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

**Age**: 7 **Grade**: 2nd **Birth date**: September 14, 2003

**Exceptional Learning Need**: Mathematics Skills and Medical Condition

 ‘JP’ is a very caring and thoughtful young girl. She is very sweet and eager to please. ‘JP’ tries very hard at everything she does. She is very thorough with her work. ‘JP’ uses her tools to help her succeed such as, reading strategies, or counting on her fingers, etc… ‘JP’ is one of the first to raise her hand to answer a question. It does not seem to affect her to take a risk on answering a question.

 ‘JP’ lives with both her mother and father. ‘JP’ has one younger sister who is in K/1. ‘JP’ father is currently going back to school. Her grandmother used to be principle here at Wells Memorial.

 ‘JP’ was born with impairment to her esophagus. This inhibits ‘JP’ from swallowing properly. ‘JP’ must have her food cut up into very small bites, and take drinks in between each bite of food. In the unfortunate case that food does not go down properly it will get stuck and ‘JP’ will usually vomit. ‘JP’ also suffers from asthma. ‘JP’ was originally on an individualized education plan but recently she has been released from speech therapy because she no longer needs the services. ‘JP’ now has a 504 plan which outlines her medical plan.

 ‘JP’ continues to develop her physical skills. She is able to throw a ball, walk down the hall while keeping her body in control, run, jump, hop, etc… ‘JP’ often takes part in movement breaks. She is able to follow the teacher with her eyes and ears as well as repeat the motion. During music class ‘JP’ dances with scarves, holds hands and does choreographed dances, bangs sticks to the rhythm, and plays xylophones. ‘JP’ fine motor skills are doing very well. She cuts and glues. She is very precise. ‘JP’ is able to write with a pencil and over the last few months her penmanship has developed. She is writing more of her letters correctly and writing smaller. ‘JP’ does struggle with running at times and jump roping. However, this could be due to the pink cow boots she wears. She loves those cowboy boots they are her favorite! As of recently she has had to take them off in the afternoon because they hurt her feet. They may inhibit her large movements at times. Sneakers or shoes that provide stability and comfort are best to support ‘JP’.

 ‘JP’ is liked by everyone and is able to befriend anyone. She works cooperatively in groups, and in partners. ‘JP’ is able to discuss with the group what needs to be done and who will be doing what. ‘JP’ is able to play games with partners and groups taking turns, etc… At this age children are friends with who happens to be around. ‘JP’ tends to talk with who happens to be sitting next to her. In the classroom ‘JP’ mainly socializes with girls but outside multiple times during recess ‘JP’ was spotted playing catch with a male student. ‘JP’ is very aware of her body and others. She makes sure to let someone know if they did something that hurt her and vice versa.

 ‘JP’ struggles with cognitive development. She takes a very long time to determine mathematics problems. When you ask ‘JP’ a simple addition problem such as 2+2= it will take ‘JP’ over two minutes to solve the problem. ‘JP’ struggles with place value. Usually ‘JP’ can count the jumps forward on a number grid but she cannot comprehend the jumps backwards. ‘JP’ could benefit from more practice in this area. Computer games that ‘JP’ could play at home and or school could be fun and enriching for ‘JP’

‘JP’ language and literacy development is developing at a steady rate. ‘JP’ has very nice accurate letter formation. However, her spelling needs more work. ‘JP’ has learned some tools this fall to help her decode words, she uses those tools. ‘JP’ is able to read fluently out loud. She often chooses book that interest her and are on her reading level. ‘JP’ will grow in this area by continuing to read and challenge herself. Encourage ‘JP’ to read, play games in the car, provide ‘JP’ with stories that interest her, involve ‘JP’ in the things that you read each day.

‘JP’ creative/aesthetic is developing. She demonstrates this through illustrating in her journals. ‘JP’ often is very creative reflecting her personality in her writing. ‘JP’ depicts her creativity when sharing. She often brings in something that she loves or tells the class about something that she had done. Provide ‘JP’ with as many opportunities to express herself whether that be writing, dancing, singing, art classes, etc… Children learn who they are by discovering and expressing their creativity.

**Physical Development-**

 Gross Motor- ‘JP’ is very able to run, jump, and hop. She plays football/catch often with another student during recess. ‘JP’ climbs the playground structure, slides down the slide, goes across the monkey bars. ‘JP’ loves to run across the field and pump on the swings. ‘JP’ did have trouble in physical education jump roping. She was able to do it eventually but she really had to think about the process. When hiking at the Harris Center ‘JP’ fell quite a lot. While walking she would not bend her knees which ultimately made her fall a lot. ‘JP’ typically has to process the movement before she can do it, much like the rest of us but she tends to have a longer wait period. ‘JP’ clothes sometimes inhibit her. Long dresses and cowboy boots are sometimes uncomfortable and inhibiting for ‘JP.’ I know that ‘JP’ absolutely loves those boots but recently they have been hurting her feet. They tend to not support her feet when doing large motor activities such as running and jumping.

