

Navajo Head Start Curriculum & Assessment Cycle

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Director of Educational Services
Navajo Head Start

2013/2014 Navajo Head Start Curricula & Assessment

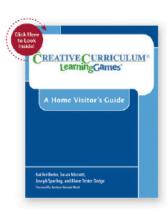
Early Head Start Curriculum:

The Creative Curriculum® for Infants, Toddlers & Twos, Second Edition, Revised

Head Start Center Curriculum (3-5 yr old): The Creative Curriculum® for Preschool 5th Edition Home Base Curriculum:
A Home Visitor's Guide to The Creative Curriculum® LearningGames®







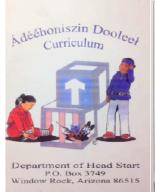
Early Head Start, Head Start, and Home Base Assessment:

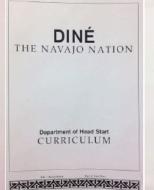
Teaching Strategies GOLD® Birth Through Kindergarten Assessment Toolkit

Additional Resources:

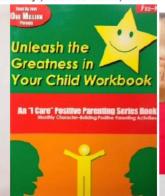
Ádééhoniszin Dooleeł Curriculum; Diné Head Start Curriculum; Situational Navajo; I Care Curriculum; PATHS Positive Support Curriculum

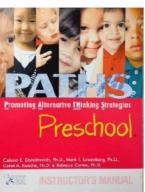














Navajo Head Start Curriculum & Assessment Cycle 2013/2014 School Year

September	October	November	December	January	February	March	April	May	June
1st Day of School →	1 st As	sessment Cycle	Checkpoint 1	2 nd Assessment Cycle		oint 2 →	-3 rd Assessment Cycle	→	Checkpoint 3
Begin 45 Day Requirem •Hearing Screening	to engage ir	portunities for children n developmental and	Review documentation in portfolios and assign children a developmental	Create opportunities for child to engage in developmental an	d and assign child	ntation in portfolios ren a developmental	Observe children; Document what you see & hear os evidence of development.	•As:	iew Documentation: sign each child a level

- Vision Screening
- •Brigance© Screening
- Social Emotional Scales Checklist
- content learning activities.
- •Observe Children
- •Document what you see & hear as evidence of development and learning.
- level on each applicable objective.
- •Summarize findings on Family Conference Form and prioritize goals with parents for next check-Point.
- content learning activities.
- •Individualize experiences for children to practice those skills & behaviors set as goals with parents •Document what you see & hear as evidence of development

and learning

- Level on each applicable objective. •Summarize findings on Family Conference Form
- as evidence of development and learning
- on applicable objective. •Summarize findings on Family Conference Form

September

Octol

1st Day of School →-----

Begin 45 Day Requirements:

- Hearing Screening
- Vision Screening
- Brigance© Screening
- Social Emotional Scales
 Checklist

ctober

November

-----1st Assessment Cycle-----

- Create opportunities for children to engage in developmental and content learning activities.
- Observe Children
- Document what you see & hear as evidence of development and learning.

