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A GUIDE TO CUSTOMIZED LITERACY TRAINING

LEARNER'S JOURNAL

Third edition

Québec 

A GUIDE TO CUSTOMIZED LITERACY TRAINING

LEARNER'S JOURNAL

Third edition

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Presentation of the Learner's Journal

TO LITERACY TEACHERS:

The *Learner's Journal* replaces the *Learner's Notebook* in *A Guide to Customized Literacy Training*, in response to general demand for an improved and simplified version. Also, this new version responds to a requirement that the alphanumerical literacy codes be integrated with the learner's objectives and goals.

We hope that this new tool will enable you, the teacher, to carry out one of the fundamental tasks of the training process, which is to accompany the adult in his or her learning process.

The following points define the essence of the *Learner's Journal*:

1. English and arithmetic should always be integrated; that is to say, notions linked to English and arithmetic are to be learned within the context of a theme, functional situation or special project.
2. Functional situations (themes or projects) are the same for all adults in a group. They are chosen collectively and democratically according to the needs of the group.
3. Learning, as well as the application of that learning, is individual and personal.
4. Functional situations comprise a certain number of objectives. The adult chooses those which correspond to his or her needs.

5. Learning that is linked to the adult's needs and to the functional situations at the onset of the training process will result in the concrete application of learning in the adult's real-life situations (the transfer of learning).
6. The *Learner's Journal* is made up of three parts:
 - An assessment of the adult's needs at the onset of the process
 - Ongoing follow-up during the training process
 - An assessment at the end of the training process
7. The follow-up charts for each of the four Steps are divided into two parts:
 - The prerequisites for each code appear at the top of the chart. Indicate whether the objectives have been acquired ('Learned'), or whether they are still in progress in the columns to the right-hand side. Make sure all of the prerequisites have been mastered before moving on to the second part.
 - In the second part of the chart, a space has been provided to note the transfer of learning. This should be filled out periodically during personal and individual follow-up meetings with the student, for example, every eight weeks.
8. The follow-up charts for each Step are preceded by a chart entitled Regular Follow-Up. This chart serves to note the more notable events which happened over the course of the session.

9. The *Learner's Journal* encourages the teacher to centre training around the transfer of learning, and to use follow-up time as a truly integrated continuing education activity.
10. You will find two teacher's charts in the Appendix entitled *Results in English* and *Results in Arithmetic*. These grids chart the adult learner's progress. They could be useful for registering the results which must be sent to the *Ministère de l'Éducation*.

The adult's copy of the *Learner's Journal* should include :

- The title page
- The presentation of the *Learner's Journal* which was written specifically for the adult
- The Grid entitled *What I Need to Learn*
- The follow-up charts for the Step in which the adult is registered
- The grid entitled *My Self-Assessment*
- The Appendices *Results in English* and *Results in Arithmetic*

NOTE: The wording of the objectives for English and arithmetic has been simplified to make the *Learner's Journal* more accessible to the adults, particularly in Steps 1 and 2. Please refer to *Alphanumerical Codes for English Literacy Training* or to *A Guide to Customized Literacy Training* for the official wording of the objectives.

TO THE ADULT

The *Learner's Journal* will help you and your teacher to keep track of your learning progress.

You should be able to see a connection between the needs that you wrote down at the beginning of the session and what you have learned in class.

The *Learner's Journal* can also help you to see how you can transfer what you learn in class to your every-day life.

This transfer is very important, because it helps you to change the situations in your life that *you* want to change.

Have a great session!

WHAT I NEED TO LEARN

✓ For my personal development:

✓ For my social development:

✓ In English:

✓ In arithmetic:

ENGLISH

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

STEP 1

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 1 - ENGLISH LITERACY

Code: ENG-B 011 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.1	I can print or write my name.		
W. 1.2	I can print small letters and capital letters of the alphabet.		
W. 1.3	I print words clearly.		
W. 1.8	I can write short sentences.		
W. 1.9	I know the difference between a complete sentence and an incomplete sentence.		
W. 1.10	I use a capital at the beginning of a sentence.		
W. 1.11	I can use end punctuation correctly (. ?).		
W. 1.12	I can give information about myself.		
	READING		
R. 1.7	I know each letter of the alphabet.		
R. 1.8	I know the difference between capital and small letters.		
R. 1.11	I have a basic reading vocabulary.		
R. 1.12	I know the beginning and ending sounds in a word.		
R. 1.13	I know the difference between short vowel sounds.		
R. 1.14	I know that two consonants can make one sound (ex.: <i>th</i>).		
R. 1.15	I can listen for words that rhyme.		
R. 1.16	I know the sounds of <i>er, ur, ir, ar, or</i> .		
R. 1.17	I know long vowel sounds.		

	VOCABULARY	IN PROGRESS	LEARNED
L.S. 1.2	I can answer questions about myself.		
L.S. 1.3	I can give personal information clearly.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 1 - ENGLISH LITERACY

Code: ENG-B 012 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.13	I can write questions.		
W. 1.14	I use capitals for the names of people, places and organizations.		
W. 1.21	I can take and give messages.		
W. 1.22	I can write informal notes.		
W. 1.23	I can write greeting cards and postcards.		
W. 1.24	I can address an envelope correctly.		
W. 1.25	I can tell stories.		
W. 1.26	I can record information.		
	READING		
R. 1.18	I know common homophones (ex.: <i>to, too, two</i>).		
R. 1.19	I recognize root words (ex.: <i>unhappy</i>)		
	LISTENING AND SPEAKING		
L.S. 1.4	I can listen to and follow the order of a short set of instructions.		
L.S. 1.5	I can remember information that I have heard.		
L.S. 1.6	I can follow messages and directions correctly.		
L.S. 1.7	I can ask questions and make requests.		
L.S. 1.8	I can relate my experiences to ideas I have heard and read.		

