



First Term Kindergarten

James came to Kindergarten intake interviews excited and eager to be there. He wanted to touch everything in his new Kindergarten classroom! He wanted to tell his teacher everything about his family - where he lived, where his parents worked, what his soccer team was like, about his 4 brothers, his dog "Shep" and about the coins in his pocket including the one that was fuzzy (even though he didn't know HOW it got fuzzy.) His mother expressed concern that maybe James was not ready for school because he couldn't sit for long and he liked to look around when talking to you. But his mother was reassured when the Kindergarten teacher said she was glad James was so interested in many things and it was her job to be ready for him instead of vice-versa.

In the beginning days of school James wanted to touch everything in the classroom and found it difficult to sit and follow routines. He appeared to really enjoy gym and playground time and after lunch, he liked to lie on the carpet and look at books to rest and calm down, still red and sweaty from running around during the break. Each day he knew more, tried more and made new friends.

Routines became just that – routine! He didn't skip a beat coming into the classroom often guiding other children, telling them where they should put their items or how many children could use the paint easel at the same time. Some children started to shy away from James as he felt compelled to control their behaviour.

James loved space and often would draw and label planets using sounded out emergent spelling. Often when he was assigned what to draw, James would still prefer to draw and write about space. After some time, James participated more in common writing activities and alternately chose Centre time to explore more about Space.

James loved using classroom materials to build long pattern trains that would snake around the classroom. He would get very upset if a child accidentally disrupted them.

At the end of each day, James would hug his classmates good-bye.

COMMENT FRAMEWORK – with a focus on numeracy, literacy and social emotional.

*Opening / anchor sentence	* State the level of overall achievement related to the subject area.
State the strengths	What the evidence shows the student achieved/ learned.
Identify challenges	What the evidence shows the student has not yet achieved/ learned.
Next steps	Plans to address the student's challenges