



## First Report

Name: Myra Kangralkar Group: NNLP2 Date: 24-06-2024

Dear Mrs. & Mr. Omkar Kangralkar

Greetings!

The Transition Period is coming to an end! And believe me it wasn't as turbulent or as trying as you and I had imagined. Our little ones are more resilient and adaptable than we thought and being with them was a treat.

I hope that the rest of the year brings new joys and excitement for all of us.

For now, I wish to share with you that Myra Kangralkar has taken her new environment positively and is ready to take the next step forward.

✓ She/He enjoys school and looks forward to interacting with us.

She/He has started enjoying school and is beginning to interact with us.

**Based on our observation during the Transition Period, we take pleasure in sharing his/her progress in the following areas:**

### SCHOOL ATTENDANCE

No. of working days: 09

Days attended: 09

### ARRIVAL/ BEGINNING THE ROUTINE

#### Reporting

✓ She/He reports to the classroom on time.

☐ She/He is sometimes a few minutes late.

☐ She/He needs to report on time.

#### Settling In

✓ She/He enters the classroom on time and settles down immediately.

☐ She/He is a little hesitant initially and takes a while to settle down.

☐ She/He is hesitant but settles down later during the activities.



- ☒ She/He has become familiar with the classroom and the educator.
- ☐ She/He is becoming familiar with the classroom and the educator.
- ☐ She/He is taking time to become familiar with the classroom and the educator.

- ☒ She/He identifies the places in the class to keep his/her belongings.
- ☐ She/He has begun to identify the places in the class to keep his/her belongings.
- ☐ She/He is taking time to identify the places in the class to keep his/her belongings.

- ☒ She/He is familiar with people, such as governesses and guards, at the school.
- ☐ She/He is becoming familiar with people, such as governesses and guards, at the school.
- ☐ She/He requires more time to become familiar with people, such as governesses and guards, at the school.

## Greetings

- ☐ She/He returns the educator's greeting.
- ✓ She/He acknowledges the educator's greeting with a smile.
- ☐ She/He tries to acknowledge the educator's presence when greeted.

- ☒ She/He responds verbally when his/her name is called out.
- ☐ She/He responds non-verbally when his/her name is called out (e.g. nods head, smiles, raises head, and looks towards the educator).
- ☐ She/He requires more time to respond (verbally as well as non-verbally) during the roll call.

- ☐ She/He participates enthusiastically in warm up activities.
- ✓ She/He participates in warm up activities with some encouragement.
- ☐ She/He prefers to be an audience.



## Activities in Class

- ☐ She/He is aware of the all the activities at the school.
- ✓ She/He is becoming aware of the activities at the school.
- ☐ She/He is taking time to become familiar with the activities at the school.

## Rules

- ☐ She/He is aware of the rules at school.
- ✓ She/He is beginning to be aware of the rules at school.
- ☐ She/He is taking time to become aware of the rules at school.

## Routine

- ☐ She/He has begun to follow routines at school (e.g., reporting, circle-time, washing hands, dispersal, etc.)
- ✓ She/He follows the routine with some reminders.
- ☐ She/He needs repeated reminders to follow the routines.

## Classroom Gadgets

- ☐ She/He recognises the gadgets in the class, such as fan, projector, soft board, and camera.
- ✓ She/He is beginning to recognise the gadgets in the class, such as fan, projector, soft board, and camera.
- ☐ She/He observes the gadgets in the class, such as fan, projector, soft board, and camera

## Care for Things

- ☐ She/He demonstrates care for things in classroom and school.
- ☐ She/He has begun to demonstrate care for things in classroom and school.
- ✓ She/He has begun to demonstrate care for things in classroom and school with help.

## Disposing Trash

- ✓ She/He disposes trash responsibly in bins.
- ☐ She/He has begun to dispose trash responsibly in bins.
- ☐ She/He has begun to dispose trash responsibly in bins with help.

## Self Help

### Following Directions

- ☐ She/He follows 1-2 step instructions.
- ✓ She/He has begun to follow 1-2 step instructions.
- ☐ She/He has begun to follow 1-2 step instructions with support.

### Washing Hands



- ☐ She/He demonstrates the correct steps of washing hands.
- ✓ She/He has begun to demonstrate the correct steps of washing hands.
- ☐ She/He has begun to demonstrate the correct steps of washing hands with guidance.

### **Feed Self**

- ✓ She/He feeds self during recess.
- ☐ She/He has begun to feed self during recess.
- ☐ She/He attempts to feed self during recess with some encouragement.

### **Express Needs**

- ✓ She/He expresses his/her needs (e.g., going to the washroom).
- ☐ She/He has begun to express his/her needs (e.g., going to the washroom).
- ☐ She/He attempts to express his/her needs (e.g., going to the washroom) with some encouragement.

### **Handling Books**

- ☐ She/He recognizes course books and handles them correctly.
- ☐ She/He has begun to recognize course books and attempts to handle them correctly.
- ✓ She/He has begun to recognize course books.

## **CIRCLE TIME ACTIVITY**

### **Participation In Activities**

- ☐ She/He participates enthusiastically in all the Circle Time activities.
- ✓ She/He participates in Circle Time activities with some encouragement.
- ☐ She/He attempts to participate in Circle Time activities.

### **Rhymes and Songs**

- ☐ She/He displays keen interest in singing rhymes and participating in the action songs and finger play.
- ✓ She/He seems interested in action songs and finger play.
- ☐ She/He attempts to recite rhymes and songs.

### **Instructions in English**

- ☐ She/He is able to understand all the instructions being given to her/him in English.
- ✓ She/He is able to partially understand the instructions given to her/him in English.



- ☐ She/He demonstrates an understanding of the job delegated to her/him.
- ☒ She/He is beginning to demonstrate an understanding of the job delegated to her/him.
- ☐ She/He is taking time to demonstrate an understanding of the class jobs.

## Throw and Catch

- ✓ She/He is able to throw and catch.
- ☐ She/He has begun to throw and catch.
- ☐ She/He makes an attempt to throw and catch.

- ☒ She/He is able to use swings and slides.
- ☐ She/he has begun to use swings and slides.
- ☐ She/He makes an attempt to use swings and slides.

- ☐ Call your child by his/her full name as given in the school.
- ✓ Converse with your child in English more often.
- ☐ Make sure that the child is regular in attending school.
- ☐ Ensure that the child is well turned out and neat in appearance as it helps him/her to develop self-confidence.
- ☐ Be an active participant in your child's education as a whole.

She enjoys her playtime with her other learners in the classroom. She shows her interest in all the activities done in the class.

She shows excitement to learn and is very curious about new things . She consistently displays respect towards classmates and staff.



**STREAM**  
Enabled Curriculum



We wish her all the best for this session.

**Read a story to your child every day.**

Regards

Class Educator / Center Incharge

Principal