Navajo Head Start

Child Observations/Anecdotal Note Tracking Form

	1			point 1			nt		· iickii	gro											
Agency:				Octob						E	ducati	ion Sp	eciali	st:							
Service Area:												_									
Teacher/Classroom:	1								ı												
As anecdotal notes are entered in the Child's																					\Box
Assessment Portfolio, put a check or date in the																					
cell on this form for the corresponding objective																					
for that child. Use this tracking form as an "at a																					
glance" tool to plan activities and experiences on the lesson plan which will provide opportunities to																					
observe children's skills in each objective. Work																					
together as a teaching "team" to complete the	-	61	60	4	LO.	9	r~	00	6	Child 10	11	Child 12	13	Child 14	Child 15	16	Child 17	Child 18	Child 19	Child 20	
assessment portfolio for each objective for each	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	PE	Child 9	P	Ы	Ы	Ы	P	PI	P.	Ыi	2	필	멾	
child prior to the checkpoint date.	Ð	Ð	Q	Ð	Ð	Ð	Ð	Child 8	ð	Ð	Child 11	Q	Child 13	g	ð	Child 16	g	g	Q	ð	
Social - Emotional																					\Box
1. Regulates own emotions and behaviors																				\Box	
a. Manages feelings																			$oxed{oxed}$		
1.b. Follows limits and expectations																					
1.c. Takes care of own needs appropriately																					
2. Establishes and sustains positive relationships																					
 Forms relationships with adults 																					
2.b. Responds to emotional cues																					
2.c. Interacts with peers																					
2.d. Makes friends																					
3. Participates cooperatively and constructively in																					
group situations a. Balances needs and rights of self																					
and others																			—	\vdash	\vdash
3. b. Solves social problems																			Ь—	Ш	<u> </u>
Physical Development																			$oxed{oxed}$		
4. Demonstrates traveling skills																			<u> </u>	\square	
5. Demonstrates balancing skills																					
6. Demonstrates gross-motor manipulative skills																					
7. Demonstrates fine-motor strength and coordination																					
a. Uses fingers and hands																			Щ	Ш	
7. b. Uses writing and drawing tools																			igsqcup	Ш	
Language																					
8. Listens to and understands increasingly complex																					
language								$\vdash \vdash$											—	igwdot	<u> </u>
8. b. Follows directions																				$oxed{oxed}$	$ldsymbol{f eta}$

Uses language to express thoughts and needs Uses an expanding expressive vocabulary											
9. b. Speaks clearly											
9. c. Uses conventional grammar											
9. d. Tells about another time or place											
 Uses appropriate conversational and other communication skills a. Engages in conversations 											
10. b. Uses social rules of language											
Cognitive											
Demonstrates positive approaches to learning Attends and engages											
11. b. Persists											
11. c. Solves problems											
11. d. Shows curiosity and motivation											
11. e. Shows flexibility and inventiveness in thinking											
Remembers and connects experiences Recognizes and recalls											
12. b. Makes connections											
13. Uses classification skills											
14. Uses symbols and images to represent something not present a. Thinks symbolically											
14. b. Engages in sociodramatic play											
Literacy											\neg
Demonstrates phonological awareness Notices and discriminates rhyme											
15. b. Notices and discriminates alliteration											
 c. Notices and discriminates smaller and smaller units of sound 											
 Demonstrates knowledge of the alphabet Identifies and names letters 											
16. b. Uses letter-sound knowledge											
Demonstrates knowledge of print and its uses Uses and appreciates books											
17. b. Uses print concepts											
18. Comprehends and responds to books and other											
texts a. Interacts during read-alouds and book conversations											
18. b. Uses emergent reading skills											
18. c. Retells stories											

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Demonstrates emergent writing skills Writes name												.
												$\overline{}$
19. b. Writes to convey meaning Mathematics	_		-	-							-	-
			_									-
20. Uses number concepts and operations a. Counts												\square
20. b. Quantifies												
20. c. Connects numerals with their quantities												
21. Explores and describes spatial relationships and shapes a. Understands spatial relationships												
21. b. Understands shapes												
22. Compares and measures												
23. Demonstrates knowledge of patterns												
Science and Technology												\Box
24. Uses scientific inquiry skills												
25. Demonstrates knowledge of the characteristics of												\Box
living things												\square
26. Demonstrates knowledge of the physical properties												.
of objects and materials			_									-
27. Demonstrates knowledge of Earth's environment			_									-
28. Uses tools and other technology to perform tasks												\blacksquare
Social Studies												
29. Demonstrates knowledge about self												
30. Shows basic understanding of people and how they live												.
			\vdash									$\overline{}$
31. Explores change related to familiar people or places			_									$\overline{}$
32. Demonstrates simple geographic knowledge The Arts			\vdash	-							-	$\overline{}$
			_									-
33. Explores the visual arts			_									-
34. Explores musical concepts and expression												
35. Explores dance and movement concepts												
36. Explores drama through actions and language												
English Language Acquisition												
37. Demonstrates progress in listening to and												
understanding English			-									$\overline{}$
38. Demonstrates progress in speaking English												

	Child	Interest(s)/style of learning	Individual Goals
1			
2			
3			
4			
5			
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12			
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14			
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16			
17			

Individualization Planning Form Class_____

Teacher _____

This form is completed 3 times per year, following each home visit or parent teacher conference, when parents and teachers decide on 3-4 individual goals for each child. List the child's name, their interests or needs identified by the teacher and parent and their individual goals. Write the goal and the objective number from GOLD that it connects to. List IEP/IFSP goals for children with disabilities and the GOLD objectives they link to and put an (*) by it to indicate IEP. Use this form as you plan your weekly lessons, indicating at least once on the lesson plan each week an activity or experience planned to address at least one individual goals for each child. Use the child's initials or another "code" on the lesson plan by the activity to assist in planning and monitoring individualization.

Individual Planning Form 4 year olds – Ms. Thomas

	Child	Interest(s)/Style of Learning	Individual Goals
1	Shawna Davis	Block building, outdoor play, singing	
2	Ben Johnson BJ(2)	Football, fire trucks, computer games	
3	Setsuko <u>Kitashima</u>	Dolls, playing house, coloring	
4	Kate Bell	Swimming, singing, butterflies, TV	
5	Crystal <u>Fosetti</u>	Helping cook, dress-up, sandbox	
6	<u>Jonetta</u> Jones	Dolls, coloring, games, teddy bears	
7	Hector Valdez	Soccer, sand and water, singing	
8	Dallas Smith* (IEP)	Dinosaurs, football, computers	9 a, b language dev.; 16 a letters
9	Dustin Hoffman	Super heroes, basketball, hot wheels	
10	Cambry Stevens	Coloring rainbows, playing nurse	
11	Marcos Rodriguez	Blocks and cars, soccer	
12	Sam Cosper	Cars (race cars), fishing, cutting/gluing	
13	Bryn Jaggi* (IEP) BJ(14)	Swimming, singing, dancing, dress-up	9 a, b language dev.; 5 balance; 16 a letters
14	Kaleb Perkins	Bugs(catching), games, football	
15	Jordan Brinkman	Soccer, boating, fishing, drawing	

December

----- Checkpoint 1 →-----

Review documentation in portfolios and assign children a developmental level on each applicable objective.

 Summarize findings on Family Conference Form and prioritize goals with parents for next check-Point.



Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Louis
heckpoints: First Second Third Fourth		0000	Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks	0000	Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	Level 9
eckpoint and 4m		ved because:				See page	38 of Objectives for De	velopment A	Lagraina Dieth Theory	th Windows

☐ Recently enrolled

NAVAJO HEAD START Family Conference Form

Child's Name:	Age:	Date:	
Parents/Guardians:			
Center:	Staff:		
Summary of Development & Le	rning		
Complete these sections* using the Child /		nt's observations.	
*Describe this child's strengths in social-emotion	nal, physical, language, and cogni	tive development:	
			-
			+
Possible Next Steps:			1
			-
*Describe this child's strengths in learning litera	cv. math. science and technology.	social studies, and the arts:	+
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Possible Next Steps:			
			-
Individualized Goals: List objectives and indic	ators (3-4) determined with the na	rents for next assessment period:	+
marvidanzed Godio. List objectives and mar	atolo (0-4), determined with the pe	inerita, for next assessment period.	
Additional parent/child concerns/needs that He	nd Start can assist with and/or con	nments:	
Defenda (October 15-11-11-11-11-11-11-11-11-11-11-11-11-1			-
Referrals/Services/Follow-up:			+
Parent/Guardian signature:		Date:	
Parent/Guardian signature:		Date:	
Staff signature:		Date:	
Staff signature:		Date:	