	VOCABULARY	IN PROGRESS	LEARNED
V. 1.1	I can talk about things I hear, see or read.		
V. 1.2	I ask questions when I don't understand.		
V. 1.3	I can express ideas, facts and opinions clearly.		
V. 1.4	I can connect words with pictures and symbols.		
THINKING SKILLS			
T.S. 1.11	I know the difference between fact and fiction.		
T.S. 1.13	I can predict events, given facts.		
T.S. 1.14	I can make comparisons between two unlike things.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 1 - ENGLISH LITERACY

Code: ENG-B 013 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.27	I can give information.		
W. 1.28	I can describe.		
W. 1.33	I use connecting words to join two sentences.		
W. 1.34	I use cursive writing.		
W. 1.35	I understand the use of periods in abbreviations (ex: Ave.).		
W. 1.36	I can use verbs and verb forms correctly.		
W. 1.37	I can make the subject and the rest of the sentence agree.		
W. 1.38	I can form the present tense in the third person (ex.: <i>he walks</i>).		
W. 1.39	I can form the negative correctly.		
W. 1.40	I can use and spell common plural nouns correctly.		
W. 1.41	I can use and spell singular and plural possessive pronouns correctly (ex.: <i>his, their</i>).		
W. 1.42	I can use helping verbs (ex.: <i>might go</i>).		
W. 1.43	I can use the apostrophe in contractions and possessives (ex.: <i>I'd, Ann's</i>).		
W. 1.44	I can use negative and affirmative forms of contractions (ex.: <i>I'm, don't</i>).		
	READING		
R. 1.21	I can understand contractions.		
R. 1.23	I recognize compound words.		
R. 1.25	I understand and use syllabication (ex.: <i>hap/ py</i>).		

R. 1.26	I know what abbreviations are.		
R. 1.27	I can read possessives.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 1.9	I can talk about my experiences, feelings and ideas.		
L.S. 1.10	I can give my opinion.		
L.S. 1.13	I can give clear instructions to others.		
	VOCABULARY		
V. 1.10	I can guess the meaning of an unknown word when it is part of a list of known words.		
V. 1.11	I use familiar words to help understand the meaning of a new word.		
V. 1.12	I use root words to help me understand the meaning of new words (ex.: <i>unstoppable</i>).		
V. 1.13	I recognize words that are made of two smaller words (ex.: <i>raindrop</i>).		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 1 - ENGLISH LITERACY

Code: ENG-B 014 - 4

	WRITING	IN PROGRESS	LEARNED
W. 1.45	I can use the comma correctly.		
W. 1.46	I don't use double negatives (ex.: don't never).		
W. 1.48	I use capitals in titles.		
W. 1.49	I choose the correct forms of pronouns for subject and object (ex.: <i>I</i> / <i>me</i>).		
W. 1.50	I understand and use the correct rules for writing letters.		
W. 1.51	I can spell words used in social and work settings.		
W. 1.52	I know the spelling of common words with unusual spellings.		
W. 1.59	I take dictation to help learn spelling.		
W. 1.61	I use sounds to look up words in a dictionary.		
	READING		
R. 1.28	I know that some letters have more than one sound.		
R. 1.30	I recognize silent letters in commonly used words.		
R. 1.31	I recognize, understand and use the most common prefixes and suffixes (ex": <u>un</u> happy / <u>start</u> ed).		
R. 1.39	I can tell time.		
R. 1.40	I can use a calendar.		
R. 1.41	I can recognize common symbols.		
R. 1.42	I can use alphabetical order.		
R. 1.44	I can use a dictionary to find the meaning of words.		

R. 1.45	I can use a dictionary to find the spelling of a word.		
R. 1.46	I can use schedules and timetables.		
	VOCABULARY	IN PROGRESS	LEARNED
V. 1.15	I can use synonyms (ex.: <i>small / tiny</i>) and antonyms (ex.: <i>old / young</i>) when I speak.		
V. 1.16	I make new words by building onto words that I know.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 2

PROGRESS CHART
FOR THE
INTEGRATED LEARNING PROCESS

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 2 - ENGLISH LITERACY

Code: ENG-B 021 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.1	I can spell and use words used for personal information.		
W. 2.4	I use cursive writing.		
W. 2.5	I can write complete sentences.		
W. 2.6	I can write questions.		
W. 2.7	I know the difference between a complete sentence and an incomplete sentence.		
W. 2.8	I capitalize the first word in a formal piece of writing.		
W. 2.9	I capitalize names of people, places and organizations.		
W. 2.10	I capitalize days of the week, months of the year and holidays.		
W. 2.11	I know when words referring to people should be capitalized.		
W. 2.15	I can spell words used in social and work settings.		
W. 2.16	I can spell words frequently used in writing.		
	READING		
R. 2.6	I have an advanced reading vocabulary.		
R. 2.7	I can read a variety of 'real-life' reading materials.		
R. 2.13	I know consonant sounds including consonant blends (ex.: <i>bl</i>).		
R. 2.14	I know that two-consonants can make one sound ex.: <i>th</i>).		
R. 2.15	I know what silent letters are.		

