



Teaching Strategies GOLD®

Development and Learning Report

Date: 11/9/2011

Child:

Areas of Development and Learning: Social-Emotional, Physical, Cognitive, Mathematics

Period: Spring 2010/2011

This report highlights your child's strengths in particular areas of development and learning.

Social-Emotional

Currently,
Is able to look at a situation differently or delay gratification
Manages classroom rules, routines, and transitions with occasional reminders
Is beginning to take responsibility for own well-being
Engages with trusted adults as resources and to share mutual interests
Identifies basic emotional reactions of others and their causes accurately
Initiates, joins in, and sustains positive interactions with a small group of two to three children
Is beginning to establish a special friendship with one other child, but the friendship might only last a short while
Is beginning to initiate the sharing of materials in the classroom and outdoors
Is beginning to suggest solutions to social problems

Next will:

- Begin to control strong emotions in an appropriate manner most of the time
- Begin to apply rules in new but similar situations
- Take responsibility for own well-being
- Begin to recognize that others' feelings about a situation might be different from his or her own
- Begin to interact cooperatively in groups of four or five children
- Establish a special friendship with one other child, but the friendship might only last a short while
- Initiate the sharing of materials in the classroom and outdoors
- Suggest solutions to social problems

Physical

Currently,
Coordinates complex movements in play and games
Is beginning to sustain balance during complex movement experiences
Is beginning to manipulate balls or similar objects with a full range of motion
Is beginning to use small, precise finger and hand movements
Is beginning to use three-point finger grip and efficient hand placement when writing and drawing

Next will:

- Sustain balance during complex movement experiences

- Manipulate balls or similar objects with a full range of motion
- Use small, precise finger and hand movements
- Use three-point finger grip and efficient hand placement when writing and drawing

Cognitive

Currently

Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

Plans and pursues a variety of appropriately challenging tasks

Solves problems without having to try every possibility

Shows eagerness to learn about a variety of topics and ideas

Changes plans if a better idea is thought of or proposed

Is beginning to tell about experience in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

Is beginning to draw on everyday experiences and applies this knowledge to a similar situation

Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

Is beginning to plan and then use drawings, constructions, movements, and dramatizations to represent ideas

Is beginning to interact with two or more children during pretend play, assign and/or assume roles and discuss actions; sustain play scenario for up to 10 minutes

Next will:

- Begin to sustain attention to tasks or projects over time (days to weeks); return to activities after interruptions
- Begin to plan and pursue own goal until it is reached
- Begin to think problems through, considering several possibilities and analyzing results
- Begin to use a variety of resources to find answers to questions
- Begin to think through possible long-term solutions and take on more abstract challenges
- Tell about experience in order, provides details, and evaluate the experience; recall 3 or 4 items removed from view
- Draw on everyday experiences and apply this knowledge to a similar situation
- Begin to group objects by more than one characteristic at the same time; switch sorting rules when asked, and explain the reasons
- Plan and then use drawings, constructions, movements, and dramatizations to represent ideas
- Interact with two or more children during pretend play, assign and/or assume roles and discuss actions; sustain play scenario for up to 10 minutes

Mathematics

Currently, I

Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

Is beginning to make sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Is beginning to identify numerals to 10 by name and connects each to counted objects

Is beginning to use and respond appropriately to positional words indicating location, direction, and distance

Identifies a few basic shapes (circle, square, triangle)

Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

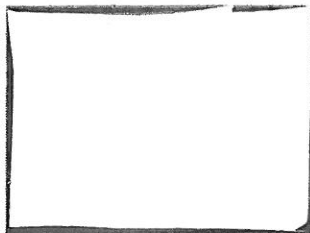
Is beginning to extend and create simple repeating patterns

Next will:



View Portfolio

November 3, 2011

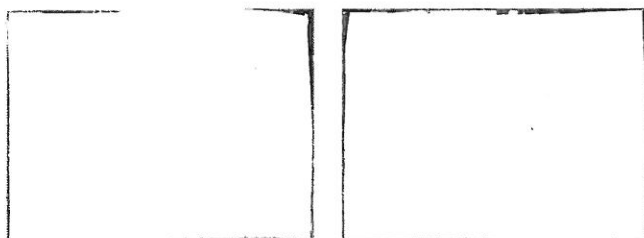


The teacher asked the kids to draw a picture of farm animals the week they were talking about farm animals. [redacted] drew a picture of farm animals. The cat has a sword. When the teacher asked what did he draw he told the teacher "a horse & a cat with a sword". Teacher asked him why the cat has a sword, he answered "I watched it on the TV."