Individual Planning Form 4 year olds – Ms. Thomas

	Child	Interest(s)/Style of Learning	Individual Goals
1	Shawna Davis	Block building, outdoor play, singing	2c,d relationships; 10a,b social conversations
2	Ben Johnson BJ(2)	Football, fire trucks, computer games	1a,b regulation; 7b using writing tools
3	Setsuko <u>Kitashima</u>	Dolls, playing house, coloring	17b print concepts; 11c problem solving
4	Kate Bell	Swimming, singing, butterflies, TV	6 gross motor; 19 a, b emergent writing skills
5	Crystal <u>Fosetti</u>	Helping cook, dress-up, sandbox	20 a, b counting, quantify; 19 a, b writing
6	Jonetta Jones	Dolls, coloring, games, teddy bears	1a,b regulation; 20 a, b number concepts
7	Hector Valdez	Soccer, sand and water, singing	16 a letters; 12 a, b connects experiences
8	Dallas Smith* (IEP)	Dinosaurs, football, computers	9 a, b language dev.; 16 a letters
9	Dustin Hoffman	Super heroes, basketball, hot wheels	18 a, b emergent reading; 15 c phono, aware.
10	<u>Cambry</u> Stevens	Coloring rainbows, playing nurse	19 a, b emergent writing skills; 20 a counting
11	Marcos Rodriguez	Blocks and cars, soccer	8 a, b comprehension; 16 a letters; 17a books
12	Sam Cosper	Cars (race cars), fishing, cutting/gluing	11 c, d, e cognitive; 19 a, b writing/fine motor
13	Bryn Jaggi* (IEP) BJ(14)	Swimming, singing, dancing, dress-up	9 a, b language dev.; 5 balance; 16 a letters
14	Kaleb Perkins	Bugs(catching), games, football	7 a, b, writing/meaning
15	Jordan Brinkman	Soccer, boating, fishing, drawing	16 a letters, 12 a,b connects experiences

January

Febr

---2nd Assessment Cycle-----

- Create opportunities for children to engage in developmental and content learning activities.
- Individualize experiences for children to practice those skills & behaviors set as goals with parents
- Document what you see & hear as evidence of development and learning

Weekly Planning Form

Week of: Teacher:

Study: Balls

Exploring the Topic: What do we know about balls?

♣ At least one time per month: H – Health

S - Safety N - Nutrition/Cooking

M - Mental Health

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Library: books about balls; basketballs, footballs, etc. DH 18 a,b MR 17a "cozy box" available all week – BJ (2) Dramatic Play: Obj. 14 b basketball, soccer, football jerseys, helmets, wrist bands Sports Section of the newspaper SK 17b	Toys and Games: ball collection Obj. 13 Obj. 12b.Add clipboards for children to write observations of ball collection – KP 7a, b SC 19 a.b Computer: ebook version of Have a Ball Obj. 28 Blocks: SD 2c,d encourage playing with others	Toys and Games: containers to organize the ball collection Obj. 13	Toys and Games: containers to organize the ball collection Obj. 13 Computer: ebook version of Have a Ball Obj. 28	Toys and Games: ball collection Obj. 13 Computer: ebook version of Where's Spot's Ball Obj. 12a
Large Group	Discussion and Shared Writing: Types of Balls Obj. 11a Obj. 9d	Movement activity: Moving together with a Ball- Obj. 11b	Game: What's Inside the Box? Have different kinds of balls to guess (tennis, golf, baseball, whiffle ball, etc.) Obj. 23 Discussion and Shared Writing: What Can We Do With Balls? BJ(9) 9 c	Game: Name game: "Bounce the syllables" name game using a ball. Do only 4-5 names. Have it as a choice in the movement area during free choice. Obj. 15c Discussion and Shared Writing: What Do We Know About Balls? JB and HV 12 a, b	Movement: Moving to music with a ball - play "bouncy" "slow" and "staccato" music. Obj. 34 Discussion and Shared Writing: What Do We Want to Find Out About Balls? Obj. 12b
Small Group	Sorting and counting Balls JJ, CS and CF 20a,b	Comparing and Describing Balls BJ(13) and DS 9 a, b	Marble Painting BJ (13) 9a, b	Science: How high do the balls bounce? Guess and then test. Graph. Qbj 22	Option 1: Counting the Collection of balls JJ, CS and CF 20a,b
Mealtimes:		Nutrition – Discuss how the oranges are shaped like a ball. Cut open and talk about nutrition from fruit – Vitamin C CF 20 a (count orange sections when cut)	I Tarabia a Card a 25 (William		
Outdoor Exp	periences: Add new	balls to the playground, review Intention	ir reaching card p25, "Kick H	aru KD 0, DJ(13) 3	

