







Pol Thongsansra (Poom)

RS000462021-B-JE

Kindergarten 3

MONTH OF

APRIL 2022

THEME

SUMMERTIME

LEAD TEACHER

MS. LEIZEL SABIO SERVAS

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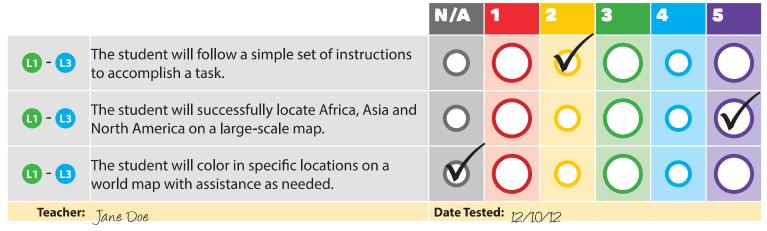




Example of a filled out assessment:

1.0 Geography

• Teacher's constant observation of student's ability and demonstration of comprehension for following directions, answering questions and participating in discussion by providing relevant comments.



Assessment Key

N/A	Absent or ungraded
1	Insufficient or very basic understanding of the learning objective. Learning objective not attained.
2	Somewhat satisfactory understanding of the learning objective and execution of the activity.
3	Satisfactory understanding of the learning objective and execution of the activity.
4	Good understanding of the learning objective and demonstration of superior skills that allowed the objective to be completed without assistance.
5	Excellent understanding of the learning objective. Demonstration of superior skills with an initiative to discuss, share and reflect on the completed learning objective.

1.0 Receptive and Expressive Language

• Teacher observation of student's ability to listen attentively, follow directions and use expressive language to communicate during the discussion and task.

		N/A	1	2	3	4	5
(1) - (13)	The student will demonstrate attentive listening skills and creativity.	0	0	Ø	0	0	O
(1) - (13	The student will use age appropriate language to express his or herself during the discussion.	0	0	Ø	0	0	0
(1) - (3)	The student will follow simple steps to successfully complete a task.	0	O	0	②	0	0
12 - 13	The student will use prior knowledge to respond during the class discussion.	0	Ø	0	0	0	0
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Teacher Notes/Remarks

Poom can express his wants when he is doing worksheet or coloring pages.

1.1 Alphabet Recognition

• Teacher observation of student's ability to discuss the story using relevant comments, identify beginning sounds in familiar words (focusing especially on the letter 's'), follow simple steps and use fine motor skills to create a sun catcher.

		N/A	1	2	3	4	5
(1) - (13	The student will listen attentively to the story and participate in the whole class post discussion, recalling story events and using appropriate expressive language.	0	Ø	0	0	0	0
(1) - (13)	The student will practice using fine motor skills.	0	0	Ø	0	0	0
(1) - (13)	The student will follow simple steps to demonstrate creativity.	0	Ø	0	0	0	0
12 - 13	The student will identify beginning sounds in familiar words.	Ø	0	0	0	0	0
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Teacher Notes/Remarks		

1.2 Air and Sensory Writing

• Teacher observation of who is actively participating and trying to write their letters.

		N/A	1	2	3	4	5
(1)	The student will actively participate in learning how to write the letter 'S'.	0	0	Ø	0	0	0
(12 - L3	The student will actively participate in practicing the writing of alphabet letters.	0	0	Ø	0	0	0
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1.3 Visual Discrimination

- Teacher observation of 🗓 student's recognition level of the letter S.
- Teacher observation of which letters the 📭 😉 students recognize and use this information for future planning.

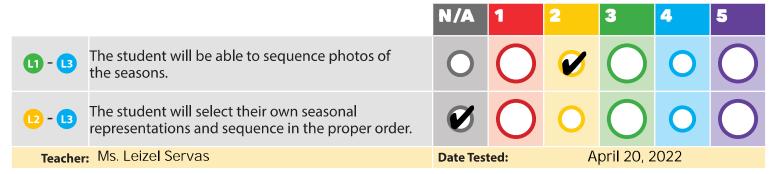
	N/A	1	2	3	4	5
The student will recognize the upper case letter "S."	0	Ø	0	0	0	0
12 - 13 The student will recognize ten upper case letters.	Ø	0	0	0	0	O
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Teacher Notes/Remarks

Poom is still in letter A-C. He needs more practices for the other upper case letters.

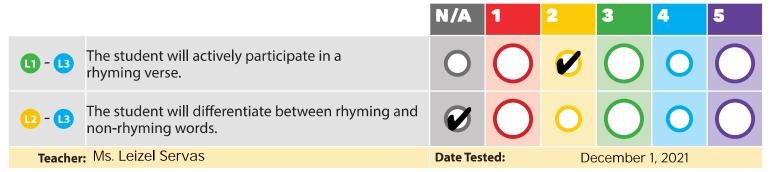
1.4 Sequencing of Events

- Teacher observation of student's active participation through responses to story questions and the sing along.
- Teacher observation of student's mastery capabilities and levels of the sequencing of the seasons.



1.5 Rhyming and Auditory Memory

• Teacher observation of student's ability to verbally identify the rhyming words.

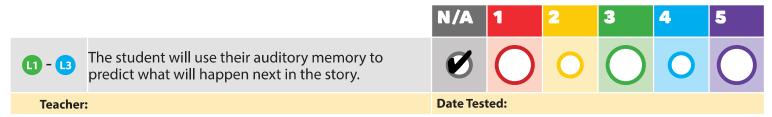


Teacher Notes/Remarks

Poom can follow recite the other poems or songs like "The Incy bitsy spider or "Pat a Cake".

1.6 Prediction and Auditory Memory

• Teacher observation of student's who can picture read and who has the oral language and auditory memory to predict what will happen next.



1.7 Language Development

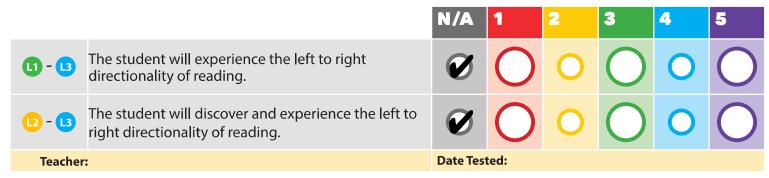
- Teacher observation of 11 student's recognition level of the letter S.
- Teacher observation of which letters the 📭 🕓 students recognize and use this information for future planning.



Teacher Notes/Remarks		

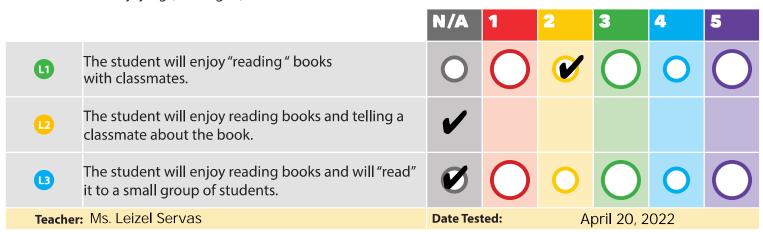
1.8 Concept of Print - Directionality

• Teacher observation of student's reading readiness skills: how students are able to hold the book correctly, turn pages appropriately, determine the front from the back, "read" the pictures and enjoy the process of reading readiness and the use of directionality.



1.9 Reading Readiness

• Teacher observation of student's engagement in reading books. The teacher should encourage those students who are not enjoying (looking at) books.



Teacher Notes/Remarks Poom is now participating in opening the book. His book is about "Feeling".

2.0 Nature

- Teacher observation of student's levels of interest, prior knowledge and new information retained by their participation in the oral discussion about butterflies and caterpillars.
- Teacher observation of student's creativity. The teacher will listen to the student discussion during the enrichment activity.

