**Child’s Name**: ‘EZ’ **Teachers Name**: Andrea MacMurray

**Age**: 7 **Grade**: 2nd **Birth date**: August 31st, 2003

**Exceptional Learning Need**: Advanced in Cognitive Development and Speech Impairment

‘EZ’ is a new student here at Wells Memorial. ‘EZ’ is a student who is very eager to learn. He loves to read! Usually during lessons you will catch him reading a book. ‘EZ’ is always the first one to raise his hand; he is very eager to please. He has a very strong concept of mathematics, literacy, language arts, and writing. He usually blows through his work so he can read his book. Usually if he makes any mistakes they are careless mistakes resulting from rushing not that he does not understand the concept.

‘EZ’ lives with his mother, mother’s boyfriend, and his half brother ‘A’. ‘A’ is in kindergarten and he needs more attention because of his exceptional learning needs. A lot of the attention at home goes to ‘A’ whether it is positive or negative; I can only assume that is why ‘EZ’ constantly wants adult approval and gratification. Mother’s boyfriend is not the father of either of the children. ‘EZ’ has developed a strong passion for WWE wrestling with his brother and mother’s boyfriend. ‘EZ’ does not see his father he is no longer part of his life.

‘EZ’ wears glasses to be able to see things up close. He often takes them off and plays with them. He often has to be reminded that it is better for your eyes, if you leave the glasses on your face. At least every other week ‘EZ’ forgets his glasses at home. ‘EZ’ has a speech impairment. He stutters before he talks. At the beginning of the year it started to be less apparent and in the recent weeks it has resurfaced again. Wells Memorial is recommending that the family seek outside services to help ‘EZ’ speech, however, knowing the family that does not seem practical.

Physical development for ‘EZ’ is developing as to be expected. He can hold a pencil, cut (ex. Zhu Zhu Pet), and glue (ex. Hopes and Dreams Poster). During a science unit ‘EZ’ was asked to create a clay bear. We talked about the steps to do this…roll the clay into a ball, form it into a square, pull down the legs, push up the middle, and form the head. ‘EZ’ could not manage to roll the clay into a ball. He shut down and would not try any longer. He got very frustrated. ‘EZ’ always participates in movement breaks whether they are ‘Simon Says,’ basketball, bean bags, or snoopy dancing. During music ‘EZ’ participates by clapping to the rhythm, tapping rhythmic sticks, dancing with scarves to the beat, etc… ‘EZ’ could benefit from more opportunities to develop his fine motor skills. Ways to increase fine motor development are play dough (squishing, cutting with scissors, rolling, pinching, etc…). Writing on different surfaces with different utensils, (sandpaper, bumpy paper, bubble wrap, chalk boards, wood) (chalk, markers, crayons, pencils, pens, paint brushes, dotters). Puzzles, constructing objects such as origami or legos® will also help ‘EZ’ develop his fine motor skills.

‘EZ’ social/emotional development is ever growing. He can cooperatively work with a partner on projects such as creating bear habitats, bear research project, and/or jigsaw group work. Depending on who you partner him up with, will determine the amount of success he will have. At times ‘EZ’ is in his own world, he truly feels emphatic towards someone when he hurts them such as bumping into them, stepping on their hand, etc… but he often does not notice that he does these things. When it is brought to his attention he will say that he is sorry. ‘EZ’ friends tend to vary. Many children at this age are friends of convenience. They are friends with who happens to be interested in what they are at that very minute. ‘EZ’ could grow with support of others. When he hurts someone unintentionally or intentionally and he says he is sorry remind him to contemplate before saying his is sorry and make sure to articulate why he is sorry.

Cognitive development is where ‘EZ’ is really excelling! He is able to read fluently, and sound out words automatically. He goes through at least one chapter book a week if not more; and that is just at school. He is able to recognize letters and accurately forms the letters through his penmanship. ‘EZ’ can read analog and digital time. ‘EZ’ has gotten into the morning routine. He follows the directions of the morning message. This area ‘EZ’ excels. I think well beyond the current second grade curriculum.

‘EZ’ is strong in the language/literacy development as well. He recognizes nonverbal cues to not blurt and to wait his turn to speak. ‘EZ’ is able to communicate his needs such as using the sign language sign for bathroom. I think that with the support in the combined class ‘EZ’ could participate in mathematics and language arts with the third grade. It would challenge him enough but not too much. He will still be with the second graders and able to mature a bit. In a typical school if you advance a grade you would have to give up your security blanket of your friends and teachers. This is not the case for ‘EZ.’

