



Homeschool

Elementary Education - Progress Report

Completion

Student name:

Date of birth:

School board with jurisdiction: Lester B. Pearson

Level of instruction: Cycle two (Elementary 3)

Permanent Code:

Evaluation will be done by a holder of a teaching license.

Subjects and Program of Study

NOTE: Scribing, prompts, and guidance are needed in order to help (child) progress through his difficulties with planning, comprehension, and writing. All progress is assessed by parent observation, discussion, and Q&A.

Languages	
English Language Arts (language of instruction) Level 3	Comments on the student's learning progress
- To read and listen to literary, popular, and information-based texts	In the first half of the year, (child) would only listen to stories by Dr. Seuss or books with few words. After the midterm, he became more familiar with different types of texts, because he started looking at books about animals and nature (i.e. books with information based texts).
- To write self-expressive, narrative, and information-based texts	Prior to the midterm, getting (child) to produce written work was always a challenge. Since then, I have seen a bit of progress when working on topics of interest; when he was asked to write an acrostic poem about his favourite video game character, he was able to do it all on his own.
- To represent their literacy in different media	Before the midterm, (child) needed a lot of prompting to come to relevant conclusions. Now, he is a bit more independent in representing his understanding of topics in ways that make sense to him; for example, after reading a book about birds, he drew his own bird and indicated facts about it, similarly to the way it was done in the book.
- To use language to communicate and learn	At the midterm, (child) would participate in daily discussion about the interests he had at that time. Now, he has found a new interest in birds (i.e. broadening his topics of conversation and adding more words to his vocabulary); he showed this progress when talking about the birds he observed in our backyard.

French as a Second Language Level 1	Comments on the student's learning progress
- Interact in French by becoming familiar with the French-speaking world	<p>Prior to the midterm, it was difficult to find videos in French that (child) would be interested enough to sit through or learn anything from. After the midterm, we discovered "French Class with Martin" on Youtube; (child) is more receptive to Martin's videos and shows he is learning from them by repeating certain things taught in the videos, when asked.</p> <p>I noticed that (child) will now use some of the vocabulary he is learning; for example, when I brought home a large cheese pizza he said "it's grand", in French. Prior to the midterm, he was learning vocabulary, but he didn't use it in everyday speech.</p> <p>In the first half of the year, (child) wouldn't retain much of what was taught in French. Now, he can identify certain words written in French; for example, when I write the date on the board he recognizes the days of the week.</p>
- Produce various texts	<p>Now, (child) occasionally chats in French in his online games; he uses simple greetings (i.e. bonjour) and will search things he wants to say in Google Translate. Prior to the midterm, he would often ask me how to say things, but now he takes it upon himself to look it up.</p>

Mathematics, Science and Technology

Mathematics Level 3	Comments on the student's learning progress
- To solve a situational problem	At the midterm, the appearance of the instruction sheet for a situational problem would be too overwhelming and prevent (child) from being willing to start the tasks presented. In the second half of the year, I realized that if I present a problem in the form of a conversation, he is more receptive to discussing a solution; in doing so, I have been able to see that he is capable of thinking through a situational problem.
- To reason using mathematical concepts and processes	At the midterm, (child) struggled with longer addition and subtraction questions involving borrowing and regrouping. He now has a better understanding of these topics, and with prompting, can solve long addition and subtraction when given equations on the whiteboard.
-To communicate by using mathematical language	Around the time of the midterm, (child) had some difficulty with math vocabulary. Now, I see that he understands these terms, because he uses them in the right context in our everyday life; during our teacher evaluation, he explained how he played a math dice game using a dodecahedron shaped die and regular dice to add and/or subtract.

Science and Technology Level 3	Comments on the student's learning progress
- To propose explanations for solutions to scientific or technological problems	Prior to the midterm, I would choose the experiments to do and provide explanations for them. Now, (child) has become better at taking initiative, in finding experiments that he is interested in, by searching for experiments online, telling me what materials are needed, and explaining what the result of the experiment should be; although he can't always explain the "why?" of these results, he is more motivated to find the answer on his own.
-To make the most of scientific and technological tools, objects, and procedures	Now, (child) is more familiar with materials and tools used in building and experimenting because of our STEAM program; by following a video tutorial, or by using a guide, he is able to connect wires to a circuit and make a pulley using bolts, screws, strings, and spools. At the time of the midterm, he had not yet experimented with these concepts nor understood how they worked.
- To communicate in the languages used in science and technology	At the midterm, (child) would not always share what he learned in the online science videos he watched on his own. Now, he more often takes the time to explain what was shown in the video to a family member using relevant scientific vocabulary.

Social Studies

Geography, History, and Citizenship Ed.

Level 3

Comments on the student's learning progress

- To understand the organization of a society in its territory

At the time of the midterm, (child) had not yet learned about the Iroquois in 1745. He now understands how their lives changed when the Europeans arrived; when looking at a picture in his workbook, he noticed that there were fewer longhouses and that both indigenous and European people were living on the same land.

- To interpret change in a society and its territory

(child) now knows about how the French introduced the Iroquois to new types of foods, weapons, and tools as well as how they had to adapt to the European ways; when doing one of our units, he pointed out that they had firearms in 1745. Prior to the midterm, he had not yet learned about the people of New France.

- To be open to the diversity of societies and their territories

(child) now knows about different indigenous cultures, and understands that every culture is unique; for example, when learning about the Incas, he noticed that they used wool from llamas and alpacas to make their clothes, whereas, the Iroquois used animal leather and fur. At the time of the midterm, his knowledge of indigenous people was limited and he would not have been able to understand that.

Documents included with this report: Yes - teacher evaluation

Completed by:

Date: June 15, 2021