

November 2024



OHPC KINDERGARTEN BELONGING

INTEGRATED UNIT #1 SEPTEMBER – OCTOBER 5 WEEKS

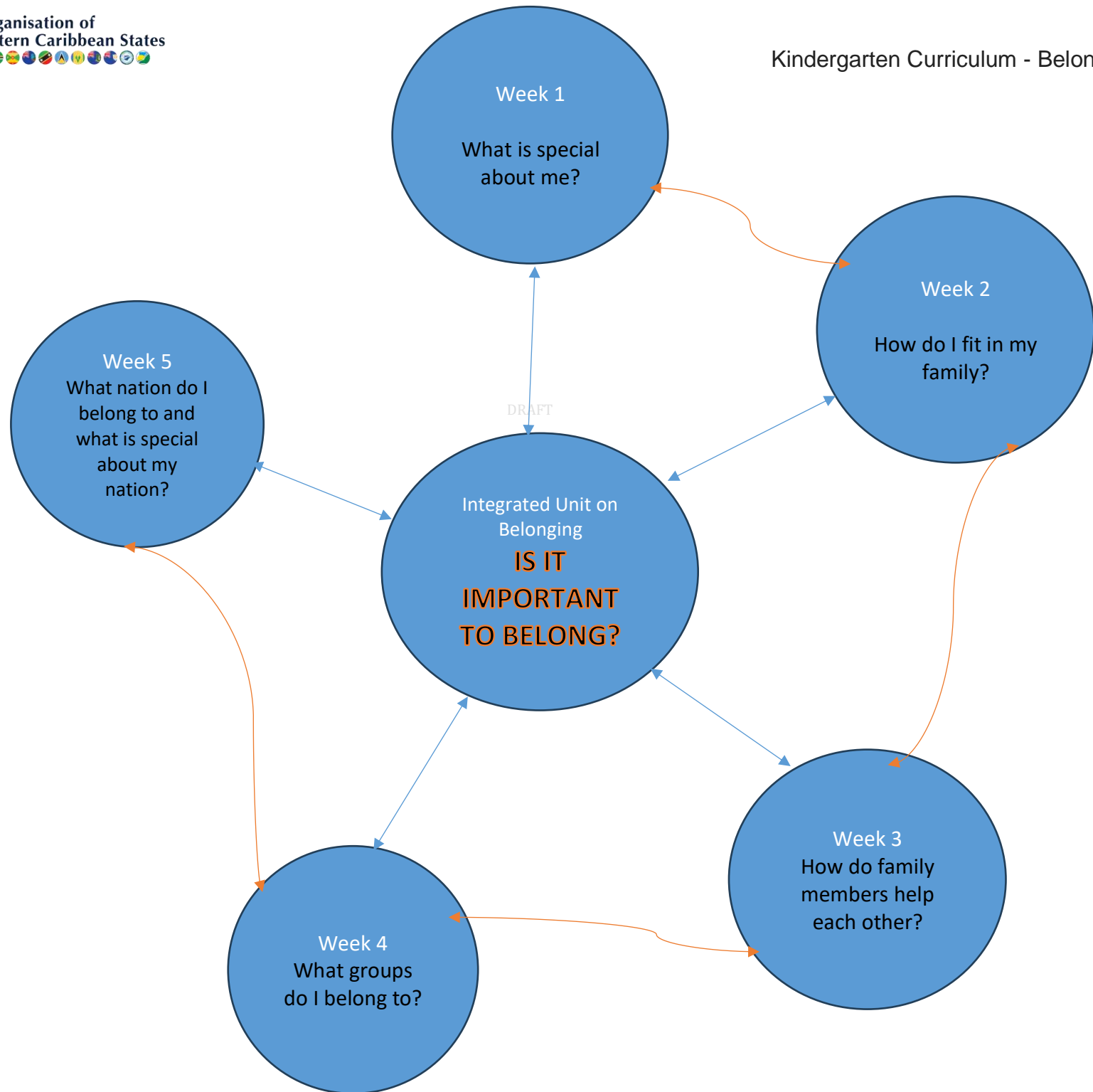


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Introduction to Belonging Integrated Unit

The Kindergarten Curriculum consists of 6 documents:

- Curriculum Outcomes and Guide for Effective Strategies
- Integrated Unit # 1 – Belonging
- Integrated Unit #2 – Weather
- Integrated Unit #3 – Celebrations
- Integrated Unit #4 – Plants and Animals
- Integrated Unit #5 – Games

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The Curriculum Outcomes and Guide for Effective Strategies document provides the framework for the delivery of the curriculum. Teachers must examine this document prior to teaching this Unit to have a thorough understanding of the learning outcomes for Kindergarten, to teach the Integrated Unit effectively and assess learner progress.

The Integrated Topics have been chosen to meet the learning outcomes for Language Arts, Mathematics, Science and Social Studies. No one Integrated Unit contains all outcomes. Rather, they are spread across the Integrated Units. The five Integrated Topics are: **Belonging, Celebrations, Weather, Plants and Animals and Games** with each having its own curriculum guide. This document contains the Learning Outcomes and Inclusive Learning and Assessment Strategies that will be taught in the **Belonging Integrated Unit**. The following table highlights the letters, sounds, words and specific concepts in mathematics that are designated to be taught in each of the Integrated Units.

	First IU Topic	Second IU Topic	Third IU Topic	Fourth IU Topic	Fifth IU Topic
Integrated Unit Topic	Belonging	Weather	Celebrations	Plants and Animals	Games
Proposed Sequence for Language Arts Letters and Sounds	s, a, t, i, p, n	c(k), e, h, r, m, d	g, o, u, l, f, b	z, w, y, x	j, qu, v
Proposed sequence for Language Arts Sight Words (loosely following Dolch sight words)	Pre-primer words a, and, big, can, go, I, in, is, me, see, the, to	Pre-primer words	Primer words one, three, two, four, look, make, play,	Primer words all, am, at, be, but, did, do, get, he, like,	Primer words said, where, she, they, was, went, will,

	First IU Topic	Second IU Topic	Third IU Topic	Fourth IU Topic	Fifth IU Topic
		it, not, run, up, we, away, find, help, here, jump, little, my	you, yellow, blue, red, brown, black, white, come, down	no, on, please, ran, say	yes, eat, good, have, into, new, now, there, this, with
Proposed Sequence for Math Skills (refer to outcomes for Kindergarten Mathematics in this document)	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6 Strand 4	Strand 1 Strand 2 Strand 3, 6	Strand 1 Strand 2 Strand 5 Strand 3, 6

Teaching and learning through Integrated Units provides engaging, authentic, and relevant opportunities for children to learn knowledge, skills, and values in Language Arts, Mathematics, Science and Social Studies. The children experience learning as a whole and they see “academic” knowledge and skills being applied to topics that are part of their lived experiences. Where appropriate, teachers may find ways that Health and Physical Well-being, Arts and Crafts, Music, and Additional Languages may be a part of the Integrated Units.

Essential Question: Is it Important to Belong?

The Essential Question provides the over-arching focus throughout the unit. Teachers may start the unit by asking their learners the question (and perhaps create a chart with the learners' answers). Teachers and children will revisit the question at the end of the unit and consider what they have learned.

The Essential Question should be posted in the classroom and referred to frequently. If a visitor enters the room, it should be obvious what the children are learning about. If a visitor/parent/administrator asks the children what they are learning about, the children should be able to readily answer.

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Essential Question: [Is It Important to Belong?](#)

Weekly questions:

Week 1: What is special about me?

Week 2: How do I fit in my family?

Week 3: How do family members help each other?

Week 4: What groups do I belong to?

Week 5: What nation do I belong to and what is special about my nation?

End of Unit summary/celebration: Return to discuss the essential question: *Is it important to belong?*

Specific Curriculum Outcomes Linked to Inclusive Learning Strategies in this Integrated Unit¹

Language Arts: *These outcomes are taken from the OHPC Kindergarten Curriculum and Assessment Guidelines document and have been distributed to fit the weekly questions in this Integrated Unit.*

SCO	Strand 1: Listening and Speaking
1.1	Listen to music, conversation and environmental sounds for personal enjoyment
1.2	Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.
1.3	Use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect
1.4	Interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages
1.5	Become aware of how effective listening enhances understanding
1.6	Observe how tone, fluency and intonation impact meaning and mood
1.7	Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence
1.8	Develop increasing clarity and focus when sharing stories or experiences
1.9	Engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns
1.10	Develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus

SCO	Strand 2: Reading and Viewing
2.1	Interact meaningfully with a wide range of genres and text forms
2.3	Connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding
2.4	Develop understanding and application of the Concepts of Print
2.5	Develop knowledge about the purpose and variety of texts that are read or read to them
2.6	Browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.
2.7	Demonstrate understanding of some environmental print and pictorial information
2.8	Begin to apply comprehension strategies to visualize, predict and connect
2.9	Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing
2.10	Connect words and images in pre-emergent and emergent level texts to background knowledge
2.11	Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words

¹ Note: All Kindergarten Curriculum Outcomes are available in the OHPC Kindergarten Curriculum and Assessment Guidelines document. An individual Integrated Unit does not contain all of the outcomes for the entire curriculum.

SCO	Strand 2: Reading and Viewing
2.12	Participate in shared reading and use the meaning and flow of the language to anticipate upcoming words
2.13	Begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages
2.14	Identify an increasing number of letter names and letter sounds, beginning with those of personal importance
2.15	Use known letter sounds to decode upcoming words in emergent level passages

SCO	Strand 3: Writing and Representing
3.2	Assign meaning to experimental drawing and writing
3.3	Begin expressive writing to share ideas and real and imagined topics
3.4	Use peer collaboration and classroom tools to assist in writing process
3.5	Learn to print the upper and lower case letters of the alphabet
3.6	Connect spoken language(s) to written language and other representations (e.g. drawings)
3.7	Connect phonological awareness to letter shapes
3.8	Spell name and some words of personal importance correctly

Mathematics: *These outcomes are taken from the OHPC Kindergarten Curriculum and Assessment Guidelines document and have been distributed to fit the weekly questions in this Integrated Unit.*

SCO	Strand 1: Number Sense
1.1.1	Say the number sequence to 10 by 1s
1.1.8	Count with meaning to 10, by building quantities
1.1.9	Count with meaning to 10, by matching quantity and numeral
1.2.1	Represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames
1.2.2	Answer the question, How many are in the set? using the last number counted in a set
1.2.4	Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction
1.3.1	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting
1.3.3	Compare the number of objects in two sets of up to 10 objects, using phrases such as 'same number as', 'equal to', 'more than', and 'less than'

SCO	Strand 4: Geometrical Thinking
4.2.1	Identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).
4.2.3	Correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones and spheres)

SCO	Strand 5: Measurement
5.1.4	Directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter

SCO	Strand 6: Data Management and Probability
6.1.1	Collect simple sets of data in the class and school environment using observation.
6.1.2	Describe data classification.
6.1.3	Use counting to determine the number of objects in a group.