Teacher/Classroom:	ı																				
As anecdotal notes are entered in the Child's	1																				\blacksquare
Assessment Portfolio, put a check or date in the																					
cell on this form for the corresponding objective																					
for that child. Use this tracking form as an "at a																					
glance" tool to plan activities and experiences on the lesson plan which will provide opportunities to																					
observe children's skills in each objective. Work																					
together as a teaching "team" to complete the	-	61	60	*	LC.	9	r~	00	6	10	11	12	13	14	15	16	17	200	19	20	
assessment portfolio for each objective for each	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8	Child 9	Child 10	Child 11	Child 12	Child 13	Child 14	Child 15	Child 16	Child 17	Child 18	Child 19	Child 20	
child prior to the checkpoint date.	ð	Ō	Ð	ð	Ð	Ф	ð	ð	ð	ð	Ð	Ф	Ф	Ф	Ð	ð	ð	ð	ð	Ф	
Social - Emotional																					
Regulates own emotions and behaviors																					
a. Manages feelings																					
1.b. Follows limits and expectations	_																				
1.c. Takes care of own needs appropriately																					
2. Establishes and sustains positive relationships																					
a. Forms relationships with adults																					
2.b. Responds to emotional cues	_																				
2.c. Interacts with peers																					
2.d. Makes friends																					
Participates cooperatively and constructively in																					
group situations a. Balances needs and rights of self																					
and others	_																				
3. b. Solves social problems																					
Physical Development																					
4. Demonstrates traveling skills																					
5. Demonstrates balancing skills																					
6. Demonstrates gross-motor manipulative skills																					
7. Demonstrates fine-motor strength and coordination																					
a. Uses fingers and hands																					
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					1	shape	.5	a. Un	derstand	is spatial	relation	snips		\vdash	-	+	+	-	+	+	_

	5. Demonstrates balancing skills	
	6. Demonstrates gross-motor manipulative skills	
	7. Demonstrates fine-motor strength and coordination	
	a. Uses fingers and hands	
Uses language to express thoughts and needs Uses an expanding expressive vocabulary		19. Demonstrates emergent writing skills
Uses an expanding expressive vocabulary B. Speaks clearly		a. Writes name
9. c. Uses conventional grammar		19. b. Writes to convey meaning Mathematics
9. d. Tells about another time or place		
10. Uses appropriate conversational and other		20. Uses number concepts and operations a. Counts
communication skills a. Engages in conversations		20. b. Quantifies 20. c. Connects numerals with their quantities
10. b. Uses social rules of language Cognitive		20. c. Connects numerals with their quantities 21. Explores and describes spatial relationships and
		21. Explores and describes spanial relationships and shapes a Understands shaft relationships
Demonstrates positive approaches to learning Attends and engages		21. b. Understands shapes
11. b. Persists		22. Compares and measures
11. c. Solves problems		23. Demonstrates knowledge of patterns
11. d. Shows curiosity and motivation		Science and Technology
11. e. Shows flexibility and inventiveness in thinking		24. Uses scientific inquiry skills
12. Remembers and connects experiences		25. Demonstrates knowledge of the characteristics of
Recognizes and recalls 12. b. Makes connections		living things
13. Uses classification skills		26. Demonstrates knowledge of the physical properties of objects and materials
14. Uses symbols and images to represent something		27. Demonstrates knowledge of Earth's environment
not present a. Thinks symbolically		28. Uses tools and other technology to perform tasks
14. b. Engages in <u>sociodramatic</u> play Literacy		Social Studies
15. Demonstrates phonological awareness		29. Demonstrates knowledge about self
a. Notices and discriminates rhyme		30. Shows basic understanding of people and how they
15. b. Notices and discriminates alliteration		live
15. c. Notices and discriminates smaller and smaller units of sound		31. Explores change related to familiar people or places
16. Demonstrates knowledge of the alphabet		32. Demonstrates simple geographic knowledge
a. Identifies and names letters		The Arts
16. b. Uses letter-sound knowledge		33. Explores the visual arts
Demonstrates knowledge of print and its uses Uses and appreciates books		34. Explores musical concepts and expression
Uses and appreciates books 17. b. Uses print concepts		35. Explores dance and movement concepts
18. Comprehends and responds to books and other		36. Explores drama through actions and language
texts a. Interacts during read- <u>alouds</u> and book conversations		English Language Acquisition 37. Demonstrates progress in listening to and
18. b. Uses emergent reading skills		37. Demonstrates progress in isstening to and understanding English understanding English
18. c. Retells stories		38. Demonstrates progress in speaking English
TO C PECEIS STORES		

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----- Checkpoint 2 →------

Review documentation in portfolios and assign children a developmental Level on each applicable objective.

