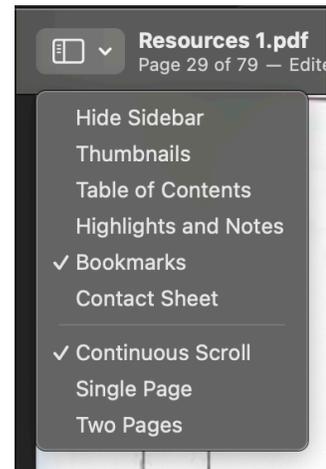


## INDEX FOR SAMPLES

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### Class II Progress Report Rubric

- Not Introduced (-) – Child has not been exposed to this activity or skill
- Not Yet Assessed (NYA) – Skill has not yet emerged and requires further observation
- Beginning (B) – Emerging demonstration of a skill
- Making Progress (M) – Progressing more consistently towards
- Age Appropriate (A) – Consistently demonstrating (End of Year Goal)
- Area of Strength (S) – Strongly and consistently demonstrating

Social Emotional Development	Beginning	Making Progress	Age Appropriate	Area of Strength
Has a positive attitude about school				
Demonstrates interest in making friends	Shows a preference for playing next to peers	Invites one or two peers to join in their play	Uses successful strategies for entering play already in progress	Consistently invites peers to join in their play and uses successful strategies for entering play already in progress
Transitions easily from one activity to another	Accepts redirection from teachers	Transitions with occasional reminders	Transitions with independence	Consistently transitions with independence
Works cooperatively as part of a group	Observes others and participates in groups with some teacher modeling	Uses successful strategies to initiate interactions and participation in groups with guidance to sustain	Independently, initiates, joins in, and sustains positive interactions within their group	Consistently, independently, initiates, joins in, and sustains positive interactions within their group and classroom community
Asks for help when appropriate				
Has self-control with body and personal space	Seeks support and accepts redirection in managing impulses	Uses successful strategies to manage impulses	Is able to demonstrate self-control with body	Consistently demonstrates self-control with body and personal space

Takes responsibility for own actions	Rarely takes responsibility for own actions	Takes responsibility for own actions most of the time	Consistently takes responsibility for own actions	
Shows a positive attitude toward learning				
Exhibits self-confidence				
Follows classroom rules	Accepts redirection from teachers	Follows classroom rules with occasional reminders	Follows classroom rules with independence	Consistently follows classroom rules with independence
Attends to personal needs and belongings				
Shows ability to handle frustration / failure/ disappointment	Seeks support and accepts redirection in managing strong emotions	Uses successful strategies to manage strong emotions	Is able to control strong emotions most of the time	Is able to control strong emotions consistently
Able to problem solve in social situations	Seeks teachers help to resolve social problems	Articulates social problem and begins to suggest solutions	Suggests and implements solutions to resolve social problems independently	Consistently suggests and implements solutions to resolve social problems independently
Has an ability to establish friendships with peers	Identifies emotions of peers	Shows concern for the emotions of peers	Offers social support to a peer showing an emotional need	Consistently offers social support to a peer showing an emotional need
Engages in imaginative play	Follows actions of others during play, uses real objects as props	Acts out familiar or imaginative scenarios, can use symbolic props	Plans complex role play with others and sustains play for an extended time	Consistently plans complex role play with others and sustains play for an extended time
<b>Work Habits</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Uses appropriate	Grips writing and drawing	Holds writing and drawing tools with 3-finger grip but	Holds writing and drawing tools with 3-finger grip and	

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grasp with writing tools	tools with whole hand	may hold too close to one end	uses efficient hand placement when writing or drawing	
Organizes and takes responsibility for belongings and materials				
Follows directions during a structured activity	Accepts redirection from teachers	Follows directions with occasional reminders	Follows directions with independence	Consistently follows classroom rules with independence
Works well independently				
First time listening	Accepts redirection from teachers	Listens with occasional reminders	Listens first time	Consistently listens first time
Uses and organizes time wisely				
Completes activities	Sustains interest and completes activities with teacher support	Sustains interest and completes activities with minimal teacher support	Independently sustains interest and completes activities	Independently sustains interest and completes activities, extends learning experiences
Demonstrates self-help skills				
Makes a variety of choices	Makes a few choices with teacher support	Makes choices with minimal teacher support	Independently makes a variety of choices	Consistently makes a variety of choices with independence
Is curious	Sustains interest when working on a task with teacher support	Sustains interest in a task with minimal teacher support and tries new things	Independently sustains interest in tasks	Independently sustains interest in tasks and extends learning experiences
Uses materials with a purpose	Uses sense to explore the environment and treats materials with care	Shows interest in a variety of materials and demonstrates care and appropriate use of materials	Uses a variety of materials and resources appropriately to expand learning experiences	Consistently uses a variety of materials and resources appropriately to expand learning experiences

Uses scissors appropriately	Holds scissors with whole hand, can snip or cut fringe	Uses appropriate grip (2-fingers in bottom loop, thumb in top loop), may have difficulty opening and closing scissors or cutting on line with other hand supporting	Uses appropriate grip (2-fingers in bottom loop, thumb in top loop) and cuts on line, supporting paper with other hand	
Willing to try new activities and challenges	Practices a new activity many times until successful	Sets an appropriately challenging goal and follows a plan until successful	Shows the ability to use trial and error to change plans for a successful outcome	Consistently shows the ability to use trial and error to change plans for a successful outcome
Grasps new concepts	Grasps new concepts with teacher support	Grasps new concepts with minimal teacher support	Independently grasps new concepts	Consistently grasps new concepts with independence
<b>Listening /Speaking Skills</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Contributes to class discussions	Is an active listener in whole group discussions	Contributes ideas and is an active participant in whole group discussions	Contributes ideas and experiences to extend the whole group discussions	Consistently contributes ideas and experiences to extend the whole group discussions
Engages in conversations with peers	Communicates using gestures and 1-2 words, may repeat phrases that peers say	Engages in conversations with peers using simple sentences, building turn taking (back and forth flow) skills	Engages in conversations with peers using complex sentences and turn taking (back and forth flow) skills, is able to maintain a conversation for extended time	Consistently and confidently engages in conversations with peers using complex sentences and turn taking (back and forth flow) skills, is able to maintain a conversation for extended time
Uses age appropriate language	Names familiar people,	Describes and tells the use of many familiar items	Uses new curriculum-related	Consistently uses new curriculum-related

	animals, and objects		words in conversations	words in conversations
Enjoys listening to stories				
Listens to and is respectful of peers' ideas	Listens to peers' ideas	Listens to peers' ideas and gives appropriate feedback when asked	Listens to peers' ideas and makes respectful comments that extend learning	Consistently listens to peers' ideas and makes respectful comments that extend learning
Follows 2 or 3-step directions	Partially follows directions and requires consistent support to follow through	Follows 1-2 step directions with minimal teacher support or a reminder between steps	Independently follows directions of 2-3 steps	Consistently and independently follows directions of 3 or more steps
<b>Pre-Reading/ Reading</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Shows interest in books				
Understands stories	Identifies people, animals, objects from a story	Asks and answers questions about the story, refers to pictures	Identifies story-related problems, events, resolutions, and predicts what will happen	Consistently and accurately identifies story-related problems, events, resolutions, and predicts what
Predicts what will happen in stories				
Independently looks at books	Understands that pictures and text are meaningful	Orients book and turns pages correctly, shows where to start reading, recognizes familiar books	Shows awareness of the features of books, print, letters, words, spaces, punctuation	Consistently shows awareness of the features of books, print, letters, words, spaces, punctuation
Listens during story time				
<b>Letter Skills</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>

Shows an interest in letters				
Identifies upper case letters	Recognizes and names up to 10 letters, especially those in own name	Names 11-20 letters when presented in random order	Names 21-26 letters when presented in random order  (Fall- identify letters in own name Spring- identify most letters)	Consistently names all letters when presented in random order
Writes own name	Makes letter-like forms to represent name	Writes some letters in name	Writes all letters in name accurately  (Fall- a couple of letters in name Spring- consistently writes name)	Writes name accurately and consistently
Attempts to write some upper case letters	Makes letter-like forms (lines and curves)	Writes 1-13 uppercase letters, some letters may be backwards	Accurately writes 14-26 uppercase letters	Consistently and accurately writes 26 uppercase letters
Uses inventive spelling				
Independently tries to sound out words  (Phonological Awareness, Understands patterns and sounds in language)	Sings songs, recites rhymes, and plays with words	Demonstrates awareness that some words begin with the same sound and identifies rhyming words	Matches words with beginning sounds, associates sounds and letters, produces rhyming words, uses inventive spelling	Consistently and accurately matches words with beginning sounds, associates sounds and letters, produces rhyming words, uses inventive spelling
<b>Math</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Demonstrates problem solving skills				
Recognizes / names basic shapes (circle,	Identifies one basic shape	Identifies two basic shapes	Identifies three or four basic shapes	Consistently identifies all basic shapes and