R. 2.16	I recognize words that sound alike (homophones) (ex.: <i>no, know</i>) .		
R. 2.17	I can pronounce words by sound units.		
R. 2.18	I know that some letters make more than one sound.		
R. 2.19	I know that different letters or combinations of letters may make the same sounds.		
	VOCABULARY	IN PROGRESS	LEARNED
V. 2.1	I can talk about things I have heard, seen and/or read.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 2 - ENGLISH LITERACY

Code: ENG-B 022 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.17	I can spell commonly used words with difficult spellings.		
W. 2.22	I choose words carefully to give the exact meaning I intended.		
W. 2.24	I can write messages.		
W. 2.25	I can write informal notes.		
W. 2.26	I can write greeting cards and postcards.		
W. 2.27	I know the correct format for writing a letter.		
W. 2.28	I keep a personal diary or journal.		
W. 2.29	I feel more confident in writing different types of personal letters.		
	READING		
R. 2.20	I recognize, understand, and use prefixes and suffixes and root words (ex.: <u>un</u> happy, <u>start</u> ed).		
R. 2.21	I understand and use syllabication (ex.: hap/ py).		
	LISTENING AND SPEAKING		
L.S. 2.3	I can answer questions about myself.		
L.S. 2.4	I can give personal information clearly.		
L.S. 2.5	I can remember information that I have heard.		
L.S. 2.6	I can follow directions and messages.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 2 - ENGLISH LITERACY

Code: ENG-B 023 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.30	I can tell stories.		
W. 2.31	I can describe.		
W. 2.32	I can record information.		
W. 2.33	I can write compound sentences using joining words (ex.: <i>and</i> / <i>or</i> / <i>but</i>) I can write complex sentences using joining words (ex.: <i>although</i> / <i>because</i>).		
W. 2.34	I can correct sentences with mistakes in them.		
W. 2.35	I can use regular verbs in the past tense.		
W. 2.36	I understand and use common irregular verbs in the past tense.		
W. 2.37	I understand the use of periods in abbreviations ex.: <i>Ave.</i>).		
W. 2.38	I can use the apostrophe in contractions and possessives (<i>I've</i> , <i>Ann's</i>).		
W. 2.39	I use the rules for headings, margins, indentations, and writing and spelling in all my written work.		
W. 2.40	I use the correct format and style to complete different types of forms.		
	READING		
R. 2.22	I can read possessives correctly.		
R. 2.23	I know what abbreviations are.		

	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 2.7	I can listen to and correctly follow the order of a short set of instructions.		
L.S. 2.8	I can ask questions and make requests.		
L.S. 2.9	I can give instructions and directions for others to follow.		
L.S. 2.10	I can connect my experiences to ideas I hear and read.		
	VOCABULARY		
V. 2.5	I recognize words that are made up of two smaller words (ex.: <i>raindrop</i>).		
V. 2.7	I can use the metric system prefixes (ex.: <i>milli-litre</i>).		
V. 2.8	I build on my vocabulary by learning new meanings for words that I already know.		
V. 2.9	I know idioms (expressions) used in familiar and informal conversations.		
	THINKING SKILLS		
T.S. 2.3	I can identify similarities and differences.		
T.S. 2.4	I can group items.		
T.S. 2.9	I know the difference between fact and fiction.		
T.S. 2.10	I know the difference between fact and opinion.		
T.S. 2.11	I understand how unlike things are similar to each other (analogy).		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 2 - ENGLISH LITERACY

Code: ENG-B 024 - 4

	WRITING	IN PROGRESS	LEARNED
W. 2.41	I use capital letters for names of buildings, places and geographical features, and organizations and businesses.		
W. 2.42	I use and spell correctly common plural forms of nouns.		
W. 2.43	I can form unusual noun plurals correctly (ex.: <i>man / men</i>).		
W. 2.44	I can use and spell singular and plural possessive nouns and pronouns correctly ex.: <i>boys / boys', his, their...</i>).		
W. 2.45	I can choose the correct pronouns for subject (ex.: <i>he</i>) and object (ex.: <i>him</i>).		
W. 2.46	I use proper punctuation in writing (. , ? !).		
W. 2.47	I can use the present tense correctly in the third person singular (ex.: <i>he works</i>).		
W. 2.48	I can use negative and affirmative contractions (ex.: <i>I'm / don't</i>).		
W. 2.49	I don't use double negatives (ex.: don't <i>never</i>).		
W. 2.50	I leave out unnecessary words in the subject of a sentence.		
W. 2.51	I can put things in the correct order.		
W. 2.54	I take dictation to improve spelling.		
W. 2.60	I know the difference between homophones (ex.: <i>no, know</i>).		
W. 2.61	I use sounds to look up words in a dictionary.		

	READING	IN PROGRESS	LEARNED
R. 2.24	I can use alphabetical order.		
R. 2.25	I can tell time.		
R. 2.26	I can use calendars.		
R. 2.27	I can recognize common symbols.		
R. 2.29	I recognize the specific information that I need in reference materials.		
R. 2.30	I can use telephone directories.		
R. 2.32	I can use a dictionary to find the meaning of a word.		
R. 2.36	I can use schedules and timetables.		
R. 2.37	I can read plans and diagrams.		
R. 2.38	I can use an encyclopedia.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 3

PROGRESS CHART

FOR THE

INTEGRATED LEARNING

PROCESS

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 3 - ENGLISH LITERACY

Code: ENG-B 031 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.4	I know the difference between a complete sentence and a sentence fragment.		
W. 3.5	I capitalize proper nouns.		
W. 3.6	I know when words referring to people are to be capitalized.		
W. 3.10	I can spell words used in social and work settings.		
W. 3.11	I can spell words frequently used in writing.		
W. 3.12	I know frequently used words containing silent letters.		
W. 3.17	I choose words carefully to suit the meaning I intended to give.		
W. 3.19	I can write informal notes.		
W. 3.20	I keep a personal diary or journal.		
	READING		
R. 3.13	I recognize consonant sounds, including consonant blends (ex.: <i>blend</i>).		
R. 3.14	I recognize when two consonants make one sound (ex.: <i>this</i>).		
R. 3.15	I recognize silent letters.		
R. 3.16	I recognize words that sound alike (homophones).		
R. 3.17	I can pronounce words by sound units and I understand and apply the principle of syllabication.		
R. 3.18	I recognize that some letters have more than one sound.		

