

November 2024



OHPC KINDERGARTEN CELEBRATIONS

INTEGRATED UNIT #3 JANUARY - FEBRUARY 4 WEEKS

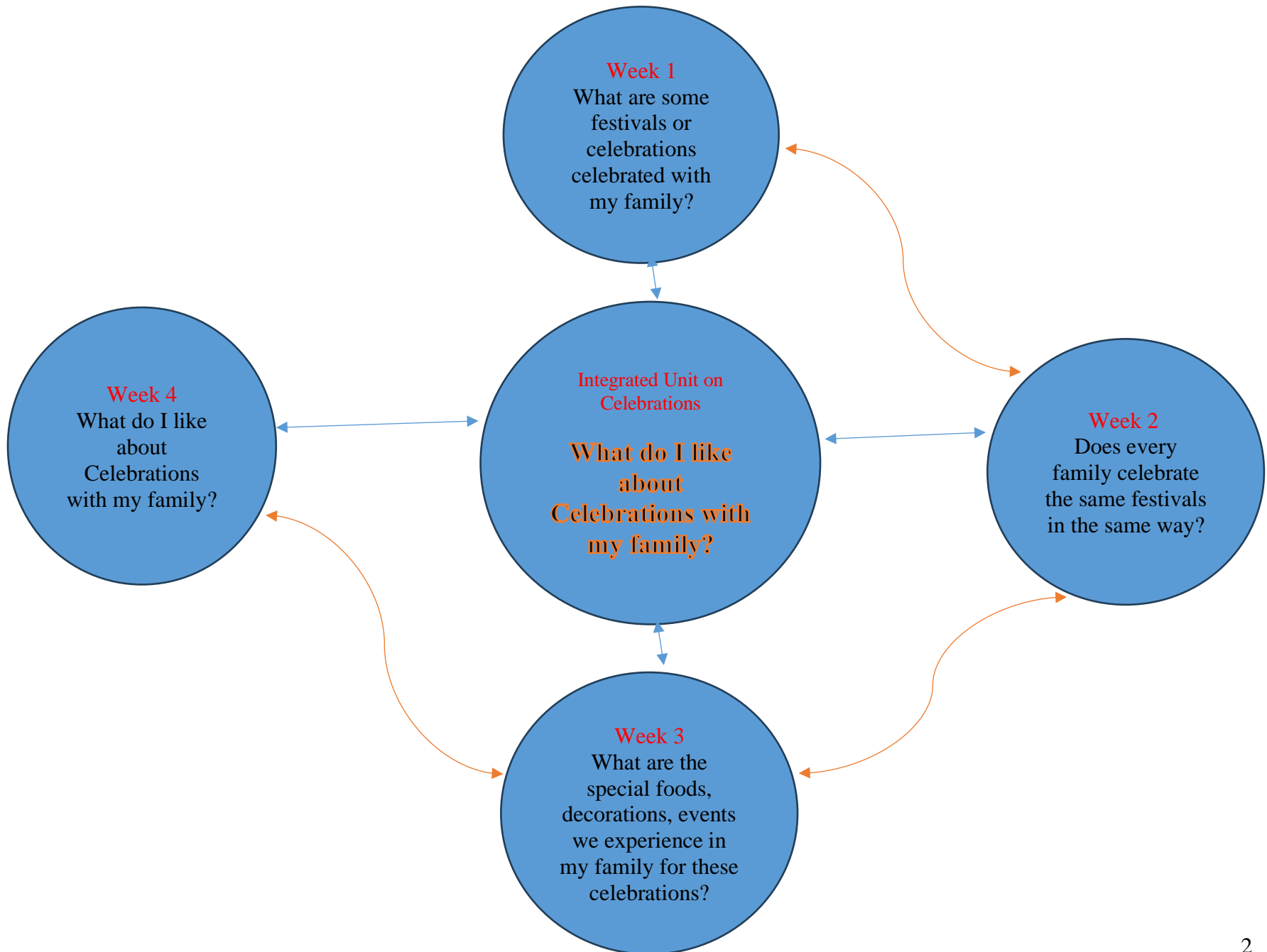


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Introduction to Celebrations Integrated Unit

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

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 **Celebrations 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 it, not, run, up, we, away, find, help, here,	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
		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.