 Fine Motor- This area is developing very well. ‘JP’ is able to cut out her Zhu Zhu Pet very neatly cutting on the line. For ‘JP’ Hopes and Dreams ‘JP’ was able to type her story on the computer, cut her story out, mount it on paper, and decorate the poster. ‘JP’ is able to hold a pencil, form her letters accurately, and neatly.

**Social/Emotional Development-**

 ‘JP’ is able to work cooperatively, take part in group games and interact with friends. At this age friendships are based on interest. While at recess ‘JP’ has played catch with one student, bug hunted with another, and played on the monkey bars with another. While at lunch ‘JP’ usually sits with her sister socializing with the people around her. ‘JP’ is usually one of the first to answer a question. Whenever she raises her hand, most of the time has the answer in her head. ‘JP’ is very aware of her body. ‘JP’ is aware when someone has harmed her, she will let you or those people know. In the beginning of the year she often would come and tell when someone bumped into her or stepped on her finger; recently she has been handling it herself.

**Cognitive Development-**

 ‘JP’ needs more support in this area. She could greatly benefit from home support, as well as extra help with in the classroom.

**Mathematics**-

Addition/Subtraction Problems- ‘JP’ is able to solve vertical addition problems. ‘JP’ was able to solve horizontal addition problems with the equal sign on the right. When ‘JP’ was give 7 + \_\_\_\_\_ = 10 she wrote 2. When the equal sign was reversed \_\_\_\_\_\_\_ = 8 – 4 ‘JP’ wrote 5. She was able to determine that \_\_\_\_ + 0 = 17 was 17. When ‘JP’ was given vertical subtraction problems of 20-10 or 16-1 she added them together instead of subtracting. (End of the Year Assessment Page 192) ‘JP’ is able to look at dice and dominos to solve addition problems. (Math Journal Page 5)

Calculator- ‘JP’ participates in the “Broken Calculator Game” where you have to make a number without using a certain number. ‘JP’ was able to make 20 three different ways without using the 2 key. She said 19+1, 17+3, and 16+4. When finding new ways to make numbers, ‘JP’ usually made addition number sentences. (Math Journal Page 11)

Counting Money- ‘JP’ struggles with determining what each coin is worth. When asked to make thirty five cents ‘JP’ wrote quarter, nickel, nickel; and quarter, nickel, and five pennies. (Math Journal Page 16) On page 19 of ‘JP’ math journal she demonstrates her increasing knowledge of counting change. ‘JP’ was given a quarter, dime, three nickels and a penny. ‘JP’ wrote 51 cents. ‘JP’ can count the amounts but at times struggles with coming up with more than one way to make the amount. When ‘JP’ was given a problem that depicted four dimes ‘JP’ was able to determine that was forty cents. When given pictures of money ‘JP’ is usually successful in counting the amount. When given two ten's and one dollar bill ‘JP’ wrote 21. When given two one hundreds and three dollar bills ‘JP’ wrote 203. At times on this worksheet ‘JP’ would leave out bills. (Math Journal Page 6) When ‘JP’ is given a set of coins to count with the values associated she still came up at times with a completely different amount. (Math Journal Page 2)

Even/Odd- When ‘JP’ was given a list of four numbers ‘JP’ was able to write whether the numbers were even or odd. (Math Journal Page 16) ‘JP’ is able to write even and odd numbers. (Math Journal Page 7)

Fractions- When asked to shade ½, ¾, 1/3 or the fraction ‘JP’ wrote in each section the shape. (End of the Year Assessment Page 191)

Graphs- When ‘JP’ was given a bar graph she was able to determine which was most popular and least popular. She was not able to write the amount that corresponded to a question. (End of the Year Assessment Page 192) When looking at a thermometer ‘JP’ was able to tell what the temperature was.

