



# Blast Off!

## ...The First Week

“The journey of a thousand miles  
begins with a single step.”

## The Transition Period Report



Dear parents

Greetings from **Love Dale Central School**

The academic tone for the entire year is set by the way the classroom appears, the establishment of the routines and procedures and the enrichment of the child's physical environment with necessary colours, shades, and resources. It is further reinforced by connecting with parents, a planned organisation of the class, and preparation of the educator to motivate the learners by creating a stimulating environment and leaving a positive impression on them.

Our dedicated educators have invested the first week in building the learning platform for your young ones that will make their journey enriching, joyous, and meaningful.

Let us update you on how your young one has adjusted to his/her new class during the transition period and is ready to blast off:

| S. No. | Descriptive Indicators                                                                               | 1 | 2 | 3 |
|--------|------------------------------------------------------------------------------------------------------|---|---|---|
| 1      | She/He is familiar with the correct procedure for reporting to the class.                            |   |   | ✓ |
| 2      | She/He responds to my greetings with a smile.                                                        |   |   | ✓ |
| 3      | She/He maintains an appropriate posture while seated during the class.                               |   | ✓ |   |
| 4      | She/He is appropriately dressed for the class.                                                       |   |   | ✓ |
| 5      | She/He is able to understand the instructions being given to her/him in English.                     |   | ✓ |   |
| 6      | She/He attempts to converse in English.                                                              |   | ✓ |   |
| 7      | She/He shows interest and participates in rhymes and songs to start the day.                         |   | ✓ |   |
| 8      | She/He imitates/participates during Rhyme Time.                                                      |   | ✓ |   |
| 9      | She/He responds to her/ his name appropriately during the roll call.                                 |   |   | ✓ |
| 10     | She/He tries to say the prayer and the National Pledge.                                              |   | ✓ |   |
| 11     | She/He is familiar with class rules.                                                                 |   |   | ✓ |
| 12     | She/He has started following class rules.                                                            |   | ✓ |   |
| 13     | She/He is aware of the signal for attention.                                                         |   | ✓ |   |
| 14     | She/He is familiar with the correct way of asking questions (by raising hands, saying 'May I', etc). |   | ✓ |   |



|    |                                                                                                                   |  |   |   |
|----|-------------------------------------------------------------------------------------------------------------------|--|---|---|
| 15 | She/He takes the initiative to respond to the educator's questions.                                               |  | ✓ |   |
| 16 | She/He demonstrates an understanding of taking turns and adheres to it.                                           |  | ✓ |   |
| 17 | She/He has begun to contribute to the class discussion in a meaningful manner.                                    |  | ✓ |   |
| 18 | She/He is aware of her/his class responsibility and has begun to execute it (if allocated to him/her).            |  | ✓ |   |
| 19 | She/He always cleans up after completing activities (keeps material back in its place, cleans up the table, etc). |  | ✓ |   |
| 20 | She/He is aware of the importance of washing hands and knows the correct steps.                                   |  |   | ✓ |
| 21 | She/He is familiar with different places in the school.                                                           |  | ✓ |   |
| 22 | She/He is familiar with the correct procedure for handling her/his notebooks.                                     |  |   | ✓ |
| 23 | She/He is familiar with the names of her/his books.                                                               |  | ✓ |   |
| 24 | She/He showed interest in simple stories that were narrated during the transition period.                         |  |   | ✓ |
| 25 | She/He participated actively in the transition period activities.                                                 |  |   | ✓ |
| 26 | She/He is beginning to follow the dispersal procedure (exit ticket, clean up, etc).                               |  |   | ✓ |
| 27 | She/He conveys that she/he looks forward to the next day at the time of dispersal.                                |  |   | ✓ |
| 28 | She/He likes to know about the next day's activities.                                                             |  |   | ✓ |
| 29 | She/He seems to be ready for Theme 1.                                                                             |  |   | ✓ |

|                       |                       |                      |
|-----------------------|-----------------------|----------------------|
| 1- Sometimes/Emerging | 2-Mostly / Developing | 3-Always/ Proficient |
|-----------------------|-----------------------|----------------------|

Looking forward to a great educational journey in the year ahead.

Warm regards

Centre In-charge

Principal