square, triangle, rectangle)				describes attributes (angles and sides) of shapes, i.e. can tell that a triangle has..., a square has...
Understands the basic concept of patterns	Recognizes and copies simple, repeating patterns.	Extends and creates simple repeating patterns and reads patterns with support.	Recognizes, copies, extends, and creates patterns. Individually reads patterns.	Recognizes, copies, extends complex patterns. Creates, explains units of pattern, and reads patterns.
Understands one-to-one correspondence	Counts objects 1-5 using one number name per counted object but may lose track and may start from 1 when asked, "How many?"	Consistently counts objects 1-5 using one number name per counted object and can respond accurately to "How many?"	Counts objects up to 1-10 using one number name per counted object. Can respond accurately to "How many?"	Consistently counts objects up to 10 and above using one number name per counted object. Understands that last number counted represents the amount in that set.
Rote counts	Verbally counts, not always in correct order	Verbally counts to 10 accurately	Verbally counts to 20 accurately	Verbally counts to 20 or higher accurately and consistently
Identifies properties of sorting and classifying	Groups objects by one attribute or single characteristic	Can place objects into 2 categories, sorting by 2 attributes	Can place objects into 2 or more categories, sorting by 2 or more attributes and can indicate the reason	Groups objects by 2 or more categories and understands that an object can be a member of multiple categories
Shows interest in the process of measuring	Makes simple comparisons between 2 objects, can identify one object as being longer than another	Compares and orders objects according to size, length, area, and volume and can determine which is the longest, shortest in a group of objects	Uses multiples of the same unit (nonstandard) to measure and uses number language to compare objects, knows the purpose of standard measuring tools	Consistently uses multiples of the same unit (nonstandard) to measure and uses number language to compare objects, knows the purpose of standard measuring tools
Names numerals 1-10	Names a few numerals	Names numerals 1-5	Names numerals 1-10	Consistently names numerals 1-10

Matches numerals to quantities	Names a few numerals and makes a matching set of objects to go with the numeral	Names numerals 1-5 and makes a matching set of objects to go with the numeral	Names numerals 1-10 and makes a matching set of objects to go with the numeral	Consistently names numerals 1-10 and makes a matching set of objects to go with the numeral
Compares quantities	Matches small sets of 1-4 objects and identifies sets that are the same	Compares small sets of 1-5 objects and identifies which has more, less, the same	Compares sets of 1-10 objects and identifies which has more, less, the same and can answer "how many more/less?"	Consistently compares sets of 1-10 objects and identifies which has more, less, the same and can answer "how many more/less?"
Subtizes	Recognizes up to 3 instantly	Recognizes up to 4 instantly	Recognizes up to 5 instantly	Consistently recognizes 5 or more instantly
<b>Social Studies</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Demonstrates comfort in being part of our school community				
Engages in a variety of ways in our natural (farm) environment	Engages in the environment with teacher support	Engages in a variety of ways in the environment with minimal teacher support	Independently engages in a variety of ways in the environment	Independently engages in a variety of ways in the environment and extends learning experiences
<b>Science</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Shows curiosity about nature	Sustains interest in nature with teacher support	Sustains interest in nature with minimal teacher support and explores new things	Independently sustains interest in nature and extends learning experiences	Consistently sustains interest in nature and extends learning experiences with independence

Enjoys experimenting and discovering	Explores materials with teacher support	Explores materials and shares discoveries with others, with minimal teacher support	Independently explores materials, shares discoveries, and expands learning experiences	Consistently explores materials, shares discoveries, and expands learning experiences with independence
Predicts outcomes/ draws conclusions (brainstorming)	Predicts "what will happen if...?"	Sorts objects based on a prediction, makes comparisons based on observations	Identifies problems and reasons why a prediction was correct or incorrect	Consistently identifies problems and reasons why a prediction was correct or incorrect
Makes observations	Explores materials and makes observations with teacher support	Independently makes detailed observations and shares discoveries with others	Uses observations to make connections and comparisons	Consistently makes detailed observations and uses observations to make connections and comparisons
<b>Physical Development</b>	<b>Beginning</b>	<b>Making Progress</b>	<b>Age Appropriate</b>	<b>Area of Strength</b>
Demonstrates appropriate fine motor skills	Grasps materials with whole hand, difficulty manipulating small objects	Uses appropriate grasp when manipulating small objects and materials, building finger strength and coordination	Demonstrates appropriate grip, finger strength, and hand-eye coordination	Consistently demonstrates appropriate grip, finger strength, and hand-eye coordination
Independently takes care of personal needs (hand-washing, bathroom needs, dressing to go outside)	Indicates needs and wants by pointing, gesturing, or talking to teachers	Seeks to do things for self, developing confidence in meeting own needs	Completes activities of daily living independently and when asked	Consistently completes activities of daily living independently and when asked
Easily tolerates a variety of sensory stimuli	Tolerates a few sensory stimuli	Building tolerance of different and new sensory stimuli, tries new	Easily tolerates a variety of sensory stimuli	Consistently easily tolerates a variety of sensory stimuli

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		sensory experiences		
Has an awareness of personal space				
Demonstrates appropriate gross-motor skills (Running, hopping, climbing)	Experiments with different ways of moving, gaining control and purposeful movements (difficulty maintaining balance)	Moves purposely from place to place with control and maintains balance without support	Confidently moves from place to place with balance and control and shows coordination in complex movements, takes risks	Consistently moves purposely with balance and control and shows coordination in complex movements, takes risks

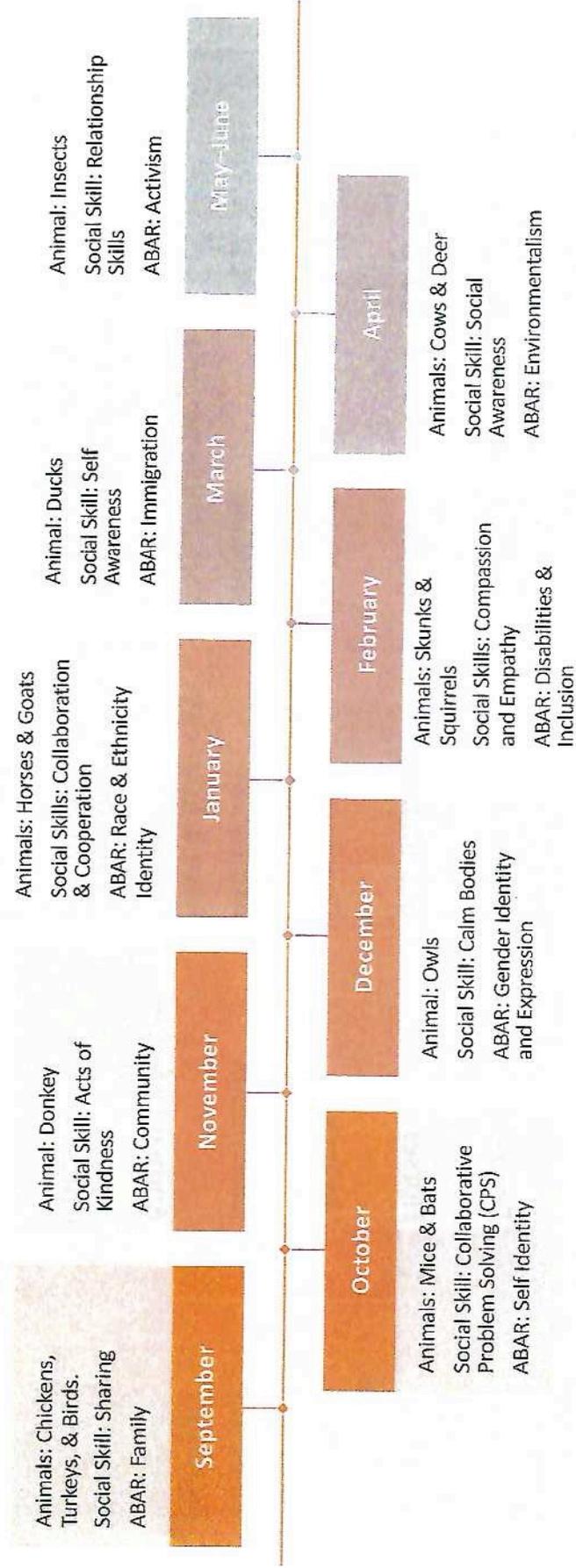
# Jeannine & Cate Curriculum

MONTH	ANIMAL OF THE MONTH	ANTI-BIAS ANTI-RACIST	STEM	LITERACY*/ HWT
September (3 weeks)	Donkeys	Family	Counting & Number Identification	Name Identification/ Writing & Pencil Grip
October (4 weeks)	Horses	Self-Identity	Shapes	E F D P
November (4 weeks)	Turkeys	Community	Sorting & Patterning	B R N M
December (3 weeks)	Hibernation	Gender Identity & Expression	Graphing	H K L
January (4 weeks)	Animal Defenses	Race & Ethnicity Identity	Word Problems: Add & Take Away	U V W X
February (4 weeks)	Chickens	Disabilities & Inclusion	Comparison (size, similar v different)	Y Z C O
March (3 weeks)	Goats	Immigration	Measuring	Q G S
April (4 weeks)	Garden Life	Environmentalism	Sustainability	A I T J
May/June (5 weeks)	Pond Life	Activism	Number Writing & 5 Senses (?)	Alphabet Review

\* VIA DAILY READ ALOUDS

Predictions, sequencing, comprehension, illustrations, rhyming, letter identification, phonemic awareness, parts of a book

# Chicken Coop Plan Focuses for the Year 2021



Hi Everyone,

Here are some of the points that we want to make sure are included when you are writing recommendations and progress reports. Please remember that the more personal glimpses of the children you can give, the clearer for the parent, or school, it will be.