	N/A	1	2	3	4	5
The student will be able to identify the differences between a caterpillar and a butterfly.	0	0	Ø	0	0	0
The student will be able to verbally discuss the changes a caterpillar goes through as it becomes a butterfly.	0	Ø	0	0	0	0
The student will be introduced to the scientific term "Metamorphosis."	Ø	0	0	0	0	0
The student will follow multiple simple steps to create their own butterfly.	Q	O	0	O	0	0
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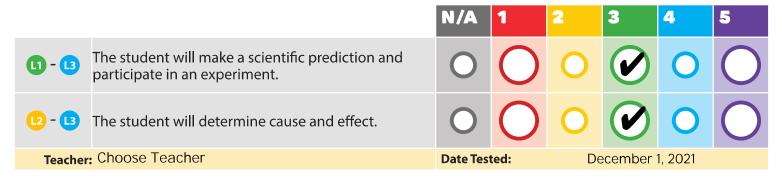
2.1 Nature

• Teacher observation of student's level of engagement and interest in the experiment. The teacher will note the validity of the student's predictions.

	N/A	1	2	3	4	5
The student will predict what happens.	Ø	0	0	0	0	O
The student will propose probable reasons to "how" questions.	Ø	0	0	0	0	0
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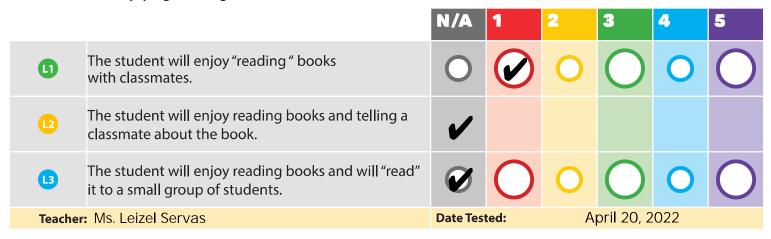
2.2 Observation and Cause and Effect

• Teacher observation of student's interest level in the experiment by their responses to questions and through vocalization of their keen observation skills.



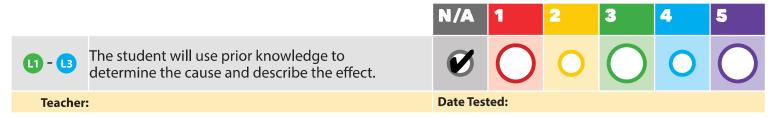
2.3 Exploration and Prediction

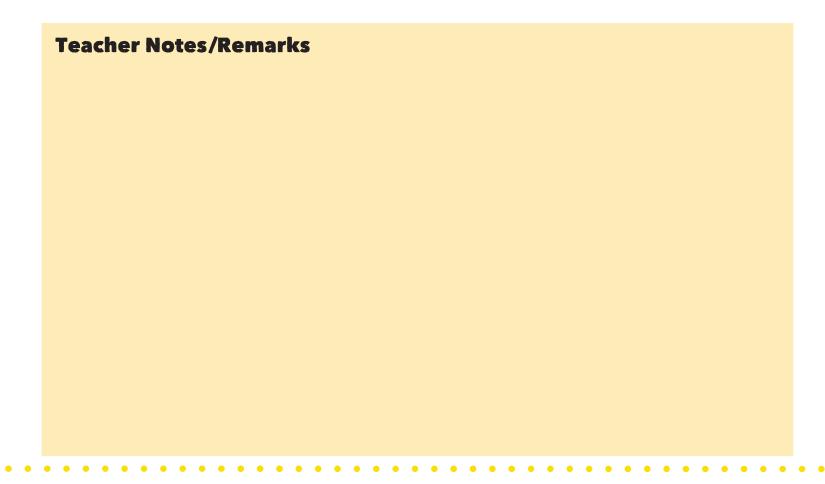
• Teacher observation of student's engagement in reading books. The teacher should encourage those students who are not enjoying (looking at) books.