•Summarize findings on Family Conference Form



Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Louis
heckpoints: First Second Third Fourth	0000		Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks	0000	Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	Level 9
neckpoint or 3or 4m		ved because:				See page	38 of Objectives for De	velopment I	E Laarning: Dieth Theory	ab Window

☐ Recently enrolled

NAVAJO HEAD START Family Conference Form

Child's Name:	Age:	Date:
Parents/Guardians:		
Center:	Staff:	
Summary of Development & L	earning	
Complete these sections* using the Chil		nt's observations.
*Describe this child's strengths in social-emo	tional, physical, language, and cogni	tive development:
Possible Next Steps:		
*Describe this child's strengths in learning lit	eracy, math, science and technology.	social studies, and the arts:
	, main, colonide and toormology,	Social statics, and the arts.
Possible Next Steps:		
Individualized Goals: List objectives and in	disetors (2.4) determined with the pe	vente for post appropriate
individualized Goals: List objectives and in	dicators (3-4), determined with the pa	arents, for next assessment period:
Additional parent/child concerns/needs that	lead Start can assist with and/or con	nments:
Referrals/Services/Follow-up:		
Parent/Guardian signature:		Date:
Parent/Guardian signature:		Date:
Staff signature:		Date:
Staff signature:		Date:

Individual Planning Form 4 year olds – Ms. Thomas

	Child	Interest(s)/Style of Learning	Individual Goals
1	Shawna Davis	Block building, outdoor play, singing	2c,d relationships; 10a,b social conversations
2	Ben Johnson BJ(2)	Football, fire trucks, computer games	1a,b regulation; 7b using writing tools
3	Setsuko <u>Kitashima</u>	Dolls, playing house, coloring	17b print concepts; 11c problem solving
4	Kate Bell	Swimming, singing, butterflies, TV	6 gross motor; 19 a, b emergent writing skills
5	Crystal <u>Fosetti</u>	Helping cook, dress-up, sandbox	20 a, b counting, quantify; 19 a, b writing
6	Jonetta Jones	Dolls, coloring, games, teddy bears	1a,b regulation; 20 a, b number concepts
7	Hector Valdez	Soccer, sand and water, singing	16 a letters; 12 a, b connects experiences
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9	Dustin Hoffman	Super heroes, basketball, hot wheels	18 a, b emergent reading; 15 c phono, aware.
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12	Sam Cosper	Cars (race cars), fishing, cutting/gluing	11 c, d, e cognitive; 19 a, b writing/fine motor
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14	Kaleb Perkins	Bugs(catching), games, football	7 a, b, writing/meaning
15	Jordan Brinkman	Soccer, boating, fishing, drawing	16 a letters, 12 a,b connects experiences

April

3rd Assessment Cycle -----

- Observe children;
- Document what you see & hear as evidence of development and learning

Weekly Planning Form

Week of:

Teacher:

Study: Balls

Exploring the Topic: What do we know about balls?

