Portage Guide Birth to Six: Tool For Observation and Planning

This report includes information about your child's development based on the most recent observation period. Please recognize that there are no right or wrong answers, as each child develops at their own pace. This simply helps us understand what skills Carson always or consistently demonstrates and those emerging skills where we can help him by planning appropriate activities. I look forward to reviewing this information with you.

Child's Name: Carson C	Report Date: 10/31/2010
Classroom/Caseload: Home Based	Reporting Period: 4
Caregiver/Teacher's Name: Karen Williams	Site: Portage Academy

Look What I can do...

Communication/Language/Literacy

Names and talks about common objects, actions, immediate experiences or a familiar story

Asks questions to satisfy curiosity and answers simple who, how and what questions

Uses language to control and negotiate play with others, It's my turn, Me first, No nap

Uses longer sentences to communicate

Takes part in storytelling by saying a repeated phrase or filling in a word, e.g., Caps, caps, caps for sale

Identifies labels and signs in their environment, e.g., blocks, door, chair, etc

Associates word sounds with the letter shapes, e.g., beginning sounds of b for ball or d for door

Social Emotional Development

Cooperates with adult requests most of the time

Shows pride in doing things without adult help

Waits three to five minutes to get needs met

Shows affection, praise, empathic response to playmates or family members

Shares with other children, with support from adult

Participates in structured small group activities for 10-15 minutes

Listens and contributes to adult conversation

Plays briefly with 1-3 children, sharing materials

Follows rules by imitating actions of other children

Uses art or building materials for their own intended purposes

Participates in musical games such as the Hokey Pokey or responds to a music beat

Exploration/Approaches to Learning

Groups things into categories

Assembles a 5-10 piece interlocking puzzle

Names or pairs items that go together upon request

Tells appropriate action for If-What questions

Can tell what activity or routine comes next, e.g., After we play outside, we wash hands and have lunch

Finds more than one solution to a question, task or problem in discussion with peers or adults

Recognizes numerals that label, i.e., room numbers, page numbers

Touches and counts increasing number of objects (record the number below)

Matches one-to-one, e.g., one plate, one spoon on each place mat

Describes or shows what things do

Purposeful Motor Activity

Pedals tricycle or rides wheeled toy, using feet to push forward

Climbs at least two rungs of a jungle gym

Jumps over objects or off a step/box

Runs with longer stride and ease, arms swinging

Catches an 8-10 inch ball with extended arms

Gallops

Plays games that require jumping or kicking the ball

Maintains balance when walking a narrow surface or balance beam

Uses scissors to cut paper in two

Assists with simple chores

Prepares toothbrush and brushes teeth

Uses spoon, fork, and cup and begins to serve self at the table

Dresses and undresses self with some assistance

Places personal items in appropriate containers/space

Carries out routine activities with some adult support

Draws a square in imitation

Sensory Organization

Tolerates and uses different textured media and surfaces (sand, finger-paint, glue) in activities

Tolerates self-care activities (brushing teeth, combing hair, washing face and hands)

Negotiates a simple obstacle course

Has predictable sleeping, eating and elimination patterns

Able to fall asleep with minimal assistance

Look what I am learning...

Communication/Language/Literacy

Follows complex multi-step directions

Considerations: Children can usually handle 2-4 step directions at this age, but a visual will help the child to remember

Progresses in listening and understanding English, especially for non-English-speaking children

Considerations: Receptive language, understanding what is being said, comes before speaking or expressive language

Uses varied spoken vocabulary

Considerations: Children like to play with language including silly words and new words.

Recites songs, rhymes from memory or makes them up

Considerations: A predictor of later reading success is found in a child's ability to recognize matching sounds and rhymes in word games and songs.

Social Emotional Development

Sometimes resolves problems with peers, without physical aggression, with adult support

Considerations: She will rely more on yelling than on hitting to make a point. Help the child make other choices; persuasion, negotiation, substitution.

Manages emotional responses with adult support

Considerations: Adults can give children language for their strong feelings and then offer coping strategies

Willingly tries new experience

Considerations: Trust and security developed through meaningful relationships with others allows the child to have the courage to try new things.

Responds to music with more complex movements e.g., Head, Shoulders, Knees and Toes or creates own movements

Considerations: Children know the words to songs and are able to coordinate singing and a sequence of actions or movements.

Exploration/Approaches to Learning

Recognizes and repeats simple patterns

Considerations: He can tell you that a pattern repeats and points out patterns such as stripes or dots.

Predicts what will happen when prompted

Considerations: When adults pose questions or possibilities she can problem solve what will happen next. What will happen if we leave the ice cream sit out?

Shows awareness of measurement attributes

Considerations: Takes interest in measuring length, weight, temperature and distance.

Initiates experimentation

Considerations: During play the child tries using materials in new ways, e.g., mixing paints, combining ingredients.

Purposeful Motor Activity

Throws a hand sized ball to another person; catches a thrown ball with both hands.

Considerations: The child will begin using an overhand throw and catching the ball with outstretched hands.

Cuts out and pastes simple shapes

Considerations: Her eye-hand coordination gives her more control when cutting and pasting. She is able to cut curves and spread paste evenly.

Follows basic health and safety rules e.g., fire and traffic safety

Considerations: He will stop at the curb and look both ways with some adult supervision. He can verbalize safety rules taught to him at home and in the classroom.

Dresses self without supervision

Considerations: He can now put the zipper in the catch and complete the task all by himself and finish buttoning or unbuttoning.

Sensory Organization

Organizes body in active play (moves horizontally and vertically in space, balances)

Considerations: The child's integrated sensory system allows him to move easily and confidently.