listen to literary selections for personal enjoyment
- Use a variety of words to express feelings and ideas
- Dictate ideas and feeling as they are recorded
- Retell a familiar story
- Use oral language in a variety of situations
- Read own stories to others
- Create stories using invented spelling
- Develop fine motor skills
- Identify author and illustrator as being creators of stories
- Focus attention on a teacher
- Listen to appreciate sound devices of rhythm, rhyme, alliteration and onomatopoeia
- Relate events from personal experiences
- Communicate effectively in one-on-one and small group situations
- Tell what a story is about
- Recall important facts from a story
- Arrange the events of a story in sequential order
- Distinguish between real and make-believe
- Retell an unfamiliar story
- Respond to various forms of literature
- Become acquainted with a variety of selections, characters and theme of our literary heritage
- Select books for individual needs and interests
- Follow simple story lines in stories read aloud
- Recognize that everyone has experiences to write about
- Recognize that writing can entertain and inform

In the Manipulative Center

Children learn to...

- Match objects in a one-to-one correspondence
- Orally identify the number of objects in a group
- Recognize the empty set
- Know terms related to direction and location
- Use vocabulary to define quantities and relationships
- Learn vocabulary to compare sets
- Demonstrate concepts of part and whole
- Compare objects
- Form groups by sorting and matching
- Combine and separate groups of objects to form new groups
- Sort objects by one or more characteristics
- Repeat a simple pattern using objects
- Order two or three objects by size
- Develop fine motor skills
- Practice self-help skills
- Develop pincher control
- Develop perceptual awareness skills
- Experience counting objects
- Experience identifying patterns
- Experience at the readiness level physical representations of addition and subtraction
- Discover similarities and differences
- Know the letters of the alphabet
- Distinguish between upper and lower case letters
- Sequence events correctly
- Make predictions and explain why
- Discover color, shape, line and texture
- Explore money
- Explore time units
- Classify objects
- Acquire eye-hand coordination
- Make choices
- Make decisions

In the Music Center

Children learn to.....

- Hear music for quiet listening
- Hear music that tells a story
- Create vocal sounds by imitating sing songs
- Move and dance
- Play simple rhythm using musical instruments
- Repeat simple patterns with voice, movement and/or musical instruments
- Participate in rhythmic activities
- Develop coordination
- Acquire fundamental movement skills
- Develop spatial and directional awareness
- Recognize and compare sounds
- Formulate patterns
- Explore vocal sounds
- Explore imitation/recognition of environmental sounds
- Explore difference between speaking and singing voices
- Explore tone matching
- Explore rote singing of melodic patterns
- Sing action songs
- Recognize high/low, loud/soft, fast/slow, up/down, long/short, and smooth/jerky
- Hear short selections for expressive movement
- Listen and identify simple music forms
- Perform gross motor movement to records and singing
- Move to express mood/meaning of music
- Move to express steady beat and body sounds
- Explore sounds
- Explore singing games
- Explore complicated rhythm patterns
- Make choices
- Make decisions

In the Playdough Center

Children learn to...

- Use their senses to gain information about the environment
- Compare and contrast textures
- Use vocabulary to designate quantities such as: more than; less than; equal to; and, as many as
- Demonstrate concepts of part and whole with manipulative materials
- Acquire fundamental movement skills
- Develop fine motor skills like pincher control
- Develop perceptual awareness skills such as coordination
- Discover properties of matter
- Express self creatively
- Discover cause and effect, model, interaction of materials, and change
- Use tools to help
- Combine objects
- Compare similarities and differences
- Use vocabulary such as hard/soft, fat/thin, long/short, and in/out
- Work cooperatively
- Share materials
- Make choices
- Make decisions

In the Pouring Center

Children learn to...

- Recognize the empty set
- Know terms related to direction and location
- Compare and contrast similarities and differences
- Use vocabulary to designate quantities such as: more than; less than; equal to; and, as much as
- Use senses such as taste, smell, touch, sight and sound
- Acquire fundamental movement skills
- Practice self-help skills
- Develop pincher control
- Develop perceptual awareness skills
- Understand gravity, stability, weight and balance
- Explore force, cause and effect, and systems
- Discover properties of matter
- Develop awareness of cycle, interaction of materials, and change
- Understand volume and measurement
- Observe relationships between materials
- Make choices
- Make decisions

In the Woodworking Center

Children learn to...