Greater than, Less Than, Equal to- ‘JP’ did not understand or comprehend which was larger. On all of the problems she wrote the sign pointing to the smaller number. She did accurately write the equal sign for one problem. (End of the Year Assessment Page 191)

Lines of Symmetry- When ‘JP’ was given a set of pictures she was able to circle the one that was symmetrical. (End of the Year Assessment Page 192)

Number Lines- ‘JP’ was able to fill in the first number grid which consisted of two digit numbers 11-60 with missing numbers shaded in. ‘JP’ was able to figure out the missing numbers and fill them in. The second part of the worksheet ‘JP’ was not able to figure out. It consisted of three digit numbers starting at 331-380. ‘JP’ attempted but was not successful and became confused. (Number Grid Puzzles-Math Journals Page 22) ‘JP’ is able to count by 4’s, 6’s, and 7’s. She fills in the number lines. (Math Journal Page 14) ‘JP’ is able to look at a number line of four numbers where the second number is the only number shown she is able to determine what the other three numbers are. ‘JP’ is able to look at a set of three numbers and organize them from least to greatest. At times ‘JP’ will reverse the place value of the numbers. On the Number Lines Home Link worksheet ‘JP’ for the most part was able to determine what the missing numbers were on the number line. She struggled a bit with four digit numbers. (Home Link Page 7)

Place Value- When given pictures of base ten blocks ‘JP’ was able to determine the amount. ‘JP’ followed the directions to accurately put a circle around the ones place and a triangle around the tens place. (End of the Year Assessment Page 195) ‘JP’ was able to add two ten dollar bills and three one dollar bills. She was able to add two digit numbers she struggled with three digit numbers and reversing the place value of the numbers. (Math Journal Page 12) When ‘JP’ was asked to circle the tens digit for three different numbers, she guessed circling a different digit on each number.

Probability- On the End of the Year Assessment Test ‘JP’ was given a spinner that depicted two A’s, three B’s, and one C. They asked which one is the spinner most likely to land on ‘JP’ picked B.

Shapes- When ‘JP’ had a word bank and pictures of shapes ‘JP’ was able to match cube, pyramid, square, circle, sphere, and cone together. (End of the Year Assessment Page 191)

Time- On the “What Time Is It?” worksheet ‘JP’ demonstrated her knowledge of telling analog time. ‘JP’ is able to look at an analog clock and write down the time that is depicted. On the same worksheet ‘JP’ illustrated/shaded that amount of time that has passed since the hour began. When asked to draw the hands for 4:45 ‘JP’ drew 4:30, for quarter after 12 ‘JP’ drew 12. (End of the Year Assessment Page 194) ‘JP’ is able to look at an analog clock and write the digital time. ‘JP’ is able to draw the hands on analog clocks for the specified time. ‘JP’ is able to determine the time, write it digitally, and draw it on the analog clock. (Math Journal Page 4)

Various Names for Numbers- ‘JP’ was able to show three different names for thirty and for twelve. She wrote addition problems, drew objects, drew base ten blocks, and coins. (End of the Year Assessment Page 193) ‘JP’ is able to show 16 with tally marks (Math Journal Page 8).

**Language Arts / Literacy**

**Literacy-** ‘JP’ enjoys reading. She often chooses books like If you give a mouse a pancake or Franklin goes to school. ‘JP’ is able to read fluently to the class. ‘JP’ follows along while others read by pointing to each word. ‘JP’ often cannot recognize words. This fall ‘JP’ has learned some strategies in order to help her decode words. ‘JP’ will attempt this but it goes much smoother if someone is sitting their helping her break words down, look at the picture, say the first and last sound, etc…

**Language Arts-**

Hopes and Dreams- ‘JP’ drafted her hopes in dreams in her journal and then typed them on the computer. ‘JP’ final version stated “I hope to be able to read Franklin Books all by myself before the end of the year. My hope is to learn about making change. My hope is to learn about the proof reading marks. ‘JP’ then cut her hopes and dreams out and glued them onto a poster. She then decorated the poster to represent her hopes and dreams. She drew a Franklin Book.

Journal- ‘JP’ writes quite neatly in her journal. ‘JP’ drafts her Zhu Rules in her journal.

Short Notes About Summer- ‘JP’ decorated her shorts to represent her personality. 'JP’ drew a car and titled her shorts ‘JP.’ She wrote about her trip to the aquarium. How she is afraid of sharks but her sister ‘EP’ loves them. ‘JP’ wrote about the different sea animals that she saw; sea horses, blow fish, and a sea turtle.

Spelling Tests- When ‘JP’ was given a spelling test of seven words ‘JP’ got seven incorrect. She did get the first sound of each word correct. For night ‘JP’ wrote nite, for cry she wrote criy, for glow she wrote gloy, and for road she wrote rode.

Weekend News- Each Monday following the weekend ‘JP’ has the opportunity to write about her weekend. ‘JP’ is able tell what she did that past weekend. ‘JP’ has written about visits with Nana, pumpkin festival, baseball games, and parades. ‘JP’ letters are formed very nicely however; her spelling makes her sentences very difficult to read.

Worksheets- ‘JP’ completed Outlying-Fruit Basket worksheet. She followed three step directions. ‘JP’ came up with two words for each category looks like, feels like, smells like, and taste like. ‘JP’ came up with words such as round, orange, hard, soft, sweet, tangy, yummy, and tasty. On the Summer Memory Picture worksheet ‘JP’ illustrated her trip to the Boston Aquarium. ‘JP’ also wrote about the first thing that she saw was seals. ‘JP’ worked on a writing prompt in which she illustrated a piece of playground equipment that she designed. ‘JP’ drew a picture of the equipment and wrote about the characteristics that it had.