Science: *This Integrated Unit does not have any specific science outcomes assigned.*

Social Studies: *These outcomes are taken from the OHPC Kindergarten Curriculum and Assessment Guidelines document and have been distributed to fit the weekly questions in this Integrated Unit.*

SCO	Strand 1: Myself – Historical and Cultural Thinking
1.1.1	Demonstrate an understanding of “me” as a unique child (K)
1.1.2	Distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)
1.1.3	Appreciate that everyone has unique and special characteristics (V)
1.1.4	Express appreciation of the child’s own personal attributes, one’s name (V)
1.1.5	Name family members (K)
1.1.6	Represent family members using pictures/images (S)
1.1.7	Compare their physical features with those of their family members; categorize similarities and differences of self and other family members (S)
1.1.8	Understand that we inherit characteristics from our families (K)
1.1.9	Appreciate the uniqueness of families; respect that the composition of families takes many forms (V)
1.1.10	Understand that respect for self includes proper cleanliness, language and behaviour (K, V)
1.1.11	Categorize similarities and differences of self and others in families
1.1.12	Recognize that their own physical characteristics, preferences, and mannerisms may be inherited from their families.

SCO	Strand 2: Myself – Civic Participation - To understand that we have rights and responsibilities as individuals
2.1	Describe how family members care for one another (K)
2.2	Appreciate that family members love and care for one another (V)
2.3	Describe roles of various family members (K)
2.4	Chart the daily routines or activities in which family members care for one another
2.5	Appreciate that the way family members love and care for one another helps them meet their basic needs (V)
2.6	Identify groups to which I belong (K)
2.7	Express how my behaviour in groups and the behaviour of others affects me and others (S)
2.8	Appreciate that members of groups to which I belong have responsibilities (V)
2.9	Recognize that all children have the right to be safe from harm (K)
2.10	List examples of what helps children feel safe (S)

SCO	Strand 2: Myself – Civic Participation - To understand that we have rights and responsibilities as individuals
2.13	Identify national symbols and emblems such as the national flag, anthem, pledge, bird and flower (K)
2.14	Demonstrate appropriate behaviour when national anthem is being played, pledge is being said (S)
2.15	Appreciate and respect the importance of national symbols (V)
2.16	Know why we have rules in groups to which I belong (e.g. family, class at school) (K)
2.17	Apply groups' rules in daily life (S)
2.18	Demonstrate examples of responsible and polite behaviour in groups to which I belong (V)
2.19	Describe safe practices while travelling to school (K)
2.20	Role play the use of safe practices when travelling to school (S)
2.21	Appreciate the value and benefits of practicing safety when travelling to school (V)
SCO	Strand 3: Myself – Spatial Thinking
3.1	State the name and address of their home and school (K) <small>DRAFT</small>
3.2	Express themselves clearly when stating their address (S)
3.3	Feel a sense of belonging in their surroundings (V)

Overview and Preparation

Preparation of the Room

Teachers are encouraged to display the Essential Question for the Integrated Unit on a bulletin board or the wall.

Resources

Teachers are encouraged to look through the entire plan for the Integrated Unit on Belonging (below) and gather resources needed to teach this unit.

Possible guest speakers and field trip(s)

When preparing for this unit, teachers are encouraged to consider: What/who is in the school/neighbourhood to help us learn about **Belonging**? Before any guest speaker comes to the class, the children will be guided to think of questions to ask him/her. After the guest speaker leaves, the children will complete a sheet that shows what they learned (in pictures and words, with help). Sample of that sheet is provided in this document.

Letter Introducing the New Unit to Parents/Families

One way to find out who might come into the classroom as a guest speaker is to send a note home (and circulate in the school) telling what the unit will be about and asking if anyone knows someone who could come into the classroom. In the letter, describe the focus of the Integrated Unit, ask for specific resources (if appropriate), provide some examples for guest speakers, such as “someone who has...”, “someone who knows about...”. Sample letter is provided in the next Section of this document.

Consider possible play connections/materials (some possibilities are listed below)

- Art/craft materials
- Paint easel
- Water table
- Sand table
- Toys connected to the topic
- Blocks
- Dress-ups
- Puzzles

Sample Letter to Parents/Caregivers

School logo

Date

Dear Parents and Caregivers,

On Monday, (date), we will be starting our first Integrated Unit of study. We will be learning all about “Belonging” and we will be thinking about the question “Is it important to belong?”. This unit will include children appreciating how unique and special they are, their belonging to a family, community groups, and to a nation. This unit of study will be the focus in our classroom until *(please insert appropriate date)*.

We are wondering if any of you have a particular interest, or experience with the notion of “Belonging” and if you could come into our class one afternoon to tell us about it. Maybe you have a new baby in your family and you could tell how the Kindergarten child helps out. Maybe you have done a family tree and have a diagram to show the children. Maybe you are a youth leader in the community and you could tell the children about that group that they might belong to when they are a bit older.

Or, perhaps you know someone else in the community who might be willing to come in to our class to help us learn more about Belonging.

If you can help us out, please contact _____, phone: _____, and we will find a day and time for you, or someone you might suggest, to visit our class.

Meanwhile, please ask your child about what he or she is learning about Belonging, and enjoy some discussions about this topic at home!

Thank you so much,

(Teacher)



Sample Recording Sheet After a Guest Speaker or Field Trip

What I learned from ____ (place for guest speaker's name, or location of field trip) _____

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(Place for the child to do a drawing based on the guest speaker's visit)

(lines for child to write a word or two, probably with assistance from the teacher)

Detailed Five-week Plan

I. WEEK ONE

Essential Question: Is it important to belong?

Question for Week One: What is special about me?

Gathering Assessment Data and Record-keeping

The Specific Curriculum Outcomes (SCOs) and Inclusive Learning Strategies (ILS) for this unit are directly linked. The learners learn and demonstrate development on the SCOS in the ILS. The teacher gathers assessment data on each of the SCOs (during the ILS). The Assessment data is gathered through Observation, Conversation and Products, as set out in the IAS column.

The teacher will use the checklists (hard copy or digital) included in the *Curriculum Outcomes and Guide for Effective Strategies* to record data collected about children's progress in achieving the SCOs. The teacher will observe the children and will listen to the children's responses or the teacher will arrange for the children to create a "product" to gather evidence of the children's development of the SCO attitudes, skills, and knowledge.

The teacher will use a consistent scale in the checklists:

Which children are easily meeting the outcome (+)? Which children are meeting the outcome (=)? Which children need more practice (-)?


The teacher will note the date of the observation/conversation, and the teacher may also add some comments for additional clarification.

Language Arts – Plans for the Belonging Unit – Week One


The teacher will be observing for children’s Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for a list of Concepts of Print and suggestions for ways that teachers may observe development of these concepts throughout the year.

The teacher will focus on pre-emergent literacy skills for week one. No association between letter and sounds will be introduced here for week one.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (special, me, name, pretty, handsome, boy, girl, home). Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Introduction to the Integrated Unit : Language Arts and Social Studies - Belonging</p> <p>The Ugly Duckling</p>  <p>https://youtu.be/X4o5_8cEAHs?si=A-OE4y8zA6R7gJIN</p> <p>The teacher will ask the learners to view the video. The teacher will use these questions to initiate a discussion on belonging and what it means to belong.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>Social Studies - Myself – Spatial Thinking</p> <p>3.3 feel a sense of belonging in their surroundings (V)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4 and 2.5 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.3 based on observation and conversation with the learners.</p>	<p>1.How did the other animals treat the ugly duckling at the beginning of the story? How did this make the duckling feel?</p> <p>2. In what ways did the ugly duckling try to fit in with the other ducks and animals? Why do you think he felt like he didn't belong with them?</p> <p>3.Have you ever felt like you didn't belong or fit in with a group of friends or classmates? How did it make you feel?</p> <p>4.How can we make sure that everyone feels like they belong in our classroom or community? What are some things we can do to help others feel included and valued?</p> <p>The teacher will help the children role play some parts of the story.</p> <p>Finally, the teacher should ask the children the essential question for this Integrated Unit: Is it important to belong? Why? The teacher should accept all answers. If possible, the teacher should take notes of what the children say, to compare with the children's ideas by the end of the unit.</p>


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p>	<p>Language Arts: Observation and Conversation</p> <p>Shared Reading Observation</p> <p>Please see <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions of how to engage children in a Shared Reading Activity (hyper link here).</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies Discussion: I Am Special</p> <p>The teacher will have learners sing along to/view the video : I am Special -</p>  <p>https://youtu.be/rhsGjXzEfsM?si=tlpxsq1AFR_3pfDc.</p> <p>The teacher will engage learners in discussion What makes you special? Learners will speak about what makes them special.</p> <p>The teacher will have learners sing the song “I am Special”.</p> <p>The teacher will make a chart with the words of the chorus of the song, and use that chart for Shared Reading, finding letters, sounds, sight words. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions for Shared Reading.</p> <p>The teacher will talk with the children about their names, ages, likes and dislikes, physical attributes (colour of skin, type of hair, the shape of face , colour of eyes). The teacher will be emphasizing that being special might also mean being different, and that is okay and good.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts: Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p>	<p>Language Arts: Product</p> <p>The teacher will have the children’s drawings of themselves, which provides data for the Writing and Representing outcomes.</p> <p>The teacher may want to transfer data about Writing and Representing (for example Concepts of Print, knowledge of sight words, recognition of letters/sounds) to a list of related LA SCOs. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more information about this process</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7, and 3.8 based on observation and conversation with the learners.</p>	<p>The teacher could help the children to discover that even their fingerprints are unique. Please see this video for a description of how to make fingerprints with scotch tape and pencil-rubbed thumbs. https://www.youtube.com/watch?v=DHlqBNahOU8</p> <p>The teacher will have learners create pictorial representations of themselves by drawing simple pictures depicting their unique physical attributes. Teachers could have learners draw /paint/ build models pictures of themselves.</p> <p>The teacher will ask the children to print their name, or copy a short sentence “This is me.”.</p> <p>The learners’ pictures will be displayed via the class bulletin board.</p> <div data-bbox="1373 1032 1713 1203" data-label="Image"> </div> <p>Oral Exit Slip Learner will say one thing that was learned from the day’s lesson</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies: Myself - Historical & Cultural Thinking</p> <p>1.1.1 demonstrate an understanding of “me” as a unique child (K)</p> <p>1.1.2 distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)</p>	<p>Social Studies Product:</p> <p>The teacher will see whether or not the children illustrate personal characteristics to show they are special and unique through the creation of simple pictures of themselves.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – All About Me Collage</p> <div data-bbox="1606 982 1885 1203" data-label="Image"> </div> <p>The teacher will have learners create "All About Me" Collage: Provide magazines, newspapers, and pictures for children to cut out images that represent themselves – what are their favourite things, foods, etc?</p> <p>Have them bring pictures of themselves from home to make collage.</p>



Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing 3.8 Spell name and some words of personal importance correctly</p> <p>Social Studies: Myself - Historical & Cultural Thinking</p> <p>1.1.1 Demonstrate an understanding of “me” as a unique child (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.1.1 based on observation and conversation with the learners.</p>	<p>The teacher will have the children show their collage to the class and to talk about their favourite things. The teacher will reinforce the idea that each child is unique and special.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence 1.8 develop increasing clarity and focus when sharing stories or experiences</p>	<p>Language Arts</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies -Counting Body Parts</p> <p>The teacher will have learners speak about the different body parts as their physical attributes, some people have one arm, one leg as they were born differently (or they might have been in an accident).</p> <p>The teacher will make a list/chart/graph to show what body part do we usually have ONE of? What body part(s) do we usually have TWO of? Are there any body parts that we have THREE of? Which body parts do we have FIVE of? TEN of?</p> <p>The teacher will have the learners count the number of different body parts that they have.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Number Sense - Numbers to 10</p> <p>1.1.1 say the number sequence to 10 by 1s 1.1.8 count with meaning to 10, by building quantities. 1.2.2 Answer the question “How many are in a set?” using the last number counted in a set</p> <p>Social Studies: Myself - Historical & Cultural Thinking</p> <p>1.1.2 distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)</p>	<p>Mathematics: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1 and 1.1.8 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.2 based on observation and conversation with the learners.</p>	<p>The teacher will share with the class that they will all be special friends. The teacher will then ask learners; Can you help me count how many special friends are in our classroom today?</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect. 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages. 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Discussion - What Makes Me Special?</p> <p>The teacher might start the lesson with a discussion about what makes each learner special.</p> <p>The teacher might hand out mirrors to observe their unique features from the mirror. The teacher might ask learners to identify a physical trait that is unique to themselves.</p> <p>The teacher will invite learners to work in pairs to share one special thing about themselves.</p> <p>The teacher will explain the concept of uniqueness and diversity in simple terms to the learners.</p>


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Writing and Representing</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies: Historical & Cultural Thinking</p> <p>1.1.2 distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.8 based on observation and conversation with the learners.</p> <p>Social Studies: Product</p> <p>The teacher will look at the playdough models to see if the children have shown features that make them unique.</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.2 based on observation and conversation with the learners.</p>	<p>The teacher will show images of children with different physical traits and mannerisms.</p> <p>The teacher will provide examples of physical traits and mannerisms; where learners will be asked to identify them.</p> <p>The teacher will question learners in depth to check for understanding in relation to identifying the physical traits and mannerisms. e.g. What colour is the girl's hair? How do you think the child feels based on their facial expressions? Is this the expression on the playdough models?</p> <p>The teacher will have learners use playdough to create models of themselves, highlighting their uniqueness. The teacher could put each playdough figure on a piece of cardboard, and the child could print their name.</p> 
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies - Children's Names</p> <p>Since this unit is taught at the beginning of the school year, there will be many children who do not know the letters in their names. The teacher will support the children through the activities in this</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>Language Arts: Reading and Viewing</p> <p>2.1 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts: Writing and Representing</p> <p>3.8 spell names and some words of personal importance correctly.</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.1 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.8 based on observation and conversation with the learners.</p>	<p>IIS, as the children begin to learn the letters and what their name looks like.</p> <p>The teacher will present name cards and assist the learners to find their names among the others. The teacher will also provide a worksheet with different names. Learners will be asked to identify and circle their names. The teacher will provide letter beads or cutouts for each child's name. Have them string the letters onto a piece of yarn or pipe cleaner to create a bracelet. As they create their bracelets, discuss why their names are special.</p> <div data-bbox="1423 716 1885 927" data-label="Image"> </div> <div data-bbox="1350 995 1707 1247" data-label="Image"> </div> <p>https://fliphtml5.com/yzvqr/wtth/basic#google_vignette</p> <p>The teacher will read aloud the anchor text above titled Chicka Chicka Boom Boom or the teacher might present the story via the embedded link above on a big screen using an LCD projector.</p>


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics: Number Sense</p> <p>1.2.4 count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction</p> <p>Social Studies: Historical & Cultural Thinking</p> <p>1.1.2 distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)</p> <p>1.1.4 express appreciation of one's own personal attributes, one's name</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcome 1.2.4 based on observation and conversation with the learners.</p> <p>Mathematics - Product</p> <p>The teacher might have learners complete a poster like the picture in the column to the right that involves their names and the number of letters found in their names.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.1.2 and 1.1.4 based on observation and conversation with the learners.</p>	<p>The teacher will read aloud the anchor text; each time the teacher reads a letter of the alphabet; any learner whose name begins with that letter will stand to spell their names. The teacher might have learners complete a worksheet based on the anchor text above to colour and count the letters of their names.</p> <div data-bbox="1352 553 1749 894" data-label="Image"> </div> <p>https://littleslovelearning.com/chicka-chicka-boom-boom-activities/</p> <p>The teacher will create an anchor chart to include all the names of the learners. Each learner's name will be included on the chart. Learners will identify their names. Learners will predict the number of letters that may be in their names then will verify by counting the number of letters in their names. Learners might take turns in counting the number of letters in their classmates' names.</p>

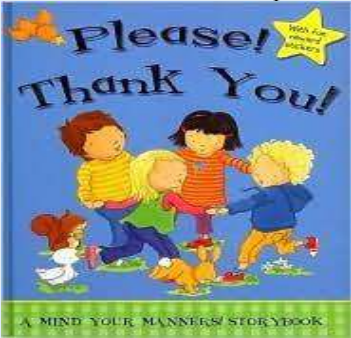
Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The drawing that the children create will help the teacher determine progress in Reading and Viewing outcome 2.9.</p>	<p>Language Arts and Social Studies - How am I Unique?</p> <p>The Reflection in Me – book on video</p>  <p>https://youtu.be/D9OOXCu5XMg?si=9jFFmoS9mksZHV1</p> <p>The teacher might have learners view the video. Before and during the video, the teacher will use ideas for Read Alouds (please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i>). During the Read-Aloud the children will learn and demonstrate understanding of Reading and Viewing SCO's listed in the left column).</p> <p>After viewing/Read Aloud, the teacher will use these questions to engage in a discussion about what it means to be unique.</p>


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding 2.4 develop understanding and application of the Concepts of Print 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.7 demonstrate understanding of some environmental print and pictorial information 2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing. 2.10 connect words and images in pre-emergent and emergent level texts to background knowledge 2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance 2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts: Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p>	<p>Language Arts - Product</p> <p>Each child’s drawing becomes a “product” that the teacher can use to determine progress with Reading and Viewing Outcome 2.9, and Writing and Representing Outcomes listed in the column to the left.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6,</p>	<p>1.Can you think of something special or different about yourself 2. How do you feel when someone notices something special about you or compliments you ? 3.Do you think it's okay for everyone to be different from each other? Why or why not? 4.What are some things that make your friends or classmates unique? How does it make you feel to have friends different from you?</p> <p>What compliments did the mirror make? Maybe listen/watch the book again to remember one special part that the child may choose to draw (e.g. dolphins, great smile).</p> <p>The teacher will use discussion to determine if the children appreciated that everyone has unique and special characteristics.</p> <p>The children could draw something that they remember from the story. Each child could be encouraged to print a word (with help from the teacher) and their name.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.1.3 appreciate that everyone has unique and special characteristics (V)</p>	<p>3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.3 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Respect for Self and Others</p> <p>“Be Respectful”</p>  <p>https://youtu.be/yCPI-vOKCA?si=DwA_unClMfj64Abr</p> <p>Learners will view the video (see information about Read Alouds in the previous ILS, and please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i>).</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that they read or are read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>Social Studies: Myself - Historical and Cultural Thinking</p> <p>1.1.10 understand that respect for self includes proper cleanliness, language and behaviour (K, V)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9 and 2.10 based on observation and conversation with the learners.</p> <p>Social Studies: Observation and Conversation</p> <p>Do learners understand that respect for self includes language and behaviour?</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.10 based on observation and conversation with the learners.</p>	<p>After viewing the video, the teacher will engage the children in discussion about the importance of respecting others and self, despite differences in physical attributes</p> <p>How do learners feel about respecting others based on how they look?</p> <p>How do they feel if someone disrespects them?</p> <p>The teacher will model saying something positive about a learner. In turn the teacher will have learners paired up to share at least one positive statement about themselves. This could be done with an Inside/Outside circle strategy (Inside-outside circle begins with the teacher splitting the class up in half, with one group forming a outside circle, and one the inside circle. The teacher then poses a question for learners and gives them time (usually about 30 seconds) to think of a response. The learners then share their responses with their partners, who are standing directly across from them. On the teachers signal, the outside circle moves one step to the left/right and discusses the same question with a new partner.)</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.1.2 distinguish personal characteristics that make each child unique (physical traits, mannerisms) (S)</p>	<p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.2 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4 and 1.5 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Respectful Behaviour</p> 

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The teacher will play this video to introduce the concept of respect for self through language and behaviour. Learners might draw a picture to depict something learnt from the video that was viewed. https://youtu.be/XpcM-vE_swg?si=EF5Si8rt2hsuq4Mk</p> <p>The teacher will read this book to engage learners in developing an understanding of simple words that can be used to show respect.</p>  <p>A MIND YOUR MANNERS STORYBOOK by Jillian Harker.</p> <p>The teacher will engage learners in a discussion based on the content seen from the storybook above describing when they should use ‘please’ ‘thank you’ and ‘sorry’ appropriately.</p> <p>During the reading the teacher will do some “incidental” teaching of Concepts of Print, letters, sounds, sight words. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ideas).</p> <p>Roleplay</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.1.10 understand that respect for self includes proper cleanliness, language and behaviour (K, V)</p>	<p>Social Studies: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.10 based on observation and conversation with the learners.</p>	<p>The teacher will invite learners to work in small groups to roleplay different assigned phrases such as ‘thank you’ ‘please’ and ‘sorry’ to the class.</p> <p>The teacher will have learners sing this song in respect while miming the actions of the song.</p> <p>The Manners Song <i>Tune of Twinkle Twinkle Little Star</i></p> <p>We say, “Thank you.” We say, “Please.” We don’t interrupt or tease.</p> <p>We don’t argue. We don’t fuss - - Listen when folks talk to us.</p> <p>Share our toys and take our turn. Manners are easy to learn.</p> <p>The teacher will make a chart of this song, and engage the children in Shared Reading, highlighting sight words, letters and sounds. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for opportunities for teaching Language Arts skills during a Shared Reading experience).</p>
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment 1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Guest Speaker: Keeping Our Body Clean</p> 

