

Group of Students:	Date Range:
ACM Name:	Class and Content
QUALITATIVE DATA From WHOLE CHILD PO	
Socio-Emotional Areas of Strength	Soc
<p>Student sits in the front of every class, and follows all directions in her classes, showing personal responsibility and goal-directed behavior. Student is creative, and excels when given the opportunity for reflection and independence.</p>	<p>Student may benefit from optimistic thinking, demeanor to class assignments. Learner's ability to achieve. T</p>
Academic Strengths	
<p>Student enjoys creative writing and reading and excels in these subjects when motivated to work. Student is a self-driven worker/learner when interested in the material. Student knows how to graph a line from an equation and write the equation when given a pair of points, and can solve systems of equations, and graph inequalities.</p>	<p>Although student has improved this semester, the skills are still weak.</p> <p>Skills: Addition/Subtraction</p>
STRATEGIES FOR SUPPORT	
Socio-Emotional	Academic Coaching
<p>Helping student find self-motivating mantras, exploring the internal experience behind lack of optimism together, and together coming up with strategies to push her into their challenge zone in class may help build confidence and improve academic performance</p>	<p>Use growth factor, growth praise, emotional constancy, no opt-out paired with narrated wait-time, normalize error, open-ended questioning, and checks for understanding.</p>
6-Week SUPPORT PLAN	
Common Core Standard, highlight/underline specific skills	
<p>4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons using the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	
Key Academic	Recognize Fraction greater than, less than, or equal to ($>$, $<$, $=$). Record

Key Academic Vocabulary:	Recognize, Fraction, greater than, less than, or equal to ($>$, $<$, $=$), Record, Part of whole, Numerator, Justify, Conclusion, Denominator
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Skills
(What progression of skills or concepts will you teach during each week?)
1. Compare fractions with related numerators
2. Compare fractions with related denominators
3. Compare decimals with a place value chart
4. Addition/Subtraction with fractions
5. Addition/Subtraction with decimals



t:

PORTRAIT

Emotional Areas for Growth

it from developing self-management skills and because she often brings a discouraged or low that prevents her from even starting some ning the tools to manage this and believe in their his semester, we will be focusing on self-

Academic Challenges

has competence in many of the topics covered student does not turn in work or complete work, so grades suffer dramatically.
traction. Multiplication/Division. CCSC: 7.EE.3; S.ID.1; 7.G.5; 7.SP.5,8a

Planned Intervention

Engage NY Grade 4, Module 5, Topic C, Lesson 14

1. Compare fractions with related numerators
2. Compare fractions with related denominators

Engage NY Grade 4, Module 6, Topic C, Lesson 9

3. Compare decimals with a place value chart
4. Add/Subtract Fractions
5. Add/Subtract decimals using a place value chart

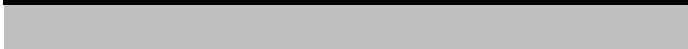
skill(s) to focus on

mon denominators or numerators, or by comparing to a o the same whole. Record the results of comparisons with

[Math Toolkit](#)

Comparison/compare Result Symbol Benchmark

Comparison/compare, Result, Symbol, Benchmark,



ch intervention?)

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