

Sample Written Student Learning Plan
Mathematics – Trimester or 3 month time period – 6 grade level

MATH STUDENT LEARNING PLAN

Beginning Date: January 1, 2005 Ending Date: March 31, 2005

First Month

January 1–31, 2005

Student: Kellie Smith

Estimate of time engaged in learning activities each week: 10 hours

Weekly on-site requirements will be met by taking Math Enrichment Course each Tuesday and Thursday at Lincoln PPP taught by Jon Bagby.

Taught by certificated instructor: Yes **X** No

What will Kellie know or understand at the end of the month? How do our goals fit with the Essential Academic Learning Requirements for 5 Grade?

January Learning Goals, Scott Foresman

Kellie will learn:

How to use line graphs and stem and leaf plots to analyze data.

How to find the range, mode, and median for a set of data.

How to choose a scale when making a bar graph.

Kellie will have continued practice in solving problems by using a guide, choosing an operation, guessing and checking, looking for patterns, drawing a picture, and using logical reasoning.

Corresponding Grade Level Expectations (GLEs):

1.4.4 Understand and apply the mean of a set of data.

1.4.5 Apply strategies to organize, display, and interpret data.

2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem.

2.2.2 Apply mathematical tools to solve the problem.

What resources will be used to help her understand and learn these concepts?

Scott Foresman Mathematics, level 5, Chapter one; Math Enrichment Class at Lincoln Parent Partnership, mathsurf.com; coolmath4kids.com; Family Math; various math related Web sites and computer software

How will Kellie demonstrate that she has accomplished the learning goal?

Kellie will successfully complete Chapter One by the end of January in Scott Foresman Mathematics. Some assignments will be oral and Mom will judge her understanding based on her ability to explain her thinking. Other assignments will be written and she will analyze, explain, and learn from her errors before moving on to the next lesson. She does not have to fix every error, but she will need to solve 90–95 percent of the problems independently for each lesson before continuing to the next.

Kellie will attend the Math Enrichment Class at Lincoln at least 90 percent of the time, and participate in the class activities. Teacher daily and monthly assessment will indicate that she is gaining understanding of the concepts he is teaching.

How is Kellie progressing toward meeting the goals?

January 20–25, 2005 Kellie has worked through 8 lessons in her math book, doing the assignments both orally and in writing. Her third project for Social Studies, her Travel Agency Simulation required her to use the learning from lesson 8 on creating a bar graph and choosing scale. She also learned to use Excel to create her bar graph comparing the land areas of each of the Hawaiian Islands. It was great to see the light go on when she realized how scale affects the look of the graph. She had to do some thinking when it became clear that the Big Island's area would require her to use very large intervals, thus shrinking the size of the other bars to near nonexistence! She decided to leave the Big Island off of her graph as a solution. She starts each lesson with a mental math challenge, which she loves because she is so successful at it! When we correct them, we use them as tools to learn percentages. She is beginning to catch on! Areas that seem to need some extra practice are her number and place value sense. MOM

January 25, 2005 Kellie completed the first unit in her math book, missing two on her final test, which revealed that we need to review the correct way to write coordinates as ordered pairs, a skill addressed when she learned to make line graphs. She has one final performance assessment to do, which will require her to choose, create, and interpret an appropriate graph for a given set of data. MOM

January 27, 2005 I reported to her teacher today that she is doing well, making satisfactory progress in meeting her goals.

January 27, 2005 Kellie has attended class 100 percent this month, has participated every day she has been in attendance. This month we have focused on gathering and interpreting data. Kelly has done well. Kellie's mother has also indicated that she is progressing well on the remaining goals on her WSLP. She is making satisfactory progress. Teacher Jon Bagby.

February 1, 2005 Kellie completed her final performance assessment. I presented her with a collection of Hawaii data in list and paragraph form, including population growth, housing growth, cost of living trends. She read it, selected the information she wanted to represent in graph form (population growth), created a line graph to show the trend over 20 years, and wrote a short essay to interpret the meaning of the data and how they might be important to Hawaii's future. Her essay was complete and thoughtful; used the appropriate language; and proved to me that she not only was able to display the data in a meaningful and appropriate manner, but could understand and interpret it, as well.

SECOND MONTH

February 1–28, 2005

What will Kellie know or understand at the end of the month? How do our goals fit with the Essential Academic Learning Requirements for 5 Grade?

February Learning Goals, Scott Foresman

Kellie will learn:

How to conceptualize the shapes of each place value in each period.

The names of each period through billions.

How to write numbers in standard and expanded form.

How to write place value names in exponential form.
How to round large numbers.
How to show, read, and write decimals to the 1,000 place value.
How to recognize equivalent decimals.
How to find decimals on the number line.
How to compare, order, and round decimals.

During February, Kellie will have continued practice:
Reading and writing numbers through the billions.
Comparing and ordering large numbers.
Using and reading inequality symbols.
Estimating, adding, and subtracting whole numbers and decimals.
Solving problems by using a guide.
Choosing an operation, guessing and checking, looking for patterns, drawing a picture, and using logical reasoning.

Corresponding GLEs:

Number and numeration

- 1.1.1 Understand the concepts of fractions and decimals. **W**
- 1.1.2 Understand the relative values of non-negative fractions or decimals. **W**
- 2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem. **W**
- 2.2.2 Apply mathematical tools to solve the problem. **W**

What resources will we use to help her understand and learn these concepts?

Scott Foresman Mathematics, level 5, Chapter Two; mathsurf.com; coolmath4kids.com; Family Math; various math-related Web sites and computer software and attending the Math Enrichment Class at Lincoln Parent Partnership

What will Kellie do to demonstrate that she has accomplished the learning goal?

