



Homeschool

Elementary Education - Status and Progress Report

Midterm

Student name:

Date of birth:

School board with jurisdiction: Lester B. Pearson

Level of instruction: Cycle two (Elementary 3)

Permanent Code:

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 observation, discussion, and Q&A.

Languages			
English Language Arts (language of instruction)	Examples of activities completed	Level 3	Student's learning progress
- To read and listen to literary, popular, and information-based texts	Listened to different audio books and read alouds, including, <i>The Sneetches</i> by Dr Seuss, to introduce the concept of constructing meaning.		(Child) showed progress by learning that most stories contain a message. After listening to the read aloud, he spoke about the message, when prompted, something he hadn't done before.
- To write self-expressive, narrative, and information-based texts	Worked on narrative writing with the help of roll and write activities and writing planners, to both encourage and improve his writing skills.		At the start of the school year, (child) had difficulty composing a story from beginning to end. He showed progress by understanding the different story elements, using them to plan his narrative, and completing the task.
- To represent their literacy in different media	Watched the movie <i>The Croods: A New Age</i> , in order to speak about the differences and similarities in how they lived, with respect to how we live and the use of symbolism in demonstrating this.		(child) progressed by learning how objects can be used to represent meaning. He used his knowledge of how we live today to make these connections during our discussions (e.g. the window watched by Thunk was a symbol for television).
- To use language to communicate and learn	Participated in daily conversations where he expressed his ideas and asked questions, in order to share his knowledge and communicate effectively.		I have noticed that when (child) shares what he has created or learned with us, he is using appropriate terminology and therefore improving in the clarity of his explanations (e.g. clearly explained how to play the game he created).

Average progress observed

There have been no modifications made to the learning project.

Approximate time allocated: 5hrs/week

French as a Second Language	Examples of activities completed	Level 1	Student's learning progress
- Interact in French by becoming familiar with the French-speaking world	Practiced simple phrases, to learn how to interact in French.		(Child) progressed by learning how to say a few simple phrases (e.g. Bonjour, comment ça va?). He showed his progress by repeating the phrases learned in a dialogue.
	Listened to audio stories including: Vive le brocoli on Boukili and answered questions, to work on understanding spoken French.		(child) showed progress by answering questions to the story he listened to, something he could not do at the start of the year.
	Played Halloween themed Bingo to learn vocabulary.		(child) showed progress by remembering vocabulary when matching a word to its picture.
- Produce various texts	Used Muzzy and Duolingo to encourage writing in French.		(child) showed progress by completing online activities requiring matching, and filling in the blanks.
<p><i>NOTE: At the beginning of the year, (child) had forgotten some of what was previously taught and it needed to be revisited. Although slowly, (child) is showing some progress.</i></p>			

Some progress observed

There have been no modifications made to the learning project.

Approximate time allocated: 2.5 hrs/wk

Mathematics, Science and Technology

Mathematics	Examples of activities completed	Level 3	Student's learning progress
- To solve a situational problem	Practiced problem solving procedures using situational problems, including, <i>Shopping for School Supplies</i> (multiplication and addition), to learn the steps and strategies in solving situational problems.		Dissecting, prompting and guidance is needed in helping (child) solve situational problems. Whenever presented with a problem he would always jump to an answer. He showed progress by learning that there are steps and strategies to solving a problem, by going through the steps when prompted and guided.
- To communicate by using mathematical language	Learned mathematical vocabulary in relation to geometry, in order to identify the properties of geometric figures.		At the beginning of the year he was not familiar with naming angles. He showed progress by being able to identify the names of angles when asked.
- To reason using mathematical concepts and processes	Calculated the amount of currency needed to purchase a set of items, in order to understand the concepts of addition and subtraction.		(Child) showed progress by using these concepts to answer a real life math related question. By using his skills he was able to determine how much more money he needed to buy all the things he wanted.

Average progress observed

There have been no modifications made to the learning project.

Approximate time allocated: 5 hrs/wk

Science and Technology	Examples of activities completed	Level 3	Student's learning progress
- To propose explanations for solutions to scientific or technological problems	Watched videos about plants and their role in the environment, to understand why they are important.		He showed progress by using what he learned about plants to grow lettuce from a seed.
-To make the most of scientific and technological tools, objects, and procedures	Followed the steps and manipulated the materials needed to build a wooden automaton, in order to explore motion systems.		He showed progress by learning the effects of using different materials and procedures to create a mechanism (e.g. needing to turn the crank to set the balls in motion).
- To communicate in the languages used in science and technology	Researched topics of interest in science by using scientific vocabulary, in order to learn facts and discover new theories or ideas.		(child) showed progress by being able to find what he was looking for on his own (e.g. formulated a specific question about starfish's regenerative limbs which led him to the information sought).

Average progress observed

There have been no modifications made to the learning project.

Approximate time allocated: 2 hr/wk

Social Studies

Geography, History, and Citizenship Ed.	Examples of activities completed	Level 3	Student's learning progress
- To understand the organization of a society in its territory	Visited a replica of a Tsiionhiakwatha village to observe the way sedentary indigenous families lived in longhouses.		Having no prior knowledge of sedentary indigenous peoples, (child) showed progress by remembering what was observed during our visit to the village (e.g. learning that they lived in longhouses and used animal skins to make clothing).
- To interpret change in a society and its territory	Listened to readings about nomadic hunters travelling to North America, with comparison to their current sedentary lifestyle, in order to recognize change.		(child) showed progress by speaking about how things change over time (e.g. now people use currency to buy things they need; certain animals that were hunted then, are now extinct).
- To be open to the diversity of societies and their territories	Spoke about the differences between indigenous people's lifestyles in history and our own, in order to identify differences and similarities.		(child) showed progress by understanding that our way of life today is different from that of the indigenous people in history (e.g. agriculture and hunting versus grocery shopping).

Average progress observed

There have been no modifications made to the learning project.

Approximate time allocated: 1hr/wk

Completed by:

Date: