

# Shining Stars Academy



Child Development Center

## Preschool Weekly Report

Child: \_\_\_\_\_ Teacher: \_\_\_\_\_ Week of \_\_\_\_\_



### Rest Time:

Mon: \_\_\_\_\_ to \_\_\_\_\_

Tue: \_\_\_\_\_ to \_\_\_\_\_

Wed: \_\_\_\_\_ to \_\_\_\_\_

Thur: \_\_\_\_\_ to \_\_\_\_\_

Fri: \_\_\_\_\_ to \_\_\_\_\_

Theme: \_\_\_\_\_

This week I enjoyed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### This week my mood was :



☐ Happy

☐ Chatty

☐ Playful

☐ Quiet Cooperative

☐ Mischievous

☐ Grumpy

☐ Sick

☐ Tired

Miscellaneous Notes:

\_\_\_\_\_

Please Bring The Following Items

Next Week: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Meals:



**Mon:** Morning Snack: ☐ All ☐ Some ☐ None

Lunch: ☐ All ☐ Some ☐ None

Afternoon Snack: ☐ All ☐ Some ☐ None

**Tue:** Morning Snack: ☐ All ☐ Some ☐ None

Lunch: ☐ All ☐ Some ☐ None

Afternoon Snack: ☐ All ☐ Some ☐ None

**Wed:** Morning Snack: ☐ All ☐ Some ☐ None

Lunch: ☐ All ☐ Some ☐ None

Afternoon Snack: ☐ All ☐ Some ☐ None

**Thu:** Morning Snack: ☐ All ☐ Some ☐ None

Lunch: ☐ All ☐ Some ☐ None

Afternoon Snack: ☐ All ☐ Some ☐ None

**Fri:** Morning Snack: ☐ All ☐ Some ☐ None

Lunch: ☐ All ☐ Some ☐ None

Afternoon Snack: ☐ All ☐ Some ☐ None

# Sample Progress Report Comments For Preschool

**Doris Pronin Fromberg**



### **Sample Progress Report Comments For Preschool:**

*Developing Standards-Based Report Cards* Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children's learning and progress

**Early Childhood Education** Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child's first sense of self or the building of a first identity Because this is a crucial part of children's makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience

*Inspire Kids and Teens to Fitness* IDEA Health & Fitness, 2003

**Educating Young Children from Preschool Through Primary Grades** Laverne Warner, Judith Sower, 2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area

*Involving Parents of Students With Special Needs* Jill C. Dardig, 2008-03-27 Bridge the communication gap with parents of children with special needs The author provides 25 ready to use techniques for involving parents in the education of their children General and special education teachers in Grades PreK 12 can use these strategies to reach the parents of students with a wide range of learning needs This teacher friendly resource provides sample materials and tips for Using letters telephone email newsletters and progress reports to communicate with parents Conducting parent conferences and in person meetings

Connecting parents with resources Helping parents teach their children at home Dealing with home school conflicts  
 Preparing a parent involvement action plan *Resources in Education* ,2001 **The Other Side of the Report Card**  
 Maurice J. Elias,Joseph J. Ferrito,Dominic C. Mocer,2015-12-14 To better serve the whole child look at the whole report card  
 Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test  
 scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the  
 whole child With this book you ll take report cards to the next level integrating social emotional learning and character  
 development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested  
 report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students

**A Resource Guide for Elementary School Teaching** Richard Dean Kellough,Patricia Roberts,1994 A Resource Guide  
 for Elementary School Teaching is a practical comprehensive and concise methods book designed to engage readers in hands  
 on and minds on learning about effective teaching A four part organization covers an orientation to elementary school  
 teaching and learning planning for instruction strategies aids media and resources for effective instruction assessment and  
 professional development A new chapter on elementary school children discusses their development and their diversity and  
 specific strategies for working with them *Research in Education* ,1970 **Early Childhood Education** ERIC  
 Clearinghouse on Early Childhood Education,1973 *Observation and Participation in Early Childhood Settings* Jean  
 Billman,Janice A. Sherman,2003 This text was written to give students experience in using effective methods for observing  
 young children s development ages 0 8 and documenting their observations Designed to guide students participation with  
 children of different age groups in a variety of early childhood settings the text encourages students to interact with children  
 as they learn more about development by carrying out the activities outlined in each chapter This text models the educational  
 approaches that professionals advocate for early childhood classrooms observational learning active learning guided  
 discovery choice mini lessons and cooperative learning These approaches are incorporated into this text through concise  
 overviews and numerous activities related to early childhood development and education *Cumulated Index Medicus*  
 ,1994 **A Resource Guide for Teaching** Richard Dean Kellough,1997 Practical and thorough this engaging resource guide  
 truly practices what it preaches hands on activities rich research based performance driven teaching Coverage integrates the  
 best ideas from a broad spectrum of instructional approaches into an eclectic teaching model that the author characterizes as  
 multilevel instruction This is truly one of the most comprehensive books on the market today made even better in this latest  
 edition Coverage includes the relationship among curriculum standards assessment and high stakes testing what s need to  
 establish and maintain a supportive learning environment and updated information on outstanding school programs For  
 professionals in the field of teaching **Research in Education** ,1972 **The All-Day Kindergarten and Pre-K Curriculum**  
 Doris Pronin Fromberg,2012-03-22 Grounded in theory and research The All Day Kindergarten and Pre K Curriculum

provides an activity based and classroom proven curriculum for educators to consider as they plan and interact with pre k and kindergarten children Allowing young children the opportunities to become independent caring critical thinkers who feel comfortable asking questions and exploring possible solutions the Dynamic Themes Curriculum offers children the skills they need for responsible citizenship and academic progress This book describes a culturally sensitive pre k and kindergarten curriculum in the context of literacy technology mathematics social studies science the arts and play and also discusses How to use the seven integrated conditions for learning to meet and exceed content learning standards How to organize for differentiated instruction and to integrate multiple forms of assessment How to teach literacy tools and skills in fresh ways How to work with families colleagues and community Building off of author Doris Fromberg s groundbreaking earlier work The All Day Kindergarten and Pre K Curriculum presents a practical curriculum centering on how young children develop meanings This is a fantastic resource for pre and in service early childhood teachers administrators and scholars

**Introduction to Early Childhood Education** Marian Marion,2010 Armed with the mantra knowledge before action this introduction to early childhood education allows teachers to first understand the development of the whole child and then to plan an environment and curriculum that will allow them to learn and thrive Using a largely developmental approach this first edition text explores both time honored theories of early childhood development and current models and modern research in the field Part One of the text discusses the history and theories of childhood development while Part Two instructs teachers how to support children s emotional social cognitive and physical development The final section of the book explains how to assessment and guidance to support children and how to implement developmentally appropriate curriculum in the classroom This text is supplemented with a number of features and ancillaries that make learning easier for students and teaching easier for instructors Students will benefit from the many boxed activities and aides as well as by the online features contained in MyEducationLab Teachers may take advantage of the online instructors guide online test bank numerous videos and PowerPoint slides

**Nutrition and Human Needs** United States. Congress. Senate. Select Committee on Nutrition and Human Needs,1969      **Hearings** United States. Congress. Senate. Select Committee on Nutrition and Human Needs,1969      Resources in Education ,1997      *Young Children* ,1998

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