

Sustainability for Families



CHILD PORTFOLIO

Child Portfolio 101



The basics on creating a portfolio of your child's learning to show to your child's new teacher every school year.

What is a child portfolio?



A child portfolio is a visual way of celebrating your child's unique abilities and progress. A child portfolio brings together samples of what your child has learned in school and at home.

The portfolio helps teachers understand what your child is capable of doing and helps you understand how to continue supporting them.

You can create a portfolio for your child's teacher. It's best to work with the teacher during the school year to plan for what kinds of activities you will document. A child portfolio can be used not only for your child's new teacher to see at the beginning of the new school year, but also for your own family's memories.

How do I get started?



Begin by selecting an activity from:

- Activities you can co-plan with the teacher
- Construct (Skill) Guidance Activities
- Child Portfolio Activity Bank

Be sure to make time to get and prepare any materials needed for the activity. Conduct the activity with your child and document her progress!

How do I document these activities?



- Take a picture of your child doing an activity
- Take a picture of your child's work
- Record a video of your child doing an activity
- Take notes on the Child Portfolio Cover Page
- Save what your child creates during an activity

This resource is for families to implement with their children during the school year and summer break. This resource provides guidance for implementing activities in order to collect data and document progress to include in a portfolio that can be used as each child progresses to the next grade or transitions to a new school.

Recommendations

Implementation Settings

- At home during the school year
- At home during summer break
- At community parks, libraries, recreational centers, etc

Planning Time: 20 minutes to gather materials and plan for each activity

Implementation Time: 20-30 minutes per activity; 10 minutes to document each activity

Teachers can distribute this resource to families and use it to plan for conversations with families.

Principals can use this resource at the beginning and end of each school year to support teachers in creating shared understanding with families of each child's development.

What do I do next?



Fill out the Portfolio Cover Page with the activity and date you completed the activity.



Upload any video or pictures online OR email them to yourself.



Continue collecting as many documents as you can to build your child's portfolio. Discuss with your child's teacher how to best share this information.



Schedule a meeting with your child's new teacher in the beginning of the school year or during a parent-teacher conference to show them the portfolio.

You should use this meeting to discuss the activities your child completed, and the progress they made over the summer. You should also ask about how this work relates to the learning goals in the classroom.

Child Portfolio Cover Page

Below are the topics of learning observed in the formative assessment process. You can use this chart to plan for each activity.

Language Development and Communication	Health and Physical Development	Social-Emotional Development	Cognitive Development	Approaches To Learning
Book orientation	Crossing the midline	Emotion expression	Object counting	Perserverance
Following directions		Emotional literacy	Problem Solving	
Letter naming				
Print Awareness	Grip and manipulation	Emotional regulation	Mathematical Patterns	
Reading comprehension	Gross motor			
Vocabulary	Hand dominance			
Writing				

On the next page, there is a chart that you and your child can use to track your activities and projects. If you need more ideas or support with any of the materials or resources shared in this kit, please talk with your child's teacher. You can choose your own activities or ones from the **Child Portfolio Activity Bank** on the following pages.



Child Name: _____

Grade(s): _____

Paper Puzzles

Topic: Approaches to Learning

Age Range: K-1st Grade

Time: 20 mins

Materials Needed: Paper

What to do:

- Draw a picture and cut (or tear) it into 10-11 pieces.
- Have your child put it together. Repeat, then try again and again, seeing how fast the child can do it with each time.
- Comment on how the child gets faster (or more creative, or neater, or more confident or calmer, etc.) with repetition.
- Document this by: Taking a picture or video of your child putting together the puzzle.