2.4 Observation and Cause and Effect

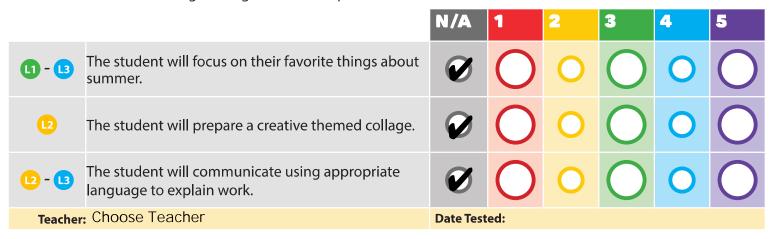
- Teacher assessment of student predictions.
- Teacher evaluation of student responses to the cause and effect experiment.
- Teacher observation of engagement level of the young scientists.





3.0 Social and Emotional Studies

• Teacher observation of student's abilities to prepare a collage, their discussion/interaction with their classmates while creating a collage and their explanation of their work.



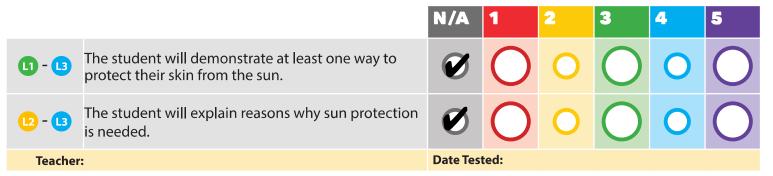
3.1 Social and Emotional Studies

• Teacher observation of student's interactive discussions as they explain ways to stay safe in the summer.

		N/A	1	2	3	4	5
[] - [3	The student will listen to the importance of staying safe.	0	0	Ø	0	0	O
(1) - (13)	The student will participate in the whole class activity.	0	0	Ø	0	0	0
12 - 13	The student will talk about their summer safety awareness.	Ø	0	0	0	0	0
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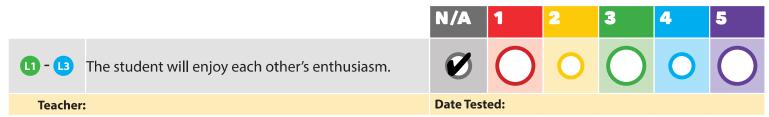
3.2 Making Choices

• Teacher observation of the level and content of participation during the large group and small group craft-making interaction. During the crafting, the teacher will listen and evaluate the student's responses to his/her questions.



3.3 Social and Emotional Studies

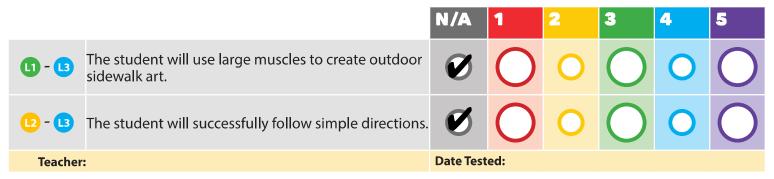
• Teacher observation of student's enjoyment of the snack and the social interactions, participating as desired.





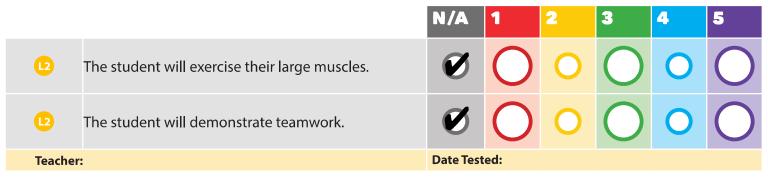
4.0 Gross Motor

• Teachers observation of student's ability to participate in outdoor painting using positive attitude, good behavior, and creativity.



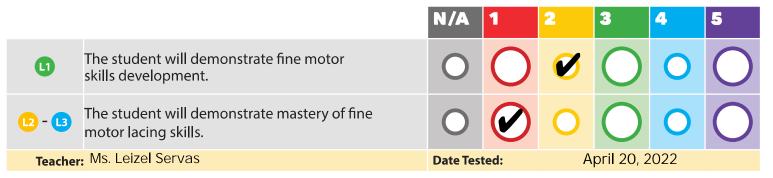
4.1 Gross Motor

• Teacher observation of student's cooperating behaviors and social interactions.



