Learning Plan (LP)	Lilly Umtali

Student:	**Lilly Umtali**
Student ID:	**1254785475282**
Grade:	**1**
Tutor:	**Graham Dobson**
School:	**JFK Elementary, Excel Tutoring Center**
School#:	**JFK-7854**
Homeroom Teacher:	**Math - Mr Brown, English - Ms Willcox**
Provider Contact:	**Graham Dobson Tel: 239-524-5878 Email: academicmanager@oasesonline.com**
Tutoring Location:	**Central Library**
Program hours:	**10:00**
Start Date:	**05-02-16**
End Date:	**06-01-16**
Subject:	**LA,MA**

Test Results:

Date	Test	Score	GE	Area
05-23-16	Achieve Pre Test - MA	15/36 (42%)	K.1	
	Notes: Math			
05-23-16	Achieve Pre Test - LA	21/44 (48%)	K.4	
	Notes: Language Arts			

Student Learning Plan Goals

CC.1.OA.Operations and Algebraic Thinking: By the end of service the student will demonstrate 25% or greater increased mastery with targeted Operations and Algebraic Thinking benchmarks as measured by performance assessment and portfolio work sample and post test.

CC.2.NBT.Number and Operations in Base Ten: By the end of service the student will demonstrate 25% or greater increased mastery with targeted Number and Operations in Base Ten benchmarks as measured by performance assessment and portfolio work sample and post test.

CC.RI.1.Reading Standards for Informational Text: By the end of service the student will demonstrate 25% or greater increased mastery with targeted Reading Standards for Informational Text benchmarks as measured by performance assessment and portfolio work sample and post test.

Objective for CC.1.OA.Operations and Algebraic Thinking

Instructional Focus: Mathematics (Operations and Algebraic Thinking)
Progress Monitoring and Assessment Methods
Work Samples, Tutor Observations, Student Portfolio. Pre and post test comparisons.
Standards
1) Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (1.OA.3.)
2) Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. (1.OA.4.)
3) Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. (1.OA.7.)
4) Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.3.)

Objective for CC.2.NBT.Number and Operations in Base Ten

Instructional Focus: Mathematics (Number and Operations in Base Ten)

Progress Monitoring and Assessment Methods
Work Samples, Tutor Observations, Student Portfolio. Pre and post test comparisons.
Standards
1) Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes. (1.G.1.)
2) Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (1.G.2.)
3) Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6.)

Objective for CC.RI.1.Reading Standards for Informational Text

Instructional Focus: Language Arts (Reading Standards for Informational Text)
Progress Monitoring and Assessment Methods
Work Samples, Tutor Observations, Student Portfolio. Pre and post test comparisons.
Standards
1) Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2.)
2) Ask and answer questions about key details in a text. (RI.1.1.)
3) Identify the main topic and retell key details of a text. (RI.1.2.)
4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4.)
5) Identify the reasons an author gives to support points in a text. (RI.1.8.)
Non Specific Standard
Lilly will be working with the text - Picnic Adventure - throughout her tutoring. Progress reports are to be copied to her school English Teacher per request of Lilly's mother.

Created by:_____   Parent Signature:_____