‘EZ’ is creative through his written expression. He enjoys writing stories that have to do with what he likes, such as WWE Wrestling. He creates drawings on his hopes and dreams poster and in his journal. He often uses pencil first and then adds color. To embrace ‘EZ’ inner creative expressionist he needs more opportunities to express. ‘EZ’ could benefit from more time to be creative. This may be tough because ‘EZ’ enjoys reading so much. You could suggest that he create a diorama about his favorite book during DEAR or a picture. ‘EZ’ could benefit from an afterschool club that encourages creativity as well.

**Physical Development**

Gross Motor- ‘EZ’ is doing well in this area. He is able to walk down the hall keeping his body in control. He runs in the field during recess. He often plays basketball with older children. He is able to dribble the basket ball. During movement breaks ‘EZ’ always participates. He watches and listens to directions so he can do the movement.

Fine Motor- ‘EZ’ depicts his fine motor development through his penmanship. He is able to form his letters accurately. He has a strong understanding on how to form his letters. At times his writing is hard to read but that is not because he does not know how to form the letters it is because his desire to rush through his work, ultimately getting more DEAR time. ‘EZ’ struggles with activities that require him to use his fine motor muscles such as cutting, and clay bears. ‘EZ’ struggles with cutting out Zhu Zhu Pets they often are not within the lines and he usually cuts off part of the Zhu Zhu Pet. When asked to create a bear out of clay ‘EZ’ quickly became very frustrated. He had several people try to help him including classmates but he became very aggravated and quit. He did return to it later but it was still very frustrating for him.

**Social/Emotional Development**

‘EZ’ is able to work in partners, in groups and individually on projects. He recently worked cooperatively with another student to do a research project on Sun Bears. He and his partner then worked together to create a bear habitat. ‘EZ’ and his partner collaborated on who would do what. Who would write and would read from the resource for the research project. Who would get materials? Where would they put things for their habitat? These were all questions that ‘EZ’ and his partner worked to answer together. At this age children tend to be friends with children who they have something in common with at that moment. ‘EZ’ is often chatting with people sitting around him in class. At lunch ‘EZ’ often sits with his brother. Other times he sits with children that he may not know very well. Sometimes this works to his advantage and he ends up talking with them the whole lunch period. At recess ‘EZ’ has managed to make friends with older kids and plays basketball with them. ‘EZ’ is not very aware of his body. He will often bump into someone and not know that he had done that. He only realizes when it is brought to his attention, whether that be by the student or a teacher. ‘EZ’ will often throw out a not very heartfelt apology. If a teacher is not present or ‘EZ’ does not know he/she is watching ‘EZ’ often puts the blame on the other child or says that he did not do it.

**Cognitive Development**

This is the area that ‘EZ’ truly excels! ‘EZ’ has a strong understanding of mathematics and language arts. Science he is able to learn quickly.

**Mathematics**-

Addition/Subtraction Problems- ‘EZ’ is able to solve addition problems whether they are written horizontally or vertically. ‘Bewitchin’ Math ‘EZ’ is able to associate Halloween symbols for numbers using the key and solve four digit addition problems. ‘EZ’ is able to look at pictures of dice/dominos and numbers to solve addition problems (math journal page 5). ‘EZ’ is able to solve various addition and subtraction problems. He is able to solve whether the equal sign is on the left of right. (End of the Year Assessment 192)

Calculator- ‘EZ’ understands the basic buttons of the calculator. He demonstrated this through a class activity where they played a game called ‘Broken Calculator.’ The students would be asked to come up with a number without using a specific number such as 1. Make 4 without the 1 key; 2+2, 4-4. ‘EZ’ demonstrates this on page 23 of his math journal. ‘EZ’ demonstrates his ability to count by 7’s, 6’s, and 4’s on his calculator on page 14 of his math journal.

Counting Money- ‘EZ’ is able to count change. He does this as part of his morning work as well as on page 19 of his math journal. He is able to determine the amount when the coins are circles with the first letter of the coin and when the coins are realistic. When presented with money that resembles real money ‘EZ’ is able to determine the amount (Page 23 Math Journal). ‘EZ’ is able to come up with more than one way to make change. When he was asked to come up with two more ways to make thirty five cents he came up with 30-5 cents and 45-10. At this point he does not have an understanding of decimal points. ‘EZ’ is able to look at worksheet depicting realistic money and write down the amount.

Even/Odd-‘EZ’ is able to read a set of four different numbers and determine which ones are even and which ones are odd.

Fractions- When ‘EZ’ was given shapes dived into thirds, fourths, and in half he was asked to shade 1/3, 1/2, and ¾. He was accurately ably to do that. (End of the Year Assessment Page 191)

Graphs- ‘EZ’ is able to read and determine answers to questions based on bar graphs. When asked which flavor is least popular ‘EZ’ is able to determine that other was least popular and that chocolate was most popular. (End of the Year Assessment Page 192). When looking at a thermometer ‘EZ’ is able to determine the temperature that it reads. (End of the Year Assessment Page 193).