- Identify basic economic wants of people
- Know and observe rules of the home, classroom and school
- Discuss what families do together
- Use the senses to gaining information about the environment
- Develop fine motor skills
- Develop pincher control
- Develop spatial and directional awareness skills
- Develop coordination
- Develop a healthy self-concept
- Develop creative expression
- Develop a willingness to try again
- Develop pride in work
- Develop a willingness to try new things
- Explore force, cause and effect, and properties of the materials
- Develop safety awareness
- Understand stability and balance
- Work independently
- Develop flexible, fluent, and unique thinking
- Work with measurement tools
- Explore relationships and interaction of materials
- Make choices
- Make decisions

In the Science Center

Children learn to...

- Use senses to gain information about the environment
- Describe phenomena in the environment
- Use vocabulary to compare objects
- Compare similarities and differences among objects
- Sort objects from the environment according to one or more characteristics
- Sequence events in order of their occurrence
- Know and practice safety
- Talk about what is seen, heard, touched, tasted or smelled as objects, people and events are experienced
- Use comparators
- Observe color, texture, size and shape of objects
- Observe change in the environment and objects in it
- Observe cause and effect of materials
- Observe systems, cycles, interactions and diversity in the environment
- Classify objects from the environment as living or nonliving
- Describe external features of organisms
- Make predictions
- Use the scientific method
- Develop curiosity about the natural world
- Observe relationships between objects
- Use weighting and other measurement skills to gain information
- Observe forces, such as gravity and magnetism
- Respect and use tools appropriately and safely
- Match, sort and classify objects
- Group objects
- Make choices
- Make decisions

PORTFOLIO REPORT

Child's Name: _____

Date: _____

Learning Center: _____

(Place photo or sample of child's work here.)

TEACHER COMMENTS:

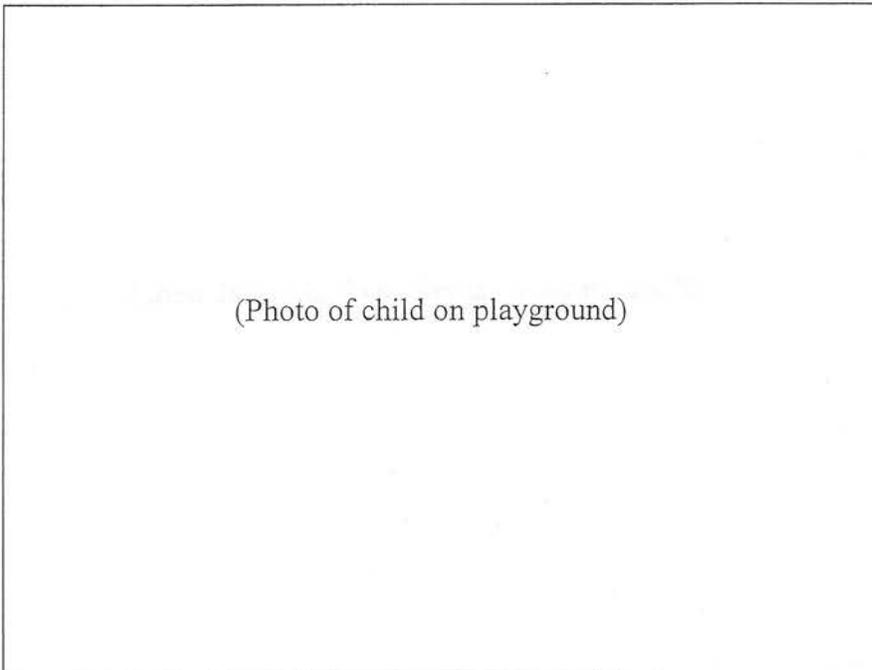
SAMPLE

PORTFOLIO REPORT

Child's Name: Janie Doe

Date: 8/5/95

Learning Center: Outdoors



TEACHER COMMENTS:

Janie used words to express her anger
when the tricycle was taken away from
her.