- 7a. Uses fingers and hands
- 7b. Uses writing and drawing tools
- 8a. Comprehends language
- 9d. Tells about another time or place
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 12a. Recognizes and recalls
- 12b. Makes connections
- 14a. Thinks symbolically
- 33. Explores the visual arts

Entered on November 7, 2011, 4:14 PM by Jaya Banerjee

(plus Group) | June 21, 2011

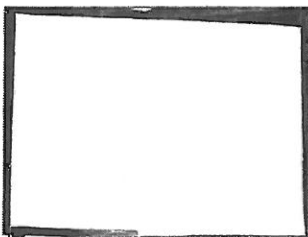


Mr. Dan saw _____ and _____ playing with the shape board together, organizing them not only by color/shape, but by size as well. Mr. Dan asked them how they were separating them; _____ said "These are triangles." _____ said "Circles" Mr. Dan asked about the colors as well, and they identified the colors associated with each shape. Then Mr. Dan asked picked up a big block and put it at the end with the smaller ones. _____ and _____ said "No, Mr. Dan". Mr. Dan asked why not and _____ said, "It's bigger" and put it at the end with the big ones.

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 2d. Makes friends
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 11a. Attends and engages
- 11b. Persists
- 13. Classifies
- 21b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns
- 1c. Takes care of own needs appropriately

Entered on June 24, 2011, 2:09 PM by Daniel Dilliplane

| May 6, 2011



Made house on Geoboard with the rubber bands and showed Ms. Java, which he described had two windows and one door. Ms. Java asked him whose house it was then _____ answered "this is a Batman house"

- 7a. Uses fingers and hands
- 11a. Attends and engages
- 11b. Persists
- 11e. Shows flexibility and inventiveness in thinking
- 12b. Makes connections
- 14a. Thinks symbolically

Entered on May 6, 2011, 3:55 PM by Jaya Banerjee

| March 31, 2011



_____ said:
My name is _____ My mother's name is _____ I have 2 brothers. Their name is _____
Then he pulled his fingers out and said :5 people is _____

Entered on April 21, 2011, 6:35 PM by YoonKyoung Park

| March 24, 2011



I pointed upper case "S" and said "it's big "S""
He pointed lower case "s" and said "it's baby "s""
Big S means it's stronger. Because it has sunglasses.

Entered on April 21, 2011, 6:33 PM by YoonKyoung Park

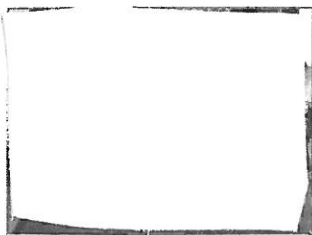
| March 17, 2011



I came to teacher saying, "I need to tell you something!"
"I was in home. Very very giant monster killed the good guy. The good guy killed TV monster. And that's it."
Then he went to play.

Entered on April 21, 2011, 6:31 PM by YoonKyoung Park

v (plus Group) | March 10, 2011



and I said, "Look, Mr. Dan! Look, Mr. Dan!" As Mr. Dan came to see, he asked them what they had made. said, "It's a car track. Take a picture." then moved into position for a picture and I imitated him.

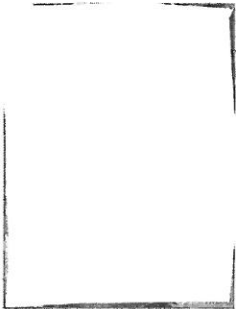
- 1a. Manages feelings
- 2c. Interacts with peers
- 2d. Makes friends
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 11e. Shows flexibility and inventiveness in thinking
- 14a. Thinks symbolically

- 1c. Takes care of own needs appropriately
- 6. Demonstrates gross motor manipulative skills

Entered on March 11, 2011, 2:24 PM by Daniel Dilliplane

| March 9, 2011

D



Mr. Dan saw some children playing with the cube builders and joined them. He built an airplane and showed it to F. F said, "Can I have that?" Mr. Dan said no, that he was going to play with it. Then E said "Can you make me one?" Mr. Dan said, "Here look at it. Why don't you make one for yourself?" At first E said that he couldn't make one for himself, but then after Mr. Dan showed him which pieces that he used, F was able to build one of his own.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 3a. Balances needs and rights of self and others
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 8b. Follows directions
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 11c. Solves problems
- 11d. Shows curiosity and motivation
- 12a. Recognizes and recalls
- 12b. Makes connections
- 14a. Thinks symbolically
- 14b. Engages in sociodramatic play
- 1c. Takes care of own needs appropriately
- 6. Demonstrates gross motor manipulative skills

Entered on March 9, 2011, 2:04 PM by Daniel Dilliplane

plus Group) | March 1, 2011

D



Mr. Dan asked L about the large structure that he had built with the waffle blocks. L said, "It's a ice cream truck. Here is the ice cream. Ice Cream! Ice Cream! Who wants ice cream?" F approached and said, "I want ice cream." L said, "Give me money." Then they worked out an amenable exchange of 'money' for 'ice cream' using some rocks as money and some blocks as ice cream.

- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 2d. Makes friends
- 2b. Responds to emotional cues
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 11c. Solves problems
- 11d. Shows curiosity and motivation
- 11e. Shows flexibility and inventiveness in thinking
- 14a. Thinks symbolically
- 14b. Engages in sociodramatic play
- 30. Shows basic understanding of people and how they live
- 1c. Takes care of own needs appropriately
- 4. Demonstrates traveling skills
- 5. Demonstrates balancing skills
- 6. Demonstrates gross motor manipulative skills

Entered on March 1, 2011, 2:19 PM by Daniel Dilliplane

.. lus Group) | February 23, 2011

D

Mr. Dan saw / and F playing with the legos together and asked them what they had made. answered, "a truck. I'm the dad." F had his lego man say "Daddy" to A' s and so Mr. Dan asked him if he was the son. F said, "No." Mr. Dan then asked him who he was and he said, "the brother." then flew the truck and said "I'm going in for a landing."

- 1b. Follows limits and expectations
- 2c. Interacts with peers
- 2d. Makes friends

- 3a. Balances needs and rights of self and others
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 14a. Thinks symbolically
- 14b. Engages in sociodramatic play
- 1c. Takes care of own needs appropriately

Entered on February 23, 2011, 2:10 PM by Daniel Dilliplane

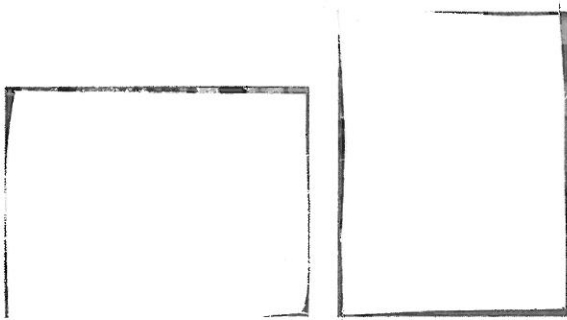
| February 17, 2011



When asked friends name in the classroom during the playtime, he only pointed and named boys; and said, "Mike" and "X" "r is bothering me."

Entered on April 13, 2011, 4:53 PM by YoonKyoung Park

plus Group) | January 14, 2011



r was building an interesting structure with the wooden blocks. He turned to Mr. Dan and said, "Mr. Dan, I'm making a tv." Mr. Dan asked him what the piece on top was for and he explained that it was the plug. Mr. Dan then asked where the on/off button was and added a piece onto the front and said "Here." Later, as he was adding piece, came over to help and the two continued to work on it together.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 2d. Makes friends
- 7a. Uses fingers and hands
- 8a. Comprehends language

- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 11e. Shows flexibility and inventiveness in thinking
- 14a. Thinks symbolically
- 1c. Takes care of own needs appropriately
- 6. Demonstrates gross motor manipulative skills

Entered on January 14, 2011, 2:14 PM by Daniel Dilliplane

| January 14, 2011



Mr. Dan saw _____ with a very large structure that he had made from the wooden blocks. Mr. Dan asked him what it was. _____ responded but Mr. Dan was unable to understand. After having him repeat himself a few times and still being unable to understand, Mr. Dan asked him what it was for. _____ answered that the cars drive around it and sit in the chair on the top of one of the towers.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 1c. Takes care of own needs appropriately
- 6. Demonstrates gross motor manipulative skills

Entered on January 14, 2011, 2:09 PM by Daniel Dilliplane

| (plus Group) | January 12, 2011



_____ approached Mr. Dan and said, "Mr. Dan. Mr. Dan, come." Mr. Dan followed F _____ to the computer where he and _____ were working on a 'painting' in the Winnie the Pooh computer game. They had only a limited number of colors of 'paint' and needed to create some other colors to finish their painting. They needed to create purple and Mr. Dan started by asking them what the primary colors

were. They both responded "Red, yellow, and blue." Then Mr. Dan asked them what color red and yellow make and I said "Orange." Then he asked what about yellow and blue and they both said "Green". Finally, he asked what red and blue make and they both said "Purple" and 'mixed' the red and blue 'paints' to make purple. Then they asked how to make pink. Mr. Dan explained that pink was like a lighter red and so if they added white to some red, then they would make pink. I proceeded to do this on the computer which elicited a cheer from both her and I

