



Daily Reports Key



Three Year Olds

Circle Time

Circle time is an extremely important part to our day! It may only last 20 minutes but we are fostering your child's development in many ways. We spend time discussing our theme, sharing experiences, singing/dancing, and reading stories! We adjust our lesson plans to be age appropriate to keep our wiggly three year olds engaged and interacting. Our circle time fulfills nearly all of the observation areas of the Connecticut Early Learning and Development Standards (CT ELDS), including: Cognition, Language & Literacy, Creative Arts, Social and Emotional Development, Mathematics, Science, Social Studies.

1. **Great:** We expect our threes participate by singing and dancing! Also, able to sit and listen to a short lesson. *According to the CT ELDS, three year olds should be able to remain engaged in learning activities, maintain interest in activities over a short time, and keep their focus on high- interest activities even with minor sensory or social distractions.*
2. **Good:** Listened to and contributed to group discussion based on the week's theme. Were able to sit for most of the lesson. May have needed some encouragement to remain focused or engaged with our discussion.
3. **Needs Improvement:** Still learning! May have had trouble sitting, or may have been doing something that distracted the other children from learning. Teachers will leave comments about what happened in the additional comments section.

Crafts

Craft time is more than making something cute! Craft time helps our threes develop fine motor skills, listening skills, and creativity! We understand that our threes are just starting out and are learning! We will instruct and assist with proper techniques of grasping and using creative tools. We will do scissor practice to work on grasping scissors and cutting movements. Crafts will be age appropriate or adjusted to their abilities.

1. **Used age appropriate techniques:** We expect our threes *roughly* color within the lines, use a glue stick, and be able to paint with a paint brush. *According to the CT ELDS, three year olds should be able to use writing/drawing tools with increasing precision to make shapes, pictures, and letters. In addition, they should be able to start to use smaller objects like scissors to cut on a curved line.*
2. **Participated:** Did most of the art project on their own! May have needed assistance to finish, became distracted, or stopped following the craft instructions.

3. **Needs Improvement:** Still learning! Was not interested in craft. We may have had trouble keeping them at the table and engaged. Needed more assistance and encouragement to do part or all of the craft.

Barn Time

Barn time is a unique and exciting part to our day! Surprisingly, we are developing in ALL areas of the CT ELDS during barn, including Physical Health and Development! The kids are not only learning about and interacting with animals, they are also participating in barn chores. We have strict barn rules for ALL of our Little Farmers to follow. Our rules provide a safe environment for our preschoolers AND the animals. *CT ELDS state that three year olds should understand basic safety rules, generally follow them, and bring any other children's rule-breaking to the attention of an adult.* The first weeks of school focus on teaching our barn rules and we will go over basic barn rules at the beginning of every barn lesson.

1. **Great:** We expect our threes to follow our barn rules during the entirety of barn time. They should be sitting quietly and answering questions when asked during our short barn lesson. Interact nicely/properly with all the animals, and/ or participate in barn chores. *According to CT ELDS, threes should be able to maintain a topic of conversation over time, answer simple who/what/where/why questions, recognize changes in living things over their lifespan, and explore how animals depend on the environment for food/water/shelter.*
2. **Good:** Actively listening during our barn discussion, but may not have contributed during the discussion. May have needed a reminder to sit or be quiet, but listened right away!
3. **Needs Improvement:** Did not follow barn rules, did not listen, or did not act appropriately with animals. They may have needed to visit our think it over chair and/ or lost some animal interaction time depending on the behavior. Teachers will leave information in the additional comments section and communicate in person.

Afternoon Activities

Our afternoon activities are designed for academic prep for kindergarten and enhancement of fine motor skills. Our three year olds have plenty of time for getting ready for kindergarten so we mainly focus on fun shape, color, letter, and number recognition games. *CT ELDS state, three year olds should be able to identify shapes, recognize some letters especially those in their names, count to the number ten and recognize written numerals up to five.*

1. **Great:** We expect our three year olds to at least try their best! They are still learning so we are looking to see if they are actively trying to compete these activities.
2. **Good:** Actively listening and engaged in the activity but may not have contributed information or tried to do the activity.
3. **Needs Improvement:** Completely uninterested, distracting to the group, or did not want to participate in the game or activity. See additional comments.