Thank you for the time that you spend on these!

The eight sections that should be highlighted are:

**A) Social /emotional**

- 1) Success with social connections
- 2) A positive attitude about school
- 3) Ability to self-regulate
- 4) Listen to and follow directions
- 5) Begin to label their emotions
- 6) Show empathy
- 7) Express wishes and preferences
- 8) Asks for help when needed
- 9) Identifies the difference between small and big problems and deals with them appropriately

**B) Work Habits**

- 1) Transitions
- 2) Works cooperatively with another child or group
- 3) First time listening
- 4) Follows multiple step directions or not
- 5) Completes activities
- 6) Has reached cognitive milestones
- 7) Self-help skills
- 8) Interests in what types of materials
- 9) Attends to a task

**C) Listening/speaking skills**

- 1) Speech patterns, clear, uses pronouns properly
- 2) Contributes to discussions
- 3) Engages in conversations with peers
- 4) Enjoys listening to stories
- 5) Independently looks at books
- 6) Learning the turn taking of conversation: talking and listening
- 7) Responds on topic

#### **D) Literacy**

- 1) Shows an interest in books
- 2) Identifies and understands parts of a story
- 3) Rhyming
- 4) Act out stories
- 5) Retells stories they have heard

#### **E) Math**

- 1) Understanding the concept of numbers: names and counting
- 2) Beginning skills of recognizing shapes
- 3) One-to-one correspondence
- 4) Comparing differences: size and shape
- 5) Recognize same and different
- 6) Identifies properties of sorting and classifying
- 7) Problem Solving
- 8) Shows and interest in measurement

#### **F) Social Studies**

- 1) Appreciate the farm environment
- 2) Shows an interest in being part of the community
- 3) Notice and respect the people who work on the farm: learning how food gets from the field to the table
- 4) Understand about Community Helpers
- 5) Caring for the environment

#### **G) Science**

- 1) Is curious
- 2) Exploring textures
- 3) Enjoys experimenting and discovering
  - a) Sink and float activities
  - b) How temperature affects water, air, etc.
  - c) Noticing the changes in the seasons
- 4) Tracking animals
- 5) Observational skills

#### **H) Physical Development – playground, Sportsjam, and adventures**

- 1) Self-help skills get ready to go outside, take care of belongings
- 2) Demonstrates appropriate fine motor skills
- 3) Demonstrates appropriate gross motor skills
- 4) Sensory seeking / avoidance
- 5) Has an awareness of personal space

## **Guidelines for School Recommendations**

**Opening paragraph** – a couple general statements about the child

### **Paragraph 2 – Classroom focus.**

Is child engaged?

Curious?

What activities does she love?

Creative?

Imaginative?

Independent?

Needs teacher help?

Routine aware?

2 sentences on assessment results (class 2 & 3)

### **Paragraph 3 - Social Connections**

Many friends?

One best friend?

Sought after by peers?

Leader?

Follower?

Inclusive?

Dominant?

Easily frustrated by social problems?

Problem solver with peers?

Verbally expressive?

### **Paragraph 4 – Outside on playground & Adventure Walks**

Activities he enjoys on the playground?

Favorite adventure spot?

Collaborative play w/o structures?

Adventurous?

Risktaker?

Cautious?

Tentative?

Coordinated?

Messy/dirty?

Hi Everyone,

These are just some reminders as you are writing progress reports. Please ask questions about anything that isn't clear.

As you think about your students, please keep these areas in mind. Using these headings for your narrative helps with organization.

1) Social and emotional development:

2) Work Habits:

3) Listening/ speaking skills:

4) Pre reading/ reading:

5) Math

6) Social Studies/Science

7) Physical Development:

A) Playground

B) Adventures on the farm

- 1) The progress reports are statements of how the children are doing in your class. Please keep as much of it in the present tense as possible.
- 2) Because this is a report between you and the child's parents, please write them as you would speak with them. Avoid using phrases like, "His teachers" (when you mean you and your colleague), and "His big brother, Sam" (just use the family member's name).
- 3) It is so early in the year that we should be using the present tense when talking about things like having a child in the class. For example, it would be better to say, "It is a pleasure having Susie in my class," instead of, "It has been a pleasure having..."
- 4) Be careful with endings or observations using phrases like, "Watching her grow," or, "We often find her..." as these seem like we stand back and observe, and occasionally lose a child. This often happens at the end of the report when you are talking about looking forward to, "Watching her

continued growth." I would suggest using something like, "I look forward to being part of her continued growth."

- 5) Avoid the overuse of words like nice, nicely, and enjoys.
- 6) When you are referring to two or more activities, you must use the plural form of the verb. For example, "Soccer and tag games *have* been very popular."
- 7) If you are writing about the children finishing what they are doing and joining circle or choosing a project at the art tables, unless you are at that area (the circle or project table) you need to use *go* rather than *come*. *Come* indicates coming toward you.
- 8) We set examples "for," not "to" our friends.
- 9) Please watch word repetitions. We all have favorite words to use but please remember to read back through the report to make sure that you are not using the same words or phrases over and over again.
- 10) Periods and commas go inside quotation marks.
- 11) Avoid using different tenses of verbs in the same sentences (*has been* talking more and *is* having a better time vs. *is* talking more and having a better time)
- 12) Always use a comma before "and" at the end of a list.
- 13) Please limit the use of the word "will." It sounds like something may happen instead of reporting what is happening. "When Susie is on the playground, we will see her making plans with her friends." It is a better report of what is actually happening when we say, "When Susie is on the playground, we see her making plans with her friends."
- 14) Avoid using the word, "Kids."
- 15) Be sure to use the same form of the verb in a list. If you start the list with an "ing" you must carry it all the way through. Susie loves building, climbing, and running, not Susie loves building, climbing, and to swing on the swings.
- 16) When referring to our school please use, Apple Orchard School.
- 17) As long as the sentence reads well, please avoid using prepositional phrases at the end of a sentence.
- 18) Avoid sentences in which a pronoun does not agree with the word to which it refers. Example: Each child on the playground must pick up their own things. Corrected: Each child on the playground must pick up his/her own things.
- 19) Avoid split infinitives a construction consisting of an infinitive with an adverb or other word inserted between *to* and the verb, e.g. *she seems*

to really like it. For example, "**to quickly go**" is a split infinitive because "to go" is split by the word quickly.

- 20) Bring vs. take: Take is the concept of take away. Bring is the concept of bring back. The location of the person whose perspective is governing the conversation is the important thing. The main point to remember is where the action is being regarded. You bring an item to the place where you reside and take them from where you are located to somewhere else.
- 21) It is imperative that you read and reread your work. You can pick up so much the second and third times around!
- 22) When talking about the parts of the day and destinations, use a capital letter. Ex: Circle
- 23) Remember, if you use "not only," you must follow with "but also."

Thanks so much. I hope that this helps.

## Procedure for recommendations

- Please let Admission Offices know that the Ravenna request should be sent to [sherry@appleorchardschool.org](mailto:sherry@appleorchardschool.org), NOT the classroom teacher's email address.
- Please make sure that you fill out the School Release form with the names of the schools to which you are applying.
- If you have changes to the schools you have listed or need to list more, please let me know.
- Please make sure that I have your Ravenna request well before it is due.
- If schools ask for Progress Reports, please let them know that the recommendation is based on the Fall Progress Report so we don't usually send that one. If they want a copy of the winter or spring report, we will send that along. As I remove references to other students, I need to be the one to send it rather than the parents.
- Please let us know when you hear about admission decisions.
- Always feel free to reach out with any questions you have.

## Adjectives to Describe a Child's Strengths

- Determined
- Adaptable
- Articulate
- Clever
- Persistent
- Leader
- Self-reliant
- Detail oriented
- Tough
- Open-minded
- Industrious
- Tenacious
- Communicative
- Talented
- Skilled
- Willing to try
- Knowledgeable
- Confident
- Ambitious
- Authentic
- Original
- Enterprising
- Fierce
- Gifted
- Believable
- Meticulous
- Efficient
- Motivated
- Positive
- Trustworthy
- Artistic
- Brave
- Creative
- Diligent
- Friendly
- Forgiving
- Imaginative
- Inventive
- Motivated
- Observant
- Persistent
- Reliable
- Resourceful
- Understanding

- Unique
- Hard-working
- Involved
- Self-starting
- Flexible
- Organized
- Structured

### **Adjectives to Describe a Kid's Personality**

- Compassionate
- Loyal
- Adventurous
- Charming
- Faithful
- Cautious
- Polite
- Magnetic
- Dynamic
- Nurturing
- Cheerful
- Practical
- Selective
- Enchanting
- Selective
- Logical
- Endearing
- Understanding
- Entertaining
- Sensitive
- Aware
- Tolerant
- Spontaneous
- Charismatic
- Attentive
- Opinionated
- Courageous
- Approachable
- Affectionate
- Easy-going
- Accepting
- Effervescent
- Funny
- Honest
- Reflective
- Hopeful

- Methodical
- Inquisitive
- Talkative
- Devoted
- Steadfast
- Patient
- Contemplative
- Insightful
- Joyful
- Loving
- Optimistic
- Passionate
- Mindful
- Aware
- Calm
- Resilient
- Self-Confident
- Witty
- Independent
- Hilarious
- Philosophical
- Logical
- Realistic
- Unconventional
- Delightful
- Modest

### **Words to Describe A Child's Behavior**

- Consistent
- Responsible
- Kind
- Daring
- Considerate
- Energetic
- Fearless
- Generous
- Gentle
- Courteous
- Helpful
- Playful
- Fiery
- Social
- Spirited
- Zestful
- Thoughtful

- Confident
- Cooperative
- Spunky
- Reserved
- Exuberant
- Expressive
- Supportive
- Animated
- Focused
- Expressive
- Eager
- Intense
- Assertive
- Respectful
- Bold
- Gutsy

**For binders:**

All progress reports now include the following language. Before the first Progress Report is due, I will send teachers a template to use for their reports.