Important Note

The intent of this unit is to teach the meaning of celebrations and to encourage understanding and acceptance of diversity. With our increasing multi-cultural communities, it is difficult to anticipate the religious and cultural backgrounds of all children. However, it is important that teachers are aware of their learners’ religious and cultural backgrounds and are careful not to make assumptions so that this diversity is respected. This is achieved through the communication with parents that is emphasised throughout this Integrated Unit. Through discussion with parents, teachers are encouraged to be familiar with the celebrations which are part of their family lives. The teachers will then be able to modify any of the Inclusive Learning Strategies described in this Unit so that all the children in the class feel included.

Essential Question: “What Do I Like About Celebrations With My Family?”

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.

Essential Question: *What do I like about Celebrations with my family?*

Weekly Questions:

Week 1: What are some festivals or celebrations celebrated with my family?

Week 2: Does every family celebrate the same festivals in the same way?

Week 3: What are the special foods, decorations events/activities we experience in my family for these celebrations?

Week 4: What do I like about celebrations with my family?

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

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
2.11	Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words
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
3.1	Use shared ideas to co-construct stories
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 OHPK 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

SCO	Strand 3: Pattern and Relationship
3.1.1	Create simple repeating patterns (2 elements)
3.1.2	Extend simple repeating patterns (2 elements)
3.1.3	Copy a given repeating pattern
3.1.4	Extend a variety of given repeating patterns to two more repetitions
3.1.6	Identify and describe a repeating pattern in the classroom, the school, and outdoors

SCO	Strand 4: Geometrical Thinking
4.2.1	Identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).
4.2.2	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above,

SCO	Strand 4: Geometrical Thinking
	below, beside, in front of, behind, and next to.
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
5.1.2	Classify objects and count the number of objects in each category

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.
6.1.4	Describe the results of classification and data collection activities.

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
1.2.1	Name one religious and one national festival celebrated in their country. (K)
1.2.2	Understand the significance and importance of religious and national festivals.(S)
1.2.3	Appreciate that their country has different celebrations and traditions. (V)
1.2.4	Identify customs (food, music, dance language) associated with these celebrations (K)
1.2.5	Make presentations on customs associated with these celebrations (S)
1.2.6	Appreciate the diversity of customs and take pride in this (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 Celebrations (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 **Celebrations**? 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 on Page 10 of 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 on Page 9 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 second Integrated Unit of study. We will be learning all about “Celebrations” and we will be thinking about the question “What do I like about Celebrations with my family?” This unit of study will be the focus in our classroom until (date).

We are wondering if any of you have a particular interest, or experience with Celebrations and Festivals and if you could come into our class one afternoon to tell us about it. Perhaps you could share a special tradition, special food, special decorations or other events you do with your family as part of this celebration or festival.

Or, perhaps you know someone else in the community who might be willing to come into our class to help us learn more about local or national celebrations or festivals.

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 Celebrations and Festivals, 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) _____

(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 Four-Week Plan

I. WEEK ONE

Essential Question: What do I like about Celebrations with my family?

Question for Week One: What are some festivals or celebrations celebrated with my family?

Language Arts – Plans for the Unit (4 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **g, o, u, l, f, b** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below 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 **fun, girl, boy, laugh, understand, over**. Please see the “*Curriculum Outcomes and Guide for Effective Strategies*” for many ideas to engage learners in phonemic awareness skills.

The high frequency (sight) words **one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down** 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 many ideas for teaching high frequency words.

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

Gathering Assessment Data and Record-keeping

The SCOs and 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 master checklist (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.

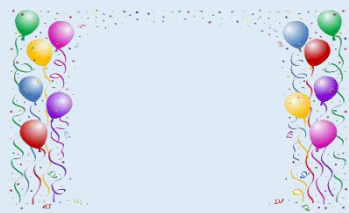
The teacher will use a consistent scale in the checklist:

Is the child easily meeting the outcome (+)? Is the child meeting the outcome (=)? Does the child need more practice (-)?