Cotton Ball Hockey

Topic: Approaches to Learning

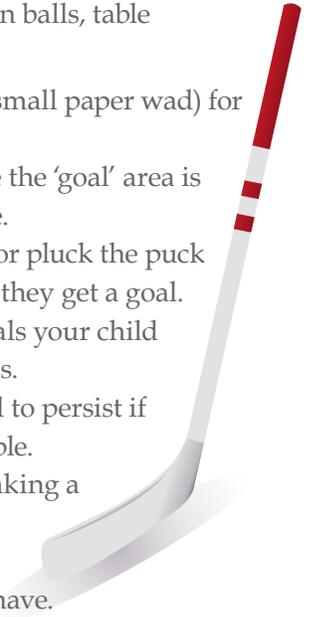
Age Range: 2nd-3rd Grade

Time: 15 mins

Materials Needed: Cotton balls, table

What to do:

- Use a cotton ball (or small paper wad) for the “puck”.
- Tell your child where the ‘goal’ area is so they can aim there.
- Have the child blow or pluck the puck across the table until they get a goal.
- Count how many goals your child can get in ten minutes.
- Encourage your child to persist if they are having trouble.
- Document this by: Taking a video of your child persisting through any challenges they have.



I Spy

Topic: Cognitive Development

Age Range: K-1st Grade

Time: 15 mins

Materials Needed: None

What to do:

- In an indoor or outdoor setting, call out something you see by using the color and amount. Ex: “I spy with my little eye three red objects.”
- Let your child investigate to see if they can find them. Give them hints or tell them they are warm as they get closer to the objects.
- See if your child can find 10 things that you call out.
- Document this by: Taking a video of your child searching and finding the object or taking a picture of your child with the objects they found.



Brain Blast

Topic: Cognitive Development

Age Range: 2nd-3rd Grade

Time: 20 mins

Materials Needed: One large die (dice).

List of theme words (Sample Theme Words: Cartoons, Colors, Animals, Books, Fruits, Clothing, Sports, Emotions, Cities, Boy/Girl Names, Body Parts, Songs, Outdoor Games). Paper and pencil (if desired).

What to do:

- Have your child pick a theme word and roll the die.
- Your child has to come up with as many examples of theme words as the number on the die (if they rolled a 2, they have to come up with 2 examples). Ex: Theme Word: Flowers, 2 examples: Lilies and Daffodils
- Give your child a point for each correct answer. Once they get to 20, they win the game.
- Have your child write the examples if they'd like to.
- Document this by: Taking a video of your child calling out answers or by saving the paper they wrote ideas on.



BOOK CAPTURE

Topic: Language Development & Communication

Age Range: K-1st Grade

Time: 30 mins

Materials Needed: Construction paper, glue sticks, camera, markers/crayons, folder

What to do:

- For every book your child reads, have them create a picture or take a picture of recreated scenes from each book.
- Have them label the pictures with a description of what the picture is and how it relates to each book they read.
- Put their drawings and pictures in a folder or binder.
- Document this by: Taking a picture of your child reading and saving their work in a folder or binder.



BOOK INTERVIEW

Topic: Language Development & Communication

Age Range: 2nd-3rd Grade

Time: 30 mins

Materials Needed: Camera, props related to the book, if desired

What to do:

- For every book your child reads, create with them at least 5 interview questions for the main character.
- Have your child pretend to be the main character in the book. They can dress up like the character and have props related to the book to make it more realistic.
- Record yourself interviewing your child as the main character.
- Document this by: Saving each video you record.



EMOTIONS COLLAGE

Topic: Social-Emotional Development

Age Range: K-1st Grade

Time: 30 mins

Materials Needed: Construction paper, magazines, camera, markers/crayons, glue sticks, scissors, any other art materials you see fit

What to do:

- Label sheets of construction paper with different emotions (happy, excited, sad, angry, surprised, etc.)
- Have your child collect or take pictures of objects that make them think of that emotion.
- Have your child paste the pictures onto the construction paper that is labeled with the corresponding emotion.
- Document this by: Saving Collages in a folder or binder.



EMOTIONS BOOK

Topic: Social-Emotional Development

Age Range: 2nd-3rd Grade

Time: 30 mins

Materials Needed: Construction paper, stapler, markers/crayons, glue sticks, scissors, any other art materials you see fit

What to do:

- Label sheets of construction paper with different emotions (*happy, excited, sad, angry, surprised, etc.*)
- Have your child answer the questions below on each emotion.
 - o What makes me feel this emotion?
 - o What do I do when I feel this emotion?
 - o How do I communicate this emotion to others?
- Have your child decorate each page with pictures and colors that relate to each emotion.
- Document this by: Stapling pages together to make a book.