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p>	<p>Language Arts - Product</p> <p>The children’s response to the Guest Speaker will provide the teacher with evidence of progress in Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>https://youtu.be/xcYs6ubgrug?si=j15c3W6WNzkJPL0v</p> <p>The teacher will have learners view videos and discuss the importance of keeping themselves and their environment clean. Learners might talk about the ways that they keep their bodies clean (washing hands, bathing, brushing teeth, combing hair, wearing clean clothes). The teacher will have learners go to the bathroom to engage in washing hands and brushing their teeth.</p> <p>The teacher will have learners sing along to this hand washing for reinforcement.</p> <p>The teacher will help the learners to create a class poster about keeping the body clean. (This would be a Shared Writing experience. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions about Shared Writing.)</p> <p>Teachers will have a resource person come in to speak about the importance of keeping the body and environment clean.</p> <p>Teachers might guide learners to think of questions that they can ask the resources person.</p> <p>Teachers will have learners complete a sheet that shows what they have learned using pictures and words . The teacher will support the children to print a few words on this sheet.</p> <p>Sample of that sheet is provided below:</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p> <p>Social Studies: Myself-Historical and Cultural Thinking</p> <p>1.1.10 understand that respect for self includes proper cleanliness, language and behaviour (K, V)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.10 based on observation and conversation with the learners.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Guest Speaker Response Sheet</p> <p style="text-align: center;">What I learned from _____</p> <p style="text-align: center;">(place for guest speaker’s name, or location of field trip) _____</p> <hr/> <p style="text-align: center;">(Place for the child to do a drawing based on the guest speaker’s visit)</p> <hr/> <p style="text-align: center;">(lines for child to write a word or two, probably with assistance from the teacher)</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p style="text-align: center;">--</p> </div>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>The class poster would provide evidence that the children understand Social Studies SCO 1.1.10</p>	
<p>Social Studies: Myself: Spatial Thinking</p> <p>3.1 state the name and address of their home (K) 3.2 express themselves clearly when stating their address (S) 3.3 feel a sense of belonging in their surroundings (V)</p>	<p>End of Week One:</p> <p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p> <p>The Social Studies SCOs are of special significance for the ILS, so will require purposeful assessment.</p> <p>Social Studies: Observation/Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.1, 3.2 and 3.3 based on observation and conversation with the learners.</p> <p>Social Studies – Product</p> <p>The children’s paintings and drawings will show evidence that the children are understanding the Social Studies SCOs.</p>	<p>End of Week One:</p> <p>Language Arts and Social Studies: Field Trip – Where do we live?</p> <p>The teacher will ask learners to bring a picture of their home. The teacher might send a note home and ask the parents to help their child to learn their address.</p> <p>Let learners talk about where they live (the name of the village, the specific area in the village that they live in, speak about things in their surroundings.</p> <p>Teachers will have learners take a walk around the neighbourhood.</p> <p>Learners might bring pictures/drawings of their homes, the teacher will create a large map with/for the children and put their homes on it. Teachers could let learners draw/ paint a picture of their home.</p> <p>Learners will draw a picture of something that is seen from the field trip around the neighbourhood.</p> <p>The teacher might end the week with a review/discussion about the week’s question: What is special about me? The teacher might compare the children’s answers to the way they answered at the beginning of the week, to see if there is progress in the children’s understanding of this concept.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies

Name Recognition Activities

- <https://kindergartenchaos.com/free-name-activities-for-kindergarten/>
- <https://www.pinterest.com/pin/306244843420095267/>
- <https://www.pinterest.com/pin/306244843420020794/>
- <https://www.pinterest.com/pin/306244843420014751/>
- <https://www.pinterest.com/pin/306244843420013900/>
- <https://www.pinterest.com/pin/306244843419935294/>
- <https://www.pinterest.com/pin/306244843419931819/>
- <https://www.pinterest.com/pin/306244843419924698/>
- <https://www.pinterest.com/pin/306244843416688761/>
- <https://www.pinterest.com/pin/306244843419832587/>
- <https://www.pinterest.com/pin/306244843419924640/>
- https://www.pinterest.com/pin/Acv7zoTB6suNjwTFdsb9FKZ5NCQEnI4GI-Tew7fF_I81M4QAcPgmInk/

DRAFT





Resources for a learner who is struggling:

Multi-sensory and Interactive Learning Tools:

- [Multisensory instruction](#) is a way of teaching that engages more than one sense at a time. Using sight, hearing, movement, and touch gives kids more than one way to connect with what they are learning.
- <https://www.understood.org/en/articles/multisensory-instruction-what-you-need-to-know>

DreamBox Learning: An adaptive learning platform that provides personalized math instruction.

II. WEEK TWO

Essential Question: Is it important to belong?

Question for Week Two: How do I fit in my family?

Language Arts – Plans for the Belonging Unit – Week Two

The teacher will be observing children's Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for further information.


The letter/sound **s/s/** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

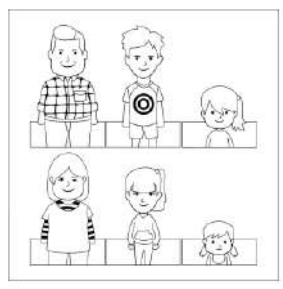
Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as **(same, sister)**. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills


This week the sight words **I, see & a** will be the focus. The teacher might do some “stand alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for more ideas for teaching words. The words from week one will be reinforced **“I” me “see**
“my”.

The teacher is encouraged to find opportunities to emphasise those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Speaking and Listening</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment 1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence 1.8 develop increasing clarity and focus when sharing stories or experiences 1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>Language Arts: Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p> <p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Introduction to Week Two: Language Arts and Social Studies: Discussion and Poem/Song</p> <p><u>I am Special</u> I am special (point to yourself) I am special Don't you see? (make binoculars with your fingers) Don't you see? Someone very special (hands out to the side, palms up) Someone very special 'Cause God (point to heaven) made me (point to yourself) God made me!</p> <p>The teacher will want to engage learners with the song “I am special” and then remind learners of the previous week’s question “What is special about me?” The teacher will want to tell them that they belong to a special group called a family. The teacher will want to highlight the letter /s/ in the word special. The teacher will want to have a discussion on the question “How do I fit into my family?” The teacher will have a conversation with the children, first of all, about “What is a family?” Then the teacher might want to ask the learners the question for Week Two: Where do I fit in my family? ...am I the Oldest? Youngest?</p> <p>The teacher will display the word “family” and will want to highlight the family members further when doing the song/activity below.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts: Writing and Representing</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Social Studies: Myself: Civic Participation</p> <p>2.6 identify groups to which I belong (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.7 based on observation and conversation with the learners.</p> <p>Social Studies: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation outcome 2.6 based on observation and conversation with the learners.</p>	<p>The teacher will want to engage learners with the poem below. The teacher will want to project the poem or have it written on a chart for shared reading. Sight words, letters and sounds will be highlighted if relevant.. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further suggestions about Shared Reading, teaching sight words, letters/sounds.</p>  <p>The image shows a hand holding a pink marker pointing to a chart titled "Families". The chart contains the following text: "Families are big, and Families are small. Families are different, and we love them all. Some have mothers. Some have fathers. Some have sisters, and some have brothers. I love my family!". There are also simple line drawings of children at the bottom of the chart.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Speaking and Listening</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Social Studies: Myself - Historical & Cultural Thinking</p> <p>1.1.5 name family members (K)</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.5 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Who is in my family?</p> <p>The teacher will want to help the learners make and play with finger puppets as they identify the members of their family. Learners might want to colour the puppets before the start and then attach them around their fingers with tape or strip of paper (like a ring).</p> <p>https://www.printablee.com/post_printable-family-puppets_118514/</p>  <p>The teacher will want to check to assess if all learners can identify the family members by asking them to wiggle the finger of the family member called. The teacher will have the learners sing along as they wiggle the correct puppet for each verse.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p style="text-align: center;"><i>The Family Song</i></p>  <p style="text-align: center;"> https://www.scribd.com/doc/214398034/family-song-words-pdf </p>
<p>Language Arts - Speaking and Listening</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies: Guest Speaker – Taking Care of our Family</p> <p>The teacher will want to invite a parent to talk about their family. This can include a parent with a young baby.</p> <p>The teacher will make preparations for the guest speaker by sending the letter informing them of the topic and the area of focus for the week. The teacher should prepare some guiding questions to engage the parent. The learners might want to engage in discussion and question</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies: Myself - Historical and Cultural Thinking</p> <p>1.1.5 Name family members (K)</p>	<p>Language Arts: Product</p> <p>The children’s responses to the Guest Speaker will provide the teacher with evidence about their progress in Writing and Representing outcomes 3.5, 3.7, 3.8.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.5 based on observation and conversation with the learners.</p>	<p>the guest speaker. They might want to fill out a sheet similar to the one below and help the teacher to write a thank you note to the guest.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Guest Speaker Response Sheet</p> <p style="text-align: center;">What I learned from _____</p> <p style="text-align: center;">(place for guest speaker’s name, or location of field trip)</p> <p style="text-align: center;">_____</p> <hr/> <p style="text-align: center;">(Place for the child to do a drawing based on the guest speaker’s visit)</p> <hr/> <p style="text-align: center;">(lines for child to write a word or two, probably with assistance from the teacher)</p> <p>-----</p> <p>-----</p> <p>-----</p> </div>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies Based on the book “So Much”.</p> <p>The teacher will read/ listen to the book “So Much” and have a discussion about the members of the family.</p> <p>https://www.youtube.com/watch?v=K1iUrxZgzs&t=38s</p> <p>Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ideas to enhance the development of Language Arts skills through a Read Aloud / Viewing.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>For example, the teacher might want to have a discussion about the concepts of print (front cover, back cover, author, illustrator etc), referring to the book “So Much”.</p> <p>Let’s talk about the story</p> <p>Have learners talk about what they heard in the story. Give them guidelines for the discussion. Who were the family members/persons you saw? How many family members did you see? Did you see an aunt? What else did you observe in the story? Was it a big or small family? How do you know? What did the different family members want to do “so much”? Do your family members like to do that to you, or to the baby in your family?</p> <p>Writing and Representing - Product</p> <p>The teacher could have children draw/colour a picture of the people that make up their family or use magazine pictures to create their family (collage). The children might want to try to print some words on their picture – father, mother, sister, etc.</p> <p>Using the word small, the teacher will reinforce the letter “s” from the previous week and introduce the letter “b” from the words big, baby and brother as she writes them on the board or displays flash cards. Learners can be called on to touch the letter b in the words on the board/flashcard. The learners could practise forming the letters and identifying the sounds. Please <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ideas of practice worksheets.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet 3.7 connect phonological awareness to letter shapes 3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s 1.3.3 compare the number of objects in two sets of up to 10 objects, using phrases such as ‘same number as’, ‘equal to’, more than’, and ‘less than</p> <p>Mathematics – Data Management and Probability</p> <p>6.1.3 use counting to determine the number of objects in a group.</p> <p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.1.6 Represent family members using pictures/images (S)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1 and 1.3.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcome 6.1.3 based on observation and conversation with the learners.</p> <p>Social Studies - Product</p> <p>The children’s drawings of their family will provide the teacher with evidence Social Studies SCO 1.6.1</p>	<p>Mathematics: The teacher will invite each learner to count the number of people in their family.</p> <p>The teacher could choose the drawings of two learners and ask the class to compare the families. Learners might use the terms big and small. The children will also be encouraged to use the phrases “same number as”, “equal to”, “more than”, and “less than”, while comparing sizes of families.</p> <p>Use the children’s pictures of their families to make a class display.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies – Data Collection, Family Graph and Number 2</p> <p>The teacher will want to start a discussion with learners about their family members.</p> <p>Family Graph</p> <p>The teacher could have learners colour a square to represent each member of their family. Use a large sheet of paper and coloured squares to make a family graph or some form of interactive technology to represent the various sizes of families.</p> <p>The teacher will involve the children in counting practice, using the graph.</p> <p>The teacher could have children use the graph to compare sizes of families by using more than, less than and equal to.</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies														
<p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Mathematics - Number Sense</p> <p>1.2.1 represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames</p> <p>1.2.4 count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction</p> <p>Mathematics – Measurement</p> <p>5.1.4 directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter</p> <p>Mathematics - Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation.</p> <p>6.1.2 describe data classification</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5 and 3.7 based on observation and conversation with the learners.</p> <p>Mathematics- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.2.1, and 1.2.4 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.1.4 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1 and 6.1.2 based on observation and conversation with the learners.</p>	<div data-bbox="1291 289 1743 625" data-label="Image"> </div> <p>The teacher could have children complete a cut-and-paste activity where learners will paste the members of the family in the labelled boxes to match their names. Learners will be given additional faces if they have more than one sister or brother.</p> <table border="1" data-bbox="1291 820 1921 950"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Father</td> <td>Mother</td> <td>Brother</td> <td>Me</td> <td>Sister</td> </tr> </table> <table border="1" data-bbox="1291 982 1659 1112"> <tr> <td></td> <td></td> </tr> <tr> <td>Grandmother</td> <td>Grandfather</td> </tr> </table> <p>Learners will say the names given to parents (mother and father). It is possible the children will call their parents by different names, such as “Ma”? and will say how many parents they have, if they have (two). The teacher might want to refer to the previous lesson where the number of family members were discussed and highlight the learners with families of two (this be two children, two aunts, two grandparents)</p>						Father	Mother	Brother	Me	Sister			Grandmother	Grandfather
Father	Mother	Brother	Me	Sister												
Grandmother	Grandfather															

