

## Class Learning Plan

General Ed. Teacher Mrs. Smith Special Ed. Teacher Mrs. Peel Date 2014-15 School Year  
 Time/Period 8:00 - 3:00 Class 5<sup>th</sup> grade all subjects

Student	Learning issues from Psych./Eligibility Report, PLOP	Weaknesses identified thru CRCT/GHS GT	IEP Goal Area / Summary of Objectives	Accommodations	Recommended strategies
Alexa	<p>Testing Weaknesses: Comprehension- knowledge, Long-term retrieval, short-term memory.</p> <p>Academics affected: Reading sight words, fluency, understanding sequence, and recognizing cause and effect. Math X &amp; Div. facts, multi-digit X, recognizing operations in word problems. Writing affected by poor spelling and use of adj. and adv. In sentences.</p>	<p>Lang. Arts – 786</p> <p>Math – 835</p> <p>Reading – 818</p> <p>Science - 826</p> <p>SS - 774</p>	<p>Increase sight words from 586 to 650/1000.</p> <p>Increase grade level fluency from 40 to 60 wcpm.</p> <p>Increase grade level comprehension to 50% accuracy and instructional level to 67% accuracy.</p> <p>Write with correct capitalization in 10 sent.</p> <p>Write simple and complex sentences.</p> <p>Multiplication facts 100%</p> <p>Division Facts 84%</p> <p>Answer math problems 38%</p>	<p>Some shortened assignments.</p> <p>Assignments chunked into smaller pieces.</p> <p>Extra time to complete assignments.</p> <p>Frequent breaks.</p> <p>Directions, questions and answer choices read to him for testing.</p> <p>Small group testing.</p>	<p>Auditory processing is strength so auditory presentation improves comprehension.</p> <p>Small group reading instruction on his instructional level.</p> <p>Repeated directions with clarification.</p>
Johanna	<p>Testing: knowledge, quantitative reasoning, and working memory, thinking.</p> <p>Academic – Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing</p> <p>Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers.</p> <p>Writing: Using complex sentences, main idea and logical flow and capitalization/punctuation</p>	<p>Reading – 804</p> <p>ELA – 789</p> <p>Math – 825</p> <p>Science – 792</p> <p>SS – 786</p>	<p>Division facts 100%</p> <p>Answer Math problems 63%</p> <p>Write with correct cap &amp; punct.</p> <p>Write using complex sentences.</p> <p>Increase reading fluency 103 to 120 wcpm.</p> <p>Answer grade level comprehension questions with 50% acc.</p> <p>Answer instructional level passages with 83% acc.</p>	<p>Study buddy</p> <p>Seated by student role model</p> <p>Extra time to complete work.</p> <p>Shorten assignments to accommodate attn.</p> <p>Chunk assignments into smaller parts.</p> <p>Frequent breaks during assignments longer than 20 questions in length.</p> <p>Small group testing.</p>	<p>Visual spatial is a strength.</p> <p>Use a timer for work time.</p> <p>Use clear, concise instructions.</p> <p>Frequent reassurance/encouragement.</p> <p>Review instructions on new assignments for understanding.</p> <p>Increase reinforcement with signs of frustration.</p> <p>Questions read on assignments and testing to clarify understanding.</p>

Cindy	<p>Long term retrieval, understanding concepts and relationships between concepts. Reading Fluency and Comprehension, Math Reasoning and math mult./div. facts  <b>Written Expression:</b> use of complex sentences, main idea with details and logical flow. Quiet/Difficulty talking in front of a group of peers and teachers. Difficulty focusing and staying on task</p>	<p>ELA – 789  Reading 781  Science – 794  SS – 769  Math – 330  (passed)</p>	<p>Increase grade level fluency to 85 WCPM  Increase grade level rdg comp to 50% acc.  Increase Instructional level rdg comp to 67% acc.  Mult/ div facts to 100%  50% accuracy on answering math problems.  Write 2 paragraphs with main idea and 4 or more details on topic.  Will answer question in whole group setting.</p>	<p>Study guides sent home 1 week prior to testing. Shortened assignments. Allow additional time. Assessments over 25 questions read aloud. Small group setting for long testing. Read all except reading comprehension tests. Read directions, questions and answer choices on tests.</p>	<p>Strength in nonverbal and memory. Encouragement to engage. Model appropriate responses in social situations. Teach explicit social skills. Chunk instructions and assignments. Provide visual modeling. Use repetition. Small group reading instruction.</p>
Ben	<p>Written expression. Difficulty with r sound in conversational speech only. Reading fluency and reading comprehension specifically explicit and inferential questions. Math facts for division and multiplication. Answering math problems. Writing with complex sentences and logical flow. Slow at writing. Making friends, turn taking in peer activities. Complains about writing assignments  Difficulty transitioning from preferred to non-preferred activity.  Easily distracted</p>	<p>ELA – 816  Math 851  Reading 850  Science 853  SS 809</p>	<p>Take turns in activity 80% without arguing.  Complete writing without complaint 80%  Transition without complaint 80%  Complete independent activity without redirection 80%  Increase grade level fluency to 117 WCPM  Answer comprehension questions with 60% accuracy on grade level text.  Mult/ Division facts with 50% acc.  60% accuracy on math problems</p>	<p>Allow breaks from noisy environments and assemblies. Seat at bottom of bleacher due to fear of heights. Reminders to use the restroom. Seated near teacher  Posted schedule  Dictate lengthy answers on tests.  Test in small group to minimize distractions.  Word processor for writing over a paragraph.  Word banks with numbers for him to write number instead of word/phrase.</p>	<p>Strengths in nonverbal/ spatial abilities, Good memory, likes creating projects. Small group reading instruction in separate class. Highly structured classroom with established routines. Notify him of changes in routine ahead of time. Redirect to keep him on task. Direct instruction of content with reinforcement. Appropriate Speech model when needed in classroom. Tangible reinforcers for appropriate behavior. Established reward system.</p>
Nan	<p>ADHD  Comprehension knowledge, processing speed, Long-term retrieval. Basic reading: Decoding and sight words, 2<sup>nd</sup>-3<sup>rd</sup> grade level, 28 WCPM grade level fluency. Reading comprehension: 15% on grade level, 33% on instructional level.  Math reasoning: mult/div. facts and answering math problems. Writing paragraphs with correct punctuation/capitalization and indentation.</p>	<p>ELA 811  Math 839  Reading 821  Science 800  SS 801</p>	<p>Increase grade level fluency to 60 wcpm  Increase grade level comp to 50%  Increase instructional level comp to 67%  Learn all 1000 sight words  Write with correct punct/capit/indenting.  Mult/divis/facts  Answer math problems 60%</p>	<p>Extra time to complete assignments. Tests read aloud  Frequent breaks for longer assignments and tests. Tested in small group.</p>	<p>Strengths in auditory processing, listening comprehension and short term memory. Read directions to her and repeat and clarify as needed. Small group instruction. Chunk assignments into smaller parts. Specialized reading instruction in small group in a separate setting.</p>