



# Mary Anne Lamb (Mary) - October 13, 2017

Kindergarten Demo

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

## Belonging & Contributing

Though she still requires an occasional reminder, she has lately been able to adapt to the routine of the day and seems to be enjoying her time with some of her classmates during play. With reminders, she has begun to share her ideas and materials during play-based activities. Mary spent a lot of time at the Dramatic play centre, acting out familial roles and situations. A next step would be to try to take on more of a leadership role when working with others. She participates in group lessons and discussions and remembers to put her hand up and wait until she is called upon before sharing her thoughts. She is encouraged to share her written work more often in large and small group settings, which will build her self-confidence and allow for her to see herself as a writer and story teller. We will continue to encourage her to contribute her own thoughts and ideas while at dramatic play to help her see herself as an actor or dramatist. Mary gets along well with her classmates and demonstrates the ability to make and keep friendships. In Music class, she enthusiastically creates her own actions to accompany the songs.

## Self-regulation & Well-being

We will continue to challenge her with a variety of physical activities that require the application of diverse movements. Mary is a valuable member of our classroom community, as she guides others in creating new ways to move to music. Throughout the year, she has acquired a repertoire of strategies that will help her become calm, focused, and alert (such as EXAMPLE), and she uses these strategies with minimal reminders from the educators. She will be encouraged and challenged to continue communicating to larger groups of students in a variety of contexts. We will continue to encourage her to use positive phrases and to ask questions when entering play situations so she can more fully understand the scope of play and effectively add to it. She demonstrates awareness of strategies that can be used when feeling frustrated or upset. Mary leads others in dances by creating sequences of movements and listens to others' ideas as well. She is now able to adapt her behaviour to suit a variety of social circumstances and situations (e.g., during an assembly, on a field trip, or on the bus). She always uses appropriate voice volume and makes safe choices during unstructured play experiences.

## Problem Solving & Innovating

A next step for her would be to describe differences between living and nonliving things and then explain her thinking. Mary has demonstrated a keen sense of curiosity when designing and creating at various centres around the classroom. To continue her learning in this area, she is encouraged to take more leadership in creative projects. As we support her continued learning in this area, we will encourage her to incorporate drawing into her initial planning and design. When she first started reading, she was using the same voice for all parts of the story or would stop reading if she did not know the word. While attempting to meet a building challenge, she would build and then test out her creation after each step, making changes until she was successful. We will continue to work with her, using different reading strategies to help her make sense of the text that she is reading. Over the course of the year, she has used different reading strategies such as changing her voice for bold print or punctuation and trying several words so that the sentence makes sense. She uses trial and error and check and guess strategies to solve problems that arise when collaborating with her peers in the block area. She challenges herself by noticing what others are building and uses that information to improve her own work with ramps and marble runs. She is now willing to make predictions without fear of being "wrong" and makes observations to and with her group as she conducts investigations, research, and hands-on experiments.

## Demonstrating Literacy & Mathematics Behaviours

Mary is encouraged to continue to make predictions and share her findings and observations with the group. She is able to recognize, explore, describe, and compare patterns in the natural and built environments (e.g., patterns in the design of clothing, in flowers, and in numbers). She is encouraged to continue to find rhyming words in books read to her at home, as well as in other parts of her environment like on menus and signs. Mary is now able to make predictions and observations during investigations. Through daily participation in pretend play and art activities, she learned to extend her connections between books and stories in her play. She communicates effectively with her classmates and teachers for

many different purposes throughout the day. She should continue to communicate her ideas and share her personal connections about text in small and large group settings. Mary participates regularly in class discussions by answering many questions about the stories read aloud by the educator. She is exploring ways to communicate, using print, symbols, gestures, and tone of voice in order to express her feelings, opinions, and ideas with others in her classroom community.