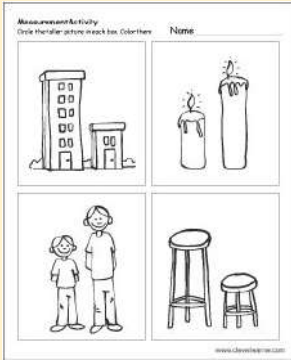
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies - Myself – Historical and Cultural Thinking</p> <p>1.1.5 Name family members (K) 1.1.6 Represent family members using pictures/images (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.1.5 and 1,1.6, based on observation and conversation with the learners.</p>	<p>The teacher will reinforce the learning by giving learners opportunities to represent the number 2 using a variety of concrete manipulatives. Example: Use of counters, unifix blocks, buttons, dean’s blocks, tens’ frames, etc Please see <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ideas of items to use for these mathematics activities.</p> <p>The teacher will have learners bring pictures of their families and discuss with classmates who the various members of their family are.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence 1.8 develop increasing clarity and focus when sharing stories or experiences 1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Guest Speaker / Discussion-Inherited Traits</p> <p>The teacher will want to invite a guest speaker (parent or pediatrician) to have a discussion on the inheritance of characteristics from family members. The learners will use their pictures from the previous day’s lesson to build on this discussion. Learners might want to complete the Guest Speaker Response Sheet where they will draw and share what they learned from the guest speaker.</p> <div data-bbox="1293 1089 1919 1479" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Guest Speaker Response Sheet What I learned from _____ (place for guest speaker’s name, or location of field trip) _____</p> <p style="text-align: center;">(Place for the child to do a drawing based on the guest speaker’s visit)</p> <p style="text-align: center;">(lines for child to write a word or two, probably with assistance)</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance 2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts: Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing 3.5 learn to print the upper and lower case letters of the alphabet 3.6 connect spoken language(s) to written language and other representations (e.g. drawings) 3.7 connect phonological awareness to letter shapes 3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Number Sense</p> <p>1.2.1 Represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames</p> <p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.1.7 compare their physical features with those of their family members; categorize similarities and differences of self and other family members (S)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Number Sense Outcome 1.2.1 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.1.7, 1.1.8, 1.1.11 and 1.1.12 based on observation and conversation with the learners.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">from the teacher)</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> </div> <p>If the teacher feels that some children are not able to draw a picture, an Emoji Guest Response Sheet, where the teacher provides a picture to colour, could be created.</p> <p>The teacher will display pictures of different children in the classroom and ask learners questions: What do you notice? What is different? What do you notice with their eyes/ears/hair etc?</p> <p>The teacher will ask learners to bring pictures of their family as they compare their features to those of their family members. Learners will say what is the same and what is different when they observe the picture.</p> <p>Learners can complete a similar “My Family Traits” checklist activity. Learners will complete this for homework as they engage with parents stating who they got the various traits/features from. If some children do not have the response from home, could there be a resource person in the school who would sit with the child and try to complete the checklist?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.1.8 understand that we inherit characteristics from our families (K)</p> <p>1.1.11 categorize similarities and differences of self and others in families</p> <p>1.1.12 recognize that their own physical characteristics, preferences, and mannerisms may be inherited from their families.</p>		<div data-bbox="1297 293 1818 683" data-label="Image"> </div> <p>The teacher will have the children draw a picture of them and a family member that highlights a feature(s) that they have that are similar. The teacher will scribe for learners what features they have alike. The teacher will have learners point out letter names and sounds. Learners can write words or letters that they know on their own from previous knowledge.</p> <p>Example: This is my _____(mom, dad). I have my _____ (eyes, nose, hair etc).</p> <p>The teacher will reinforce the letter “s” and sound /s/ for the words sister, special..</p> <p>Mathematics - Number 2 Number 2 The teacher will recap the number 2 by stating the number of parents and number of families with two. The teacher will engage learners in an activity where they will learn to identify the numeral and number name (2-two). The teacher might want to sing the number rhyme for the formation of number two and use videos to practise</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>writing the number two in the air, on the desk, in the sand, with playdough, pipe cleaners, confetti paper and glue or with a pencil/crayon. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further ideas and guidance.</p> <p>The teacher will make connections for the learners to the number of eyes, ears, hands, feet that they have (two).</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3 and 2.9 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies – Similarities and Differences</p> <p>The teacher will engage learners with the video “Similarities and Differences in Human Beings” by Periwinke as they see the vocabulary and understand the terms similarities and differences. https://www.youtube.com/watch?v=X_QuuLYv8uE</p> <p>The teacher should pause the video several times to ask the children what the similarities and differences are on the screen.</p> <p>The teacher will have learners complete an activity where they will be given two pictures of persons where they will colour the similarities red and the differences yellow or circle the similarities and differences..</p> <p>The teacher could play a game where she asks the children to choose two children who are different in some way, and then the rest of the class guesses what the difference is. This will be an important opportunity for the children to show respect for differences.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>Language Arts - Writing and Representing</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Measurement</p> <p>5.1.4 directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.1.7 compare their physical features with those of their family members; categorize similarities and differences of self and other family members (S)</p> <p>1.1.11 categorize similarities and differences of self and others in families</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.1.4 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.1.7 and 1.1.11 based on observation and conversation with the learners.</p>	<div data-bbox="1291 293 1654 760" data-label="Image"> </div> <p>The teacher will engage learners with the video “Tall and Short” by Jack Hartman as they see the vocabulary and sing along. https://www.youtube.com/watch?v=JjKkSyUVFBI</p> <p>The teacher will use the pictures that learners brought of their families to class to ask learners about the heights in their families.</p> <p>Do you know what tall means? Do you know what short means? Who are the tall persons in your family? Who are the short persons in your family? Are you taller than mom/dad or shorter than mom/dad?</p> <p>The teacher will have learners complete an activity where they will colour the tall objects in the picture red and the short objects blue. This will incorporate the learners'</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>understanding of tall and short with people and things in their environment.</p> 
<p>Language Arts: Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies - Video/Book – Family Members</p> <p>Berenstain Bears</p> <p>The teacher will ask learners to watch the video below to show appreciation for the uniqueness of families that may come in various forms. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ways to make the Read Aloud/Viewing an experience that enhances many skills in Language Arts.</p> <p>Part 1: https://www.youtube.com/watch?v=tUMWmqi6nXU</p> <p>Part 2: https://www.youtube.com/watch?v=7B_qB-mpM64</p> <p>The teacher may ask which family members in the story were funny, kind, old, young. Do the children have any experiences of family get-togethers like the story?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding 2.4 develop understanding and application of the Concepts of Print 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing. 2.10 connect words and images in pre-emergent and emergent level texts to background knowledge 2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Mathematics: Number Sense</p> <p>1.2.1 represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames</p> <p>Mathematics: Measurement</p> <p>5.1.4 directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.9, 2.10, and 2.14 based on observation and conversation with the learners.</p> <p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcome 1.2.1 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.1.4 based on observation and conversation with the learners.</p>	<p>The teacher will discuss with learners what makes their families unique. Children will learn that some families have no children, a mother and children, a father and children, mother, father and children, some families may have grandparents, aunts, uncles and cousins.</p> <p>Language Arts and Mathematics Discussion:</p> <p>The teacher will make connections to the text being used for the week “So Much” as learners identify the family members found in that family and compare their similarities and differences.</p> <p>The teacher will lead a discussion using the pictures created of the various families to compare the physical features, similarities and differences of self and other members. Learners will be encouraged through discussion, how they can appreciate the uniqueness of their families and respect that all families are different.</p> <p>Children will discuss similarities/differences (opposites) in terms of size, height, complexion etc (tall and short, big and small, colour-complexion, number concepts-3, 5, 7etc)</p> <p>The teacher will reinforce the letter , s-small and special and the relevant sounds at this point.</p> <p>The teacher will recap the numbers 2 and 3 taught by inviting learners to identify the numbers throughout the class. Learners will engage in hands-on activities by forming the numeral, forming the number name and representing the number in various forms. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for detailed information and strategies for number recognition and formatting the numbers.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.1.9 appreciate the uniqueness of families; respect that the composition of families takes many forms (V)</p>	<p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.1.9 based on observation and conversation with the learners.</p>	
	<p>End of Week Two:</p> <p>Reassessing Previous Checklists – Language Arts, Mathematics, and Social Studies</p> <p>The teacher will use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Two: Language Arts, Mathematics and Social Studies</p> <p>The teacher will end the week by a follow-up discussion about the week’s question: Where do I fit in my family?</p> <p>The teacher might revisit the book “So Much” and have a discussion about the members of the family. https://www.youtube.com/watch?v=K1iUrxfZgzs&t=38s</p> <p>The teacher might want to recap the various family members found in the story. They will also make reference to the learners’ family members. The teacher might want to invite learners to recreate their families using playdough showing similarities and differences.</p> <p>The teacher might want to engage learners in the video “We Are A Family”. This can be used as a culminating video to reinforce the concepts discussed during the week. https://www.youtube.com/watch?v=foptl0BeXnY&t=44s</p> <p>The man in this video is not only singing the song, he is also showing the words in Sign Language. This is an</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		opportunity to revisit with the children about respect for people who are different – and, perhaps the children might learn some sign language from the song.

Additional Resources

All resources to support the Inclusive Learning Strategies in this week are embedded in the ILS.

Useful Content for the Teacher

Unless otherwise indicated here, useful content to support the Inclusive Learning Strategies in this week is embedded in the ILS.

DRAFT

Resources for a learner who is struggling:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

Resources for a learner who needs challenge:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

III. WEEK THREE

Essential Question: Is it important to belong?

Question for Week Three: How do family members help each other?

Language Arts – Plans for the Belonging Unit – Week Three

The teacher will be observing children's Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for further information and strategies.

