

January 24, 2023

Good Morning,

This email is to serve the purpose to identify my observations in the classroom when it comes to the academic success of NV.

In the classroom, NV shows great strength in wanting to learn and wanting to be right when it comes to answering questions. If she does not know the answer or thinks she will have it wrong, she will just say "I don't know"

Areas of concern are within her motor skills. NV often has concerns with cutting things out and gluing them where they are requested.

Her letter formation is on the lower side of the class. She knows how to write the letters, but she does not do it when following chants.

(EX: the letter 'o' chant is below. Following this chant will create an 'o' starting on the right side and move counterclockwise. My starting spot is over a space and just below the dotted line touch 2 on the clock curve up touch the dotted line, curve down touch ten, touch the 8, touch the bottom baseline, curve up touch 4, touch 2, and complete my circle.)

NV can sometimes recite the letter formation chants but will not write the phonograms as we just instructed through the chant, she will wait until we are done chanting and then write the 'o' starting at the bottom of the page and in a clockwise direction.

During our first spelling test, I would say the word and sound each sound of the word individually, during this time NV would ask out loud if it was a certain letter. When I told her to write what she thought it was she said phrases such as "I don't know" or "I can't". When I was down one on one with her during the spelling test (during our second attempt) she did amazing. She has been assessed on her phonograms and has almost tested out of knowing all phonogram sounds to our current point. Segmenting and blending have her confused most of the times we attempt as a class.

During our math block, I have noticed when we are learning something new or repeating the lesson when I was working the problem on the board with the students there is now a response of "Mrs. Meeks I can't do it" when I tell her to write this down (what is on the board) she says "I don't know how to"

NV is a very intelligent girl and has amazing potential. I believe that NV would benefit from someone helping her one on one with assessments, quizzes and tests as well as after the lesson has been learned to help reinforce the lesson and to give her the positivity she needs to be able to master and move forward.

Accommodations for her in the classroom I have already implemented:

- done hand over hand when practicing her writing
- numbered her paper to help take confusion from spelling and so she can follow along easier
- worked with her during the middle of lessons using "my turn, your turn" instruction. I teach and it was my turn when it is the student's turn I would crouch by her desk and helped her during her turn.
- In the beginning, I was cutting things for her because not all things could be done in a timely manner, we have progressed and now I will cut things into smaller shapes from the original piece of paper, and she can work on each section of the paper.

I believe that the least restrictive environment, being in the classroom, is the best place for NV. Not only does she learn from me, but she also learns things she didn't understand from me by her peers. However, I feel NV would benefit greatly from the use of a paraprofessional, one on one time with ESE, or a little extra professional tutoring. I also believe that her testing/assessments should be done one on one and not in the whole group.

Please let me know if you have any further questions,

Kindly,

Leanne Meeks