4.2 Fine Motor Development

• Teacher observation of student's levels of fine motor development.



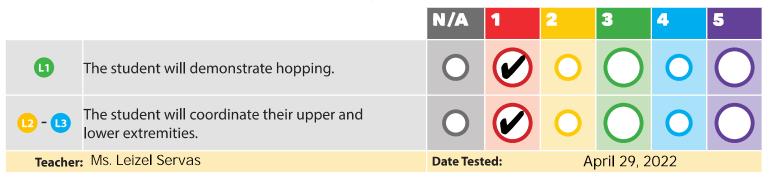
4.3 Gross Motor

- Teacher observation of student's ability to hold wide chalk (fine motor/large muscle) and to follow simple directions to create art work using sidewalk chalk.
- Teacher observation of student's gross motor and fine motor development, noting the individual student choices of activities.

	N/A	1	2	3	4	5
The student will engage in outdoor active play.				✓		
The student will use materials for both fine and gross motor development.	0	0	0	Ø	0	0
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4.4 Coordination

• Teacher observation of student's coordination of body movements.



4.5 Balance

• Teacher observation of student's balancing abilities.



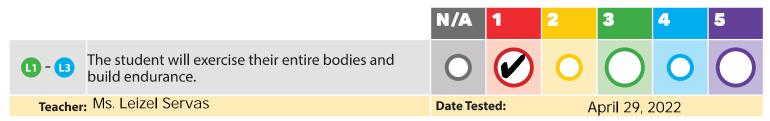
4.6 Large and Small Muscle Development

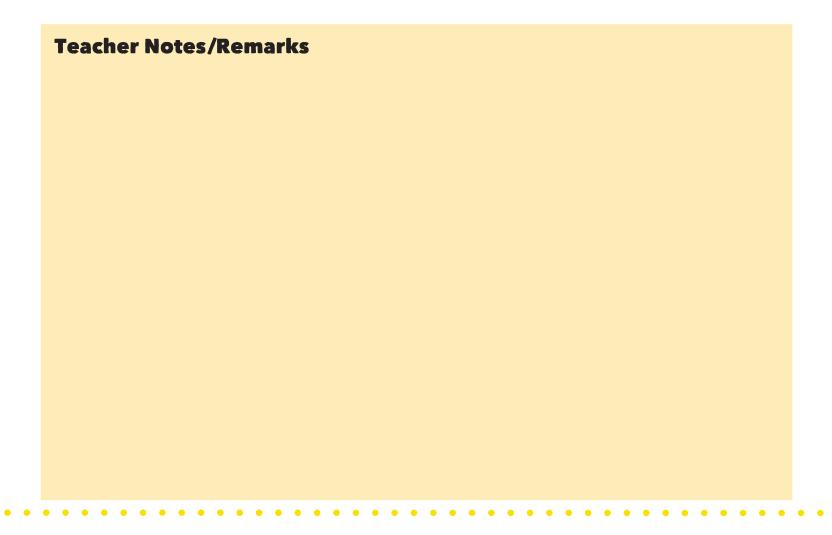
• Teacher observation of students' abilities to listen and move their bodies appropriately to the commands.

	N/A	1	2	3	4	5
The student will move their bodies according to the requested task.	0	0	0	Ø	0	0
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4.7 Large Muscle and Endurance

• Teacher observation of student's enjoyment, this activity is just for fun.





5.0 Patterns

• Teacher observation of student's abilities to identify at least one shape and one pattern.

		N/A	1	2	3	4	5
L 1 - L 3	The student will observe patterns and shapes found in nature.	0	Ø	0	0	0	0
[] - [3	The student will go on a nature walk.	0	0	0		0	0
[] - [3	The student will illustrate what they found during the nature walk.	Ø	0	0	0	0	0
(1)	The student will count to at least 10.	0	②	0	0	0	0
12 - 13	The student will identify patterns and explain what they see.		0	0	0	0	0
12 - 13	The student will count to 20.	Ø	0	0	0	0	0
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5.1 Number Word Recognition

• Teacher observation of student's ability to match numerals to their corresponding written word.