The letters/sounds **A/a/** will be the focus. The teacher should do some “stand-alone” lessons to introduce the children to the letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds. The letter and sound from week two will be reinforced (s)

Phonemic Awareness skills will continue and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as **(sister, special)**. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills


This week the sight **words big, can & and** will be the focus. The teacher will do some “stand alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for more ideas for teaching sight words. The words from week two will be reinforced (**I, see, a**)

The teacher is encouraged to find opportunities to emphasise those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Introduction to Week Three: Language Arts and Social Studies: Discussion</p> <p>Week Three Question: How do family members help each other?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p>	<p>Language Arts and Social Studies: Product</p> <p>The children’s pictures of one thing they do to help their family will provide the teacher with assessment data for several LA outcomes, and for the Social Studies outcome 2.1.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Circle Time</p> <p>Start with a circle time discussion on how family members help each other. Ask questions like</p> <ol style="list-style-type: none"> 1. What does Mommy do in the family? 2. What does Daddy do? etc. 3. What do you do? <p>Read Aloud:</p> <p>The teacher can read a story about family, such as "The Family Book" by Todd Parr or "I Love My Family" by Wade Hudson. As you read, emphasise the different ways family members in the story help each other. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further suggestions to enhance the learning of Language Arts skills through a Read Aloud.</p> <p>After reading, the teacher will invite learners to share their own experiences of caring for their family members or being cared for by them.</p> <p>Todd Parr: https://www.youtube.com/watch?v=r9kel3wf18Q</p> <p>Wade Hudson: https://www.youtube.com/watch?v=2BcVwT6OWlo</p> <p>Illustration</p> <p>Give each child a sheet of paper and crayons. Invite them to draw a picture of one thing they do to help their family. Encourage the learners to print their name on the paper.. The teacher can support the learners in writing a sentence describing what the child drew. The drawings can be shared with the class. The children should explain their drawing.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies: Myself – Civic Participation</p> <p>2.1 describe how family members care for one another (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.1 based on observation and conversation with the learners.</p>	<p>Role-Play</p> <p>Children can be asked to role-play how they help at home.</p> <p>Discussion:</p> <p>What are the roles of parents? What do fathers do? What do mothers do? What do children do? Are the roles in families the same? Do all mothers work at home? –</p> <p>The teacher can present a large poster of the word ‘help’ and have the children draw ways they help in the home. Learners can scribe under each picture, with the help of the teacher.</p> <p>The teacher can draw learners’ attention to the word ‘help’ and have them repeat the word and identify the beginning letter.</p> <p>The teacher will further engage learners in discussion by saying how their families are similar or different to the video shown and state what their various family members do.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts - Observation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Read Aloud - Family Members</p> <p>Read Aloud</p> <p>The teacher can read the story “Oonga Boonga” by Freida Wishinsky, and have a discussion on how the various family members tried to help the baby stop crying.</p> <p>https://www.youtube.com/watch?v=uaA0lwbTxTI</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>Language Arts - Writing and Representing</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.2 appreciate that family members love and care for one another (V)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4 and 2.5 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.8 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.2 based on observation and conversation with the learners.</p>	<p>Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further suggestions to enhance the learning of Language Arts skills through a Read Aloud.</p> <p>Questions: What was the baby doing? What did mommy/daddy/brother do? Why did they do what they did?</p> <p>The teacher can also show the video below. https://www.youtube.com/watch?v=03VAIrkmrD0</p> <p>Learners will be asked to share what they observed being done to show that the mother cared for the baby.</p> <p>Role-play The teacher will encourage role-playing activities where children can act out different scenarios involving caring for family members. This could include pretending to help a sibling or parent with a task, showing empathy towards someone who is upset, or sharing toys with a friend.</p> <p>Learners will complete a worksheet where they will circle the pictures that show families demonstrating love and care for each other. The teacher will discuss the pictures with the children, to make sure they understand what is happening in the pictures.</p> 


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p>	<p>Language Arts - Observation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Family Roles</p> <p>The teacher will show learners the video below about the family roles. https://www.youtube.com/watch?v=gwXXktM0N-EY&t=1s</p> <p>Learners will discuss the video using the following questions as prompts.</p> <p>Questions:</p> <p>What are the roles of the parents? What are the roles of the children? What are the roles of the older siblings? What are the roles of grandparents? What role do you play in your family?</p> <p>The teacher will instruct learners to create a collage or picture that represents their family and reinforce ways family members care for each other. Learners will include pictures or drawings of family members helping, hugging, sharing and playing together. The teacher might want to facilitate conversations about the images and why they represent caring actions. The teacher could ask the learners what word they would like printed on their picture – and the teacher can then include a sentence or labels on the drawing. While doing this scribing for the child, the teacher will make links to letter names, letter sounds, sight words.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies: Myself – Civic Participation</p> <p>2.3 describe roles of various family members (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.3 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Social Studies – Charting Daily Activities</p> <p>Discussion</p> <p>The teacher will begin the lesson by engaging learners in a discussion about families and the ways family members care for each other.</p> <p>Questions to prompt learner responses, such as: "What are some things your family does together every day?" "Who helps you get ready for school in the morning?"</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Mathematics – Number Sense</p> <p>1.2.1 represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames</p> <p>1.2.2 answer the question, How many are in the set? using the last number counted in a set</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.5, 2.7, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.2.1 and 1.2.2 based on observation and conversation with the learners.</p>	<p>What do you do to help your family at home?"</p> <p>Shared Writing The teacher will explain to learners, they will be creating a chart to show all the different ways their families care for each other every day. The teacher will draw a large chart on the board or chart paper, dividing it into sections for morning, afternoon, and evening routines. This is an example of Shared Writing. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for additional guidance and suggestions for skill development during Shared Writing).</p> <p>Learners will be shown picture cards depicting various daily activities where family members help each other (e.g., preparing breakfast, getting dressed for school, tidying up toys, playing with a brother or sister, going to the beach).</p> <p>The teacher might ask learners to come up one by one and choose a picture card representing a routine or activity where a family member helps another family member. The teacher will ask the child to place the picture in the morning, afternoon or night column. Learners will say how their family members are involved in caring for each other during that time.</p> <p>The teacher will gather learners together for a sharing circle where they will share one activity from their family's daily routine and how family members care for each other during that time.</p> <p>The teacher will facilitate a discussion about the similarities and differences in their families' routines, emphasising the importance of caring for each other and working together as a family.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies: Myself – Civic Participation</p> <p>2.4 chart the daily routines or activities in which family members care for one another (S)</p>	<p>Social Studies - Observation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.4 based on observation and conversation with the learners.</p>	<p>The teacher will send a chart home, and ask that the children fill it in for a few days, then bring it back for discussion.</p> <p>Mathematics</p> <p>The teacher will have learners refer to the chart made earlier and question them to see how many children who engage in that activity with their families.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experience</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>Language Arts - Product</p> <p>The children’s ‘coupon books’ will provide the teacher with evidence of many of the Language Arts SCOs.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies- Basic Needs</p> <p>Discussion</p> <p>The teacher will begin the lesson by asking learners to think about their families and what they do together.</p> <p>The teacher might want to prompt a discussion by asking questions used throughout the week such as: "What are some things your family does to help each other?" "How does your family show love and care?" "What are some things you need to be healthy and happy?"</p> <p>Shared Writing: Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ways the teacher may enhance the development of Language Arts skills throughout this ILS.</p> <p>The teacher will explain that families play an important role in helping each other meet their basic needs by showing love and care. The teacher will draw a large chart on the board or chart paper with two columns: "Basic Needs" and "How Families Help." Distributing picture cards depicting basic needs such as food, shelter, clothing, and love, the teacher might want to invite</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>learners to come up one by one and choose a picture card representing a basic need.</p> <p>Learners will be asked to describe the need and how families help each other meet that need as the teacher scribes their responses in the "How Families Help" column.</p> <p>Read Aloud / Viewing – Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions to enhance these experiences for children.</p> <p>The teacher might want to read a storybook about family love and care, such as "The Family Book" by Todd Parr or "Love You Forever" by Robert Munsch.</p> <p>Todd Parr: https://www.youtube.com/watch?v=r9kel3wf18Q&t=4s</p> <p>Robert Munsch: https://www.youtube.com/watch?v=70aHBZEbrxo</p> <p>The teacher will facilitate a discussion about the story and the ways families showed love and care for each other. The teacher will ask learners to share their thoughts and feelings about the story, as well as any similarities or differences they noticed between their own families and the families in the book.</p> <p>The children could create a “coupon book” to show where they offer help in the family. There could be 4 different jobs the child could offer to do. The child could draw what the job is and write with help from the teacher.</p> <p>The teacher can have the learners count as they pick up the 4 pieces of paper to make the ‘Coupon Book’.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Number Sense</p> <p>1.1.1 Say the number sequence to 10 by 1s</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.5 Appreciate that the way family members love and care for one another helps them meet their basic needs (V)</p>	<p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcome 1.1.1 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.5 based on observation and conversation with the learners.</p>	
	<p>End of Week Three:</p> <p>Reassessing Previous Checklists – Language Arts, Mathematics, and Social Studies</p> <p>The teacher will use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Three - Language Arts/Social Studies</p> <p>Discussion</p> <p>The teacher can have the learners revisit the essential question for Week 3: How do family members help each other? Did the children think of more ways to help by the end of week three, in comparison to the beginning of the week?</p> <p>The teacher can ask the learners to discuss why it is important for children to help at home. The group could also discuss ways that the adults help the children.</p> <p>Shared Writing: The teacher could use a piece of chart paper to write a Thank You note to parents/caregivers – thanking them for all the ways they help their Kindergarten child. The teacher could make copies for each child to illustrate and to take home. (Please see the</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<i>Curriculum Outcomes and Guide for Effective Strategies</i> for information about Shared Writing).

Additional Resources

All resources to support the Inclusive Learning Strategies in this week are embedded in the ILS.

Useful Content for the Teacher

Unless otherwise indicated here, useful content to support the Inclusive Learning Strategies in this week is embedded in the ILS.

Resources for a learner who is struggling:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

Resources for a learner who needs challenge:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

IV. WEEK FOUR

Essential Question: Is it important to belong?

Question for Week Four: What groups do I belong to?

The teacher will be observing children's Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for lists and suggestions for teaching Concepts of Print.







