

Student Profiles: a reference for lesson planning

School: Vestal K-8

Grade: 4/5

Name (Init.)/Age /Grade/Sex	IEP/TAG/ 504/ELL/ Other	Push-in and Pull- out/Time	Content Area Skills	Cultural Consid.	Social Interact.	Behavior	Learn Pref.	Personal	Implications for Lesson Planning
AF/9/4 th /F	N/A	N/A	Interested in learning about insects	Speaks some French	Enjoys teacher attention, fears other do not like her, does not get along well with LM, works well with CK, thorough listener	Generally on task, lacks faith in abilities, keen memory	Writing, Drawing, Talking, Acting, Projects, Listening, Films, Books, Experiments, Internet	Clarinet in after school ETHOS band class	→Attention to literacy →Recognition for successes →Versatile learner →Assigned partners or groups →Structured group work (protocols)
AL/10/5 th /F	TAG- reading and intellect	N/A	Interested in learning more math		Works well in group settings, patient with peers, strong communication skills	Eager to complete activities and homework, listens well to instruction	Drawing, Listening, Reading, Experiments	Favorite food is watermelon	→Opportunities for high level thinking and use of higher cognitive abilities →Math integration

CT/11/5 th /F	N/A	N/A	I suspect not being adequately challenged	Both Vietnamese and English spoken at home, culture means a lot	Talkative during lessons, avoids teacher-student contact, often rude to classmates	Always completes activities and homework	Writing, Talking, Films, Reading, Experiments, Internet		→Opportunities to speak native language
CK/10/5 th /F	ELL-advanced	N/A	Interested in learning more art, writing tends to be made up of list compilations	Father works at night and has difficult time finding time to help with HW, Speaks Laotian and English	Enjoys teacher-student interaction	Positive, respectful, personality, pride in work, always on task	Writing, Drawing, Listening reading	Trumpet in after school ETHOS band class, favorite food is Lao food, enjoys Hip Hop and R&B music	→Partner with learning specialist with curriculum →Attention to Literacy/goal setting →Art/Music integration →Extra assistance on HW →Opportunities for group sharing →Opportunities to speak native language

DA/0/5 th /M	IEP- Communic ation Disorder		2 nd grade writing and reading		Difficult time with verbal instruction, needs to be grouped with peers he trusts (QG), many friends	Frequently off task, not always aware of instruction, respectful and caring toward friends	Talking, Reading	Favorite musician is 50 cent	→Partner with learning specialist with curriculum →Careful consideration when group planning →Visual instruction →Alternative learning goals →Structured group work (protocols)
DB/9/4th/M	N/A	N/A	Interested in learning more about planes, presidents, and dragons		Often talking at inappropri ate times, inappropri ate language use difficult time focusing on conversati ons	Often off task, behavior changes on daily basis, does well if given individual responsibili ties	Drawing, Listening, Reading, Experime nts, Internet, Pictures	Enjoys Hip Hop, rap, heavy metal, and the band KISS	→Individual instruction →Music integration →Redirection →Individual responsibility →Attention to success

DG/11/5 th /F	TAG-evaluation in process	N/A	Interested in learning more Science	Speaks both Tibetan and English at home	Very shy, but opens up with time, occasionally talks during instruction	Always completes tasks on time, moods may switch very abruptly	Math, Experiments, Internet	Enjoys the T.V., computer, and biking when not at school	→Opportunities for high level thinking and use of higher cognitive abilities →Opportunities for science and experiments →Attention to technology-internet use
DM/10/5 th /M	N/A	N/A	Interested in learning Astronomy, attempts to avoid writing activities, extremely interested in science	Lives with grandmother, potentially at risk	Very social with adults and peers, respectful and polite, great on a team	Tends to lose assignments in messy desk, does not always begin activities when instructed, very positive outlook (I suspect may be front), high energy	Writing, Listening, Reading, Experiments, Internet	Favorite food is white rice with teriyaki sauce	→Redirection →Science focus/integration →Group activities →Trustworthy role model →Writing goal setting, attempt reach his inner writer

