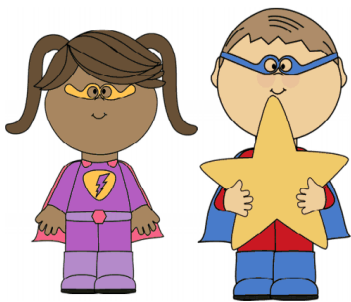


Child's Name: P

“...And that's how you be a Super Friend!”



I Can Be a Super Friend!



The Story

Dear P,

You came to school today excited to learn! I saw you come into the classroom, you went straight to wash your hands counting 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 like teacher M. taught you at the beginning of the school year. You then picked a new mask because you said "my mask's dirty". After this, you walked over to the table and chose your name card when there was 5 other name cards to choose from. That is wonderful, you knew that was your name, P..... You picked up a marker and started to write, P.... and said the letters out loud. I heard you spell your name all on your own, super smart skills! After you wrote your name, you looked like you were watching your friend S, she was using the crayon upside down, what did you decide to do to fix it? You were a super friend and told your friend S, "I help you", then you took the crayon and flipped it around, you said "see" and then you showed her how to use the crayon on the paper. You became a model! I loved seeing you help your friend, you showed her how to use the crayon, and guess what, and you showed her how to be a super friend, look at you!!! I appreciate that you used your words as well, you told her "I help you" showing her respect. Remember, Respect, you think about how it makes your friend feel FIRST. When you finished helping your friend, you cleaned up you markers from writing your name and lined up at the door. I appreciate that you told teacher M. "I'm ready to go outside", teacher M. then came and opened the gate. You were off to play outside.

, Thank you
for being a SUPER FRIEND
-Love Teacher Jacqueline

What Learning is Happening Here?

-SED 4: Relationships and interactions with peers.

-LLD 7: Concepts about print.

Opportunities & Possibilities

We can extend this experience by providing the child, group experiences with peers.

We can extend this experience by adding more materials for art/ writing. (Sand, stickers, pencils, markers, pens, crayons, chalk and chalkboard, chunky crayons, broken crayon.

We can extend this experience by providing more time to work with our names/ words/ letters.

Ask the child what they need/ what's next:

The Child's voice

The Family's voice

DRDP Measures (list all that apply):

- SED 4: Relationships and interactions with peers.
- LLD 7: Concepts about print.
- LLD 9: Letter and word knowledge.
- COG 3: Number sense and quantity.
- ALT-REG 7: Engagement and persistence.

NAEYC Classroom Portfolio Criteria / Learning Dispositions (list all that apply):

- Courage and curiosity.
- Trust and playfulness.
- Perseverance, confidence and responsibility.
- Taking an interest.
- Being involved.
- Persisting with difficulty.
- Challenge and uncertainty.