Greater than, Less Than, Equal to- ‘EZ’ understands the greater than, less than, addition, subtraction and equal sign symbol. ‘EZ’ demonstrates his understanding of greater than, less than and equal to on page 16 a homework assignment.

Lines of Symmetry- When given a set of four pictures ‘EZ’ was able to determine which was symmetrical (End of the Year Assessment Page 192).

Number Lines- ‘EZ’ is able to determine what the next three numbers are on a number line starting at 135. He demonstrates this on page 19 of his math journal. He can fill in the blanks of 25, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ‘EZ’ demonstrates that on page 19. ‘EZ’ his able to count by ten orally and on a number line (page 20 math journal). When given a number grid with shaded in numbers/missing numbers ‘EZ’ is able to determine what number comes next with missing information. When ‘EZ’ is given a number line that leaves the first number blank and fills in the second he is able figure out the first number as well as the final two (Page 16 Math Journal). ‘EZ’ is able to fill in the blanks on number lines whether the numbers are two digits, three or four digit.

Place Value- ‘EZ’ demonstrates his understanding of place value on page 12 of his math journal. He reads two ten dollar bills and three one dollar bills he writes twenty three. He does five more problems like this on that page including two, three, and four digit numbers. When asked to circle the ones, tens, and hundreds digit ‘EZ’ is able to accurately do that (Page 7 Math Journal). When given a picture of base ten blocks ‘EZ’ is able to determine how many hundreds, tens and ones. (End of the Year Assessment Page 195).

Shapes- When given pictures of shapes and a word bank ‘EZ’ is able to match the shape and corresponding word together.

Smallest to Greatest- ‘EZ’ can look at four sets of three numbers and determine which one is in order from smallest to largest. When given a set of numbers ‘EZ’ is able to organize them smallest to greatest.

Time- ‘EZ’ demonstrates his ability to tell analog time on page 23 of his math journal. On the ‘What Time Is It?” worksheet ‘EZ’ demonstrates his knowledge of how to tell analog time. He demonstrates his knowledge of elapsed time passed each hour. ‘EZ’ is able to draw the hands on an analog clock to represent various times.

Various Names for Numbers- ‘EZ’ is able to come up with five names for 9. He came up with 11-2, 12-3, 13-4, 9+0, and 10-1. This is demonstrated on page 20 of ‘EZ’ math journal. ‘EZ’ is able to write 23 with tally marks (Page 13 Math Journal).

Word Problems- ‘EZ’ is able to read word problems and decipher what they are asking. On page 23 of his math journal ‘EZ’ was presented with this problem: “Six apples are red. Five apples are green. How many apples in all? ‘EZ’ wrote 11. The nest question asked for a number model. ‘EZ’ wrote 6+5=11. He has the understanding of six apples plus five apples equal’s eleven apples in total. He understands that written 6+5=11 and the word problem say the same thing.

**Language Arts / Literacy**

**Literacy-** ‘EZ’ absolutely loves to read! He goes through at least one book if not more a week. It is very hard to steer his attention away from books. He enjoys reading The Diary of Wimpy Kid Books, Harry Potter Books, and Star Wars Books. ‘EZ’ is able to read fluently out loud to the class. He follows along in the book while others are reading by pointing to each word.

**Language Arts-**

Book Report- ‘EZ’ completed a worksheet about the book of his choice. ‘EZ’ chose The Cat and the Hat by Dr. Seuss. ‘EZ’ was able to write the setting of the book, the characters in the book and the plot of the story. ‘EZ’ was able to articulate his favorite part by writing one complete sentence. ‘EZ’ wrote “I like when the cat stands on the ball.”

Hopes and Dreams- ‘EZ’ wrote “I hope to read a Harry Potter book by then end of the year. I hope that I have good behavior so I get more DEAR time! I hope to focus on my work so I can get outside more! ‘EZ’ drafted this in his journal and final version on a poster that hangs up in the classroom. ‘EZ’ typed his three Hopes and Dreams and glued them onto a poster. He decorated the poster to reflect what his hopes and dreams were. He drew a picture of a Harry Potter Book.

Journal- This is ‘EZ’ first year of using “Writing Without Tears” he had trouble and still does from time to time at forming his letters. He writes more clearly and accurately when he writes with just one line or large three lines. That is depicted in his draft of his Short Notes about Summer.

Short Notes About Summer- ‘EZ’ decorated his shorts to represent his personality. He drew a picture of himself and titled the shorts “WWE Ethan.” On the inside of the shorts ‘EZ’ wrote about his WWE ring, action figures and how he played with them. ‘EZ’ penmanship was clear and his letters were formed correctly.

Spelling Tests- When ‘EZ’ is given a spelling test he is able to spell seven out of the seven words right. He listens to the directions and follows them very carefully. ‘EZ’ is able to form his letters accurately.