R. 3.19	I recognize that different letters or combinations of letters may make the same sounds.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 3.2	I can answer specific factual questions.		
L.S. 3.3	I can recall specific information that I have heard.		
L.S. 3.4	I can receive messages and give directions accurately.		
L.S. 3.5	I can listen to and correctly interpret a short sequence of instructions.		
L.S. 3.6	I can ask questions and make requests.		
L.S. 3.7	I can give instructions clearly so that others can follow them.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 3 - ENGLISH LITERACY

Code: ENG-B 032 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.21	I know the required format for a personal letter.		
W. 3.22	I have gained confidence in writing different types of personal letters.		
W. 3.23	I can address an envelope correctly.		
W. 3.24	I can narrate.		
W. 3.25	I can inform.		
W. 3.26	I can describe.		
W. 3.27	I can record information.		
W. 3.28	I can write concisely and clearly.		
W. 3.29	I can adapt my vocabulary and style to the purpose of my writing.		
	READING		
R. 3.20	I recognize root words, prefixes and suffixes.		
	LISTENING AND SPEAKING		
L.S. 3.9	I can relate my experiences to ideas and concepts I hear and read.		
L.S. 3.10	I can relate my experiences, feelings and ideas.		
	VOCABULARY		
V. 3.1	I can talk about things I have heard, seen or read.		

V. 3.5	I use root words to help me understand the meaning of words.		
	THINKING SKILLS	IN PROGRESS	LEARNED
T.S. 3.6	I recognize similarities and differences.		
T.S. 3.7	I can classify items by grouping.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 3 - ENGLISH LITERACY

Code: ENG-B 033 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.30	I know the required format for business letters.		
W. 3.31	I can write different types of business letters.		
W. 3.32	I can write questions.		
W. 3.33	I use periods in abbreviations.		
W. 3.34	I use the apostrophe in contractions and possessives.		
W. 3.35	I can write compound sentences using joining words (ex.: <i>and</i> / <i>or</i> / <i>but</i>) I can write complex sentences using joining words (ex.: <i>although</i> / <i>because</i>).		
W. 3.36	I am able to correct faulty sentences.		
W. 3.37	I understand and use common irregular verbs in the past tense.		
W. 3.38	I can form the present tense in the third person.		
W. 3.39	I can show agreement of subject and verb.		
	READING		
R. 3.21	I understand the concept of abbreviations.		
R. 3.23	I can use the telephone directory.		
	LISTENING AND SPEAKING		
L.S. 3.11	I can express my opinions.		
L.S. 3.12	I can agree or disagree courteously.		

L.S. 3.13	I can recognize the important ideas in a presentation.		
	VOCABULARY	IN PROGRESS	LEARNED
V. 3.7	I can ask questions to clarify procedures or concepts.		
V. 3.8	I can express my ideas, facts and opinions clearly.		
V. 3.9	I use my knowledge of root words and suffixes to understand various job titles and duties.		
V. 3.10	I build on my vocabulary by learning new meanings for familiar words.		
V. 3.11	I understand and use the metric system prefixes.		
V. 3.12	I choose words to express the exact meaning I intended.		
V. 3.13	I am aware of idioms (expressions) used in familiar and informal conversations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 3 - ENGLISH LITERACY

Code: ENG-B 034 - 4

	WRITING	IN PROGRESS	LEARNED
W. 3.40	I use capital letters for proper nouns.		
W. 3.41	I use quotation marks in direct quotations.		
W. 3.42	I can use the comma correctly.		
W. 3.43	I can form the plural of common nouns.		
W. 3.44	I can form unusual noun plurals correctly.		
W. 3.45	I can use and spell singular and plural possessive pronouns and nouns.		
W. 3.46	I choose the correct pronouns for subject and object.		
W. 3.47	I use proper punctuation in writing.		
W. 3.48	I can use negative and affirmative contractions.		
W. 3.49	I don't use double negatives.		
W. 3.50	I leave out unnecessary words in the subject of a sentence.		
W. 3.51	I understand and use commonly misused adverbs and adjectives.		
W. 3.52	I understand and use correct sentence structure.		
W. 3.54	I can adapt my printing to complete different types of forms.		
W. 3.62	I can distinguish between homophones.		
W. 3.63	I use sound clues to look up words in a dictionary.		
	READING		
R. 3.24	I can understand and use a dictionary.		
R. 3.25	I can understand and use a thesaurus.		

R. 3.27	I can use a newspaper for finding information.		
R. 3.28	I can use manuals and guides.		
R. 3.29	I can use schedules and timetables.		
R. 3.30	I can read plans and diagrams.		
R. 3.31	I can read maps.		
R. 3.32	I can use an encyclopedia.		
	THINKING SKILLS	IN PROGRESS	LEARNED
T.S. 3.11	I can distinguish between fact and fiction.		
T.S. 3.12	I can distinguish fact from opinion.		
T.S. 3.13	I understand analogy.		
T.S. 3.16	I can predict events, given facts.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		

2.	Concerning the functional situations I have worked on:		
a)	_____		

b)	_____		

STEP 4

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ENGLISH LITERACY

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 4 - ENGLISH LITERACY

Code: ENG-B 041 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.3	I can express my opinions and values in writing.		
W. 4.4	I can distinguish between a complete sentence and a sentence fragment.		
W. 4.5	I use complete sentences and know the various sentence forms.		
W. 4.6	I can write compound and complex sentences.		
W. 4.7	I can correct faulty sentences.		
W. 4.8	I can recognize and use paragraphs.		
W. 4.9	I can spell words used in social and work settings.		
W. 4.10	I can spell words frequently used in writing.		
W. 4.11	I can spell common words containing silent letters.		
W. 4.12	I can understand and use common irregular verbs in the past tense.		
W. 4.13	I can make subject and verb agree.		
W. 4.14	I can identify the subject and predicate in a sentence.		
W. 4.15	I can use the negative form correctly.		
W. 4.16	I choose words carefully to suit the precise meaning intended.		
	READING		
R. 4.7	I can identify a writer's intent.		
R. 4.12	I can recognize words that sound alike (homophones).		

