Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group:  **A B C**

Hand Dominance when Writing: **L R Ambidextrous**

Oral Development:

Stories read and Date

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Songs Learned:

|  |  |  |  |
| --- | --- | --- | --- |
| Hello Song 1 |  | Hello Song 2 |  |
| Goodbye Song |  | Open Shut Them |  |
| Apples and Bananas |  | This Old Man |  |
| She’ll Be Coming Around the Mt. |  | BINGO |  |
| Do Your Ears Hang Low? |  | Down by the Bay |  |
| 5 Little Monkeys (Tree) |  | 5 Little Monkeys (Bed) |  |
| Found a Peanut |  | I’m Picking Up a Baby Bumblebee |  |
| On Top of Spaghetti |  | Head, Shoulders, Knees, and Toes |  |
| I’m a Little Teapot |  | John Jacob Jingleheimer Schmidt |  |
| Itsy Bitsy Spider |  | My Bonnie Lies Over the Ocean |  |
| Over the Meadow |  | Who Stole the Cookie from the … |  |
| Puff, the Magic Dragon |  | Twinkle, Twinkle, Little Star |  |
| This Old Man |  | 1 2 3 4 5 Once I caught a Fish Alive |  |
| There Was an Old Lady Who Swallowed a Fly |  | Brown Bear, Brown Bear, What Do You See? |  |
| Row, Row, Row Your Boat |  | If You’re Happy and You Know It |  |
| Kookaburra |  | The More We Get Together |  |
| The Wheels on the Bus |  | There’s a Hole in my Bucket |  |
| Five Little Ducks |  | Three Little Ducks |  |
| Five Green and Speckled Frogs |  | Skidamarink |  |
| Mountain Climbing Rhymer |  | Willaby Wallaby |  |
| Aroo Sha Sha |  | Thank You |  |
| Let’s Go to the Playground |  |  |  |
|  |  |  |  |
|  |  |  |  |

Song Activities on the Shelf:

|  |  |  |  |
| --- | --- | --- | --- |
| 5 Little Ducks |  | 5 Little Monkeys (Tree) |  |
|  |  |  |  |
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Sensorial:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cylinder Blocks |  | Pink Tower |  | Broad Stairs |  |
| Red Rods |  | Knobless Cylinders |  | Geometric Solids |  |
| Geometric Cabinet |  | Const. Triangles 1 |  | Const. Triangles 2 |  |
| Const. Triangles 3 |  | Const. Triangles 4 |  | Blue Const. Triangles |  |
| Small Bl. Const. Tri. |  | Color Tablets 1 |  | Color Tablets 2 |  |
| Color Tablets 3 |  | Power of 2 Cube |  | Binomial Cube |  |
| Trinomial Cube |  | Fabric Matching |  | Sound Cylinders |  |
| Touch Boards 1 |  | Touch Boards 2 |  | Touch Boards Match |  |
| Weight Tablets |  | Temp. Tablets |  |  |  |

Everyday Vocabulary:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Vehicles |  | Plants |  | Animals |  |
| Food |  | Drinks |  | Sports |  |
| Tools |  | Playground Equipment |  | School Supplies |  |
| Buildings/Structures |  | Toys |  | Weather |  |
| Flowers |  | Parts of Animal/Plant |  | Holidays |  |
| Land/Air/Water |  | Maps |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Math: 1-10 and 0

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number Rods |  | SP Numerals |  | Number Rods and Cards |  |
| Spindle Boxes |  | Numeral Line |  | Cards and Counters |  |
| Stone Counting |  | Numeral Sorting |  | Secret Number |  |
| Memory Game |  | Snake Game for 10s |  | Writing Numbers |  |

Math: Decimal System

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Demonstration Tray:Beads |  | Demonstration Tray: Numbers |  | Demo. Tray: Beads and # |  |
| Building Tray |  | Exchange Tray |  | Exchange Game |  |
| 45 Layout: Beads |  | 45 Layout: Numeral Cards |  | 45 Layout:Beads and Cards |  |

Math: Linear Counting

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bead Stair |  | Teens Board |  | Tens Board |  |
| Hundred Board |  | Hundred Chain |  | Short Chain 1 |  |
| Short Chain 2 |  | Short Chain 3 |  | Short Chain 4 |  |
| Short Chain 5 |  | Short Chain 6 |  | Short Chain 7 |  |
| Short Chain 8 |  | Short Chain 9 |  | Thousand Chain |  |
| Long Chain 1 |  | Long Chain 2 |  | Long Chain 3 |  |
| Long Chain 4 |  | Long Chain 5 |  | Long Chain 6 |  |
| Long Chain 7 |  | Long Chain 8 |  | Long Chain 9 |  |
| Number Roll |  |  |  |  |  |