Weekend News- Each Monday following the weekend ‘EZ’ has the opportunity to write about his weekend. He is able to tell what he did on the weekend. He forms his letters accurately and spells most of the words correctly. He usually sticks to one topic to talk about, such as wrestling, going to Nana’s, and watching television.

Worksheets- ‘EZ’ completed a worksheet that required him to come up with words that describe the picture for looks like, feels like, smells like, and tastes like. ‘EZ’ came up with round, green, cold, soft, good, fresh, juicy, and cold. He was able to write those words on the provided lines and spell those words correctly. ‘EZ’ is able to follow a three step directions. (Outlining – Fruit Basket Page 24) ‘EZ’ drew a picture complete with three-four sentences to describe his drawing. ‘EZ’ designed playground equipment. He thought about his design and decided that he needed to make one for younger children and one for older. He wrote in his story about which ages go where. On the worksheet “Summer Memory Picture” ‘EZ’ was able to draw what he was describing. He wrote two sentences about WWE mugs.

Zhu Rules Brainstorming Worksheet- On the “Be Nice and Respectful to Everybody and Everything” brainstorming worksheet ‘EZ’ was able to write one – two words next to looks like, feels like, and sounds like. ‘EZ’ then took this brainstorming worksheet and translated it into sentences in his journal.

**Goals for ‘EZ’:**

Cognitive Development:

My goal for ‘EZ’ is for him to slow down and read directions more than once to make sure he understand what is being asked. ‘EZ’ will often rush through his mathematics math boxes forgetting the second part of the direction. If he reads the problems once and then did the problem and then went back to the directions to make sure he completed them he would have more success. Another goal for ‘EZ’ is for him to think about why he is raising his hand prior to raising his hand. Having him slow down and prepare what he going to say will not only help him answer questions but ultimately help with the anxiety of speaking in front of class. This is where his speech impairment tends to be present.

Language/Literacy Development:

I would like to see ‘EZ’ speech impairment improve. Helping ‘EZ’ with his speech now will avoid being bullied in the older grades for his speech impairment.

Creative/Aesthetic Development:

I would like to help ‘EZ’ find multiple ways to express his emotions. He has developed a deep love for reading and he expresses his unique personality through his reading choices. I would like to expand on his desire to read and have him create with his physical body. This could be writing stories, making dioramas, dancing, singing, painting, etc…

Social/ Emotional Development:

During recess ‘EZ’ takes part in parallel play where he participates in many of the same activities that the other children are but he rarely interacts with them. In the classroom ‘EZ’ mainly reads. During socialization time he does not talk about himself and his interest much. He will in group participate and cooperate with peers. He has the tools to socialize with his peers. It is a matter of him realizing that relating, will help him bond and form relationships.

**Recommendations for ‘EZ’:**

Cognitive Development:

I recommend as ‘EZ’ teacher that ‘EZ’ and I come up with a plan on how he is going to double check his work. That may be me reminding him to go back, look it over, checklist that he would keep on his desk for a reminder, or verbal reminders.

I believe that ‘EZ’ is advanced enough in the cognitive development area that he could advance to the 3rd grade curriculum. ‘EZ’ is fortunate enough to be enrolled in a second and third grade combined classroom. He could receive the challenge of third grade curriculum while advances his social development with the second graders and third graders. ‘EZ’ often reads his book during language art or mathematics times because he has finished his work and when you ask to see his work it is done and it is done correctly. He is not being challenged with the second grade curriculum. By ‘EZ’ doing the third grade curriculum he will have the opportunity to be challenged which ultimately will result in less behavior incidences such as calling out or reading because he has finished his work.

Language/Literacy Development:

I am recommending the ‘EZ’ receive services for his speech. In the younger grades children tend to be more tolerant and ignore the behavior. However, ‘EZ’ will soon be coming into the older grades and unfortunately may suffer from bullying and taunting for his speech. It would be best to help ‘EZ’ now. I am recommending he meet with a speech therapist to discuss the options that will best help ‘EZ’.

Social/Emotional Development:

‘EZ’ could greatly benefit from more time to socialize with his peers. This could be done through afterschool programs, dance glasses, fitness classes, and play dates. ‘EZ’ could advance his social/emotional development through going to the public library for story time. Meeting peers that are interested in the same stories he is. Taking ‘EZ’ to the park he has the opportunity to play with other children.

Creative/Aesthetic Development:

I am recommending ‘EZ’ find another way to express his emotions other than reading. He could expand on his love of reading such as creating something that reflects what he just read. ‘EZ’ would benefit from taking part in a group activity that requires him to work together with his peers; such as creating a play or dance. You could read a story to ‘EZ’ and ‘A’ at home and ask them to create something to go along with the story; such as draw something, paint, write, or make a play to tell someone else about the story.