R. 4.13	I recognize that some letters may have more than one sound.		
R. 4.14	I recognize that different letters or combinations of letters may represent the same sounds.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
L.S. 4.1	I can relate my experiences to ideas and concepts that have heard and read.		
	THINKING SKILLS		
T.S. 4.5	I can recognize similarities and differences.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my learning project:

2. Concerning the functional situations I have worked on:

a)

b)

STEP 4 - ENGLISH LITERACY

Code: ENG-B 042 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.17	I can write concisely and clearly.		
W. 4.18	I can use transitional devices smoothly to link two related sentences.		
W. 4.19	I can adapt my vocabulary and style to suit my writing purpose.		
W. 4.20	I use comparisons to make my writing more lively and vivid.		
W. 4.21	I keep a diary or journal.		
W. 4.22	I have gained confidence in writing different types of personal letters.		
W. 4.23	I use initial capital letters in proper names.		
W. 4.24	I use proper punctuation in writing.		
W. 4.25	I understand the formation and use of abbreviations.		
W. 4.26	I use the comma correctly.		
	READING		
R. 4.15	I recognize, understand, and use root words, prefixes and suffixes.		
	LISTENING AND SPEAKING		
L.S. 4.2	I can relate my experiences, feelings and ideas.		
L.S. 4.3	I can express my opinions.		
L.S. 4.4	I can agree or disagree courteously.		
L.S. 4.9	I can summarize an oral report.		

	VOCABULARY	IN PROGRESS	LEARNED
V. 4.1	I use synonyms and antonyms to enhance writing.		
V. 4.2	I use root words to help me determine meanings.		
V. 4.3	I ask questions to clarify procedures or concepts.		
V. 4.4	I express ideas, facts, and opinions clearly.		
V. 4.6	I choose words to express the exact meaning intended.		
V. 4.7	I am familiar with colloquial or familiar usage.		
V. 4.11	I use my knowledge of root words and suffixes to understand various job titles and duties.		
	THINKING SKILLS		
T.S. 4.6	I can classify items by grouping.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
a)			
b)			

STEP 4 - ENGLISH LITERACY

Code: ENG-B 043 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.27	I use quotation marks in direct quotations.		
W. 4.32	I take dictation to improve spelling.		
W. 4.34	I can distinguish between common homophones.		
W. 4.41	I can narrate.		
W. 4.42	I can inform.		
W. 4.43	I can give directions.		
W. 4.44	I can record information.		
W. 4.45	I can write a simple report.		
W. 4.46	I can take minutes.		
W. 4.47	I can use dialogue in writing.		
W. 4.48	I can write in the poetic mode.		
W. 4.49	I can use the essay form.		
	READING		
R. 4.16	I can understand and apply the principle of syllabication.		
R. 4.17	I understand the concept of abbreviations.		
R. 4.19	I can use a newspaper for finding information.		
R. 4.20	I can use the dictionary.		
R. 4.21	I can understand and use a thesaurus.		

	THINKING SKILLS	IN PROGRESS	LEARNED
T.S.4.10	I can distinguish between fact and fiction.		
T.S.4.11	I can distinguish fact from opinion.		
T.S.4.12	I can understand analogy.		
T.S.4.15	I can predict events, given facts.		
WHAT I HAVE LEARNED TO DO:			
1.	Concerning my needs at the beginning of my learning project:		
2.	Concerning the functional situations I have worked on:		
	a)		
	b)		

STEP 4 - ENGLISH LITERACY

Code: ENG-B 044 - 4

	WRITING	IN PROGRESS	LEARNED
W. 4.35	I can write different types of business letters.		
W. 4.36	I can write letters to the editor of a newspaper or magazine.		
W. 4.37	I meet the standards for headings, margins, indentations, writing and spelling in all my written work.		
W. 4.50	I can write a simple research paper.		
W. 4.51	I can use the colon and semi-colon.		
W. 4.52	I can use the hyphen.		
W. 4.53	I can use parentheses and brackets.		
W. 4.54	I know the functions of various parts of speech.		
W. 4.55	I can distinguish between common and proper nouns, singular and plural nouns and possessive nouns.		
W. 4.56	I can distinguish between adverbs and adjectives.		
W. 4.57	I can choose the correct pronouns for subject and object.		
W. 4.58	I can understand and use correct sentence structure.		
W. 4.59	I can use verbs in the active and passive voice.		
	READING		
R. 4.23	I can use particular manuals and guides.		
R. 4.25	I can use schedules and timetables.		
R. 4.26	I can read plans and diagrams.		
R. 4.27	I can read maps.		

R. 4.28	I can use an atlas.		
R. 4.29	I can use an encyclopedia.		
	LISTENING AND SPEAKING	IN PROGRESS	LEARNED
LS. 4.16	I can participate effectively in various interview situations.		
WHAT I HAVE LEARNED TO DO:			
1. Concerning my needs at the beginning of my learning project:			
2. Concerning the functional situations I have worked on: a)			
b)			

ARITHMETIC

STEP 1

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 1 - ARITHMETIC

Code: MTH-B O11-2		IN PROGRESS	LEARNED
A 1.01	I know the arithmetic concepts for situating myself in space		
A 1.02	I know the arithmetic concepts for situating myself in time.		
A 1.03	I can situate myself in space by applying what I know to everyday objects or situations.		
A 1.04	I can situate myself in time by applying what I know to everyday objects or situations.		
A 1.05	I know the geometry concepts for situating myself in space.		
A 1.06	I can apply what I have learned to everyday objects or situations.		
A 1.07	I know certain geometric shapes.		
A 1.08	I can apply what I have learned to everyday objects or situations.		
A 1.09	I know the concepts for understanding quantity.		
A 1.10	I can apply what I have learned to everyday objects or situations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 1 - ARITHMETIC