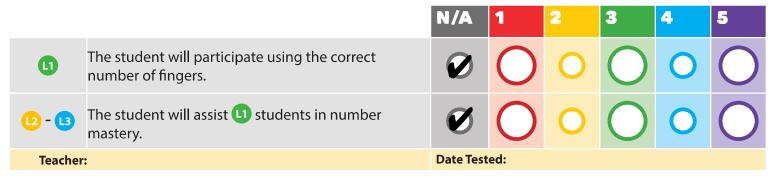
5.2 Counting

• Teacher observation of student's ability to count using one-to-one correspondence.

		N/A	1	2	3	4	5
L2	The student will count to at least 10 using one-to-one correspondence.	Ø	0	0	0	0	0
L2	The student will use cheerios to count.	Ø	0	0	0	0	0
Teache	r:	Date Test	ted:				

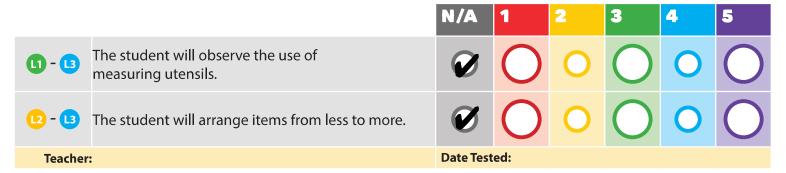
5.3 Math Fun

• Teacher observation of how students enjoy this activity and the participation levels in this number finger play.



5.4 Measurement

• Teacher observation of student's interest level and measurement knowledge level based on student's responses to inquiring questions.



5.5 Peer Tutoring and Rhyming

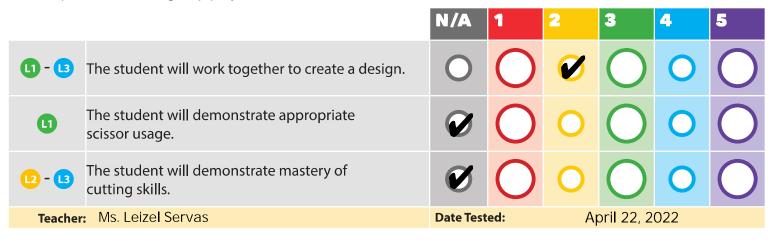
• Teacher observation of the helping skills of the 12 - 13 students and the development of the numeracy skills and fine motor skills of the 11 students.

		N/A	1	2	3	4	5
(1)	The student will participate using the correct number of fingers.	Ø	0	0	0	0	0
L2 - L3	The student will assist 🗓 students in number mastery.	Ø	0	0	0	0	0
12 - 13	The student will identify rhyming words.	Ø	0	0	0	0	0
Teacher	:	Date Test	ted:				

Teacher Notes/Remarks	

6.0 Group Art

• Teacher observation of the activity level of each student, their fine motor scissor skills and their interaction and pride within the group project.



6.1 Color and Word Identification

- 11 The teacher will listen for correct color identifications.
- 12 13 The teacher will observe the sorting/matching of color words to the colors and listen to the peer interaction.

		N/A	1	2	3	4	5
L	The student will work with a peer to create a design.	Ø	0	0	0	0	O
12 - 13	The student will identify colors and match to corresponding words.	Ø	0	0	0	0	O
Teacher:		Date Test	ted:				

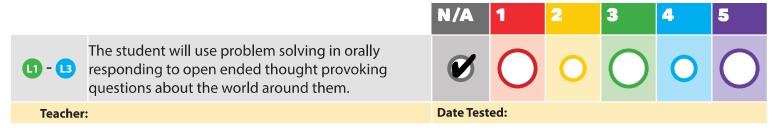
7.0 Choral Singing and Rhythm

• Teacher observation of the engagement in singing and enjoyment levels of the students participating in the group sing alongs.



8.0 Critical Thinking

• Teacher observation of student's participation, oral language development and thinking skills.



7	leacher Notes/Remarks		