Zhu Rules Brainstorming Worksheet- On the “Be Nice and Respectful to Everybody and Everything” brainstorming worksheet ‘JP’ wrote quick notes to help her remember what to write in her journal.

**Goals For ‘JP’:**

Cognitive Development:

Mathematics- I would like to see ‘JP’ advance her mathematic skills. I would like to help her improve her understanding of place value. It would be helpful for ‘JP’ to go back over her problems and reread the directions as well as her answer to make sure that they make sense. ‘JP’ will benefit from improving her knowledge of counting forward and backwards. ‘JP’ will benefit from practicing addition and subtraction problems; using various methods dice, dominos, number grids, horizontal problems, and vertical problems. I would like to have ‘JP’ experience and explore fractions some more. ‘JP’ needs more practice with greater than, less than, and equal to problems. ‘JP’ needs to improve her understanding of currency. I would like to help ‘JP’ learn the amounts of coins and then ultimately she will have more success counting.

Literacy/Language Arts- ‘JP’ needs to work on her spelling. At the beginning of the year ‘JP’ had to look up everything in the dictionary; that inhibited her writing. She has done so well with best guess spelling, now we need to help her guess more closely to the words actual spelling. Her misspelling of words makes it harder for her to go back and read her work. I want to tread lightly on having ‘JP’ improve her spelling because at the beginning of the year she had to spell things correctly which severely inhibited the writing process. The more that ‘JP’ writes and goes through the writing process the better of a speller she will become.

Physical Development:

Gross Motor- ‘JP’ does very well in attempting large movements. She tries very hard. However, jump roping, catching, monkey bars are very challenging for ‘JP.’ Hiking with ‘JP’ brought to my attention her walking form. She walks and does not bend her knees. This unfortunately made ‘JP’ fall quite often on our hike.

Social/Emotional Development:

‘JP’ socializes with many K/1 friends as well as 2/3 friends. I would like to see ‘JP’ meet some older friends as well.

Creative/Aesthetic Development:

‘JP’ is developing at a steady rate. I see no concerns.

**Recommendations for ‘JP’:**

Cognitive Development:

Mathematics- ‘JP’ will benefit from more hands on activities. ‘JP’ could greatly benefit from one-on-one attention where they could focus on the math topics at hand. ‘JP’ gets distracted very easily. At times ‘JP’ may understand the concept, but she is too distracted to demonstrate that she understands the concept. ‘JP’ could benefit from playing computer games that represent the curriculum. They would give her the structured practice that she needs, but not make her feel insecure.

Literacy/Language Arts- ‘JP’ will benefit from the spelling tests that are given in second grade. She has the opportunity to write the word the way she believes it to be spelt, and then she is able to correct it herself. ‘JP’ will also benefit from taking her writing through the writing process of drafting, editing, proofreading, and writing a final draft. I recommend that you create a word wall in your classroom where ‘JP’ can easily look up while writing, and be able to find common words that she does not know how to spell.

 Wells Memorial offers an afterschool club that assist students with their homework. ‘JP’ could benefit from this club tremendously! ‘JP’ would be taking part in games, activities, and completing homework/class work assignments. ‘JP’ would be provided with assistance that is tailored to her individual needs. It would provide the support that ‘JP’ needs to reinforce the concepts that she is learning in the classroom.

Physical Development:

 ‘JP’ will benefit from activities that require her to use her large muscles. This would include dance classes, afterschool programs, gymnastics, hiking, swimming, running, jumping, etc… You do not need to spend a large amount of money to help ‘JP’ develop these skills. Play ball together in the front yard, ride bikes, jump rope, skip, go to the park, etc…

Social Emotional Development:

 ‘JP’ does very well in this area. She socializes with children grades K-3. I would like to see her meet friends that she can look up to in the older grades. Wells Memorial supports this by mix it lunch day. The children are assigned different seats so they can meet new peers. By ‘JP’ meeting older peers she will have someone to look up to.

Creative/Aesthetic Development:

 Encourage ‘JP’ to express herself whether it be through verbal expression or physical expression. Providing ‘JP’ with many ways to discover herself will help her in the long run. She will have a better understanding of herself and her emotions. Encourage ‘JP’ to create what she feels. If ‘JP’ is upset you could encourage her to draw a picture about her emotions. When ‘JP’ is creating a piece of artwork or anything for that matter ask her to “tell you about what she created.” This will give ‘JP’ the opportunity to put her ideas into words.