Code: MTH-B 012-2

**IN
PROGRESS**

LEARNED

A 1.11	I know the symbols = , 0 , 1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , \$ and ¢.		
A 1.12	I can use symbols.		
A 1.13	I can count, using the numbers 1 to 99.		
A 1.14	I can form a two-digit number.		
A 1.15	I can break down a two-digit number.		
A 1.16	I can read a number less than 100.		
A 1.17	I can write a number less than 100		
A 1.18	I know the difference between odd and even numbers.		
A 1.19	I can compare numbers under 100.		
A 1.20	I can rank numbers under 100.		
A 1.21	I can apply what I have learned (numbers from 1 to 100) to everyday situations.		
A 1.22	I can form a number of three or four digits.		
A 1.23	I can break down a number of three or more digits.		
A 1.24	I can read a number greater than 100.		
A 1.25	I can write a number greater than 100.		
A 1.26	I can compare numbers of three or more digits.		
A 1.27	I can rank numbers of three or more digits.		
A 1.28	I can apply what I have learned (numbers greater than 100) to everyday situations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 1 - ARITHMETIC

Code: MTH-B O13-1

**IN
PROGRESS**

LEARNED

A 1.29	I know the difference between coins and bills.		
A 1.30	I can recognize equal values of money.		
A 1.31	I can count sums of money.		
A 1.32	I can read sums of money.		
A 1.33	I can write sums of money.		
A 1.34	I can compare sums of money.		
A 1.35	I can rank sums of money.		
A 1.36	I can round off to the nearest dollar.		
A 1.37	I can apply what I have learned to everyday situations.		
A 1.38	I can write numbers as words.		
A 1.39	I can write cheques.		
A 1.40	I can write receipts.		
A 1.41	I can apply what I have learned to everyday situations.		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 1 - ARITHMETIC

Code: MTH-B O14-3		IN PROGRESS	LEARNED
A 1.42	I know the plus sign.		
A 1.43	I know the minus sign.		
A 1.44	I can use the vocabulary for addition.		
A 1.45	I can use the vocabulary for subtraction.		
A 1.46	I have become familiar with the calculator.		
A 1.47	I can add and subtract using a calculator.		
A 1.48	I can apply a problem-solving approach (reasoning) to everyday situations, using a calculator (+, -).		
A 1.49	I know the multiplication sign.		
A 1.50	I know the division sign.		
A 1.51	I can use the vocabulary for multiplication.		
A 1.52	I can use the vocabulary for division.		
A 1.53	I can multiply and divide using a calculator.		
A 1.54	I can problem solve (reason) in everyday situations, using a calculator (x, ÷).		

WHAT I HAVE LEARNED TO DO:

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 2

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

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Fourth Term (date): _____

STEP 2 - ARITHMETIC

MTH-B 021-1

**IN
PROGRESS**

LEARNED

A 2.01	I know the concepts for learning fractions.		
A 2.02	I can apply what I have learned to everyday objects or situations.		
A 2.03	I know the percent sign.		
A 2.04	I can define percentage.		
A 2.05	I can use the vocabulary for percentage.		
A 2.06	I can calculate percentages using a calculator.		
A 2.07	I can problem solve (reason) in everyday situations, using a calculator.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1.	Concerning my needs at the beginning of my project:
2.	Concerning the functional situations that I have worked on:
a)	
b)	

STEP 2 - ARITHMETIC

MTH-B O22-2

**IN
PROGRESS**

LEARNED

A 2.08	I know the symbol for degrees Celsius.		
A 2.09	I can use instruments for measuring temperature.		
A 2.10	I can read the temperature.		
A 2.11	I can show key points on the temperature scale.		
A 2.12	I can estimate the temperature.		
A 2.13	I can read and write metric units of time.		
A 2.14	I can make equivalences between different units of time.		
A 2.15	I can add and subtract units of time in everyday situations.		
A 2.16	I know the symbols and vocabulary for metric units of length.		
A 2.17	I can estimate length in metric units.		
A 2.18	I can use instruments for measuring length.		
A 2.19	I know the symbols and vocabulary for metric units of liquid volume.		
A 2.20	I can estimate quantity in metric units of liquid volume.		
A 2.21	I can use instruments for measuring liquid volume.		
A 2.22	I know the symbols and vocabulary for metric units of weight.		

A 2.23	I can estimate weight in metric units.		
A 2.24	I can use instruments for measuring weight.		
WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO			
1. Concerning my needs at the beginning of my project: 			
2. Concerning the functional situations that I have worked on: a) b) 			

STEP 2 - ARITHMETIC

MTH-B O23-3

**IN
PROGRESS**

LEARNED

A 2.25	I know the plus sign.		
A 2.26	I know the minus sign.		
A 2.27	I can use the vocabulary for addition.		
A.2.28	I can use the vocabulary for subtraction.		
A 2.29	I can add numbers without carrying over.		
A 2.30	I can subtract numbers without borrowing.		
A 2.31	I can add numbers using carry-over.		
A 2.32	I can subtract numbers using borrowing.		
A 2.33	I can add sums of money.		
A 2.34	I can subtract sums of money.		
A 2.35	I can estimate the result of an addition.		
A 2.36	I can estimate the result of a subtraction.		
A 2.37	I can apply a problem-solving approach (reasoning) to everyday situations (+ , -).		
A 2.38	I am familiar with the calculator.		
A 2.39	I can use a calculator.		
A 2.40	I can check my results using a calculator.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO**1.**

Concerning my needs at the beginning of my project:

2.