Progress Report  
2022-2023

Student:

Teachers:

Date:

These letters represent your child's skill in comparison with their peer group and in consideration of the developmental age and DOB. A few months can make a big difference in a child's skills. While many of these areas will move toward A or S over the year, some may regress. For example, at the start of the year your child may have good gross motor skills and receive an A, but if by the end of the year her peers have developed past her, your child may receive an M. These letters are not a science and are subjective. The purpose is for you to get an overall picture of what we see at school.

**S =Area of strength:**

This area indicates ability and interest that is higher than what is typical or expected for a child at this age level.

**A = Age appropriate:**

This area is used to describe what is expected of an Apple Orchard learner. It is reflective of what we consider to be within the range of development expected at this age.

**M = Making progress:**

This area indicates that at this time the child is working on solidifying this, specific, skill.

**B = Beginning:**

This is a skill that teachers are not yet seeing, is just emerging, or of which teachers are seeing glimpses. The skill needs teacher support for it to emerge and the child needs practice for it to develop.

Chicken Coop Progress Report  
2022-2023

Student:  
Teachers:  
Date:

Key:  
B = Beginning  
M = Making Progress  
A = Age appropriate  
S = Area of strength  
NYA = Not yet assessed

<b>Social Skills / Emotional Development</b>	Fall	Winter	Spring
Has a positive attitude about school			
Demonstrates an interest in and ability to establish friendships			
Transitions easily from one activity to another			
Works cooperatively as part of a group			
Asks for help when appropriate			
Has self-control with body and personal space			
Takes responsibility for own actions			
Shows a positive attitude toward learning			
Exhibits self-confidence			
Follows classroom rules			
Attends to personal needs and belongings			
Shows ability to handle frustration / failure			
Able to problem solve in social situations			
<b>Work Habits</b>			
Organizes and takes responsibility for belongings and materials			
Follows directions during a structured activity			
Works well independently			
First time listening			
Completes activities			
Demonstrates self-help skills			
Makes a variety of choices			
Is curious			
Uses scissors and markers appropriately			
Willing to try new activities			
<b>Listening /Speaking Skills</b>			
Contributes to class discussions			
Engages in conversations with peers			
Uses age appropriate language			
Enjoys listening to stories			

Listens to peers' ideas			
Follows 1 or 2 step directions			
<b>Pre-Reading / Reading</b>			
Shows interest in books			
Understands stories			
Independently looks at books			
Listens during story time			
<b>Math</b>			
Recognizes / names basic shapes (circle, square, triangle, rectangle)			
Rote counts from 1 -10			
Identifies properties of sorting and classifying			
<b>Social Studies</b>			
Demonstrates an understanding of being part of our community			
Understands the concept of family			
<b>Science</b>			
Shows curiosity about nature			
Enjoys experimenting and discovering			
Makes observations			
Recognizes primary and secondary colors			
Notices and is interested in nature around us			
<b>Physical Development</b>			
Demonstrates appropriate fine motor skills			
Independently takes care of personal needs (hand-washing, bathroom skills, getting ready to go outside)			
Easily tolerates a variety of sensory stimuli			
Has an awareness of personal space			
Demonstrates appropriate gross-motor skills (Running, hopping, climbing)			

Comments:

# Class I Progress Report 2022-2023

**Student:**

**Teachers:**

**Date:**

**B = Beginning**

**M = Making Progress**

**A = Age-appropriate**

**S = Strength**

**NYA = Not Yet Assessed**

<b>Social Skills / Emotional Development</b>	Fall	Winter	Spring
Has a positive attitude about school			
Demonstrates an interest in and an ability to establish friendships with peers			
Transitions easily from one activity to another			
Works cooperatively as part of a group			
Asks for help when appropriate			
Has self-control with body and personal space			
Takes responsibility for own actions			
Shows a positive attitude toward learning			
Exhibits self-confidence			
Follows classroom rules			
Attends to personal needs and belongings			
Shows ability to handle frustration / failure			
Able to problem solve in social situations			
<b>Work Habits</b>			
Uses markers with ease			
Organizes and takes responsibility for belongings and materials			
Follows directions during a structured activity			
Works well independently			
First time listening			
Uses and organizes time wisely			

Completes activities			
Demonstrates self-help skills			
Makes a variety of choices			
Is curious			
Uses materials with a purpose			
Uses scissors appropriately			
Willing to try new activities and challenges			
Grasps new concepts			
<b>Listening /Speaking Skills</b>			
Contributes to class discussions			
Engages in conversations with peers			
Uses age-appropriate language			
Enjoys listening to stories			
Listens to and is respectful of peers' ideas			
Follows 2 or 3-step directions			
<b>Pre-Reading / Reading</b>			
Shows interest in books			
Understands stories			
Predicts what will happen in stories			
Independently looks at books			
Listens during story time			
<b>Math</b>			
Recognizes / names basic shapes (circle, square, triangle, rectangle)			
Rote counts from 1 -20			
Identifies properties of sorting and classifying			
<b>Social Studies</b>			

Demonstrates an understanding of being part of a community			
Engages in a variety of ways in our natural environment (farm)			
<b>Science</b>			
Shows curiosity about nature			
Enjoys experimenting and discovering			
Predicts outcomes / draws conclusions (brainstorming)			
Makes observations			
Recognizes primary and secondary colors			
Notices and is interested in nature around us			
<b>Physical Development</b>			
Demonstrates appropriate fine motor skills			
Independently able to take care of personal needs (handwashing, bathroom skills, getting dressed to go outside)			
Easily tolerates a variety of sensory stimuli			
Has an awareness of personal space			
Demonstrates appropriate gross motor skills (Running, hopping, climbing)			

Comments:

Class II Progress  
2022-23

Key:

B= Beginning

M= Making Progress

A= Age-appropriate

S= Strength

NYA= Not Yet Assessed

Student:

Teachers:

Date:

Social Skills / Emotional Development	Fall	Winter	Spring
Has a positive attitude about school			
Demonstrates interest in making friends			
Transitions easily from one activity to another			
Works cooperatively as part of a group			
Asks for help when appropriate			
Has self-control with body and personal space			
Takes responsibility for own actions			
Shows a positive attitude toward learning			
Exhibits self-confidence			
Follows classroom rules			
Attends to personal needs and belongings			
Shows ability to handle frustration / failure/ disappointment			
Able to problem solve in social situations			
Has an ability to establish friendships with peers			
<b>Work Habits</b>			
Uses appropriate grasp with writing tools			

Organizes and takes responsibility for belongings and materials			
Follows directions during a structured activity			
Works well independently			
First time listening			
Uses and organizes time wisely			
Completes activities			
Demonstrates self-help skills			
Makes a variety of choices			
Is curious			
Uses materials with a purpose			
Uses scissors appropriately			
Willing to try new activities and challenges			
Grasps new concepts			
<b>Listening /Speaking Skills</b>			
Contributes to class discussions			
Engages in conversations with peers			
Uses age-appropriate language			
Enjoys listening to stories			
Listens to and is respectful of peers' ideas			
Follows 2 or 3-step directions			
<b>Pre-Reading / Reading</b>			
Shows interest in books			
Understands stories			
Predicts what will happen in stories			
Independently looks at books			
Listens during story time			
<b>Letter Skills</b>			

Shows an interest in letters			
Identifies uppercase letters – age appropriate for the fall is that they will be able to identify the letters in their name.			
Identifies uppercase letters –age appropriate for the spring is that they will know most of the uppercase letters.			
Writes own name – in the fall, at least a couple of letters in their name			
Writes own name – in the spring, consistently writes their name			
Attempts to write some uppercase letters			
Uses inventive spelling			
Independently tries to sound out words			
<b>Math</b>			
Demonstrates problem solving skills			
Recognizes / names basic shapes (circle, square, triangle, rectangle)			
Understands the basic concept of patterns			
Understands one-to-one correspondence -age-appropriate for fall is 1-5: age-appropriate for spring is 1-10.			
Rote counts – expectation for the fall is from 1-10			
Rote counts – expectation for the spring is from 1-20.			
Identifies properties of sorting and classifying			
Shows interest in the process of measuring			
<b>Social Studies</b>			
Demonstrates comfort in being part of our school community			
Engages in a variety of ways in our natural (farm) environment			
<b>Science</b>			