The letters/sounds /T/t/ and /I/ /i/ will be the focus. The teacher will do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the strategies in the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds. The letters and sounds from weeks one and two and three will be reinforced (m, s, f, b, c, h)


Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (roles,rules,group). Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills

This week the sight words (the, me, go) will be the focus. The teacher will do some “stand alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for more ideas for teaching words. The words from weeks one and two will be reinforced (a, I , see, big, can , and,)

The teacher is encouraged to find opportunities to emphasise those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts-Product</p> <p>The teacher will assess outcome 3.8 based on the belonging leaf.</p> <p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7,</p>	<p>Language Arts and Social Studies - Groups that I belong to</p> <p>Video and Discussion</p> <p>The teacher will ask the children what they think the word “belong” means? How does someone feel if they “belong”? How does someone feel if they don’t “belong”?</p> <p>The teacher will have learners view a video/book about Belonging.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics*</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process*</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p> <p>Social Studies: Myself – Civic Participation</p> <p>2.6 identify groups to which I belong (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.6 based on observation and conversation with the learners.</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>class</p> </div> <div style="text-align: center;">  <p>family</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>church</p> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>sports team</p> </div> <div style="text-align: center;">  <p>Boy Scouts</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Brownies</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Belonging Tree –</p> <p>The teacher and the children will create a “Belonging Tree”. Prepare a large cut-out of a tree with detachable leaves. Give each child a leaf and ask them to draw or write their name on it. Have each child share something they like about being part of the class (the teacher can scribe for the child) and then attach their leaf to the tree.</p>
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Behaviour in Groups</p> <p>https://youtu.be/7e27bjSDI5M?si=nBTDh_6j5h2VV3zH</p> <p>https://www.scribd.com/document/589573666/The-Choices-I-Make-Michael-Gordon-Michael-Gordon</p>  <p>The teacher will remind the children that the question for this week is about belonging in groups. Discuss with the children that sometimes a child might behave in such a way that other members of the group don't want that child to belong/take part. Read this anchor text to the learners or play the video above via YouTube. Review the parts of a book with learners to include the illustrator and the author. The teacher will present the anchor text using the shared reading approach. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific techniques for a Read Aloud or Shared Reading.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding 2.4 develop understanding and application of the Concepts of Print 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.8 begin to apply comprehension strategies to visualize, predict and connect * 2.9 Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing. 2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>Social Studies – Myself - Civic Participation</p> <p>2.7 express how my behaviour in groups and the behaviour of others affects me and others (S) 2.18 demonstrate examples of responsible and polite behaviour in groups to which I belong (V)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.8, 2.9 and 2.10 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.7 and 2.18 based on observation and conversation with the learners.</p>	<p>Question</p> <p>The teacher will engage learners in discussion by asking some of these essential questions:</p> <ol style="list-style-type: none"> 1. Why was Josh upset when he got home from preschool? .How did he handle the situation? 2. Describe how Emily reacted when Josh accused her of stealing his toy. What did she do to try and make things right? If you were Emily; how would you react to Josh? 3. Reflect on a time when you felt upset like Josh did in the story. How did you handle your emotions? <p>The teacher will explain the concept of how behaviour in groups can affect themselves and others by sharing examples with the learners such as sharing toys or helping out a friend.</p> <p>The teacher will discuss scenarios as a class where learners can identify how certain behaviours can positively or negatively impact the group. The teacher might provide examples of positive behaviour and ask learners how they can contribute to a positive group dynamic.</p> <p>Roleplay</p> <p>The teacher might place learners in groups and have them roleplay scenarios to understand how different behaviours affects themselves and others have learners. Or, the teacher might ask a few children to do a role play in front of the full class. The teacher would tell a scenario, such as “Pretend some children were playing a game in our class, and you wanted to join the game. What could you say? What might the other children say?”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Mathematics – Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s</p> <p>1.1.9 count with meaning to 10, by matching quantity and numeral</p> <p>1.2.1 represent a given number up to 10 using a variety of concrete models, including 5 and 10 frames</p> <p>1.2.2 answer the question, How many are in the set? using the last number counted in a set</p> <p>1.3.3 Compare the number of objects in two sets of up to 10 objects, using phrases such as</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3 and 5.1.4 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Social Studies- How many people are in the group?</p> <p>The teacher will ask the children how many people live in their house. The teacher might make a list to show the children their name and the numeral that shows the number of people who live in their house. The teacher might ask the children how many children are in our class, and help the children count the leaves on the Belonging Tree. Some groups have a lot of people/some groups have fewer people. Some groups might have more people than they can count (e.g. church, or Scouts/Brownies).</p> <p>The children may play a game to help them learn about group size. The teacher will put out a mat, or small carpet. One by one the teacher will call a child’s name to stand on the carpet. How many children can stand on the carpet? Then, the teacher will call a child’s name to sit on the carpet. Call more children one by one until there is no room for more children. How many children can sit on the carpet? Then, the teacher will call a child’s name to lie down on the map. Call more children one by one until there is no room for more children. How many children can lie down on the mat?</p> <p>The teacher may take the children outside to the play area and play a similar game about “how many children can fit?”</p> <p>The class may end by having a discussion about how some groups are big and some groups are small; why some groups are big and some are small; how a child might feel if there is no room in a group for them; why certain children are in certain groups – e.g. why are they in the Kindergarten class and not in the Grade One class?</p> <p>(Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more ideas to help children learn mathematical concepts)</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>'same number as', 'equal to', 'more than', and 'less than</p> <p>Mathematics – Measurement</p> <p>5.1.4 Directly compare two objects with a measurable attribute in common (such as length, weight) to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter</p> <p>Mathematics - Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation. 6.1.2 describe data classification</p> <p>Social Studies: Myself – Civic Participation</p> <p>2.6 identify groups to which I belong (K)</p>	<p>The teacher will enter information into the checklist for Measurement Outcome 5.1.4 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1 and 6.1.2 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.6 based on observation and conversation with the learners.</p>	
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts-Product</p> <p>The teacher might have learners create a simple drawing illustrating a responsibility they have at home or at school</p> <p>The teacher will assess outcomes 1.7, 3.2, and 3.6 based on the drawing or painting that the child makes.</p>	<p>Language Arts and Social Studies - My Responsibility</p> <p>The teacher will begin the lesson by reviewing with the children a discussion from Week Three about how families care and help each other.</p> <p>1. Who helps you at home? 2. What are some things that they do for you?</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The teacher will then show learners pictures of different family members performing some of their responsibilities. The teacher will then engage learners in discussing the responsibilities of each family</p> <div data-bbox="1360 410 1829 672" data-label="Image"> </div> <p>member. https://lessonotes.com/v1/primary-1/lesson-notes-for-primary-1-1st-term-week-5-social-studies-topic-is-the-roles-of-family-members.html.</p> <p>The teacher will explain to the learners what is meant by the term ‘responsibilities’</p> <p>The teacher might present another picture of a group that learners belong to - a classroom. Learners and the teacher will then discuss the responsibilities of each member of the classroom. The teacher will write a list of the children’s responsibilities in the classroom. This is a Shared Writing activity; please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific techniques to use to enhance learners’ skills in Language Arts during this activity. The teacher will discuss with the children WHY being responsible in these ways helps everyone in the classroom.</p> <p>The teacher will ask the children to work in pairs to create models using playdough or other found materials to show one way they can be responsible in the classroom. The teacher will help the children to print on a card to tell what the responsibility is – e.g. I put my trash in the pail.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.8 appreciate that members of groups to which I belong have responsibilities (V)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.8 based on observation and conversation with the learners.</p>	<p>Extension Activity- The teacher can have learners discuss what their responsibilities are in other groups they belong to.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Safety</p> <p>Video and Discussion</p> <p>The teacher might begin by discussing with the children what "feeling safe" means to them. Encourage them to share their thoughts and ideas.</p> <p>The teacher will model by roleplay ways that children can be safe, learners in turn might do roleplay in pairs to depict safety tips – in the home, outside the home, in the classroom.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.6 browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.</p> <p>Language Arts - Writing and Representing</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.9 Recognize that all children have the right to be safe from harm (K)</p> <p>2.10 List examples of what helps children feel safe (S)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.6 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.6 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.9 and 2.10 based on observation and conversation with the learners.</p>	<div data-bbox="1312 344 1619 511" data-label="Image"> </div> <p>https://youtu.be/CqH2QYt6oOc?si=YIuJcQAJJiPM49qx</p> <p>The teacher will have learners view the video. Stop the video several times to have the children discuss the safety tips and compare with the ideas they shared earlier in the discussion about ways to be safe.</p> <p>The teacher might provide magazines with pictures of various environments, people, and objects. and let the children cut out pictures that represent safety to them. Invite them to glue these pictures onto a piece of construction paper to create a collage.</p> <div data-bbox="1331 987 1839 1328" data-label="Image"> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts-Product</p> <p>The teacher will assess the Writing and Representing outcomes based on the drawing or painting that the child makes</p>	<p>Language Arts and Social Studies - Rules</p> <p>Circle Time- Sharing</p> <p>The teacher will question learners; inviting them to give their knowledge of rules and talk about what are rules, why they are important, what happens when rules are broken and when a rule was obeyed, speaking of punishments and rewards. Learners might share experiences about when they have broken a rule and tell about the consequences of disobeying this rule.</p> <p>The teacher may ask the class to consider what might happen if there were no rules. Use an example of a rule, and then ask the children specifically what might happen.</p> <p>The teacher will watch the video (below) with the children, stopping the video when there might be information that is challenging for the children to understand, asking children what groups Ryan belongs to – ie. family, classroom, town...</p> <div data-bbox="1312 982 1627 1201" data-label="Image"> </div> <p>https://youtu.be/WB3zolACjuI?si=PiT1217v-kXh7VCb</p> <p>Group Work</p> <p>The teacher might group learners and ask each group to come up with rules for a specific scenario (e.g., classroom,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>playground, library). Afterward, discuss why they chose those rules and how they would enforce them.</p> <p>Role play</p> <p>The teacher will model a specific scenario where a rule was broken and the consequence, and one where the rule was obeyed. The teacher might assign different roles to learners (e.g., teacher, learner, principal) and create scenarios where they have to apply the rules/rules are broken/rules are obeyed.</p> <p>The teacher will have learners create a classroom rule book together. Each child can draw a picture that represents one rule. The teacher may assist each child to print the rule under their picture. Bind the pages together and read the book as a class.</p> <p>After learners have completed their task, the teacher might have them listen to this song and do the actions.</p>  <p>https://youtu.be/8p8zMxtt4t4?si=0CQ-JcPHHpmUdqM8</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Civic Participation</p> <p>2.16 know why we have rules in groups to which I belong (e.g. family, class at school) (K) 2.17 apply groups’ rules in daily life (S)</p>	<p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.16 and 2.17 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence 1.8 develop increasing clarity and focus when sharing stories or experiences 1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Travelling to school Safely</p> <p>Discussion and Video</p> <p>The teacher will question learners to find out the different ways that they travel to school.</p> <p>How do you travel to school daily? Learners will answer orally</p> <p>What are some things that you should and shouldn't do while travelling? The teacher listens to responses while the discussion continues.</p> <p>The teacher might have learners view the video.</p> 
<p>Social Studies – Myself – Civic Participation</p> <p>2.19 describe safe practices while travelling to school (K)</p>	<p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.19, 2.20 and 2.21 based on observation and conversation with the learners.</p>	<p>https://youtu.be/ICDNU0duCxY?si=QRun9zg9QySvc60D</p> <p>The teacher will invite the learners talk about the different safety tips from the video and they will tell which of these they practise.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.20 role play the use of safe practices when travelling to school (S)</p> <p>2.21 appreciate the value and benefits of practising safety when travelling to school (V)</p>		<p>Game- Hopscotch</p> <p>The teacher will have learners engage in a game. The teacher might present pictures of different practices on the floor. Learners will hop to the picture which shows the safe practices.</p> <p>Roleplay</p> <p>The teacher will engage learners in a role-playing activity where they take turns demonstrating safe practices such as using pedestrian crossings, walking alongside sidewalks away from traffic etc.</p>
	<p>End of Week Four:</p> <p>Reassessing Previous Checklists – Language Arts, Mathematics, and Social Studies</p> <p>The teacher will use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Four:</p> <p>The teacher will lead the children in a discussion about the question of the week: What groups do you belong to? The teacher will help the children to remember all the books, videos, discussions they had this week, about groups, responsibilities, rules, safety.</p> <p>The children will play a game of charades. The teacher will whisper a word, or scenario in one child’s ear. Then that child needs to act out something so the rest of the children can guess what the teacher had whispered. For example, the teacher might whisper “pretend you are in church” and the child might then act as if he/she was in church by putting hands together in prayer.</p>

Additional Resources

Social Studies:

<https://www.liveworksheets.com/w/en/social-studies/725622>

<https://www.liveworksheets.com/w/en/english-language/385031>

<https://funteacherfiles.com/index.php/2022/05/17/members-of-the-family-worksheet/>

<https://www.liveworksheets.com/w/en/idu/655444>

Name: _____

Family Roles and Responsibilities

Read the sentence and find the family member.