Concerning the functional situations that I have worked on:

a)

b)

STEP 2 - ARITHMETIC

Code: MTH-B O24-4

**IN
PROGRESS**

LEARNED

A 2.41	I know the multiplication sign.		
A 2.42	I know the division signs.		
A 2.43	I can use the vocabulary for multiplication.		
A 2.44	I can use the vocabulary for division.		
A 2.45	I can multiply by a one-digit multiplier.		
A 2.46	I can divide by a one-digit divisor.		
A 2.47	I can multiply by a multiplier with at least two digits.		
A 2.48	I can divide by a divisor with at least two digits.		
A 2.49	I can multiply sums of money.		
A 2.50	I can divide sums of money.		
A 2.51	I can multiply a number by 10, 100 and 1000 using mental calculation.		
A 2.52	I can divide a number by 10, 100 and 1000 using mental calculation.		
A 2.53	I know the multiplication tables.		
A 2.54	I know the division tables.		
A 2.55	I can estimate the result of a multiplication.		

A 2.56	I can estimate the result of a division.		
A 2.57	I can multiply and divide using a calculator.		
A 2.58	I can apply a problem-solving approach (reasoning) to everyday situations ($\times$, $\div$).		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1.

Concerning my needs at the beginning of my project:

2.

a) Concerning the functional situations that I have worked on:

b)

STEP 3

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

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Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 3 - ARITHMETIC

Code: MTH-B O31-2

**IN
PROGRESS**

LEARNED

A 3.01	I know proper fractions in everyday situations.		
A 3.02	I know fractions when written as numbers.		
A 3.03	I know a fraction as part of a whole.		
A 3.04	I know a fraction as part of a group of similar objects.		
A 3.05	I can read proper fractions.		
A 3.06	I can write proper fractions.		
A 3.07	I can compare different fractions.		
A 3.08	I can use the vocabulary for proper fractions.		
A 3.09	I can add fractions with the same denominator.		
A 3.10	I can subtract fractions with the same denominator.		
A 3.11	I can find a fraction that is equivalent to a given fraction.		
A 3.12	I can reduce a fraction to its lowest terms.		
A 3.13	I recognize when a mixed number and an improper fraction with the same denominator are equal.		
A 3.14	I can change a mixed number into an improper fraction.		
A 3.15	I can change an improper fraction into a mixed number.		
A 3.16	I can compare two fractions using a table of fractions.		
A 3.17	I can add two fractions, when one has a denominator that is a multiple of the denominator of the other.		
A 3.18	I can add two fractions with prime denominators.		
A 3.19	I can add a fraction and a mixed number or a whole natural number, or I can add two mixed numbers.		
A 3.20	I can subtract a fraction from a mixed number or subtract two mixed numbers without borrowing.		
A 3.21	I can subtract a fraction or a mixed number from a mixed number with the same denominator by borrowing.		

A 3.22	I can subtract two fractions, one of whose denominators is a multiple of the denominator of the other.		
A 3.23	I can subtract two fractions with prime denominators.		
A 3.24	I can subtract a fraction from a mixed number or a natural whole number, or I can subtract one mixed number from another by borrowing.		
A 3.25	I can multiply a whole number by a fraction.		
A 3.26	I can multiply two fractions.		
A 3.27	I can multiply a fraction by a mixed number.		
A 3.28	I can divide a whole number by a fraction.		
A 3.29	I can change a proper fraction into a decimal.		
A 3.30	I can estimate the results of the four basic operations with the most common fractions.		
A 3.31	I can apply a problem-solving approach (reasoning) to everyday situations involving proper fractions.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. a) Concerning the functional situations that I have worked on:

b)

STEP 3 - ARITHMETIC

Code: MTH-B O32-2

**IN
PROGRESS**

LEARNED

A 3.32	I can use the vocabulary for decimals.		
A 3.33	I can read decimals.		
A 3.34	I can write decimals.		
A 3.35	I can compare decimals.		
A 3.36	I can round off decimals to the nearest whole or half.		
A 3.37	I can arrange decimals in order.		
A 3.38	I can change a proper fraction into a decimal, using a calculator.		
A 3.39	I can do operations on decimals using a calculator.		
A 3.40	I can estimate the results of operations on decimals using a calculator.		
A 3.41	I can apply a problem-solving approach (reasoning) to everyday situations, using a calculator.		
A 3.42	I can add decimals.		
A 3.43	I can subtract decimals.		
A 3.44	I can multiply decimals.		
A 3.45	I can multiply a decimal by 10, 100 or 1000, using mental calculation.		
A 3.46	I can divide decimals.		

A 3.47	I can divide a decimal by 10, 100 or 1000, using mental calculation.		
A 3.48	I can estimate the results of operations on decimals.		
A 3.49	I can apply a problem-solving approach (reasoning) to everyday situations.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 3 - ARITHMETIC

Code: MTH-B O33-1

**IN
PROGRESS**

LEARNED

A 3.50	I know the symbol for degrees Celsius.		
A 3.51	I can use instruments for measuring temperature.		
A 3.52	I can read and write the temperature.		
A 3.53	I can show key points on the temperature scale.		
A 3.54	I can estimate the temperature.		
A 3.55	I can read and write metric units of time.		
A 3.56	I can make equivalences between different units of time.		
A 3.57	I know the vocabulary for metric units of time.		
A 3.58	I can add and subtract units of time in everyday situations.		
A 3.59	I can multiply units of time in everyday situations.		
A 3.60	I can divide units of time in everyday situations.		
A 3.61	I know the symbols and vocabulary for metric units of length.		
A 3.62	I can determine the metric unit of length for a given item.		
A 3.63	I can estimate different lengths.		
A 3.64	I can use instruments for measuring length.		
A 3.65	I can make equivalences between different metric units of length.		
A 3.66	I can perform the four basic operations (+, −, x, ÷) on metric units of length.		
A 3.67	I can apply what I have learned to problems involving metric units of length in everyday situations.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 3 - ARITHMETIC