Shows curiosity about nature			
Enjoys experimenting and discovering			
Predicts outcomes/ draws conclusions (brainstorming)			
Makes observations			
<b>Physical Development</b>			
Demonstrates appropriate fine motor skills			
Independently takes care of personal needs (handwashing, bathroom needs, dressing to go outside)			
Easily tolerates a variety of sensory stimuli			
Has an awareness of personal space			
Demonstrates appropriate gross motor skills (Running, hopping, climbing)			

**Comments:**

**Class III Progress Report  
2022-2023**

Student:

Teachers: Heather Cedrone & Donna Johnson

Date:

B = Beginning

M = Making Progress

A = Age-appropriate

S = Strength

NYA = Not Yet Assessed

<b>Social Skills / Emotional Development</b>	Fall	Winter	Spring
Has a positive attitude about school			
Sustains involvement in activities			
Demonstrates an interest in making friends			
Transitions easily from one activity to another			
Works cooperatively as part of a group			
Shows respect for and sensitivity toward others			
Asks for help when appropriate			
Has self-control with body and personal space			
Takes responsibility for own actions			
Shows a positive attitude toward learning			
Approaches tasks with flexibility and inventiveness			
Exhibits self-confidence			
Follows classroom rules			
Organizes and takes responsibility for classroom materials			
Shows ability to handle frustration / failure/ disappointment			
Able to problem solve in social situations			
Works to resolve conflicts with decreasing adult support			
Has the ability to establish friendships with peers			
<b>Work Habits</b>			
Organizes and takes responsibility for belongings and materials			
Focuses on teacher directed activities			
Works well independently			
Uses first time listening			
Follows multi-step directions			
Demonstrates persistence			

Demonstrates self-help skills			
Makes a variety of choices			
Is curious			
Uses materials with a purpose			
Willing to try new activities and challenges			
<b>Listening /Speaking Skills</b>			
Contributes to class discussions by asking questions to help with understanding			
Communicates clearly			
Engages in conversations with peers			
Uses age-appropriate language			
Enjoys listening to stories			
Listens to and respects peers' ideas			
Follows 2 or 3-step directions			
Grasps new concepts			
<b>Literacy &amp; Language</b>			
Shows interest in books			
Demonstrates an understanding of basic features of print			
Predicts what will happen in stories			
Independently looks at books			
Listens during story time			
Shows an interest in letters			
Knows uppercase letters			
Knows lowercase letters			
Knows some letter sounds			
Attempts to write some upper and lowercase letters			
Communicates through writing			
Reads own writing			
Independently tries to sound out words			
Writes own name			
Is developing phonemic awareness			
<b>Math</b>			
Demonstrates problem solving skills using fingers, objects, drawings, or equations			
Recognizes / names basic shapes (circle, square, triangle, rectangle, hexagon)			
Recognizes / names: cube, cone, cylinder, sphere			

Understands the basic concept of patterns			
Understands sequencing of numbers			
Counts by 1's to _____			
Counts by 10's _____			
Counts forward from a given number			
Writes numbers to 20			
Using objects or drawing, identifies numbers that total 10			
Using objects or drawing, makes and takes apart numbers from 11 to 19			
Identifies properties of sorting and classifying			
Develops estimating and measuring skills			
Understands subtraction as taking apart or taking from			
Understands addition as adding to or putting together			
<b>Social Studies</b>			
Demonstrates interest in being part of our community			
Engages in a variety of ways in our natural environment (farm)			
Understands the purpose of maps and globes			
<b>Science</b>			
Observes and describes nature			
Enjoys experimenting and discovering			
Predicts outcomes/ draws conclusions			
<b>Physical Development</b>			
Manages writing and drawing implements productively			
Uses scissors effectively			
Demonstrates ball skills: catching and throwing			
Independently takes care of personal needs (handwashing, bathroom skills, getting ready to go outside)			
Easily tolerates a variety of sensory stimuli			
Has an awareness of own body in space			

Demonstrates appropriate gross motor skills (Running, hopping, climbing, jumping, skipping)			
<b>Arts</b>			
Creates artwork that shows thoughts and ideas			
Participates appropriately in music and movement			

Comments:

Social/ Emotional Development:

As we reflect upon our year together, Cate and I feel immensely proud of the growth Max has exhibited with us in Class II. Max is an animated and thoughtful student who passionately shares his knowledge of animals, especially extinct animals, with us! He deeply values his relationships with peers and demonstrates a strong interest in making friends. As he worked to problem solve when disagreements arose, Max honed his ability to navigate social situations. As someone who is very passionate about his play plans, Max has learned to listen to other's ideas with greater intention. This has led to his being more receptive and has paved the way for Max to establish strong relationships across our class. Throughout the spring, Cate and I have deeply appreciated how flexible Max has become as a playmate and leader.

Work Habits:

At Circle, Max takes great pride in his ideas and works diligently on various projects until they are complete. He works well independently and collaboratively, follows multi-step directions, and consistently demonstrates first time listening. Throughout Max's time in Class II, he has become more willing to try a variety of activities and challenges. Circles about the Letter of the Week and Number of the Week are some of Max's favorites. Max also loves engaging in meaningful conversations and projects that nourish our sense of community as a class. During a lesson about tradition, Max thoughtfully designed intricate symbols to represent his values of family and animal care. While painting, he insightfully quipped, "I'm going to draw four hearts for Dad, Mom, Uma, and me." When I asked him why he chose to represent his loved ones with hearts, he explained, "Because love is what's so important in a family."

Listening/Speaking Skills:

During structured whole group discussions and more intimate conversations alike, Max is a confident speaker and active listener. Using age-appropriate language, Max conveys his thoughts, opinions, and ideas with great detail and comfort. When someone else is speaking, Max listens intently. Cate and I appreciate it when Max pauses his play and shifts his body language to show his peers that they have his attention. This simple action lets classmates know that Max hears and values them. When a friend's play plan differs from his own, he is responsive and respectful of their thoughts. Some of Max's favorite things to talk about are Uma, fun weekend anecdotes, and his extensive (and impressive!) animal knowledge.

Literacy:

Throughout the year, Max's letter skills and pre-reading abilities have flourished. Now, he identifies and prints all 26 uppercase letters. Sometimes when printing, Max reverses P and K. Max continues to confidently write his name independently and knows how to spell quite a few of his friends' names as well. This spring, Max has deeply enjoyed working with a teacher to decode familiar words around the farm and encode while creating art. While illustrating and writing his own "field guide," Max and I worked together to phonetically label his drawings with words like owl, wolf, and bat-eared fox. It is clear that Max has developed a strong understanding of the alphabetic principle and that he is passionate about finding ways to implement it in his daily work.

### Math:

The fact that he can count to 100 shows that Max has a strong understanding of the sequencing of numbers. While counting given objects, he demonstrates 1:1 correspondence and excitedly identifies and builds diverse patterns (AB, ABC, ABBA). As he manipulated a group of nature items during outdoor adventures to the Ruins, Max demonstrated the ability to identify the properties of sorting and classifying, first by size and then by shape. On the recent Sticker Challenge, he named basic shapes: square, circle, triangle, hexagon. With support, he identifies rhombus, trapezoid, and rectangle. Independently, Max prints numbers 0-9. Throughout the school year, Max has demonstrated great problem-solving skills and an eagerness to use them. At structured math Circles as well as outdoor exploration, Max frequently uses his mathematical thinking to assess situations and problem solve.

### Social Studies & Science:

While revamping the Ruins for our adventure site makeover, Max regularly engaged with our natural environment through discovery and experimentation. Initially, Max took on an important job collecting stone pieces and organizing them by size and material. With each rock that he pulled from the ground, a flurry of insects scurried. After noticing that some stones had worms under them and others provided shelter to roly-polys, Max paused to share his observations and wonderings with Mitty. Together they brainstormed reasons that certain insects might live under different stones and tested their hypotheses by checking other rocks. Eventually, thanks to their scientific thinking skills and use of probing questions, they came to the realization that the soil differed from location to location; the soil at the top of the hill was drier (where the worms were) than at the bottom of the hill (where the roly-polys hung out). As he connects with peers outdoors and finds ways to include others in these innovative moments, Cate and I are delighted that Max consistently demonstrates comfort in being a part of our community.

### Physical Development:

Each day as he gears up independently for adventures, Max demonstrates strong fine motor skills. While Max's passion for literacy and math come alive during Circle Time indoors, he truly thrives in our outdoor settings across the farm. Max exhibits great confidence and takes appropriate risks in the face of gross motor challenges. As he excitedly explores, Max makes great progress with his body control. At the beginning of the year, Max often lost his balance because he moved with 100% of his strength and speed. With practice, Max has come to recognize that he is in much greater control when he pulls back a notch while sprinting across the Paddock and jumping from stump to stump.

Cate and I have had such a wonderful year with Max. We will continue to hold our memories of him close and feel so proud of the growth he has made in Class II. We sincerely thank you for allowing us to be a part of his school experience.

A handwritten signature in black ink, consisting of several stylized, overlapping loops and curves, located in the bottom right corner of the page.