EQ/10/5 th /M	N/A	N/A	Interested in learning more about volcanoes and earthquakes		Works well with others, kind and aware of those around him, quiet, but not shy, often contributes to class discussions	High work ethic, always on task	Writing, Listening, Reading, Internet	Enjoys riding on his ripstik (skateboard type device)	→Volcano/earthquake unit (fits 4/5 standards) in the future? →Leader roles (positive role model) →Opportunities for deeper level thinking
HD/11/5 th /F	N/A	N/A	Interested in learning more about tattoos and art		Very social and has many friends inside and outside of class, enjoys conversing with teachers and peers, active during group discussion	Occasionally off task during lessons, personality and actions affect those around her	Drawing, Talking	Enjoys death metal, heavy metal, and punk rock	→Pro-social learning opportunities →Tattoos in different cultures as a possible lesson →Redirection

IC/10/5 th /F	TAG-Math and Intellect	N/A	Parents do not feel she is being challenged in classroom, interested in learning more science		Very shy at first, but opens up with time, friendly to all classmates, prefers not to share in front of class	Dedicated, always completes assignments, often completes activities early	Drawing, Films, Experiments	Loves art and swimming	→Opportunities for high level thinking and use of higher cognitive abilities →Art integration →Science opportunities →Opportunities for sharing in smaller groups →Structured group work (protocols)
JA/10/4 th /M	N/A	N/A	Parents do not feel he is being challenged in classroom, Interested in learning more math and science	Spanish learner at home	Leader in group settings	Easily frustrated with others, eager to learn new material, responds well to challenges	Writing, Films, Books, Experiments, Internet	Enjoys sports and video games	→Opportunities for high level thinking and use of higher cognitive abilities →Math integration →Challenge
LM/9/4 th /M	IEP-Writing, Reading		Writing level at 2 nd grade,	Custody battle at home, at	Difficult time expressing	Often appears and acts	Write, Films, Internet	Enjoys skateboarding and	→Partner with learning specialist with

			father seeking assistance for helping son, as he was only educated up until the 6 th grade	risk	feelings, does not get along well with AF, great friends with SB, but should not be paired together	tired in class, does not always participate without individual instruction, easily discouraged, responds well to responsibilities		ACDC	curriculum →Attention to literacy, many opportunities to write →Time for one-on-one instruction, goal setting →Individual responsibility →Visuals →Seat near teacher during instruction →Work on gaining trust →Alternative learning goals
LN/11/5 th /F	N/A	N/A	Interested in learning more science		Patient with all students, very kind and aware of others feelings	Occasionally disruptive, always completes assignments, participates in all activities, eager to	Drawing, Listening, Internet	Plays video games, the keyboard in her band called the "PopRocks" with cousin, listens to Z100	→Music integration-song writing →Opportunities to be leader and role model to other students →Opportunities to draw

						learn			
MK/11/5 th /F	N/A	N/A	Interested in learning more math, writing, and reading	Speaks both English and Tongan at home	On quieter side, has solid group of friends, slow to open up to adults, but does with time	High achiever, very organized, often finishes work early, driven	Drawing, Listening, Reading, Talking	Likes rap, reggae, and pop music, interested in college	→Interdisciplinary curriculum →Structured group work (protocols) →Plan for work being completed early
MS1/10/5 th /F	IEP-writing, reading		Interested in learning more about veterinarian medicine	Speaks a little French	Mainly keeps to herself unless task is to work together, kind, independent, shares ideas in class on reg. basis	Easily interested in topics and seeks related information, very curious, unique perspectives on material/questions	Drawing, Films, Reading, Experiments, Internet, Talking	Enjoys country music, likes eating watermelon, candy, popcorn, candy, chips, pizza	→Partner with learning specialist with curriculum →Partner with AF-potentially practice French together →Freedom to explore-research →Career exploration →Praise unique/critical thinking to flourish

									→Opportunities for independent work
MS2/10/5 th /M	ELL-English beginner		Interested in learning more about our school	Burmese spoken at home, moved from Burma about two years ago	Separates self from others when difficulty completing tasks, prefers to not work with TR	Extremely eager to participate and learn, takes pride in work, discouraged when having difficulties with assignments, active, energetic	Writing, Drawing, Talking, Reading, Films, Internet	Enjoys playing kick ball, favorite food is Thai, loves being at school	→Partner with learning specialist with curriculum →Visual instruction →Individual Instruction →Opportunities for speaking and writing →Mini lesson-history of school →Opportunities to speak native language →Alternative learning goals
NF/10/5 th /F	N/A	N/A	Interested in studying rocks and minerals	Speaks some French	Socializes with small group of friends, quiet, nice to everyone	Follows directions well, does not ask question when needing help	Group projects, experiments	Enjoys playing with her dog and listening to rap and rock n' roll music	→Hands on and social activities →Rocks and minerals could be in unit with volcanoes and earthquakes (EQ's interest)