Math: Mathematical Operations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Golden Bead + Static |  | Golden Bead + Dyn. |  | Gold Bead x Static |  |
| Gold Bead x Dynamic |  | Gold Bead – Static |  | Gold Bead – Dynamic |  |
| Gold Bead Div. Static |  | Gold Bead Div. Dyn. |  | Intro. to Stamp Game |  |
| Stamp Game + Static |  | Stamp Game + Dyn. |  | Stamp Game x Static |  |
| Stamp Game x Dyn. |  | Stamp Game – Stat. |  | Stamp Game – Dyn. |  |
| Stamp Game Div. Stat. |  | Stamp Game Div. Dyn. |  | Intro to Bead Frame |  |
| Bead Frame + Static |  | Bead Frame + Dyn. |  | Bead Frame x Static |  |
| Bead Frame – Static |  | Bead Frame - Dynamic |  | Dot Game |  |
|  |  |  |  |  |  |

Math: Memorization of Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Addition with TableTop Red Rods |  | Addition with Bead Stair |  | Addition Strip Board |  |
| Add. Finger Chart 1 |  | Add. Finger Chart 2 |  | Add. Finger Chart 3 |  |
| Addition Snake Game |  | Multiplication with Bead Bars |  | Multiplication Board |  |
| Mult. Finger Chart 1 |  | Mult. Finger Chart 2 |  | Subtraction with Table Top Number Rods |  |
| Subtraction with Bead Stair |  | Subtraction Strip Board |  | Subtraction finger chart |  |
| Subtract. snake game |  | Division Board |  | Division Finger Chart |  |
|  |  |  |  |  |  |

Math: Fractions

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fraction Skittles |  | Fraction Insets |  | Writing Fractions |  |
| Equivelant Fractions |  | Fraction Addition |  | Fraction Mult. |  |
| Fraction Subtraction |  | Fraction Division |  |  |  |

Math: Other

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Money |  | Measuring |  | Time |  |
|  |  |  |  |  |  |
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Phonemic Awareness**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I Spy: Beginning Sound: 1 Object |  | I Spy: Beginning Sound: 2 Objects |  | I Spy: Beginning Sound: 3+ Objects |  |
| I Spy: Collecting Beginning Sound Objects |  | I Spy: Ending Sound |  | I Spy: Middle Sound |  |
| Sound List: Beginning Sound |  | Sound List: anywhere in the Word |  | Rhyming Games |  |
|  |  |  |  |  |  |

**Phonetic Awareness**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Recognizes Print in Books |  | Recognizes Written Name |  | Has Good Phonemic Awareness/Skills |  |
| Sandpaper Letters (See Chart) |  | Beginning Letter Sound Matching Cards |  |  |  |

Sandpaper Letters Mastered:

a b c d e f g h i j k l m n o p

q r s t u v w x y z

sh ch qu ai ee ie oa oo ue ou oy er ar or th au

**Common Problems:**

Problem Noticed Resolved

|  |  |  |
| --- | --- | --- |
| Saying letter ***names***  |  |  |
| Adding “uh” to consonants |  |  |
| Incorrect vowel pronunciationa e i o u |  |  |
| Trouble with tracing SP Letters |  |  |

**Movable Alphabet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dictation |  | Objects: CVC |  | 4+ Letter Words |  |
| Objects: 4+ Letters |  | 2 Word Phrases |  | 3 Word Phrases |  |
| Sentences |  |  |  |  |  |

**Reading**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Discovered Reading w/ MA or Other Ways |  | Object Box 1: CVC |  | Object Box: CVC Sentences |  |
| Object Box: 4+ Letters |  | 3-Part Cards |  | Command Cards: Simple  |  |
| Object Box: Sentences |  | Bob Books (See Chart) |  | Command CardsSimple |  |
| Silent E |  | Command Cards: Complex |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bob Book Chart**

* 1. 1-2) 1-3) 1-4) 1-5) 1-6)

1-7) 1-8) 1-9) 1-10) 1-11) 1-12)

* 1. 2-2) 2-3) 2-4) 2-5) 2-6)

2-7) 2-8) 2-9) 2-10) 2-11) 2-12)

3-1) 3-2) 3-3) 3-4)

3-5) 3-6) 3-7) 3-8)

4-1) 4-2) 4-3) 4-4)

4-5) 4-6) 4-7) 4-8)

5-1) 5-2) 5-3) 5-4)

5-5) 5-6) 5-7) 5-8)

**Reading:**

Skill Struggling OK

|  |  |  |
| --- | --- | --- |
| Phonemic Awareness |  |  |
| Phonetic Awareness |  |  |
| Fluency |  |  |
| Vocabulary |  |  |
| Comprehension |  |  |