She cleans the house and buys and cooks food for the family. 	They obey and respect their parents. 
He protects his family. 	She takes care of the children. 
We get good grades in school. 	Does chores. 
Teaches the children right from wrong. 	Helps around the house. 


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 San Roque, Loray, Talisay City, Cebu

Roles of the Family Members

Click  to listen. Choose the correct answer by clicking the picture.

Name: _____ Score: _____

Worksheet - Members of the Family

Direction: Draw a line to connect the members of the family in words and in pictures.

Members of the Family

brother •	• 
mother •	• 
father •	• 
sister •	• 
baby •	• 

Resources for a learner who is struggling:

Invite learners to look and listen to videos more than once.

Invite these learners to colour items on worksheets.

Invite use of pictures for reinforcement even if a video was played.

Incorporate more games, hands-on activities.

Resources for a learner who needs challenge:

Invite learners to write a sentence to tell about their drawing.

Invite learners to complete worksheets

websites:

Khan Academy

<https://learn.khanacademy.org/khan-academy-kids/>

DRAFT

V. WEEK FIVE

Essential Question: Is it important to belong?

Question for Week Five: What nation do I belong to and what is special about my nation?

Language Arts – Plans for the Belonging Unit – Week Five

The teacher will be observing children's Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for lists and suggestions.

The letters/sounds **P/n/** will be the focus. The teacher should do some “stand-alone” lessons to introduce the children to the letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds. The letter and sound from previous weeks will be reinforced (s, a, t, i, p, n)

Phonemic Awareness skills will continue and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as **(roles, rules, groups)**. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills

This week the sight words **(is, in, to)** are the focus. The words from all weeks of this unit will be reinforced (a, and, big, can, go, I, in, is, me, see, the, to)

The teacher is encouraged to find opportunities to emphasise those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes</p>	<p>Language Arts and Social Studies - My Nation and my National Flag</p> <p>The teacher will start by asking children if they know what island/country they live in. Teacher can</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Social Studies - Myself – Civic Participation</p> <p>2.13 identify national symbols and emblems such as the national flag, anthem (K)</p> <p>2.15 appreciate and respect the importance of national symbols (V)</p>	<p>1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.7 and 2.14 based on observation and conversation with the learners.</p> <p>Social Studies: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation 2.13 and 2.15 based on observation and conversation with the learners.</p>	<p>show a map of their island and ask them if they can identify it. Explain that this is their island/nation, and everyone in the class belongs to it.</p> <p>The teacher will tell the children the question for Week 5- “What nation do I belong to and what is special about my nation?” and let them know there will be activities during the week to help them learn what is special about their nation.</p> <p>The teacher will put up a sign in the classroom that says the name of their nation. Help the children to read the sign, and refer to the sign many times this week.</p> <p>Read Aloud</p> <p>Where possible, the teacher will read a storybook (or show a video) that highlights the nation’s culture, and symbols. After reading, ask questions such as:</p> <ol style="list-style-type: none"> 1. What places or symbols did you see in the book/video? 2. What did you see that you like about our nation? 3. Have you visited any of the places mentioned in the book? <p>Show and Tell</p> <p>The teacher can send a note home to parents/caregivers asking if the learners could please bring items from home that represent their island.</p> <p>Discussion</p> <p>The teacher will show the children their National flag. Explain the significance of the flag (colours</p>

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		<p>and symbols) to the children. (The teacher may find this information through a Google search). Discuss where the National flag might be seen (in the school, in the town).</p> <p>Art The teacher will provide colouring sheets with the national flag. Have learners colour the sheets using the appropriate colours. Or, the teacher can also assist learners in creating their own mini flags. The teacher can have learners share their mini flags or what they coloured.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.9 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The flag that the children create will demonstrate their understanding of many Reading and Viewing, Writing and Representing Outcomes, listed in the SCO column to the left.</p>	<p>Language Arts and Social Studies- Designing a flag</p> <p>The teacher will engage learners in another discussion on the essential question for the week, "What nation do I belong to and what is special about my nation?"</p> <p>The teacher will show the children the flag of their nation and emphasize that their nation's flag is unique (different from all other nations' flags). The teacher may refer to the flag to introduce some mathematics concepts:</p> <ul style="list-style-type: none"> - What shape is the flag? (a rectangle) - What shapes are in the flag's design? (e.g. triangles, circles) - How many of each shape are in the flag (e.g. 6 stars) - What colours are in the flag? - How many different colours are in the flag? <p>The teacher will tell the children that the National flag shows what is important about their country.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>Then the teacher will give the children a piece of paper with a large rectangle drawn on it, and ask the children to design their own personal flag, choosing their favourite colours, shapes, and one item that is important to the child. Each learner will have their own special flag, just like every country has their own special flag.</p> <p>The teacher will help the child to print a sentence about their personal flag, telling what is special about it (e.g. “My flag has a football because that is my favourite sport.”).</p> <p>The children will take turns showing their personal flag to the rest of the group. Each child will tell some things about their flag: the colours, the shapes, and the special things on the flag.</p>

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<p>Mathematics: Number Sense</p> <p>1.2.2. answer the question, How many are in the set? using the last number counted in a set</p> <p>1.3.1 look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting</p> <p>Mathematics - Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>Social Studies - Myself – Civic Participation</p> <p>2.15 Appreciate and respect the importance of national symbols</p>	<p>Mathematics: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.2.2 and 1.3.1 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1 and 4.2.3 based on observation and conversation with the learners.</p> <p>Mathematics: Product</p> <p>When the children describe their flag to the group, they will demonstrate their understanding of many of the Mathematics concepts, listed in the SCO column to the left. The teacher may ask leading questions to help the children to demonstrate their knowledge – such as, What shape is your flag? How many colours did you use?</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.15 based on observation and conversation with the learners.</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.14 demonstrate appropriate behaviour when national anthem is being played, pledge is being said (S)</p> <p>2.15 appreciate and respect the importance of national symbols</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.3, 1.4, 1.5 and 1.7 based on observation and conversation with the learners.</p> <p>Social Studies: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - National Anthem and Pledge</p> <p>Discussion/Circle Time</p> <p>The teacher will have the children sit in a circle and ask them if they know what the National Anthem and Pledge are. Briefly explain that the national anthem and pledge are ways we show respect and love for our island.</p> <p>The teacher will play a recording of the National Anthem, and then speak the words in the National Anthem, pausing and explaining to the children what those words mean. The teacher will speak the words of the Pledge, pausing and explaining what those words mean.</p> <p>The teacher will question learners about the correct way to show respect during the singing of the National Anthem and saying of the pledge. Explain and demonstrate the appropriate behaviour when the national anthem is being played (standing still or standing at attention and being quiet). Emphasise the importance of showing respect during these times. Discuss why it is important to show respect.</p> <p>Role Play</p> <p>The teacher can play the National Anthem and guide the learners to demonstrate the appropriate behaviour.</p> <p>The teacher can play the pledge and guide the learners to demonstrate the appropriate behaviour.</p> <p>The teacher will repeat this a few times until the learners understand what to do.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The teacher should observe the learners during the practice sessions to ensure they understand and can demonstrate the appropriate behaviours.</p> <p>The teacher will remind the children of the appropriate behaviour for the National Anthem and Pledge whenever the class attends a school event.</p> <p>The teacher may also show the children a video (perhaps the beginning of a sporting event) that shows the people standing and showing respect for the National Anthem.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experience</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Belonging Book</p> <p>The teacher might engage learners in a discussion on the essential question for the unit, “Is it Important to belong?”</p> <p>The teacher will ask guiding questions like:</p> <ol style="list-style-type: none"> 1. What does it mean to belong? 2. Which groups do you belong to? 3. Why is it important for everyone to feel included? 4. How do you think others feel when they are not included? 5. What does it mean to belong to a group? 6. Why do you think it's important to belong? <p>The teacher might want to have the learners assist in creating a "Class Belonging Book" with pages dedicated to each learner. Have learners draw a picture to represent a group to which they belong, and with the assistance of the teacher, write a short description of what they like about belonging to the selected group.</p>

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<p>Language Arts: Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.1.3 appreciate that everyone has unique and special characteristics (V)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.7, 2.11, 2.12, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural</p>	<p>The teacher may bind all the learners' pages together into one class book to be available for reading throughout the year.</p>

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<p>Social Studies – Myself – Civic Participation</p> <p>2.6 identify groups to which I belong (K)</p>	<p>Thinking Outcome 1.1.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.6 based on observation and conversation with the learners.</p> <p>Social Studies: Product:</p> <p>The teacher will assess SCO 2.6 based on the discussion and the page the child creates for the class book.</p>	
	<p>End of Week Five:</p> <p>Reassessing Previous Checklists – Language Arts, Mathematics, and Social Studies</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>Ending/Celebration Activity</p> <p>Open Day and Performance of a Play - “Is it Important to Belong?”</p> <p>In preparation for this final event, the learners will write and practice acting out a short play, entitled”</p> <p>Is It Important to Belong?</p> <ol style="list-style-type: none"> The teacher will write the script, with the help of the children. This would be a Shared Writing activity. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions. The children will practice the play, which will include singing the National anthem. The children might create invitations to another class of learners and/or parents/caregivers and adults in the school. Creating the invitation would be a Shared Writing activity. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions. <p>The teacher might create classroom displays of the learners’ work that was created throughout the unit.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>e.g. their drawings, collage, Coupon Book, Belonging Tree, personal flag, etc. Parents, family members, teachers and other learners can be invited to view the displays. Learners can be encouraged to give their parents a tour of the class and explain their work. All the people who attend may watch the short play that the children have created (see above). The performance could start with the national anthem and the pledge, so all the children and audience members may demonstrate respectful behaviour.</p>

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Additional Resources

All resources to support the Inclusive Learning Strategies in this week are embedded in the ILS.

Useful Content for the Teacher

Unless otherwise indicated here, useful content to support the Inclusive Learning Strategies in this week is embedded in the ILS.

Resources for a learner who is struggling:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children's varying skill development. The strategies are open-ended (rather than "single answer") which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

Resources for a learner who needs challenge:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children's varying skill development. The strategies are open-ended (rather than "single answer") which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.