									→Check-ins →Goal setting
NM/9/4 th /M	504-ADHD		Interested in studying more science		Often talks at inappropriate times, difficulty focusing	Does well when encouraged to choose a partner that he knows he will work well with, will choose invisible spots in classroom during work time, but does not get work done	Writing, drawing, talking, watching films, books, experiments	Loves ice cream, listening to ACDC, rock, and rap	→Opportunities to talk and reflect →Understanding that some disruptions may occur-redirection →Signals to stop talking →Hands on tasks →Brief instruction →On occasion may work better away from group
OB//M	IEP-reading, writing		2 nd grade writing and reading, difficulty completing most class assignments	At risk	Quiet, converses well one-on-one, sometimes will distract those sitting next	Does not always follow instructions (most often because activities and assignment		Video Games	→Partner with learning specialist with curriculum →Partner work →Individual instruction →Check-in, goals with

					to him, has many friends within the classroom	s are too hard), does not ask questions or for help, many assignments incomplete, misses a lot of days and is often tardy			follows-ups →Alternative learning goals →Opportunities for success
QG/10/4 th /M	N/A	N/A	Interested doing more writing in class		Always willing to help friends, leader in group of friends, quiet with adults, but talkative with peers	Sometimes off task, but very easily redirected, wants to perform well, frequent missing assignments	Writing, Drawing, Talking, Acting, Projects, Listening, Films, Reading, Experiments, Internet	Enjoys texting and listening to hip hop, rap, and R&B	→Many methods of teaching and assessment →Attention to literacy →Homework reminders
SB/11/4 th /M	IEP-ADHS, alcohol affected, communication		Parents pushing selves to help with instruction at home,	At risk	Weary of peers perspectives of him, easily frustrated	Often wonders around classroom, becomes very	Writing, Talking, Game Boy, Teacher, Reading,	Enjoys spending time with his dad	→Activities that require movement →Very explicit tasks when in groups

	disorder		wants to learn more about books		when thinking others are attacking, noticeable stutter that he feels self conscious about	interested in single items. Ex. pencil sharpeners, pencils, kind, concerned about tohers	Internet		→Partner with learning specialist with curriculum →Extension activities for parents to work on with him →Alternative learning goals →Individual instruction →Opportunities to practice speech →Show patience-develop trust
TV/10/4 th /F	TAG-math and intellect	N/A		Speaks Vietnamese	Works well in group settings, quiet, enjoys teacher-student interaction, helpful partner does not	Takes pride in work, easily completes all work (needs more of a challenge), often finishes work early		Parents want her to be a doctor when grown, but she wants to be a teacher	→Opportunities for high level thinking and use of higher cognitive abilities →Plan for when work is completed →Challenges →Opportunities for group work

					share during class discussions				and sharing/discussing
TL/10/5 th /M	ELL-moderate		Interested in learning more about airplanes and helicopters, Writing and reading are developing at a quick pace, ELL, but not does not have issue with completing assignments	Speaks Vietnamese and English at home	Very quiet, works well with DB, helpful in group and partner situations	Adamant about getting work done	Drawing, Listening, Films, Reading, Experiments, Internet		→Visual aids →Structures discussion (protocols) →Opportunities for group and partner work,
TR/5 th /F	ELL-English beginner		Difficulty understanding directions and activities, and when	Speaks Burmese at home	Socializes with friends on playground, but very quiet in class	Easily loses interest when not being able to complete assignment		Enjoys William Wegman picture books	→ Visual aids → Structures discussion (protocols) →Alternative learning goals

			so, resorts to drawing			s			→Drawing integration and opportunities
TJ/11/4 th /M	N/A	N/A		Speak a little Spanish with his dad	Very quiet with adults, does well in group activities when there is a role model that is also a friend, does not share ideas during classroom discussions	Easily distracted, respectful	Drawing, Projects, Listening, Films, experiments, Internet, Talking	Enjoys being on the computer and his phone, skating at the Burnside Skate Park, and playing video games	→Opportunities to share ideas in small groups instead of class →Redirection