Kellie will successfully complete Chapter Two by the end of February in Scott Foresman Mathematics. Some assignments will be oral and I will judge her understanding based on her ability to explain her thinking. Other assignments will be written and she will analyze, explain, and learn from her errors before moving on to the next lesson. She does not have to fix every error, but she will need to solve 90–95 percent of the problems independently for each lesson before continuing to the next.

How is Kellie progressing toward meeting the goals?

February 7, 2005 We hit a major roadblock today as we began rounding large numbers. I realized that Kellie didn't understand how to find the halfway mark between two hundreds, or two thousands, or two ten thousands, etc. We took a detour and worked on finding the halfway marks. No wonder she looked at me so blankly last year when I tried to help her with rounding! Now she's busily making number lines and filling them in. What a relief to her (and me) that this stuff suddenly makes sense. MOM

February 16, 2005 Kellie cruised through rounding once we straightened out the halfway mark debacle, and is now hard at work on decimals. Kellie hadn't gotten any introduction to decimals prior to this, so we had to start from ground zero. We have explored them on the number line, in pictures, and in money. The number line makes the most sense for her, especially when we use our huge floor number line and she can jump from decimal to

decimal. Thousandths are giving her fits so we are working on ways to build more experiences with those into our daily routine. MOM

February 21, 2005 Finished section B of chapter two; Kellie completed the review with one hundred percent accuracy, showing me that she understands the following from our list of learning goals:

How to show, read, and write decimals to the 1,000 place value.

How to recognize equivalent decimals.

How to find decimals on the number line.

How to compare, order, and round decimals.

She has applied her understanding in real life several times, in the grocery store, in her science and social studies research, and around the house.

MOM

February 28, 2005 Kellie finished chapter two and took an assessment. She struggled with large problems requiring algebraic understanding and understanding of the commutative property of addition, as well as writing whole numbers as decimals. We reviewed and re-taught; we had to go back to fact families to help her understand how to solve for a variable. Following the review, she fixed all of the problems she missed. Even though there are some areas where she is having to redo work, or take more time. I feel she is progressing satisfactorily and reported that to Mr. Bagby.

February 28, 2005 Kellie continues to do well in class. Her assessments are all above 80 percent, attendance is above 90 percent. Kellie's Mom reported that she is continuing to do well. She has made satisfactory progress for the month of February. Teacher Jon Bagby.

THIRD MONTH

March 1-31, 2005

What will Kellie know or understand at the end of the month? How do our goals fit with the Essential Academic Learning Requirements for 5 Grade?

First we have listed the learning goals presented in our math curriculum, Scott Foresman. Second, we have listed the more specific GLEs for 5 Grade that most closely correspond to the learning goals we have for Kellie in August.

March Learning Goals, Scott Foresman

Kellie will learn:

How to apply the commutative, associative, and distributive properties of multiplication in mental computation.

How to estimate answers to large multiplication problems.

How to multiply numbers with multiple digits.

How to choose a calculation method when multiplying.

How to find the Least Common Multiples of two or more numbers.

How to choose the correct order of operations in multiple step problems.

How to multiply decimals by whole numbers.

How to multiply decimals by decimals.

How to estimate decimal products.

How to find high and low estimates for multiplication problems.

How to use zeroes when multiplying with decimals.

During October, Kellie will have continued practice:

Solving problems by using a guide, choosing an operation, guessing and checking, looking for patterns, drawing a picture, and using logical reasoning.

Corresponding GLEs:

Computation

1.1.5 Understand the meaning of addition and subtraction on non-negative decimals and fractions. 1.1.6 Apply procedures of addition and subtraction with fluency on non-negative decimals and like-denominator fractions.

1.1.7 Understand and apply strategies and tools as appropriate to tasks involving addition and subtraction of non-negative, like-denominator fractions, or decimals.

Estimation

1.1.8 Understand and apply estimation strategies to determine the reasonableness of answers in situations involving addition and subtraction on non-negative decimals and like-denominator fractions.

2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem

2.2.2 Apply mathematical tools to solve the problem.

What resources will I use to help her understand and learn these concepts?

Scott Foresman Mathematics, level 5, Chapter Three; mathsurf.com; coolmath4kids.com; Family Math; various math-related Web sites and computer software; Math Detectives and continued attendance³ in Math Enrichment Class at Lincoln Parent Partnership.

How will Kellie demonstrate that she has accomplished the learning goal?

Kellie will successfully complete Chapter Three by the end of March in Scott Foresman Mathematics. Some assignments will be oral and I will judge her understanding based on her ability to explain her thinking. Other assignments will be written and she will analyze, explain, and learn from her errors before moving on to the next lesson. She does not have to fix every error, but she will need to solve 90–95 percent of the problems independently for each lesson before continuing to the next.

How is Kellie progressing toward meeting the goals?

March 27, 2005 Kellie finished Chapter 3 and finished her written test and performance assessment. She struggled with multiplying decimals by 10 and 100 on the written test. On her performance assessment, Kellie did very well. She does not completely understand yet what it means to multiply something by less than one, or by a mixed decimal. Kellie will begin Chapter 4 in her math book tomorrow-division. In addition, we are starting Math Detectives one day per week. She is doing well. MOM

March 28, 2005 Kellie has made satisfactory progress for the month of March. This is based on reports from her Mom, her performance in her mathematics class at TEC, and the results of her end of quarter mathematics assessment at Lincoln PPP. Teacher Jones