INFORMAL LEARNING PROFILE ASSIGNMENT: WHO IS IN YOUR POCKET?

Observations and anecdotal notes about students’ choices, preferences, and excitement and frustration. *(Gregory & Chapman, 2013, p. 29)*

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|  STUDENT #1: (PSEUDONYM NAME) Sally GRADE 1  |
| **GIFTS** **& STRENGTHS** | **INTERESTS** | **CHALLENGES** | **LEARNING & THINKING PREFERENCES** | **GOALS** | OTHER RELEVANT INFO |
| * Very curious and asks lots of questions
* Always eager to join the group during “carpet time”, often sits at the front of the group to be up close to the book/activity
* Isn’t afraid to ask for help
 | * Colouring and creating pictures
* Anything to do with rainbows, unicorns or sparkles
 | * Printing letters legibly
* Limited oral language skills
* Slower/misses to pick up on instructions
* Isn’t always capable of creating her own individual answer, needs lots of examples to know “how to” answer
 | * Having a visual guide
* Likes completing work with another peer to be able to ask for help and come up with answers/ideas for what to answer
 | * Being able to print upper and lowercase letters without using the “tracing” technique.
* Being able to print her name legibly.
 |  |
| Overall Comments: Sally is a very determined student. She may not have the strongest reading and writing skills, but she tries to the best of her ability during every activity. When she prints out her name you can’t always recognize each letter, but when you watch her go through her printing she’s going one letter at a time following the same curves and lines the letters are supposed to have.  |
| **DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE** (Strategies & Adaptations) |
| CONTENT (the what)* Deliver content/instructions to Sally directly.
* May have to give instructions more than once, have a visual checklist for Sally to follow so she knows what step she’s going to be working on.
* Give her a visual of the task/activity end product so Sally has an idea of what her work will look like at the end.
 | PROCESS (the how) * Give Sally a template to trace her printing - teacher writes, sally traces over it.
* Allow Sally to draw her ideas instead of writing an answer.
 | PRODUCT (the show what you know)* Written work may not always be legible, give Sally the option of giving a visual or oral response instead of always expecting a written response.
* Have Sally work alongside an EA and have her verbalize her responses/answers and the EA will print out the answers on the worksheet.
 | ENVIRONMENT (the where)* Smaller group setting where Sally can have more one-to-one support.
* Allow Sally to work directly with another student so they can work ideas and answers together.
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|  STUDENT #2 (PSEUDONYM NAME) Robert GRADE 1  |
| **GIFTS** **& STRENGTHS** | **INTERESTS** | **CHALLENGES** | **LEARNING & THINKING PREFERENCES** | **GOALS** | OTHER RELEVANT INFO |
| * Understands/learns new concepts really quickly
* Has really neat printing
* Is able to dictate the meaning of a story by recognizing pictures and simple (sight) words that are in the book
 | * Paw Patrol
* Working and being with certain close friends in class
* Anything to do with animals and science related subjects
 | * Listening to instructions told to him by an adult
* Often shuts down and become unresponsive and defiant towards a teacher/adult figure
* Often very fidgety while sitting at his desk
 | * Learning in a quiet environment with a select few peers and not having the teacher/adult figure hover over him
* Looking at books and having something to do with his hands
 | * For Robert to spend a full day in the classroom with his peers without behavioural outbursts/shutdowns. This will allow Robert to complete all assignments at the same time as his peers without him feeling behind.
 |  |
| Overall Comments: Robert is a very smart little boy. Academic concepts seem to come really easily to Robert, however, it seems to be the instructional piece and following directions that cause him a little extra greif. He is such a sweet little boy who wants to be with his friends and in general seems to be lacking a little love in his life. Robert will often come into the classroom with his head down low and looking very defeated, it’s nice to see him come alive during certain activities at school. |
| **DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE** (Strategies & Adaptations) |
| CONTENT (the what)* Limited verbal instructions, provide Robert with a checklist or tell him step-by-step what he should be working on.
* Give gestural prompts to where and what Robert should be doing
* Show Robert a pre-made/finished example of the activity and let him copy it without the need of multiple instructions
 | PROCESS (the how) * Robert may complete tasks before other students (especially if it’s a activity/task he knows the explanation for already) have a task for him to do if he finishes early
* To help keep Robert focussed allow him to utilize a fidget as he completes his work/tasks
 | PRODUCT (the show what you know)* Robert is very eager to complete tasks and can complete tasks at a very high level, it just may be on a different time frame
* Can show understanding in a variety of forms: written, oral, or visual representations
 | ENVIRONMENT (the where)* Separate space (collaboration room) away from the busy classroom
	+ Works well with another student or EA present
* Hallway space/reading nook to work on activities individually
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|  STUDENT #3: (PSEUDONYM NAME) Teddy GRADE 1  |
| **GIFTS** **& STRENGTHS** | **INTERESTS** | **CHALLENGES** | **LEARNING & THINKING PREFERENCES** | **GOALS** | OTHER RELEVANT INFO |
| * Drawing and colouring
* Knowing when he’s overwhelmed/asking for what he wants
 | * Colourful picture books
* Sensory items
 | * Interacting with other peers in a “socially appropriate” manner
* Self-regulation and knowing how to respond to big and little deals
 | * Learns best with regular one-to-one support
* Having instructions repeated to him in simple steps
 | * Participating in group situations and peer interactions
 |  |
| Overall Comments: Teddy is such a sweet kid, and the other students are really accepting and eager to get a chance to spend time with him. Teddy does really well with the constant support of an EA, but he is also capable of independent work. With the aid of sensory stimulation (back scratches, fidgets, etc.) Teddy can maintain a calm demeanor with the rest of his classmates. |
| **DIFFERENTIATED LEARNING: ADAPTIVE DIMENSION IN PRACTICE** (Strategies & Adaptations) |
| CONTENT (the what)* Best if instructions are repeated to Teddy directly from the EA
* Have instructions written out on sheet/list format for Teddy to follow and check off as he goes
* Limit the number of instructions given to Teddy (one instruction at a time)
 | PROCESS (the how) * Teddy may take extra time to complete an assignment
* He may do one step and then take a break before coming back to the next step
 | PRODUCT (the show what you know)* Capable of completing work at a high level just may not be completed 100% independently
* Example: a colouring activity, may not be done in multiple different colours but everything will be coloured in the lines
 | ENVIRONMENT (the where)* Desk closer to the door for Teddy to easily leave to the sensory room if he needs a break
* A taller desk with more room around it for him to rock back and forth or pace back and forth
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