## **Status and midterm report**

2020-2021 School Year

**Child’s Identification**

Name: Lilly Blanche   
Date of birth: July 10, 2005

Permanent Code (if known): Not known

**Report on the learning project’s implementation**

The project has been implemented.

**Changes to the learning project**

None

**Evaluation Methods**

This mid-term review assessment is based on the parents’ daily monitoring.

**Activities:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of learning** | **Targeted skills and knowledge / changes** | **Completed activities and resources / approximate time allocated to each subjects / changes** | **Progress** |
| **Language of instruction**  English | Learning to read and write a variety of texts.  Learning to express herself clearly. | Reading and writing a variety of texts a few times a week.  Occasional cultural outings.  Daily oral discussions on different topics. | Has regular progress in creative writing with original characters and story productions of 10 to 15 grammatically correct sentences.  Reads small books of 20 to 30 pages weekly (disliked reading in the beginning of the year).  Researches the Internet on subjects which interests her by typing keywords in the search engine all by herself, then shares findings with her family. |
| **Second language**  French | Oral interaction | Viewing and listening to French media daily, for at least an hour.  Discussions in French. | Spends many hours watching French cartoons on Youtube. She no longer needs my help to understand them and can explain what she saw in her own words afterwards. |
| **Mathematics** | Reasoning with mathematical concepts  and methods. | Managing her weekly allowance money and her virtual money (various games 4 to 6 times a week).  Using math to solve problems in everyday life. | Made progress in managing money by buying and selling characters on an artist website.  Improved her problem-solving skills in arithmetic, geometry and logic by playing video games, for example, by building cities in Minecraft. |
| **Science and technology** | Utilize tools, objects and techniques from science and technology. | Science experiments once or twice a week.  Using and learning to use a computer almost daily. | Comprehends well the sun-earth-moon system (she used to believe the moon was a planet).  Masters a drawing software and is learning to use other types of software.  She is starting to solve problems without my help when her computer has technical issues. |
| **Social science** | Opening up to social diversity and our territory. | Discussions and reflections a few times a week on various subjects in reference to the world of New France. Trips, outings and exploration a few times a month. | In our discussions, I noticed she is developing a good understanding of French-Canadian history and the way of life in New France. In comparison, when the year started, she had no knowledge on the subject. |

N.B. Our child’s educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, in order to allow us to focus our time and energies on our child.