Code: MTH-B O34-1

**IN
PROGRESS**

LEARNED

A 3.68	I know the symbols and vocabulary for metric units of liquid volume.		
A 3.69	I can determine the metric unit of liquid volume for a given item.		
A 3.70	I can estimate a quantity in metric units of liquid volume.		
A 3.71	I can use instruments for measuring liquid volume.		
A 3.72	I can make equivalences between different metric units of liquid volume.		
A 3.73	I can do the four basic operations (+, −, x, ÷) on metric units of liquid volume.		
A 3.74	I can apply what I have learned to problems involving metric units of liquid volume in everyday situations.		
A 3.75	I know the symbols and vocabulary for metric units of weight.		
A 3.76	I can determine the metric unit of weight for a given item.		
A 3.77	I can estimate weight in metric units.		
A 3.78	I can use instruments for measuring weight.		
A 3.79	I can make equivalences between metric units of weight		
A 3.80	I can do the four basic operations (+, −, x, ÷) on metric units of weight.		
A 3.81	I can apply what I have learned to problems involving metric units of weight in everyday situations.		
A 3.82	I can solve problems involving metric units, using a calculator.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2.
a) Concerning the functional situations that I have worked on:

b)

STEP 4

PROGRESS CHART

FOR THE

INTEGRATED LEARNING PROCESS

ARITHMETIC

REGULAR FOLLOW-UP

This sheet is used by the teacher, or by the teacher and the student together, to note special events that happened over the course of the session (expectations, disappointments, fears, satisfactions, successes, etc.). When possible, indicate planned solutions.

First Term (date): _____

Second Term (date): _____

Third Term (date): _____

Fourth Term (date): _____

STEP 4 - ARITHMETIC

Code: MTH-B O41-1

**IN
PROGRESS**

LEARNED

A 4.01

I recognize the percent sign.

A 4.02

I can define percentage.

A 4.03

I can use the vocabulary for percentage.

A 4.04

I can calculate percentages.

A 4.05

I can estimate the result of an operation involving a percentage.

A 4.06

I can apply a problem-solving approach to everyday situations involving percentages.

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 4 - ARITHMETIC

Code: MTH-B O42-1

**IN
PROGRESS**

LEARNED

A 4.07

I know what the rule of three is.

A 4.08

I know when and how to use the rule of three.

A 4.09

I can estimate the result of a problem solved using the rule of three.

A 4.10

I can apply a problem-solving approach using the rule of three in everyday situations.

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 4 - ARITHMETIC

Code: MTH-B O43-1

**IN
PROGRESS**

LEARNED

A 4.11	I recognize certain geometric figures.		
A 4.12	I can measure straight lines.		
A 4.13	I recognize certain symbols and vocabulary for geometry.		
A 4.14	I can use measuring instruments.		
A 4.15	I can measure angles.		
A 4.16	I can construct angles.		
A 4.17	I can estimate the size of angles.		
A 4.18	I recognize the symbols and vocabulary for perimeter.		
A 4.19	I can calculate perimeters.		
A 4.20	I recognize the symbols and vocabulary for area.		
A 4.21	I can calculate area.		
A 4.22	I can estimate perimeters and areas.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

STEP 4 - ARITHMETIC

Code: MTH-B O44-1

**IN
PROGRESS**

LEARNED

STEP 4

MTH-B O44-1	ARITHMETIC OBJECTIVES		
A 4.23	I recognize the symbols and vocabulary for circles.		
A 4.24	I can measure a diameter.		
A 4.25	I can find a radius.		
A 4.26	I can measure a circumference.		
A 4.27	I recognize the symbols and vocabulary for volume.		
A 4.28	I can calculate volume.		
A 4.29	I can estimate volume.		
A 4.30	I recognize the symbols for scale drawings.		
A 4.31	I can calculate real dimensions or distances from a scale drawing or a road map.		
A 4.32	I can do a scale drawing.		
A 4.33	I can estimate size and distance.		

WHAT MY LEARNING IN ARITHMETIC ENABLES ME TO DO

1. Concerning my needs at the beginning of my project:

2. Concerning the functional situations that I have worked on:

a)

b)

MY SELF-ASSESSMENT

What I have learned:

✓ For my personal development:

✓ For my social development:

✓ In English:

✓ In arithmetic:

APPENDIX

- ❑ **Results in English**
- ❑ **Results in Arithmetic**

Results in English Literacy

Name of the Adult: _____ Group: _____

ENGLISH 1	START DATE	END DATE	MARK	INITIALS
ENG-B011-4				
ENG-B012-4				
ENG-B013-4				
ENG-B014-4				

ENGLISH 2	START DATE	END DATE	MARK	INITIALS
ENG-B021-4				
ENG-B022-4				
ENG-B023-4				
ENG-B024-4				

ENGLISH 3	START DATE	END DATE	MARK	INITIALS
ENG-B031-4				
ENG-B032-4				
ENG-B033-4				
ENG-B034-4				

ENGLISH 4	START DATE	END DATE	MARK	INITIALS
ENG-B041-4				
ENG-B042-4				
ENG-B043-4				
ENG-B044-4				

Teacher's Signature: _____

Results in Arithmetic

Name of the Adult: _____ **Group:** _____

ARITHEMTC 1	START DATE	END DATE	MARK	INITIALS
MTH-B011-2				
MTH -B012-2				
MTH -B013-1				
MTH -B014-3				

ARITHMETIC 2	START DATE	END DATE	MARK	INITIALS
MTH -B021-1				
MTH -B022-2				
MTH -B023-3				
MTH -B024-4				

ARITHMETIC 3	START DATE	END DATE	MARK	INITIALS
MTH -B031-2				
MTH -B032-2				
MTH -B033-1				
MTH -B034-1				

ARITHMETIC 4	START DATE	END DATE	MARK	INITIALS
MTH -B041-1				
MTH -B042-1				
MTH -B043-1				
MTH -B044-1				

Teacher's Signature: _____