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 11c. Solves problems
- 11d. Shows curiosity and motivation
- 12a. Recognizes and recalls
- 12b. Makes connections
- 33. Explores the visual arts
- 1c. Takes care of own needs appropriately

Entered on January 12, 2011, 2:44 PM by Daniel Dilliplane

December 29, 2010

D



was reading a Winnie the Pooh book in housekeeping when Mr. Dan came up and asked him what he was reading. He said that he couldn't read and talk and asked for help with the talking. Mr. Dan asked him if that meant that he wanted Mr. Dan to read the book to him and he said yes. Then Mr. Dan read him one of the stories in the book.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages

- 11b. Persists
- 11d. Shows curiosity and motivation
- 17a. Uses and appreciates books
- 17b. Uses print concepts
- 18a. Interacts during read-alouds and book conversations
- 18b. Uses emergent reading skills
- 18c. Retells stories
- 1c. Takes care of own needs appropriately

Entered on December 29, 2010, 6:49 PM by Daniel Dilliplane

(plus Group) | December 6, 2010

D



Mr. Dan approached _____ while he was playing with the dominoes. Mr. Dan asked him what he was making. _____ said, "Optimus Prime." Mr. Dan saw _____ join E _____ and begin working on the figure as well. Mr. Dan asked F _____ if he was letting A _____ help and he said yes.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2c. Interacts with peers
- 2d. Makes friends
- 2b. Responds to emotional cues
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 11a. Attends and engages
- 11b. Persists
- 11d. Shows curiosity and motivation
- 11e. Shows flexibility and inventiveness in thinking
- 12a. Recognizes and recalls
- 14a. Thinks symbolically
- 1c. Takes care of own needs appropriately

Entered on December 6, 2010, 3:06 PM by Daniel Dilliplane

November 15, 2010

D

, bought a book to teacher and said, "Read to me."
 Teacher answered, "Please read this book for me!"
 , smiled, put the book on teacher's lap and sat next to her.
 Teacher: Do you want me to read this book to you?
 : Yeah~ (nodding)
 Teacher: Say, "Please read this book!"
 Please~

Entered on February 15, 2011, 2:39 PM by YoonKyoung Park

| November 2, 2010



Assessment Opportunity Card: Counting Collectibles

At the circle time we were playing counting the objects game with doll house people. When ' had his turn, he was able to count 8 doll house people.

- 11a. Attends and engages
- 11b. Persists
- 20a. Counts
- 20b. Quantifies
- 20c. Connects numerals with their quantities

Entered on November 9, 2010, 3:40 PM by Jaya Banerjee

| October 28, 2010



At play time, : pulled out the geometric shape pattern game and did a few of the puzzles with relative ease. Mr. Dan saw him moving to a new activity and asked him to clean up first. At first he pretended not to hear or understand, but eventually he cleaned most of it up.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 2b. Responds to emotional cues
- 7a. Uses fingers and hands
- 8a. Comprehends language
- 8b. Follows directions
- 11a. Attends and engages
- 11b. Persists
- 11c. Solves problems
- 11d. Shows curiosity and motivation
- 11e. Shows flexibility and inventiveness in thinking

- 12a. Recognizes and recalls
- 12b. Makes connections
- 13. Classifies
- 21a. Understands spatial relationships
- 21b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns
- 1c. Takes care of own needs appropriately

Entered on October 29, 2010, 2:36 PM by Daniel Dilliplane

(plus Group) | October 26, 2010



During circle time, Mr. Dan and Ms. Jaya played a rhyming game with the kids in order to determine which of the children understood the concept of rhyme. [redacted] and [redacted] did not seem to understand the concept, as they were unable to generate any rhyming words. [redacted] have some sense of rhyme, as they were able to generate at least one rhyming word even if they also tried another word that was not a rhyming one. [redacted] demonstrated a more advanced knowledge of rhyme, being able to generate 3 or more rhyming words with no more than one mistake.

- 3a. Balances needs and rights of self and others
- 8a. Comprehends language
- 8b. Follows directions
- 15a. Notices and discriminates rhyme

Entered on October 26, 2010, 2:00 PM by Daniel Dilliplane

(plus Group) | October 19, 2010



In the morning, [redacted] were playing with the big waffle blocks and built something with the blocks. Ms. Jaya asked them what are they building, they answered, "we made big chair", [redacted] added "look, the chairs are connected".