SAMPLE TEACHER COMMENTS FOR PORTFOLIO REPORTS

FOR THE ART CENTER:

The Art Center is an exciting place for children to work. It draws them like a magnet. Children come to the center, choose an activity, and work that activity independently. They use the rebus (directions printed in picture form) that accompanies the activity as their guide. This gives them an opportunity to begin work immediately without waiting for directions. It also becomes a reading tool as they must "read" the directions before beginning to work. When children cut with the scissors, they use those small muscles to do what the eyes tell them to do. Lots of practice using fine muscles is needed before children make precise marks on paper. As children learn to use the art media to express themselves, they develop the ability to think creatively and solve problems.

FOR A PAINTING ACTIVITY:

When children work in the Art Center they are learning more than how to paint. They are learning reading, writing and math. Reading occurs when children see the differences in their strokes and learn to duplicate different strokes or shapes. Recognition of likenesses and differences are basic skills necessary when learning to write and do math. When children use thin and thick brushes or paint thin and thick lines they are learning math. Math skills also evolve when children select and paint on paper of different shapes. When children try to title their painting or put their names on the paper they are practicing writing skills. Skills that are the foundation of writing such as learning about spacing things on paper, working from the top to the bottom, and painting from the left to the right develop when a child is in the Art Center. Creativity blossoms when children are painting. There are many ways to put the paint on the paper and many ways to express ideas and thoughts. Expressing creativity leads to building problem solving skills.

FOR A PLAYDOUGH ACTIVITY:

Working with playdough offers children opportunities to explore different textures. Children roll, pinch, squeeze, pound, and bend the dough creating different shapes and objects. These activities give them the opportunity to expand their math skills by working with different amounts of playdough, creating shapes, and cutting it into fractions. Through playdough work children develop fine muscles that will help them later with writing skills. Using cookie cutters and rolling pins add another dimension to the Playdough Center. Children have the opportunity to work with a friend and share ideas and tools.

FOR OUTDOOR ACTIVITIES:

As children play outdoors they are developing control over their bodies and movements. They are learning how their body parts interact and how to make one side do what the other side can do. This coordination of both sides of the body is called integration. Running, jumping, throwing a ball, sliding, riding a tricycle are fun ways children develop coordination of both large and small muscle skills. Outdoor play gives children opportunities to use whole arm movement and leg muscles. These activities are essential to physical development and help in the development of the small muscles needed for precise tasks. Reading, math and writing develop when children have control of their bodies and their muscles. Finally outdoor play, gives children an opportunity to work on social skills in a less restricted environment. In an outdoor setting children learn to share, take turns, express hurt feelings, and work cooperatively with peers.

FOR THE LIBRARY CENTER:

The Library Center is the heart of the classroom. Here the children have opportunities to write stories, read stories, listen to stories on the tape recorder, and write letters. Children also have the opportunity to share these activities with their friends. Imagine how rewarding it is when one child writes a letter, "mails" it to a friend, and his or her friend reads the letter. Reading, writing, listening, and language development happen in this center. Children learn to enjoy and appreciate good literature as they explore their own creative efforts. Taking care of books becomes a part of a routine as children understand the value of books and develop a love of reading that will last a lifetime.

FOR THE BLOCK CENTER:

The Block Center is a very versatile learning place. Reading, writing, math, language, and social skills occur through the use of blocks. When children plan and organize their structures they are learning beginning skills necessary for reading and writing. Children develop important thinking skills such as creating balance, order, and symmetry as they work with blocks. Blocks are in direct mathematical proportion so fractions, part/whole relationships, shapes, and counting are a natural part of building. When children work together to create a structure, they are sharing not only the blocks but their ideas and plans for the structure. Planning together gives them a reason to work cooperatively.

FOR THE WOODWORKING CENTER:

The Woodworking Center is a source of pleasure for young children. As children use adult tools with care and respect, they learn to be responsible and trustworthy. Many math skills are learned in the center such as one to one correspondence, fractions, measuring and counting. Creative thinking and problem solving is developed when children have a short nail and two thick wood pieces to be nailed together. Children build self esteem as they feel competent in their woodworking, and master driving a nail into a block of wood.

