

Part One: Narrative

I. Description of Students

This 2008-2009 school year I have a fourth grade class at Midland Park Elementary. This fourth grade class consists of nineteen students. There are eleven females and eight males. Of these students eleven are Hispanic, six are African American, and two are Caucasian. The ages of these students range from nine to eleven years old. All students in the class qualify for free (sixteen students) or reduced lunch (three students.) Eleven of the students live with their mother and father, seven live with a single parent, and one lives with another family member. One student has an Individualized Education Plan (IEP) for speech. Four students attend ESL several times a week. There are no gifted students. There are also no students that have any physical or mental disabilities/handicaps. One student has athletic induced asthma, but we do not have an inhaler for him, otherwise there are no other medications to be administered at this time for students in this class. Two students are diagnosed with ADHD, neither is medicated, but one is awaiting medication at this time. Three students have allergies related to animals, foods, or medications. None of the students in this class are repeaters to fourth grade, but one student did repeat the first grade in the past. (The data tables for all the information are attached.)

This is a very diverse class who all learn differently. They will be exposed to visual, auditory, and kinesthetic activities to accommodate the various learning styles. There are a wide variety of strengths but also areas that need improvement. Their strengths include the ability to work cooperatively together, spelling age-appropriate words, and a strong foundation in science. Reading appears to be an area of great concern, as students seem to have difficulty with comprehension and pronunciation of words. Basic math skills also seem to be an area of concern. They continue to struggle to perform basic math functions when they are asked to do so. In order to reach and accommodate all students and improve their academic abilities, they will work individually, cooperatively in groups, and in pairs. This year they will work to reinforce basic skills as well as engaging in critical thinking activities and problem solving. Blooms Taxonomy levels will be used on a daily basis as an instructional tool.

II. Long-Range Goals for the Year

Affective Goals:

- Students will be accountable for themselves and their actions.
- Students will apply their special gifts and talents when working in the classroom.
- Students will work cooperatively in groups gaining social/communication skills, respect for one another, and relationships with their peers.
- Students will feel safe to speak freely in the classroom environment.

Behavioral Goals:

- Students will show respect to each other when another student is reading, working, or speaking.
- Students will abide by the directions and rules given to them.