### **Social skills/Emotional Development**

- CJ has become comfortable taking turns and sharing activities with friends. He electively gives up a truck he is playing with so that another child who has been waiting can have a turn. Additionally, he is very verbal when a friend wants a turn and tells them, "In five minutes!" and then sticks to his word.
- CJ's friendships have blossomed. Recently, we have noticed his relationships are much stronger with his peers, and more centered around shared interests and play rather than physical compatibility. With this, CJ has become a lot more confident asking to join play and inviting others to play with him. He is also patient to see what other children are doing and if he is interested.
- CJ is working on understanding his own comfort level with space. When he has lots of space, CJ is very patient with his friends, but in a squishier situation (such as waiting in a line), CJ gets really frustrated and pushes to make more room for himself. We remind him that he can move his body, but he cannot move another person's body.

### **Work Habits**

- CJ loves Circle Time. He eagerly runs over when he hears it is time to gather. He is always excited to share a thought or an idea with the group and he is excited to share his opinion when we do our "question of the day."
- CJ particularly enjoys art projects. When we do a project, CJ remains focused on his work until he feels it is all done. He especially loves paint and often expands the project to include painting a nearby stick or his nails. When he finishes, he is so proud of what he has made!

### **Listening/Speaking Skills**

- CJ has become much more verbal. He is more confident in expressing his needs, what he likes and dislikes, and his plan. He understands that using words to resolve a conflict is much more effective than using his body.
- CJ enjoys chatting with his friends. He engages in conversation and asks them questions to hear more about what they are doing and what they enjoy. He is very kindhearted and often tells friends what they are working on is amazing.

### **Literacy**

- CJ loves stories. He deeply listens to books and understands what we are reading. He especially enjoys audiobooks and is fascinated by the different voices in the story.
- CJ has lots of follow-up questions. He is very curious, especially when books are about animals. CJ is working on using information we learn from books on our adventures. One day, we read a book about a frog and he was thrilled when we found a frog shortly after.

### **Math**

- CJ is confident with his number skills. Whenever we sing a counting song with John like, "Doug has Five Hammers," CJ holds up his fingers and counts along.
- CJ uses numbers in play. For example, when building a fort CJ instructs a friend, "We need three sticks to fix this up." When counting, he is patient to make sure he has the right amount.

### **Social Studies**

- CJ loves the farm. He is always excited to see the animals in our barn and any animals we encounter on our adventures. However, the one day we saw a snake CJ said, "Nope!" and walked the other direction.
- CJ engages in activities on the farm in many ways. He loves to get dirty and messy, but also enjoys long hikes and rolling down hills. He has yet to meet a puddle he doesn't like and is always ready to rescue a friend from a "boot-eater."
- CJ's understanding of our classroom community has really grown. He understands that we have a group plan we need follow, but we also have opportunities for independent adventures. If another friend isn't following the plan, CJ now makes his own choice to return to the group.

### **Physical Development**

- CJ has excellent gross motor skills. He is always running, jumping, climbing, rolling, or dancing around the farm. When we did a Sportsjam "marathon," CJ decided to run it twice. He is confident doing more risky activities like climbing trees or jumping off of stumps, and sometimes will take the time to teach his friends how to climb like he does.
- CJ also has strong fine motor skills. He is able to use crayons and markers confidently and can get his gear off/on with minimal assistance.

## Sample of winter report narrative for your binder

### Highlights/ Areas of Growth...

- Cooper's kind and thoughtful nature paired with his wit and charm have helped him to establish many deep relationships with his peers. Each day, Cooper arrives on the Playground with a smile on his face, greets his teachers, and dashes off to join his friends in an imaginative play game. He demonstrates a great sense of pride in being a part of our classroom community. During less structured times such as Snack and on adventures, he loves to share silly anecdotes.
- We are especially proud of Cooper's ability to problem solve in social situations by using his "powerful words" to vocalize when a peer's actions make him feel upset or hurt. He confidently works with his peers to find a mutually agreeable solution.
- Cooper independently takes care of his personal needs. When we transition into our classroom for Circle, Cooper keeps track of his belongings and carries them independently. Oftentimes, Cooper pauses to help a friend pick up his water bottle or backpack along the way. As we get ready for outdoor adventures, Cooper gears up quickly and independently.
- Cooper consistently follows two or three-step directions and easily transitions from one activity to another.
- Cooper is a curious and thoughtful child who makes accurate predictions and observations throughout our days on the farm. He loves to explore scientific hypotheses and draw conclusions such as, "What will happen if I drop a snowball into this puddle?"
- Cooper engages with nature in a variety of ways and excitedly points out animal tracks he spots in the snow.
- His curiosity translates into our classroom setting as well. While looking at books with a small group of peers or while listening to a read aloud, Cooper loves to make predictions.

### What We're Working On...

- Cooper's passion for literacy has flourished throughout his time in Class III! Each week, he works hard to practice writing our Letter of the Week. In September, Cooper was able to identify 15 out of 26 uppercase letters. In January, he was able to identify 23 out of 26 letters and print 11 out of 26. Cooper prints his name independently uses a correct pincer grip. Building upon his foundational knowledge, we will nourish Cooper's letter skills through letter to sound correspondence activities and routine letter printing opportunities.
- Cooper can build AB patterns independently and can make ABC patterns with teacher guidance. As we name our calendar pattern aloud each morning and continue practicing patterning with beads, Unifix cubes, and nature items, we will continue supporting Cooper's patterning abilities
- Cooper demonstrates a strong understanding of number sequencing and rote counts beyond 50. In the fall, Cooper often got stuck at the change in 10's place. We are proud of the confidence Cooper has built regarding rote counting. On the January "Sticker Challenge," he was able to identify numbers 0-6 and 8.

## Sample of end of year summary

The joy and learning that make this year of full-bodied exploration hard to say goodbye to, also make it super fun on which to reflect back! We reveled in John's songs, dance parties, new instruments, karaoke sessions, and Q&A sessions with Itsy Bitsy Angel. We created masterpieces for the Art Show by blowing watercolors through straws, printing with citrus fruit, and kicking off our socks and shoes to paint with our bare toes. We delighted in Jeremy's seasonal surprises — pressing apples into delicious cider, riding in the Gator, communicating with a rafter of turkeys, locating a coyote den and catching sight of one of its residents, boot skating on the Duck Pond, and welcoming new baby chicks. We are grateful to have been part of caring for the farm and its creatures, fastidiously picking up trash wherever we found it; filling up Fluffy Top's pool in the morning; encouraging Tristan's recovery with visits and well-wishes; working with kindergarteners to enhance our beloved Pine Woods; and tending a vegetable garden in the playground beds. We stilled our bodies and hushed our voices to experience the magic of deer joining our adventure, and forgot all about how much ground we were covering while pursuing animal tracks in the snow. Our class showed particular tenderness in appreciating animals "whose bodies had stopped working" — for example marveling at the beauty of a red-bellied woodpecker discovered next to the Allandale greenhouse and conducting the burial of a tiny mole at Sleeping Beauty's Castle. Each of these encounters with our farm and its animal inhabitants reminded us that while Apple Orchard feels reassuringly like our stomping ground each day, we are part of something much bigger and truly awe-inspiring.

This class had a voracious appetite for new experiences. We enjoyed tasting vegetables straight out of the fields, and drinking sap just tapped from the maple trees. Above all we savored the taste of adventure, stretching the bounds of our balance and steps, and with them our confidence and imagination. We embraced the challenge and thrill of mastering letters — how to recognize and write them, how they sound, and how to use that knowledge to begin sounding out and building words on our own. Similarly, we grew as mathematicians — we are now counters, sorters, measurers, pattern-builders, and story-problem solvers.

Our biggest and most important challenge, however, has unquestionably been learning to be good friends. Learners worked to expand already-close friendships to include others; to articulate with words what it sometimes felt simpler to communicate physically; to use a strong voice to enforce their own boundaries while recognizing and respecting those of their peers; and to engage in the "group plan" despite sometimes feeling tired, frustrated, or the desire to follow a different course. In seeing ourselves as members of a larger community, we have all grown as individuals, and every learner is leaving this Class II year as a more sophisticated and more capable version of the child who joined our group in September.

Thank you, the grown-ups in our class family, so very much for your incredible partnership in this process. We are extremely grateful for the curiosity, concern, and enthusiasm you have invested in your children's days at school and in collaborating with us. We are the very luckiest for getting to share your children with you this year. We will miss them dearly and cannot wait to hear what they do next.

# Adventure Spot Journey

## The Jungle – Monica & Sara’s Class

Welcome to The Jungle!

We have been busy working on rebuilding structures like The Horseshoe House and Meditation Meadows. There is one new addition to The Jungle that has never been seen before!

We will give you a hint: “It is a place where you can order food...” Can you find it? Have fun!

## Mulch Mountain – Jeannine & Cate’s Class

### **Mulch Mountain – Jeannine & Cate’s Class**

This year, our class decided to give Mulch Mountain a makeover. In correlation with Earth Day, the children have been working hard to make sure our planet feels loved each and every day.

We have written a love note to our Mother Earth and used these revelations as our guide.

Though a much beloved adventure site already, we felt as though Mulch Mountain could be expanded and built upon. During frequent trips to the mulch pile, the children began exploring the woods at the base on the backside of the Train. To spruce things up and make the space more versatile, we manipulated vines to create “hidden coves” and used sticks to build a tree hut big enough for our teachers! We also created intricate patterns using rocks and paint, and used nature items to design a sign for Mulch Mountain. Enjoy!