- 7a. Uses fingers and hands
- 9b. Speaks clearly
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 11a. Attends and engages
- 6. Demonstrates gross motor manipulative skills

Entered on October 21, 2010, 3:51 PM by Jaya Banerjee

(plus Group) | October 18, 2010



During the morning outdoor playtime, just as we were going out the door to go outside, [redacted] asked Mr. Dan if he would play the chasing game. After all the kids were outside, he asked again. Suddenly, all the kids were right behind him. [redacted] shouted "You can't catch me." Mr. Dan began to chase the kids around the playground pretending to be a monster. All of the kids ran away. They ran, climbed on the structures, and crawled underneath the structures to escape. Many of the kids formed

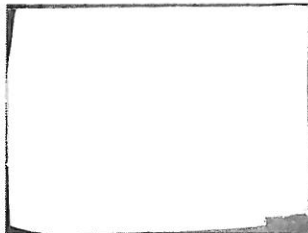
packs with which to flee. Some packs would stick together, others would wait for the monster and scatter, only to reform in another location. When _____ and _____ bumped into each other and Mr. Dan stopped playing to make sure that they were okay, the other children recognized that the game needed to be 'paused' for a moment and patiently waited to make sure that they were okay. Afterward, Mr. Dan counted down from five to restart the game.

- 1a. Manages feelings
- 1b. Follows limits and expectations
- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 2d. Makes friends
- 2b. Responds to emotional cues
- 3a. Balances needs and rights of self and others
- 3b. Solves social problems
- 8a. Comprehends language
- 8b. Follows directions
- 9b. Speaks clearly
- 12a. Recognizes and recalls
- 12b. Makes connections
- 14b. Engages in sociodramatic play
- 20a. Counts
- 23. Demonstrates knowledge of patterns
- 1c. Takes care of own needs appropriately
- 4. Demonstrates traveling skills
- 5. Demonstrates balancing skills

Entered on October 18, 2010, 2:53 PM by Daniel Dilliplane

October 14, 2010

D



_____ was playing with some numbered peg-boards. He handed the number 1 peg-board with one peg in it to Mr. Dan, saying "Mr. Dan here is a birthday cake for you. You are one [year old]." Mr. Dan thanked him and pretended to blow out the "candle" (the peg). Then Mr. Dan asked him which birthday cake was for him. _____ pointed to the number 10 peg-board and said "I'll be ten." Mr. Dan handed him the board and he pretended to blow out the "candles".

- 2a. Forms relationships with adults
- 8a. Comprehends language
- 9b. Speaks clearly
- 9c. Uses conventional grammar
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 10b. Uses social rules of language
- 12b. Makes connections
- 14b. Engages in sociodramatic play
- 20a. Counts

20c. Connects numerals with their quantities

22. Compares and measures

Entered on October 14, 2010, 2:25 PM by Daniel Dilliplane

(plus Group) | October 12, 2010



was playing with a black car that [redacted] also wanted to play with. [redacted] began to cry. [redacted] saw F [redacted] crying and went over to comfort him and give him a hug. When [redacted] saw Mr. Dan, he waived him over to help with F [redacted] and returned to playing. Mr. Dan asked F [redacted] what was wrong. [redacted] explained that he wanted to play with the black car because it was the "bad-guy" car. Mr. Dan encouraged him to talk to [redacted] about different possibilities for sharing the car. [redacted] overheard the conversation and decided to give [redacted] the car.

1a. Manages feelings

2a. Forms relationships with adults

2c. Interacts with peers

2d. Makes friends

2b. Responds to emotional cues

3a. Balances needs and rights of self and others

3b. Solves social problems

8a. Comprehends language

9b. Speaks clearly

9c. Uses conventional grammar

10a. Engages in conversations

10b. Uses social rules of language

12a. Recognizes and recalls

12b. Makes connections

Entered on October 14, 2010, 2:05 PM by Daniel Dilliplane

(plus Group) | October 4, 2010



During the morning circle time, Ms. Jaya and Mr. Dan played a counting game with the kids, having them count students, people, and toys, in order to determine their capacity for counting and to see if they merely count or say the numbers in correct association with objects. [redacted] was able to count to approximately 35 on her own, [redacted] to 12, [redacted] to 14, [redacted] to 39, [redacted] to 10, [redacted] to 14, [redacted] to 14, [redacted] to 12, [redacted] to 14, [redacted] to 20, and [redacted] to 39. [redacted] was able to count to 17, but after about 5 objects the relationship between the numbers and objects was less clear.

8a. Comprehends language

8b. Follows directions

20a. Counts

20b. Quantifies

Entered on October 26, 2010, 2:16 PM by Daniel Dilliplane