**Mechanical Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sand Tray |  | Metal Insets |  | Sand Tray w/ Paper |  |
| Copying MA Words |  | Copying other things |  | Children writing command cards |  |
| Story writing |  | Lined paper |  |  |  |

**Functions of Words**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Noun |  | Adjective |  | Article |  |
| Verb |  | Logical Adj. Game |  | Detective Adj. Game |  |
| Adverb |  | Logical Adv. Game |  | Preposition |  |
| Conjunction |  | Pronoun |  | Interjection |  |

**Word Study**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Compound Words |  | Opposites |  | Singular/Plural |  |

**Subjects/Themes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Animals: Land |  | Animals: Sea |  | Animals: Water |  |
| Animals: Farm |  | Animals: Countries |  | Food: Fruits/Vegetables |  |
| Food: Meats/Fish |  | Food: Drinks |  | Food: Desserts |  |
| Health: Sicknesses |  | Occupations |  | Occupations: Jobs and Places |  |
| Sports and Games |  | Plants |  | Weather |  |
| Family |  | Clothes |  | Things in the House |  |
| Rooms in the House |  | Things in School |  | Rooms in School |  |
| Weather |  | Seasons |  | Days/Months |  |
| Emotions and Feelings |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group: A B C**

**Personality Type (Guesstimation)**

|  |  |
| --- | --- |
| **Driver** | **Expressive** |
| **Analytical** | **Amiable** |

**Note reasons why above.**

**Practical Life: Fine Motor**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Bean Feeling** |  | **Bean Transfer with One Hand** |  | **Paper Tearing** |  |
| **Sponge Squeezing**  |  | **Finger Transfer** |  | **Sorting**  |  |
| **Dry Pouring** |  | **Liquid Pouring** |  | **Transfer Water Using a Sponge** |  |
| **Using a Baster** |  | **Sifting** |  | **Eye Dropper** |  |
| **Transfer Using Tongs** |  | **Clamping Clothespins** |  | **Transfer Using a Spoon** |  |
| **Suds Beating** |  | **Stringing Beads** |  | **Bottles and Lids** |  |
| **Nuts and Bolts** |  | **Locks and Keys** |  | **Hole Punching** |  |
| **Cutting w/ Scissors: Straight Line** |  | **Cutting w/ Scissors: Wavy Lines** |  | **Cutting w/ Scissors: Curved Lines** |  |
| **Training Chopsticks** |  | **Using Regular Chopsticks** |  |  |  |

**Practical Life: Care of Environment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Napkin Folding** |  | **Clothes Folding** |  | **Setting a Table** |  |
| **Dusting** |  | **Polishing** |  | **Sweeping** |  |
| **Polishing: Mirror** |  | **Polishing: Wood** |  | **Polishing: Metal** |  |
| **Dish Washing** |  | **Clothes Washing** |  | **Mopping** |  |
| **Sweeping** |  | **Shell Scrubbing** |  | **Table Washing** |  |
| **Watering a Plant** |  | **Polishing a plant** |  | **Chair Scrubbing** |  |
| **Food Preparation** |  |  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A B C

**Practical Life: Care of Self**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hand Washing** |  | **Dressing Frame: Large Button** |  | **Dressing Frame: Snap** |  |
| **Dressing Frame: Small Button** |  | **Dressing Frame: Snaps** |  | **Dressing Frame: Zipper** |  |
| **Dressing Frame: Buckle** |  | **Dressing Frame: Bow Tying** |  | **Dressing Frame: Shoe Lacing** |  |
| **Putting on a Jacket** |  | **Tooth Brushing** |  | **Polishing Shoes** |  |

**Practical Life: Grace and Courtesy Lessons**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rolling/Unrolling** **a Rug** |  | **Walking around the Rugs** |  | **Walking on the Line** |  |
| **Saying “Excuse Me”** |  | **Opening and closing a door/cabinet** |  | **Getting a teacher’s attention** |  |
| **Asking to watch a presentation** |  | **Raising a hand at circle time** |  | **How to shake hands** |  |
| **How to greet visitors** |  | **Greeting a friend** |  | **How to comfort others.** |  |
| **Offering an apology** |  | **Introducing Friends** |  | **Asking for a turn or how to try something** |  |
| **How to say “no” politely** |  | **Waiting in line for something.** |  | **How to carry a chair** |  |
| **Pushing in a chair** |  | **Offering water and a snack to visitors** |  |  |  |
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**Note: There will generally be less language provided in the practical life area. Children tend to focus on themselves more in a meditative way, when compared to the other areas of the classroom.**