## The Lookout – Emily & Greta’s Class

For our adventure site project, we chose the Lookout. Whenever we went to play at the Lookout, we noticed some glass and had to be careful. We wanted to make the Lookout a safe place for everyone to play. Whenever we found glass, we asked our teachers to collect it. We collected so much glass! Once we collected it, we glued it together to make 3 beautiful sun catchers. We hung them back up at the Lookout. Can you find all 3?

## Sleeping Beauty's Castle - Kate and Georgi's Class

Welcome to a revamped Sleeping Beauty's Castle! We are so excited to share all of the amazing work we have completed at one of our favorite adventure spots.

For the last few weeks, our class has been enjoying a new book called *Only One You* by Linda Kranz. In this story, as he begins to explore the world around him, an eager young fish is given words of advice from his parents. Adri's parents offer many honest insights, the final one being, "There's only one you in this great big world. Make it a better place." We wanted to connect this message to our work at Sleeping Beauty's Castle. As many of us are about to embark on our adventures in this great big world, we wanted to leave our mark on a beloved Apple Orchard spot. Walk around the new meeting area and see if you can spot our unique, handprint steppingstones. We had so much fun mixing up cement, pouring the mixture into molds, and pressing our one of kind handprints into the center of the stone. We're very excited to leave a small part of ourselves on the farm. Can you figure out who's handprint is whose? Also, keep your eyes peeled for the new sign for Sleeping Beauty's Castle. We had a blast collecting twigs for all 21 letters.

Thank you so much for touring the new Sleeping Beauty's Castle. We hope you enjoy it as much as we have this year!

## Tree Hut/Salamander Rock Chicken Coop Class

The Tree Hut is what we call the area above Salamander Rock. We moved the sign to make it more known where one ends and the other begins.

Enjoy nature's chalkboard, digging for worms and bugs with nature, pine needle mountain, sorting pinecones, Circle for coming together, campfire for roasting Marshmallows, lean-to for telling stories, making your own rock path, climbing trees, and of course being under the umbrella of trees. Remember to follow the salamanders all the way to Salamander Rock.

## The Train – Michelle & Olivia's Class

- Created a new sign for The Train to match The Train's colors (Red and Black)
- Made a new stick house at the bottom of the hill
- Touched up the black paint of The Train
- Cleaned up the large bricks and stones, moved them away from The Train (please keep cinder blocks as steps)
- Created a Fairy Village, by the Pine Tree adjacent to The Train, using large logs to make a sitting area
- We worked together to remove the Japanese Knotweeds which are invasive weeds that are harmful to the plants and trees surrounding The Train.

## The Front Woods – Annie & Talia's Class

Welcome to the Front Woods!

Here is a song that we made up that you can sing while you follow the shiny tree cookie path...

(Tune to Frarajaca)

Here's the Front Woods,

Here's the Front Woods,

Come inside, Come inside,

Look for something shiny, look for something shiny,

Silver and gold, silver and gold!

The tree cookies will lead you to a very shiny seat... see if you can find it! There is also a new stick hut that our group has been working very hard to creat! Enjoy your time at... The Front Woods!

## Fairytale Village – John & Kacia's Class

Fairytale Village has a beautiful new sign, full of sparkles and an emerald green carpet of pine needles in a play space (to help it be less muddy when it rains). There is a new sitting area, climbing structure, spiderweb (to display nature treasures), and tree cookies galore.

## **Welcome to the Rainforest!**

This adventure site was discovered last September when class III was exploring in the ruins. Heather noticed the sun shining down a little further than where we were. We cleared a few branches out of our way and low and behold came across this beautiful opening! Class III was delighted to find so many spots for climbing, searching for insects, and imaginary play. We hope you enjoy this new spot!

**Meeting Area:** Have a snack, read a story, or sing a song or two!

**Sundial:** What time are you here today? Be sure to see where the shadow is in the dial! (Sorry, if the sun isn't shining it will not work)

**Entomology area :** What insects can you discover here?

**Kitchen:** This spot has been known to serve cake, coffee, ice tea and more!

**Bug Hotel:** Is anyone living inside the hotel today? Be sure to take a peek!

**Bird Bath:** Created with love by class III. Will you see any birds today?

**Art:** Create with pinecones, acorns, tree cookies and rocks! Add water to the dishes to paint on the slates!

**Yoga:** Take a mindful break with some of your favorite poses.

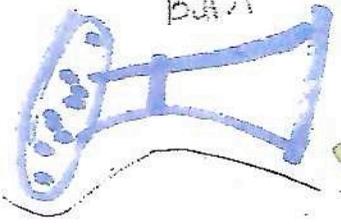
**Climbing Trees:** There are two to choose from that are favorites of ours. How high can you go?

**Scavenger Hunt:** Checkout the board to see what we have found out here. Can you find any?

We hope you enjoy the Rainforest as much as we do!

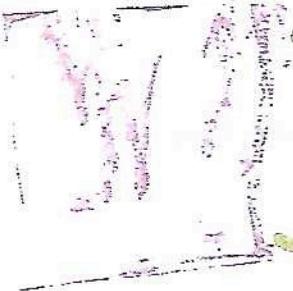
Love Class III

Bird  
Bath



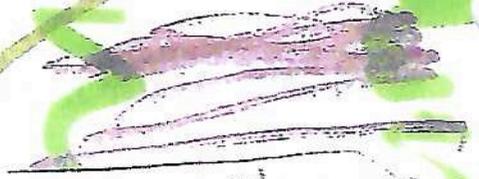
YOGA

BUG HOTEL



ART

climbing  
tree



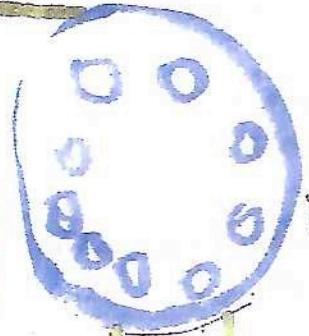
climbing  
tree



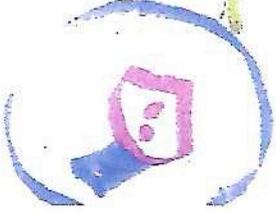
Kitchen



Entomology  
Area



Meeting



Sundial

The  
Rainforest

Classroom Observations 2023-2024

Teacher:

Looking for	observed	observed	observed	observed
Teachers greet each child at his/her level.				
Teachers are next to children when they are speaking to them.				
The teacher connects with each child and is sensitive to, and respectful of, each one.				
Teachers encourage children to talk about their feelings.				
The children are engaged with materials and each other.				
Teachers are enthusiastic and interested.				
Teachers use humor appropriately.				
Teachers use positive redirection.				
Children are encouraged to make their own choices.				
Teachers use "what if" and "I wonder" questions.				
Teachers join in the games and activities.				
Teachers respond appropriately when a child is upset, angry, or sad.				
Explanations are clear.				
Teachers respond appropriately when a child asks for help.				
Teachers redirect issues before they become big problems.				

Teachers use CPS when dealing with difficult situations. They take the time to talk with children to be able to identify the triggers for challenging behavior and come up with a plan for the future.				
The teacher uses gender-neutral style and encourages exploration in a gender-neutral way.				
Even when working with one child, the teacher is aware of the entire group.				
The teachers support independent learning and encourage creativity.				
The timing in the classroom gives ample time and preparation for transitions.				
<b>Classroom</b>				
The classroom is organized for quality play and learning.				
The classroom is a positive environment for both children and teachers.				
The centers are child friendly and interesting.				
Books are varied, accessible, and rotated frequently.				
Teachers support independent learning.				
Teachers encourage mutual respect among students.				
<b>Circle</b>				
Teachers are prepared with the materials they need.				
Children have an active part in circles.				

Teachers are aware of timing and adjust when children begin to fidget.				
Teachers stimulate and encourage creative thinking.				
Teachers invite student's input and accept children's answers.				
Information is delivered considering attention spans.				
Circle is stimulating and thought provoking and reflects students' interests.				
Teachers make sure that all children have an equal opportunity to participate.				
Teachers responds to changes in students' attentiveness.				

For your binder:

## Typical Sandwich Club Afternoon

### OUR PRIMARY FORCUS IN SANDWICH CLUB IS THE CHILDREN!

11:50- 12:20 - playground time

12:20 – attendance and into groups

12:30-1:00ish – lunch

As the children finish their lunch, they may play until everyone is finished. Before you head off on an adventure, the groups should come together for a story and some kind of Circle activity. This could be as simple as talking about what they could be looking for as you travel to your adventure destination, a low org game, or a chat about something the children noticed during the morning. At least when you first arrive, it would be great if your adventure spot had some direction about what the children could be doing there: as simple as noticing if anything has changed since they were there the last time to giving them a challenge to build something new in the space. It is fine to move from one place to another during the afternoon. Snack time is another time when you should build in some quiet time with a book or two or three.

### Typical Winter Sandwich Club

We always hope that we won't have many of these but, especially when the weather is cold, there will be some.