Interactions with other children

We are constantly observing interactions between children! We provide an environment where our Little Farmers learn to positively interact with peers. Inevitably sometimes there are negative interactions, these are addressed quickly by teachers and we discuss how we could react or approach the situation differently next time.

Kindness and friendship is important to us! We have developed a special reward system called kindness tickets to recognize behaviors or interactions that encourage kindness, respect, and lending a helping hand. It was a wonderful addition to our program last year and inspired everyone to be kind!

1. **Kind:** We expect our three year olds to play nicely with each other by sharing, taking turns, and caring about each other! We expect them to treat others the way they would like to be treated. *According to CT ELDS, threes should be able to recognize and respond to a variety of emotions in others, make a connection between emotional reactions of others and their own emotional experiences.*
2. **Shared:** We expect our three year olds to be able to take turns. Either on their own or follow directions when a teacher asks for them to pass a toy on.
3. **Inclusive:** We teach our threes to look around and make sure no one is feeling left out! *According to CT ELDS, three year olds should be able to interact with more than one children at a time and work as a group!*
4. **Listened:** We expect our threes to follow instructions, pay attention when their name is called, and listen on the first time they are asked to do something.
5. **Used their words:** We teach our threes to use their words to explain how they are feeling, asking for turns instead of grabbing, and talking to their teachers! We want them to come to their teachers for any help! *Stated by the CT ELDS, three year olds should be able to use mostly intelligible words and be comfortable coming to adult for assistance!*
6. **Trouble sharing/ playing:** Had trouble sharing with friends, taking turns, or played too roughly. May have needed to be redirected to another activity.
7. **Trouble Listening:** Still working on listening ears at school! Needed more than three reminders to use listen or follow instructions. Ignored teachers when they called their name.
8. **Needs improvement:** Purposely may have been trying to leave friends out of certain activities, refusing to share, did something to purposely hurt someone's feelings, or physically tried to harm a friend. Teachers will leave comments in additional comments section.

Four/Five Year Olds

Circle Time

Circle time is an extremely important part to our day! It may only last 20 minutes but we are fostering your child's development in many ways. We spend time discussing our theme, sharing experiences, singing/dancing, and reading stories! We expect our fours/fives to be able to sit for circle time! Our circle time fulfills nearly all of the observation areas of the Connecticut Early Learning and Development Standards (ELDS), including: Cognition, Language & Literacy, Creative Arts, Social and Emotional Development, Mathematics, Science, Social Studies.

1. **Great:** We expect our fours/fives to be an active member in our discussions! According to the CT ELDS, four/five year olds should be able to relate the topic of a group discussion to personal experiences, remain interested in high interest activities for 15 minutes or longer, and recall main parts of a story after story time.
2. **Good:** Listened to and contributed to group discussion based on the week's theme. Sat for most of circle time, may not have been interested in singing or dancing. May have needed some encouragement to remain focused or engaged.
3. **Needs Improvement:** Still learning! May have had trouble sitting, or may have been doing something that distracted the other children from learning. Teachers will leave comments about what happened in the additional comments section.

Crafts

Craft time is more than making something cute! Craft time helps our fours/fives develop fine motor skills, listening skills, and creativity! The CT ELDS state that fours/fives should be able to use coordinated movements to manipulate materials accurately such as cutting, writing, and drawing. In addition, fours/fives will use proper hand positioning using scissors and a three-finger pencil grasp.

1. **Used age appropriate techniques:** We expect our fours/fives to accurately draw shapes, write/trace letters, cut accurately using scissors, and color within the lines. Accurate does not mean perfection, as teachers we are looking to see if we can recognize the shape or letter without the child telling us what they made!
2. **Participated:** Did most of the art project on their own! May have needed assistance to finish, became distracted, or stopped following the craft instructions.
3. **Needs Improvement:** Still learning! Was not interested in craft. We may have had trouble keeping them at the table and engaged. Needed more assistance and encouragement to do part or all of the craft.

