Child Learning Profile

Observe for a week before you fill this in. Write what you see, not what you hope or fear.

Name _____ Age / grade _____ Date _____

When is this child most alert and willing?

What does this child return to voluntarily (topics, activities, questions)?

Where does learning get hard or tearful? What happens right before?

What helps (check all that apply)

- ☐ Learns well by listening and talking
- ☐ Learns well by building, moving, handling
- ☐ Works best in short bursts
- ☐ Learns well by seeing, drawing, mapping
- ☐ Needs quiet and few interruptions
- ☐ Works best with a companion nearby

Strengths to build on

One thing this child needs more of this season

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Weekly Rhythm Planner

Plan anchors, not minutes. Leave one open block each day for catch-up or wonder.

	Mon	Tue	Wed	Thu	Fri
Morning anchor					
Core skills					
Project / topic					
Movement					
Enrichment					
Review / margin					

Weekend or flex-day plans

What we will protect no matter what

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One-Page Lesson Plan

Start with what the student will be able to do, then plan how you will see it.

Subject _____ Date _____ Time needed _____

By the end, the student can...

Hook: a question, object, or problem to start

Teach / model (brief)

Student does (practice, make, explain)

Evidence: how I will know it worked

Materials

Reflection: what to repeat, change, or skip next time

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Family Screen Time Agreement

Write this together. Agreements built with children are easier to keep.

Screens for learning: when, where, and how long

Screens for fun: when, where, and how long

Our house rules

- [ ] Devices charge outside bedrooms overnight
- [ ] No screens during meals
- [ ] We ask before downloading or signing up
- [ ] We tell an adult if something online feels wrong
- [ ] Adults follow these rules too

What happens if we slip (repair, not punishment)

Signed by _____ **Review date** _____

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Simple Lab Report

Scientist _____ Date _____

Question: What do I want to find out?

Prediction (hypothesis): I think... because...

Materials and steps

Observations and data (draw, table, or chart)

Conclusion: What happened? Was my prediction supported?

New question this raised

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Museum Observation Sheet

Museum _____ Artwork _____ Artist / date _____

Quick sketch

What do you notice first? Colors, shapes, materials?

What do you think is happening? What makes you say that?

How does it make you feel? What would you title it?

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Study Habits Self-Assessment

For students. Be honest; this is a map, not a grade.

	RARELY				ALWAYS
I test myself instead of just rereading	1	2	3	4	5
I spread study over several days	1	2	3	4	5
I mix different types of problems	1	2	3	4	5
I explain ideas in my own words	1	2	3	4	5
I draw diagrams or timelines	1	2	3	4	5
I study without my phone nearby	1	2	3	4	5
I sleep enough before tests	1	2	3	4	5
I review mistakes and fix them	1	2	3	4	5

The one habit I will change this week

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Spaced Review Planner

Write the topic on the day you learn it, then review on the later dates. Check each review off.

Topic learned	Day 1	Day 3	Day 7	Day 14	Day 30

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Student Weekly Planner

Week of _____ My top goal _____

	Mon	Tue	Wed	Thu	Fri
Must do					
Should do					
Could do					
Appointments					
Energy (1–5)					
Done?					

Sunday reflection: what worked, what I will change

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High School Planning Map

Check typical college-prep expectations and your state's graduation requirements; target schools may expect more.

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English (4)					
Math (3–4)					
Science (3–4)					
Social studies (3–4)					
World language (2–3)					
Arts (1)					
PE / health					
Electives					
Tests / milestones					

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