Attendance will happen in the individual groups or at the Chicken Coop. If attendance will be inside, during the morning, I will let each class know where to send its group of SC children for lunch.

- 1) It is REALLY IMPORTANT that as the children finish eating, one teacher starts to read books. There should be a period of quiet reading so the children have an opportunity for some down time.
- 2) When everyone has finished lunch and had a chance to listen to at least one story, one teacher should lead a short Circle that might include a game like **bingo, lotto, "What's missing," "Memory,"** (there is a list of suggestions attached)
- 3) After the game or Circle activity, the teacher leading the Circle should give an explanation of what is going to happen in the next part of the afternoon.
- 4) Whether inside or outside, while one teacher is doing Circle, the other should be setting up three stations for the children. One should have something to do with art or writing, another should have something sensory, and the third can be a manipulative or building activity. The children should have the opportunity to try any

or all that interest them. **THIS IS NOT A TIME FOR RUNNING AROUND** and if children are having a difficult time choosing an activity, one can be chosen for them.

- 5) Snack should happen between 2:15 and 2:30 and after that, either go for an adventure or if the weather is too terrible to go outside, an all group activity like **"Doggie, doggie, who has the Bone," "Duck, Duck, Goose," non-elimination musical chairs, or Yoga** are good ways to end the day.

Music and yoga are wonderful ways to help calm things down. Try to have some transitional tools in your back pocket like, "I'm thinking of something," "I Spy," "Simon Says," a song, or a story. They love to hear stories that teachers make up. With the older children, you can have them help you create a story. You start and then each child adds something to it. This is a good Circle Activity as well.

**Even if it is a non-cleaner day, cleaning should be done after the children leave.** Obviously, if there is a big mess, one teacher can take a few minutes to clean it up, but activities should not be stopped so that you can clean, and teachers should not leave carpool early to clean until the group is greatly diminished.

**Monday Sandwich Club teachers need to clean the room in which they are working.** This includes:

- 1) Cleaning up and putting away any materials you have used.
- 2) Washing the tabletops
- 3) Taking out the trash and recycling
- 4) Vacuum the carpets
- 5) Sweep and mop the floors (Use water with a little vinegar in it)
- 6) Clean the bathrooms (Spray and wipe down the sinks with Bioesque and mop the floor)
- 7) Restocking the bathrooms with toilet paper and paper towels

As far as materials that may be used in the afternoon, art supplies in the white cabinet in the kitchen are for everyone. Specialty supplies like beads, glue sticks, special paints, and other supplies that teachers have purchased for their classrooms should not be used. If there are supplies that you would like to have for Sandwich Club, please let me know and I will order them for us.

**CLASSROOMS SHOULD BE LEFT IN GOOD WORKING CONDITION WHEN WE LEAVE. PLEASE BE SURE THAT MATERIALS WE HAVE USED INCLUDING BLOCKS, AND MANIPULATIVES, ARE PUT AWAY NEATLY! PLEASE BE SURE THAT THE CHILDREN USE THE MATERIALS RESPECTFULLY AS YOU WOULD WANT THEM TO IN YOUR CLASSROOMS!**

Ideas contributed by teachers in our "New Teacher Meeting"

## Elephant Master (a.k.a. Indian Chief)

### Setup:

### Circle Game

### Instructions:

1. Tell the group to sit in a circle and pick one child to be the guesser. That child must leave the room or move away from the circle and turn their back/cover their ears so they can't see or hear who is picked to be the chief. Pick one child to be the chief. The chief starts actions that the group must copy, such as clapping, pulling faces, patting parts of the body, singing, or jumping up and down.
2. Bring the guesser back to stand in the middle of the circle. The chief discreetly switches to a new action when they're ready. The chief must try to switch the action without being noticed by the guesser. As the chief switches actions and the circle copies them, the guesser has three guesses to identify the chief. If they guess right, they win the round. If they don't, the chief wins.
3. Choose another guesser and chief and start another round.

### What's Missing

1. Gather several (Fewer for the younger children) objects either from your classroom or that you have collected in nature.
2. Place them either on a tray or the floor in front of you.
3. Identify the objects with the children.
4. Have them cover their eyes and have something disappear.
5. Have them open their eyes again and call on someone to tell you what is missing. When they have the idea of the game, you can mix it up by not having anything disappear or taking more than one object away.

### I Spy

This can be done at any time when you need to wait for someone or when you need to break the cycle of an activity that is not going well. Tell the children:

"I spy with my little eye..." and then give them the first clue. "Something green."

The children start to guess and unless they get it on the first try, you start to give them additional clues like, "It is round. It bounces," etc.

When they have the idea, one of them can be the one to choose the item for the others to guess. Another in the same vein is, "I'm thinking of..."

## **I'm going on a picnic**

- 1) Have the children in a circle.
- 2) This game can be easily adapted to different age levels. If you are playing with younger children try using only words that start with the same letter like , "apple, "ant," and "anchovies," or maybe the words that describe a group of items like names of different fruits "apples," "oranges," and "bananas."
- 3) Have the children give you their thought about what they want to add to the picnic by saying, "I'm going on a picnic and I'm bringing a ..." followed by their word.
- 4) If the word chosen does not fit the pattern for example "shoe" or "basket" the first player says, "That does not belong on our picnic."
- 5) If their contribution fits the category you tell them, "Yes you can bring a ... on the picnic." and it will be included.
- 6) The object of the game is to guess the category.
- 7) Play continues with each player taking a turn. When a player is allowed to bring his item on the picnic play moves on to the next player. Players continue to take turns guessing until they are allowed to bring their item to the picnic.
- 8) The game is over when the final player either figures out the word pattern or gives up and has the pattern revealed to them.

## **Bean Bag Passing Game**

This game helps the children learn the names of the children in the group, making eye contact, and practice building manners of saying thank you. The child who starts with the bean bag turns to the child next to him and says, "... Will you please take this bean bag?" The child responds, "Thank you (adding the first child's name.) He then turns to the next child and offers the bean bag to that child. It goes all around the circle.

## **Morning Greeting**

Looking at the child next to you and saying, "Good morning ..." Learning names and practicing eye contact.

## **ABC game**

- 1) Have the children stand in a circle.
- 2) Have them start to sing the ABC song.
- 3) As they hear the letter of their first name, they sit down...

## **Picture game**

- 1) Have pictures of the children in a bag.
- 2) Give clues about the child you are thinking about.

3) See how long it takes for the children to guess who it is.

### **Sun Printing**

Collect nature items to place on dark construction paper. Place them where the sun can get to them. Leave them long enough that when you remove the item, you can see that the sun has faded the paper. You can talk about how strong the sun's rays are.

### **The Telephone game**

Instead of passing a message along, you pass along a movement.

### **The Me-Too Game**

A child states something that they like and if anyone in the group likes the same thing, he/she replies, "Me too" and chooses the next item to share.

**Look for items in nature to create an animal or insect.**

### **I'm thinking of an animal:**

Have the children ask yes and no questions. If they are not having any luck, you can give them clues.

### **More ideas:**

#### **Who Stole the Cookie from the Cookie Jar?**

Who stole/took the cookie(s) from the cookie jar?

(Name of a child) stole/took the cookie(s) from the cookie jar.

Who, me? (Student points to himself)

Yes, you! (Students nod their heads and point at the student)

Not me! /Couldn't be! /Wasn't me! (Student shakes his head "no")

Then who? (Everyone shrugs their shoulders)

*This is followed by the "accused" saying the name of someone else, as "(name of a child in the circle) stole the cookie from the cookie jar," and the subsequent back-and-forth lines are repeated.*

Who stole/took the cookie(s) from the cookie jar?

(Name of a child) stole/took the cookie(s) from the cookie jar.

Who, me? (Student points to himself)

Yes, you! (Students nod their heads and point at the student)

Okay, okay... I took the cookie!

I stole the cookie from the cookie jar.

The yummy, yummy cookie from the cookie jar.

Are you hungry?  
Let's share!

### **Story Time Clap**

Another great quiet game to play with your preschoolers includes some clapping. Choose to either tell a story or read a book. Then, whenever you say a particular word or phrase throughout the story, the children must clap each time they hear it.

### **Red Light, Green Light**

One player stands in the front of the room while the rest are on the opposite side. When that person turns their back and says, "green light," everyone tries to reach that person first, moving as quickly as they can.

When that person turns around and says, "red light," everyone has to freeze and not move at all. If anyone moves after, "red light" is called, they must go back to the start line. The first person to touch the caller wins the game!

**Button, Button, Who's got the Button** Everyone sits in a circle with their hands out, and their eyes closed.

One person takes a button and goes around the circle pretending to put the button in everyone's hands. The person will put the button in one person's hands.

Once they finish with the circle, everyone opens their eyes and tries to guess who has the button. Once the group finally guesses who has the button, they get to go around the circle to give it to someone else.

### **Red Rover**

Red Rover is another great active outdoor game. Start by dividing your group into two teams. Then, have them get in a line and hold hands.

Space the two teams out about 20 feet or so from each other. Then, each team must take turns saying, "red rover, red rover, let ... come over." That particular person then has to leave their line and run to the next line.

They should run as fast as they can and try to break apart the other team's line. If they break through, they return to their original team along with someone from the line they just broke. If they do not break through, they have to stay in that team's line.