♣ At least one time per month: H – Health

S - Safety N - Nutrition/Cooking

M - Mental Health

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Library: books about balls; basketballs, footballs, etc. DH 18 a,b MR 17a "cozy box" available all week – BJ (2) Dramatic Play: Obj. 14 b basketball, soccer, football jerseys, helmets, wrist bands Sports Section of the newspaper SK 17b	Toys and Games: ball collection Obj. 13 Obj. 12b.Add clipboards for children to write observations of ball collection – KP 7a, b SC 19 a.b Computer: gbook version of Have a Ball Obj. 28 Blocks: SD 2c,d encourage playing with others	Toys and Games: containers to organize the ball collection Obj. 13	Toys and Games: containers to organize the ball collection Obj. 13 Computer: ebook version of Have a Ball Obj. 28	Toys and Games: ball collection Obj. 13 Computer: ebook version of Where's Spot's Ball Obj. 12a
Large Group	Discussion and Shared Writing: Types of Balls Obj. 11a Obj. 9d	Movement activity: Moving together with a Ball- Obj. 11b	Game: What's Inside the Box? Have different kinds of balls to guess (tennis, golf, baseball, whiffle ball, etc.) Obj. 23 Discussion and Shared Writing: What Can We Do With Balls? BJ(9) 9 c	Game: Name game: "Bounce the syllables" name game using a ball. Do only 4-5 names. Have it as a choice in the movement area during free choice. Obj. 15c Discussion and Shared Writing: What Do We Know About Balls? JB and HV 12 a, b	Movement: Moving to music with a ball - play "bouncy" "slow" and "staccato"music. Obj. 34 Discussion and Shared Writing: What Do We Want to Find Out About Balls? Obj. 12b
Small Group	Sorting and counting Balls JJ, CS and CF 20a,b	Comparing and Describing Balls BJ(13) and DS 9 a, b	Marble Painting BJ (13) 9a, b	Science: How high do the balls bounce? Guess and then test. Graph. Obj 22	Option 1: Counting the Collection of balls JJ, CS and CF 20a,b
Mealtimes:	periences. Add new	Nutrition – Discuss how the oranges are shaped like a ball. Cut open and talk about nutrition from fruit – Vitamin C CF 20 a (count orange sections when cut) balls to the playground, review Intentional	al Teaching Card n25, "Kick H	ard" KR 6 BI(13) 5	

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9. c. Uses conventional grammar		\perp									\perp								M	lather	matics			-						\top			\neg		\top	十		\top		\top	\top	\top	\top	\top	г	\vdash	\neg
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11. e. Shows flexibility and inventiveness in thinking		_			_		_		_		_	_	_	_	-	_		_	24	I. Use	s scien	tific in	quiry:	skills																	\top					П	П
12. Remembers and connects experiences a. Recognizes and recalls																					nonstr	ates kn	owled	ige of	the ch	aracti	eristics	s of										\top		1	1					\Box	\Box
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15. c. Notices and discriminates smaller and smaller		+	1				1			\top	\top			1					31	l. Exp	olores c	hange	relate	d to g	mliar	реор	le or p	olaces																		\Box	
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a. Identifies and names letters																			T	he Ar	rts																									ш	
16. b. Uses letter-sound knowledge		\top									1								33	3. Exp	olores t	he visu	al arts	s																							
17. Demonstrates knowledge of print and its uses																			34	f. Exp	olores r	nusical	conc	epts as	nd exp	ressio	on																				
a. Uses and appreciates books		_			_		_	\perp	_		_	_	_	_	-	_		+	35	5. Exp	olores d	lance a	nd me	oveme	ent cor	ncepts																					
17. b. Uses print concepts 18. Comprehends and responds to books and other	_	+	+	\vdash	-	+	+	\vdash	+	+	+	+	-	+	-	+	+	+			olores d					nd lan	guage																			\Box	
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May June

----- Checkpoint 3

Review Documentation:

- Assign each child a level on applicable objective.
- Summarize findings on Family Conference Form



Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Checkpoints: First Second Third Fourth		0000	Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing	
						-	Name and Address of the Owner, where			

NAVAJO HEAD START Family Conference Form

Child's Name:	Age:	Date:
Parents/Guardians:		
Center:	Staff:	
Summary of Development & Lo	arnina	
Complete these sections* using the Child		ent's observations.
*Describe this child's strengths in social-emol		
Possible Next Steps:		
Possible Next Steps.		
*Describe this child's strengths in learning lite	acy, math, science and technology	, social studies, and the arts:
Possible Next Steps:		
Individualized Goals: List objectives and inc	cators (3-4), determined with the p	arents, for next assessment period:
Additional parent/child concerns/needs that H	ad Start can assist with and/or cor	mments:
D. (
Referrals/Services/Follow-up:		
Parent/Guardian signature:		Date:
Parent/Guardian signature:		Date:
Staff signature:		Date:
Staff signature:		Date: