

## Sample Report Card Comment #1: Belonging and Contributing

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### **Moira**

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
  - 1.2 listen and respond to others, both verbally and non-verbally (*e.g., using the arts, using signs, using gestures and body language*), for a variety of purposes (*e.g., to exchange ideas, express feelings, offer opinions*) and in a variety of contexts (*e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; in the learning areas; while engaged in games and outdoor play; while making scientific observations of creatures outdoors*)
22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
  - 22.1 communicate their ideas about something (*e.g., a book, the meaning of a word, an event or an experience, a mathematical pattern, a motion or movement*) through music, drama, dance, and/or the visual arts

At the beginning of the year Moira would go to the creative area where she would quietly draw and construct many works of art and watch the rest of the children. She began to interact with friends who came to the creative area and they would talk about the things they were making and share ideas. Moira interacts with friends who struggle with a creative project by showing them innovative ways of completing their project. Moira uses clearly organized and precise drawings to show how she solves mathematical challenges. She also creates elaborately illustrated books for the classroom library.

We will encourage her to share her great thinking and creations with more friends and in more places.

## James

2. identify and use social skills in play and other contexts
  - 2.1 act and talk with peers and adults by expressing and accepting positive messages (*e.g., use an appropriate tone of voice and gestures; give compliments; give and accept constructive criticism*)
3. demonstrate an understanding of the diversity among individuals and families and within schools and the wider community
  - 3.1 demonstrate respect and consideration for individual differences and alternative points of view (*e.g., help a friend who speaks another language; adapt behaviour to accommodate a classmate's ideas*)
27. recognize bias in ideas, and develop the self-confidence to stand up for themselves and others against prejudice and discrimination
  - 27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others (*e.g., speaking confidently, stating boundaries, making choices*)
  - 27.2 think critically about fair/unfair and biased behaviour towards both themselves and others, and act with compassion and kindness

James builds in the construction areas most days. Earlier in the year, he made plans by gathering his materials, claiming his space on the carpet, and then building by himself. He would become frustrated when other children tried to involve themselves in his construction. James is learning to communicate when he needs his personal space and when others are or are not welcome to join in his project. James is now more open to the ideas of other children, and may consult with them about his plans and about adaptations to his plans. We encourage James to respond to the suggestions of others with phrases such as "Thank you for your suggestion." or "I like your idea." or "I hadn't thought of that." or "No thank you."

### Aisha

2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities
  - 2.1 demonstrate self-reliance and a sense of responsibility (*e.g., make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need*)
  - 2.2 demonstrate a willingness to try new activities (*e.g., experiment with new materials/tools, try out activities in a different learning area, select and persist with challenging activities, experiment with writing*) and to adapt to new situations (*e.g., having visitors in the classroom, having a different educator occasionally, going on a field trip, riding the school bus*).
  - 2.3 begin to demonstrate self-control (*e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after being upset*) and adapt behaviour to different contexts within the school environment (*e.g., follow routines and rules in the classroom, gym, library, playground*)
  
6. demonstrate an awareness of their own health and well-being
  - 6.1 begin to demonstrate an understanding of the effects of healthy, active living on the mind and body (*e.g., choose a balance of active and quiet activities throughout the day; remember to have a snack; drink water when thirsty*)
  - 6.2 practise and discuss appropriate personal hygiene that promotes personal, family, and community health

During the day Aisha takes responsibility to communicate or get what she needs when she is hungry, tired, or in need of comfort. She helps herself to snack, uses the quiet area for a rest, and asks a friend for a hug. During entry time Aisha has now developed strategies such as taking a deep breath or looking at a picture that she finds calming, so that she feels ready to enter the classroom with the rest of the children. We encourage her to use these strategies in other situations, for example, going to the gym or when there is a change in her daily routine.

We are also celebrating the growth in Aisha's self-care. She is learning to use the bathroom on her own and dress herself independently. We are helping her to find further effective strategies to be more independent, such as doing up her own buttons and zippers.

### Louis

3. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities
  - 3.1 demonstrate self-reliance and a sense of responsibility (*e.g., make choices and decisions on their own, take care of personal belongings, know when to seek assistance, know how to get materials they need*)
  - 3.2 demonstrate a willingness to try new activities (*e.g., experiment with new materials/tools, try out activities in a different learning area, select and persist with challenging activities, experiment with writing*) and to adapt to new situations (*e.g., having visitors in the classroom, having a different educator occasionally, going on a field trip, riding the school bus*).
  - 3.3 begin to demonstrate self-control (*e.g., be aware of and label their own emotions, accept help to calm down, calm themselves down after being upset*) and adapt behaviour to different contexts within the school environment (*e.g., follow routines and rules in the classroom, gym, library, playground*)
  
7. demonstrate an awareness of their own health and well-being
  - 7.1 begin to demonstrate an understanding of the effects of healthy, active living on the mind and body (*e.g., choose a balance of active and quiet activities throughout the day; remember to have a snack; drink water when thirsty*)
  - 7.2 practise and discuss appropriate personal hygiene that promotes personal, family, and community health

We are celebrating Louis' growth in his ability to manage his emotions and take responsibility for himself. As the year progresses, Louis is able to transition (e.g. to the outdoors and gym) by looking for support from other friends in the class. We will continue to support his transitions by providing visual cues and verbal reminders. He is able to plan where he wants to play, and is spending a longer time in his chosen area. As Louis continues to try new things and expand his circle of friends, we encourage Louis to name his emotions and to describe his feelings (e.g. expanding vocabulary beyond "happy" or "sad") in the new situations.

Louis (ELL)

We are celebrating Louis' growth in his ability to manage his emotions and take responsibility for himself. As the year progresses, Louis is able to transition by looking for support from other friends in the class. He has learned to watch the other children and to follow their visual cues when moving to other areas such as gym or outdoor time. He is able to plan where he wants to play, and is spending a longer time in his chosen area. As Louis continues to try new things and expand his circle of friends, we will encourage Louis to name his emotions in his first language and in English and to choose photographs that are posted on the learning wall that identify his feelings about the new situations. We will support him when he asks questions about new things in his first language by providing some English words.

## Sample Report Card Comment #3: Demonstrating Literacy and Mathematics Behaviours

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### Overall and Specific Expectations

- 20. Apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning
  - 20.1 demonstrate an understanding of number relationships for numbers 0 – 10, through investigation (e.g., *show small quantities using fingers or manipulatives*)
  - 20.2 use, read and represent whole numbers 1 – 10 in a variety of meaningful contexts (e.g. use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built at the block center; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant at the dramatic play centre)
  - 20.3 compose pictures, and build designs, shapes, and patterns, using two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies (e.g., *sand at the sand table, stickers, geoboards, pattern blocks, a computer program*)
  - 20.4 build three-dimensional structures using a variety of materials and begin to recognize the three-dimensional figures their structure contain
  - 20.5 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made
  - 20.6 investigate and discuss how objects can be collected, grouped and organized according to similarities and differences (*i.e., attributes like size, features, etc.*)

### Bradley

When Bradley first came to kindergarten he spent a lot of time exploring the pattern blocks. He poured them onto the carpet and then put them back into the bin. He is now stacking other blocks into towers, and with educator support he sorts blocks into piles of the same colour or the same shape. He recently came to us to show that he could name a square and a rectangle. We will expand his language beyond naming objects to use more words to describe objects in his environment (e.g. red truck, big dog). We will support him by providing him with many experiences to sort, compare and build with a variety of materials.

As we have talked about in our ongoing conversations, Bradley is early in his development of mathematical concepts. We will continue to monitor his growth in mathematics in relation to the

expectations within the Kindergarten program in order to determine the potential need for additional support in the future.

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## Overall and Specific Expectations

1. communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
  - 1.2 listen and respond to others, both verbally and non-verbally (*e.g., using the arts, using signs, using gestures and body language*), for a variety of purposes (*e.g., to exchange ideas, express feelings, offer opinions*) and in a variety of contexts (*e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; in the learning areas; while engaged in games and outdoor play; while making scientific observations of creatures outdoors*)
  - 1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (*e.g., respond to non-verbal cues from the educator; vary tone of voice when dramatizing; name feelings and recognize how someone else might be feeling*)
  - 1.6 use language (verbal and non-verbal communication) to talk about their thinking, to reflect, and to solve problems
  
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
  - 9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (*e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships*)
  
10. demonstrate literacy behaviours that enable beginning writers to communicate with others
  - 10.1 demonstrate an interest in writing (*e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils*) and choose to write in a variety of contexts (*e.g., draw or record ideas in learning areas*)
  - 10.2 demonstrate an awareness that text can convey ideas or messages (*e.g., ask the educator to write out new words for them*)
  - 10.3 write simple messages (*e.g., a grocery list on unlined paper, a greeting card made on a computer, labels for a block or sand construction*), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words
  - 10.4 use classroom resources to support their writing (*e/g/, a classroom word wall that is made up of children's names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books*)
  - 10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts
  
14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings
  
17. describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation
  - 17.2 communicate an understanding of basic spatial relationships (*e/g/, use terms such as "above/below", "in/out", "forward/backward"- use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/rotations]*) in their conversations and play, in their predictions and visualizations, and during transitions and routines

Vaani

Vaani spends a lot of time making buildings and roads with blocks for his cars. He shows his mathematical thinking and literacy skills by making maps and drawing those buildings and roads on the paper for his cars. He verbally describes what is on his map and asks us to write the street names and house numbers. For next steps in learning, through his interests, we will encourage him to explore reading and writing in various ways, for example, helping him to read signs in his environment and create road signs on the computer.

Vaani (ELL) *Growth with reference to specific expectations*

Vaani spends a lot of time making buildings and roads with blocks for his cars. He shows his mathematical thinking and literacy skills by making maps and drawing those buildings and roads on the paper for his cars. He is using gestures and his first language to tell us about his buildings, roads and cars and what is on his map. Through gestures he communicates his understanding of measurement such as 'big' and 'small'. We support his vocabulary by labelling his map with the things that he is indicating, example, 'street, house, car.' For next steps in learning we will encourage him to build on his interests and his language by looking on the multi-language word wall and using his English words to describe and label his own creations.

**Overall and Specific Expectations**

4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
  - 4.1 use a variety of simple strategies to solve problems, including problems arising in social situations (*e.g., trial and error, checking and guessing, cross-checking – looking ahead and back to find material to add or remove*)
  
9. demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts
  - 9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print (*e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships*)
  
11. Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the educators
  - 11.5 make predications regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (*e.g., use the cover pictures and/or title; to determine the topic and/or text form*)
  - 11.6 use prior knowledge to make connections (*e.g., to new experiences, to other books, to events in the world*) to help them understand a diverse range of materials read by and with the educator team.
  - 11.9 retell orally or with non-verbal communication, familiar experiences or stories in proper sequence (*e.g., in new and creative ways, using drama, visual arts, non-verbal communication and representations, in a conversation*)
  - 11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts (*e.g., read-alouds, shared reading experiences*), using pictures and/or props
  
31. demonstrate basic knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts
  - 31.1 explore different elements of drama (*e.g., character, setting, dramatic structure*) and dance (*e.g., rhythm, space, shape*)

Maheen (*Growth with looking at expectations; example of child who comes to school able to read*)

Maheen came to kindergarten as an independent reader of simple story books. She retells events in the story in the right order and with detail. In order to make sense of new stories, she uses her knowledge of familiar words, alphabet sounds and pictures in the book. We will encourage her to extend her reading to non-fiction by exploring her interests (e.g. bugs, art). We have noted growth in her ability to make predictions about a story based on the pictures in the book, the cover of the book and her own personal experiences. For next steps we will also support Maheen in applying her ability to make predictions in other areas of learning, such as

building, dramatic play, science, and social situations by asking her open-ended questions. Some examples are: What do you think will happen when you...? What happens next? How will he feel when you say...?

## Noah

### Overall and Specific Expectations

4. demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts
  - 4.1 use a variety of simple strategies to solve problems, including problems arising in social situations (*e.g., trial and error, checking and guessing, cross-checking – looking ahead and back to find material to add or remove*)
  
6. demonstrate an awareness of their own health and well-being
  - 6.5 discuss and demonstrate in play what makes them happy and unhappy, and why
  
24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)
  - 24.3 make predictions and observations as part of the process of creating and designing
  - 24.5 communicate and record results and findings either individually or in groups (*e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels, or in charts*)

Noah enters the room full of enthusiasm and ideas each day. Before beginning a project, he would tell us about his elaborate plans for building a complex structure or designing an experiment. He has made great gains in his ability to see the project through to completion, even when parts of the process are frustrating. He is also applying social problem solving strategies, such as *A Bug and a Wish*, with his friends to calmly discuss his plans and to find a solution to the problem. We hear Noah using positive self-talk and similar words to the *Bug and Wish* strategy when he is frustrated with himself or his materials. We encourage Noah to further develop his problem solving skills by predicting what might happen, using strategies such as “*If... then...*” with his materials before he adds them to a project and to communicate his findings with his educators, family and friends

## Alasie

### Overall and Specific Expectations

22. communicate their thoughts and feelings, and their theories and ideas, through various art forms
  - 22.1 communicate their ideas about something (*e.g., a book, the meaning of a word, an event or an experience, a mathematical pattern, a motion or movement*) through music, drama, dance, and/or the visual arts
23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts
  - 23.1 use problem-solving skills and their imagination to create drama and dance (*e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements*)
24. use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)
  - 24.2 state problems and pose questions as part of the process of creating and designing
  - 24.3 make predictions and observations as part of the process of creating and designing
  - 24.4 select and use tools, equipment, and materials to construct things
  - 24.5 communicate and record results and findings either individually or in groups (*e.g., explain and/or show how they made their structure; record ideas using pictures, words, numbers on labels, or in charts*)

Alasie actively participates in outdoor play and exploration. Initially she gathered materials like sticks, stones and pinecones and placed them in piles or carried them around in baskets. Now we have noticed that Alasie incorporates these familiar materials in new and different ways as props in outdoor dramatic play. She creates and designs settings and plans storylines with her friends before beginning the play. Alasie takes photos and video to document the design process as well as the end product. We will encourage Alasie to use the documentation to communicate her story and to demonstrate how they solved problems in the process.