

Name: _____

Date: _____

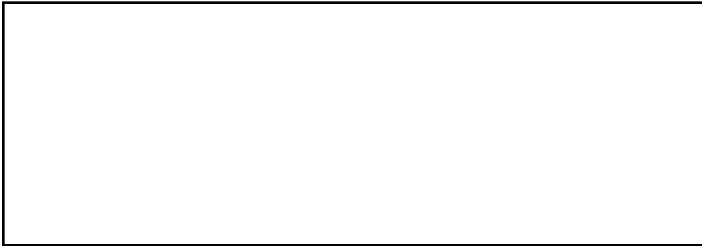
Portfolio Evidence: Bodies Grow and Change

Kindergarten: Baby Me and Me Now

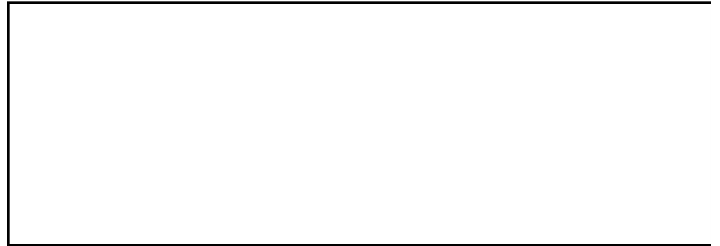
Name: _____ Date: _____

Draw yourself as a baby and yourself now.

When I Was a Baby



Me Now



When I was a baby, I was learning to

_____.

Now I can _____.

Choice bank: These are examples, not a milestone checklist. Every learner's experiences may differ.

 Move	 Communicate	 Dress myself	 Draw
 Build	 Help	 Read	 Use a mobility or communication support

One thing that helps me grow is _____.

Picture-supported options: These are examples. Every learner's experiences may differ.

 Getting enough sleep	 Eating a variety of foods	 Drinking water	 Active play or movement	 Care from trusted adults
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Learner's words: _____ An adult may record
Brooksley's responses.

Second Grade: My Growth Timeline

Name: _____ Date: _____

Portfolio Evidence: Bodies Grow and Change



Draw or write something you were learning or able to do during each stage. Do not assume that everyone has the same experiences or developmental path.

Baby

Younger Child

Me Now

Think and Write

One way my body has changed is

_____.

One responsibility I can do now is

_____.

_____ supports my growth because

_____.

One ability I have developed is

_____.

One healthy habit that supports my growth is

_____.

Why should we respect people whose bodies or abilities develop differently from ours?

Answers

Page 1: Kindergarten Acceptable oral, dictated, drawn, or circled responses are individual. Sample responses include: “When I was a baby, I was learning to communicate.” “Now I can draw.” “One thing that helps me grow is getting enough sleep.” Do not require independent sentence writing.

Page 2: Required evidence. Oaklynn’s completed three-stage timeline is the required portfolio evidence. Use **sample response** rather than “correct response” for personal timeline items. Accept responses that reflect Oaklynn’s own experiences without assuming milestones.

Page 2, 1: Sample response. Answers will vary. Accept a respectful example of a body change, such as growing taller or gaining strength, without requiring measurements.

Page 2, 2: Sample response. Answers will vary. Accept an ability the learner has developed, including communicating, moving, drawing, building, reading, or using a support.

Page 2, 3: Sample response. Answers will vary. Accept responsibilities such as organizing materials, helping, caring for belongings, or following a routine.

Page 2, 4: Sample response. Answers will vary. Accept a varied food, drink, rest habit, active play, movement, or an activity that works for the learner’s body.

Page 2, 5: Sample response. Answers will vary. Accept a clear connection between food, drink, rest, movement, or care and growth, development, energy, or well-being. Do not assume milk, bottle-feeding, running, bike riding, or another specific food or movement applies to every learner.

Page 2, 6: Sample response. Answers will vary. Look for the idea that people deserve dignity and respect because bodies and abilities develop differently, and differences do not make anyone less valuable.

NYS standards alignment: This activity supports Health Education standards in Healthy Relationships by practicing dignity and respect for differing abilities and developmental paths. It also supports Healthy Eating and Physical Activity by identifying varied foods and beverages, rest, active play, movement, and care that support growth and development.

Teacher reminder: Student experiences will vary. Milestones may happen at different times or in different ways. Do not present any single milestone as something every child must accomplish, and do not correct a learner simply because their development differs from another person’s development.