

Status and midterm report

20[20] - 20[21] School Year

Child's Identification

Child: XXX XXX

Date of birth: XXX

Report on the learning project's implementation

XXX's motivation to do formal learning has considerably declined, especially since December. It took a few months of experimenting to find approaches that she responded to. We are now doing a mix of game-based learning, project-based learning and some formal work.

Changes to the learning project

We are currently using fewer workbooks and more games and projects to learn. The project was implemented as expected until the end of November. The frequency of the learning activities decreased considerably from December to February (especially for History and writing). By March, we were able to find other approaches that XXX responded to. The frequency of activities indicated below reflects our current levels since the changes done in early March.

Evaluation Methods

This mid-term review assessment is based on our daily monitoring of XXX's activities.

Activities:

Learning areas	Completed activities and resources / approximate time allocated to each subjects / changes	Progression
<p>Language of instruction English language arts</p> <ul style="list-style-type: none"> • To read and listen to literary, popular and information-based texts • To write self-expressive, narrative and information-based texts • To represent her/his literacy in different media • To use language to communicate and learn 	<ul style="list-style-type: none"> • Read and listened to: <ul style="list-style-type: none"> ○ Novels: Harry Potter series, Akata Witch, a few books from the Fairies series ○ Various short stories ○ Shel Silverstein poems ○ Materials from everyday life (instructions, websites, correspondence with friends) • Wrote <ul style="list-style-type: none"> ○ In her grade 5 school Practice Your Spelling workbook ○ In her diary ○ Made different books and different crafts with writing ○ Correspondence with friends and family • Communicated orally in English with family and friends • Made drawings, online art, crafts, etc. in relation to the stories she read and heard. • XXX works on English almost every day. 	<p>XXX has a better understanding of the material she reads on her own, however, she still sometimes has issues with understanding the details of longer or more complex passages.</p> <p>XXX's spelling has improved considerably this year. She used to make multiple spelling mistakes in a paragraph. Now she can often write a paragraph with only one to three mistakes.</p> <p>XXX's vocabulary continues to increase both verbally and written.</p>

<p>Second language French as a second language</p> <ul style="list-style-type: none"> • Interagir en français en se familiarisant avec le monde francophone • Produire des textes variés 	<p>XXX a lu</p> <ul style="list-style-type: none"> - des livres : <i>Clémence au temps du coronavirus</i>, plusieurs Mini Passe-Peurs; - des BDs : Super Patate 1 & 2; le jeu de compréhension de lecture « Les Licornes en liberté » ; - de la correspondance des amis et la famille. <p>XXX a écrit – dans son livre de grammaire obtenu de l'école; des textes descriptifs, de la correspondance avec des amis et la famille.</p> <p>XXX parle français à sa famille et avec ses amis.</p> <p>XXX travaille le français presque tous les jours.</p>	<p>XXX parle français fluidement. Elle lit avec de plus en plus de fluidité et avec plus d'intérêt.</p> <p>XXX n'aime pas écrire en français. C'est difficile de la motiver à écrire.</p> <p>Elle s'améliore dans l'utilisation d'outils de références pour mieux écrire.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • To solve a situational problem related to mathematics • To reason using mathematical concepts and processes • To communicate by using mathematical language 	<p>XXX did math in her Decimal notebook as well as the Math Pack she got from school. XXX uses math in everyday life: games (Proof, Set, Monopoly, Cat Crimes, Chess, Go, Clue), money calculations, math conversations, etc.</p> <p>XXX does math several times a week.</p>	<p>XXX is often bored by grade 5 math, so it is harder to motivate her to progress in some of the grade 5 concepts (geometry, long division.). However, she is doing grade 7 – 8 algebra. She learned her roman numerals up to 5 000. She is progressing very quickly in areas that interest her.</p> <p>She is has also improved in her understanding of fractions.</p>
<p>Science and technology</p> <ul style="list-style-type: none"> • To propose explanations for or solutions to scientific or technological problems • To make the most of scientific and technological tools, objects and procedures • To communicate in the languages used in science and technology 	<p>XXX uses technological tools and language to do experiments and to make technological items using various Kiwico materials, craft materials, Ikea furniture, lego kits, stuff downloaded from the Internet, etc.</p> <p>She has built multiple Lego models, Ikea furniture, Kiwico items and experiments such as extracting DNA from a strawberry.</p> <p>XXX learns about animals and the universe through videos, books and other educational materials.</p> <p>We do science activities less often than expected, but several projects are bigger and more complex than expected.</p> <p>On average, XXX does several science and technology projects per month.</p>	<p>XXX enjoys building technological things and can build models aimed for older children. She is able to identify problems and adjust her methodology to achieve her building goals.</p> <p>XXX also enjoys learning about animals. She is very knowledgeable (often more than her parents) about different animals' characteristics and habits.</p>
<p>Social science</p> <ul style="list-style-type: none"> • To understand the organization of a society in its territory • To interpret change in a society and its territory • To be open to diversity of societies and their territories 	<p>XXX discussed Québec history with her parents using videos, books like Les Inuits, her History workbook from school and material from the internet (Recitus, google maps, Québec travel websites, etc.)</p> <p>XXX currently works on History 3 times a week.</p>	<p>XXX does not enjoy and is not motivated to work on History. We therefore have done less History than originally expected. However, since early March, we have developed a History discussion approach that is effective. She has learned a considerable amount about the First Nations and Québec geography.</p>

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.