

First Report

Name: Mahira Fatima Shaikh Group: NNLP2 Date: 24-06-2024

Dear Mrs. & Mr. Asif Shaikh

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 <u>Mahira Fatima Shaikh</u> 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.
- \square 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.







READINESS

Classroom and Educator		
✓	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.	
Places in the Classrooms for their Belongings		
	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.	
Other People in the School		
	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.	
GR	EETING/ROLL CALL	
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Gre	eetings She/He returns the educator's greeting. She/He acknowledges the educator's greeting with a smile.	
Gre □ √ □ Rol	eetings 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.	
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Rules and Routine







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. \square 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. \square 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. \square She/He has begun to dispose trash responsibly in bins. \square She/He has begun to dispose trash responsibly in bins with help.

Self Help

Following Directions

- \square She/He follows 1-2 step instructions.
- \checkmark She/He has begun to follow 1-2 step instructions.
- \square 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.
Fe	ed 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.
Ex	press 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.
Ha	ndling 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.
CI	RCLE TIME ACTIVITY
Pai	rticipation 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.
Rh	ymes 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

- $\hfill \Box$ She/He is able to understand all the instructions being given to her/him in English.
- $\checkmark\,$ She/He is able to partially understand the instructions given to her/him in English.







\square She/He is taking time to understand the instructions given to her/him in English. Job Responsibility		
 □ 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. 		
\square She/He is taking time to demonstrate an understanding of the class jobs.		
Outdoor Play		
Throw and Catch		
✓ She/He is able to throw and catch.		
☐ She/He has begun to throw and catch.		
\square She/He makes an attempt to throw and catch.		
Swings and Slides		
✓ She/He is able to use swings and slides.		
\square She/he has begun to use swings and slides.		
\square She/He makes an attempt to use swings and slides.		
SOME EXPECTATIONS FROM YOU, THE PARENT		
\square Call your child by his/her full name as given in the school.		
\square 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.		
\square Be an active participant in your child's education as a whole.		
Activities that he/she shows interest in are:		

She enjoys her playtime with her other learners in the classroom. She is a happy go lucky child.

Special Remarks

She remains focused on the task at hand most of the time. She consistently displays respect towards classmates and staff. She has a positive attitude and contributes to a harmonious classroom environment.







It is a pleasure to have Mahira Fatima Shaikh in my class.

We wish her all the best for this session.

Read a story to your child every day.

Regards

Class Educator / Center Incharge

Principal