FOR THE POURING CENTER:

The Pouring Center is a place to learn many different concepts and skills. Children learn math by measuring volume, weight, balance and distance. In addition, they learn the concepts of more and less, empty and full, and solid and liquid. They develop fine motor skills when they scoop, pour, drip, dump and mix. Children develop scientific principles when they explore different textures and experiment with the properties of many kinds of materials. Vocabulary is increased as children work with and talk about the funnels, water wheels, basters, and pipettes. As they move wet sand they “excavate” and when they make a channel for the water to move through they construct a “canal” and sometimes they make a “dam” to stop the water from moving.

FOR THE CONSTRUCTION CENTER:

The Construction Center is a favorite place because all the activities are open-ended since the toys have no stopping point. By having open-ended materials, children can develop the ability of take different approaches to solve problems they encounter while building. There are no “wrong” or “right” answers at this center. The children play with small connecting blocks, toys with various shapes, logs for cabin building and similar toys. When the children are creating a pattern, putting pieces together to form a whole, or measuring their construction they are using math skills. The purpose of the Construction Center is not to have a “finished product” but to give children the opportunity to experiment, initiate, create, and solve problems.

FOR THE MANIPULATIVES CENTER:

The Manipulatives Center has many different areas such as a flannelboard, a magnet board, a puzzle shelf, and games. There are many choices so that children have many opportunities to select an activity of interest to them. At this center your child works a puzzle with a friend or learns to share cooperatively by playing a game. Finding the different pieces of a puzzle helps your child learn about similarities and differences or figure ground perception (distinguishing shapes from their background). Puzzle work also helps develop the understanding of the part/whole relationship, a valuable math and reading skill. By working with a friend there are lots of opportunities to negotiate and problem solve which leads to the development of effective communication skills.

FOR THE SCIENCE CENTER:

The Science Center provides children with opportunities to explore their environment as they learn and explore cause and effect, cycles in nature, comparisons, chemical and physical changes and the properties of matter. Through simple activities children build a foundation for future scientific learning. As curiosity builds, children learn to be patient with projects that take time and how to make decisions based on data they gather. A basic skill for “scientific research” is the ability to see how things are the same and how they are different. Developing the ability to understand likenesses and differences builds a science base as well as a skill basic to reading and math.

FOR THE DRAMATIC PLAY CENTER:

As children play in the Dramatic Play Center, they learn to take turns, share, and select their friends based on common interests. They take on family and community roles that help them understand what other people do and how they act. In essence children have an opportunity to try on a role to see if it fits their personality style. The Dramatic Play Center helps them learn to make choices and decisions as they discover ways people help each other. Both math and reading skills are practiced as the children use a variety of objects like the phone book, recipe book, coupons, and a guide to television programming. Children learn to problem solve, work out difficult situations, develop vocabulary and practice social interaction in the Dramatic Play Center.

FOR THE MUSIC CENTER:

Children are naturally drawn to the Music Center. As children sing songs or move to the beat of the music, they explore and practice important developmental skills. Singing helps children develop new vocabulary words, practice words they already know, create and imitate sounds, recognize and repeat patterns, and compare sounds to each other. Science skills also develop as children strike a triangle and discover cause and effect. They learn about pitch, volume, and sound waves. Large muscles are developed as children express the mood of what they hear with their body movements. Movement, music and children go hand-in-hand.

FOR COMPUTER ACTIVITIES:

As children use the computer they begin to feel comfortable with technology and to understand its capabilities. They are developing a critical foundation to build on and add to all through school. Computer use is an everyday choice for the children as it becomes another "play" activity. Software is the key to using the computer as an effective learning tool. Through appropriate software children can solve meaningful, real-life problems, express themselves in writing and drawing, experience math problems, and discover solutions.

Computer Skills Checklist

Name _____

+ signifies that the child can do the task
 - signifies that the child cannot do the task

	baseline 1	update 2	update 3	update 4	update 5	update 6
DATE						
watches screen						
uses track ball or mouse to move arrow						
moves arrow to specified place using track ball or mouse						
matches letters using the trackball or mouse						
uses keyboard to access the screen						
matches letters using the keyboard						
draws with the mouse or trackball						
fills in spaces with the mouse or trackball						
erases with the mouse or trackball						
chooses activity using program menu						
uses menu to access program of choice						
uses keyboard to write letters, words, or numbers						
matches the printout with the screen						

Reading Log

Title	Liked	Did Not Like
		
		
		
		
		
		
		
		