Barn Time

Barn time is a unique and exciting part to our day! Surprisingly, we are developing in ALL areas of the CT ELDS during barn, including Physical Health and Development! The kids are not only learning about and interacting with animals, they are also participating in barn chores. We are strict on behavior in the barn and have several important rules we expect all

of our Little Farmers to follow to ensure safety for the children and the animals. *The CT ELDS state that fours/fives should understand the reason for basic safety rules and follow them.*

1. **Great:** We expect our fours/fives to follow our barn rules during the entirety of barn time. They should be sitting quietly and answering questions when asked during our short barn lesson. Interact nicely/properly with all the animals, and/ or participate in barn chores. *According to CT ELDS, fours/fives should demonstrate an understanding on how living things grow/change during different stages of life, provide examples of how animals depend on plants and other animals for food, and group animals into categories based on features.*
2. **Good:** Actively listening during our barn discussion. May have needed a reminder to sit or be quiet, but listened right away!
3. **Needs Improvement:** Did not follow barn rules, did not listen, or did not act appropriately with animals. They may have needed to visit our think it over chair and may have lost some animal interaction depending on the behavior. Teachers will leave information in the additional comments section.

Afternoon Activities

Our afternoon activities are designed for academic prep for kindergarten and enhancement of fine motor skills. Our four/fives year olds will be going off to kindergarten next year and we are here to make sure they are ready! *CT ELDS state that fours/fives should recognize their name, know the letters of the alphabet, count to the number 20 and recognize written numerals up to 20. Also, CT ELDS expect fours/fives to be able to use scissors with proper hand positioning (thumb up position), use a three-finger pencil grasp, and write some letters specifically their own name.*

1. **Great:** Followed instructions and completed the activity to the best of their ability! For fine motor practice, teachers are looking to see if they can recognize the shape or letter without the child telling us what they wrote!
2. **Good:** Actively listening and engaged in the activity but may not have contributed information.
3. **Needs Improvement:** Completely uninterested, distracting to the group, or did not want to participate in the game or activity. See additional comments.

Interactions with other children

We are constantly observing interactions between children! We provide an environment where our Little Farmers learn to positively interact with peers. Sometimes there are negative interactions that we address quickly and discuss how we could react or approach the situation differently next time.

Kindness and friendship is important to us! We have developed a special reward system called kindness tickets to recognize behaviors or interactions that encourage kindness, respect, and lending a helping hand. It was a wonderful addition to our program last year and helped inspire everyone to be kind!

1. **Kind:** We expect our four/five year olds to play nicely with each other by sharing, taking turns, and caring about each other! We expect them to treat others the way they would like to be treated. *According to CT ELDS, fours/fives should be able to cooperate with peers by sharing/taking turns and care about their peers' feelings to enhance friendship.*
2. **Shared:** We expect our four/five year olds to be able to take turns. Four/Fives should be able to take turns and share with little or no direction from teachers.
3. **Inclusive:** We teach our fours/fives to look around and make sure no one is feeling left out! *According to CT ELDS, fours/fives year olds should work well as a group to complete tasks.*
4. **Used their words:** We expect our fours/fives to use their words to explain how they are feeling, asking for turns, and talking to their teachers! *According to CT ELDS four/five year olds should be able to describe emotions and feelings to peers and adults, develop solutions to resolve conflict with peers, and have full conversations.*
5. **Listened:** We expect our fours/fives to follow instructions, pay attention when their name is called, and listen on the first time they are asked to do something.
6. **Trouble sharing/ playing:** Had trouble sharing with friends, taking turns, or played too roughly. May have needed to be redirected to another activity. Teachers will leave comments in additional comments section.
7. **Trouble Listening:** Needed more than three reminders to use listen or follow instructions. Ignored teachers when they called their name or purposefully did not do what they were asked to do.
8. **Needs improvement:** Purposely may have been trying to leave friends out of certain activities, refusing to share, did something to purposely hurt someone's feelings, or physically tried to harm a friend. Teachers will leave comments in additional comments section.