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

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, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Introductory Event: Unit Question: What do I like about Celebrations with my family?</p> <p>Language Arts related to the Unit topic: Question for Week One: What are some festivals or celebrations celebrated with my family?</p> <p>NOTE: If there are Jehovah Witness children in the class, the teacher will need to modify this ILS. The teacher must not assume that every child celebrates their birthday.</p> <p>Role Play/Video followed by Discussion</p> <p>The teacher will organize and celebrate a surprise birthday party with the class (pretend). The classroom will be set up for a Birthday Party with real party hats, music, decorations, food etc. The teacher can solicit the assistance and perhaps</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<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>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>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.14 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>3.2 assign meaning to experimental drawing and writing</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</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 2.14 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The picture that the child draws and describes will provide the information about the child’s development regarding LA Writing and Representing outcomes</p>	<p>some contributions from the parents without the children’s knowledge. Perhaps the party could be for a special stuffed toy that is in the classroom, or a mascot.</p> <p>After the party, the teacher can discuss with the children. What did we celebrate today? What is a celebration? Do you celebrate your birthday in some way? What happens on your birthday?</p> <p>The teacher may show a video or read a book or tell a story about a surprise birthday party, and then have a discussion with the children.</p> <p>Suggested Links: Clifford’s Birthday Party - Video Happy Birthday Cupcake – Read Aloud Book</p> <p>Discussion after the book: What did you see in the book? Do you have some of the same ways to celebrate your birthday? What was different in the book we read/saw?</p> <p>Before, during and after the story, the teacher may incorporate some mini-lessons. For example, the teacher may help the children to identify and reinforce the /u/ sound using words from the story – Happy Birthday Cupcake. (cupcake, muffin, sun, lunch, just, but, much, crumble, ketchup, surprise). Learners can listen for the sound in words, identify the location/position of the sound in words and discriminate sound from other sounds. (Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further ideas to incorporate skill development alongside a read-aloud).</p> <p>Further Discussion: What other festivals or special events do you celebrate in</p>

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>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>your family? What are some things used in the celebrations? What do you like about celebrations with your family?</p> <p>What celebrations do you enjoy best with your family? Why? The teacher will make a list on chart paper, or the board.</p> <p>The teacher will keep track of learners’ answers, in order to build upon learner knowledge and interest in future ILS.</p> <p>Learners will draw a picture of a celebration/festival that they celebrate with their family and name the type of celebration. Learners will state what their family is celebrating, and will print that word (or sentence) on their paper. The teacher will assist each child, as necessary.</p> <div style="text-align: center;">  </div> <p>As an additional opportunity to consider birthday celebrations, the read-aloud video “Happy Birthday Mrs. Millie!” could be shown and discussed with the children. This book provides a wonderful opportunity to find and discuss rhyming words (SCO: 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>HAPPY BIRTHDAY, MRS. MILLIE! 🎂 - Birthday celebration follow along reading book Fun Stories Play (youtube.com)</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>Language Arts - Writing and Representing:</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.9 assign meaning to experimental drawing and writing</p> <p>Mathematics - Measurement</p> <p>5.1.2. classify objects and count the number of objects in each category</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 - Product</p> <p>The collage that the learners create will provide evidence for the teacher that the learners are able to classify objects. The teacher will observe the learners’ ability to count the objects (up to 10).</p>	<p>Language Arts and Social Studies - Video Presentation Showing Different Festivals or Celebrations</p> <p>The teacher will review with the children that some celebrations are not just about something that happened in their family. Some celebrations are religious and some are national festivals. The teacher will print the words “national” and “religious” on a chart. (This is an opportunity for Shared Writing – please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ways that the teacher may include the children in determining the letters necessary for the words “national” and “religious”).</p> <p>The teacher will show video/videos as examples depicting different celebrations (religious and national). Please see video examples in the Additional Resources section below. Learners observe and discuss the celebrations highlighted in the video/videos. How can you identify a religious or national festival?</p> <p>Discussion Questions about Different Families Celebrating Different Festivals and Why:</p> <p>What celebrations did you see in the videos? Where did these celebrations take place? Who took part in the celebrations? Why do we have those celebrations? Which of these do you celebrate with your family? Why do different families celebrate different festivals? Which is your favourite celebration? Why?</p> <p>Group Work: Learners will be given pictures of national and religious festivals. They will observe pictures in their groups, then sort pictures as religious or national. They will count the number of pictures in each group. They will then share with the class. Others will have an opportunity to agree if festivals were sorted correctly.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Historical and Cultural Thinking</p> <p>1.2.1 name one religious and one national festival celebrated by their family (K) 1.2.3 appreciate that their family and country have different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions (V) 1.2.6 appreciate the diversity of family customs and take pride in this (V)</p>	<p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.1.2 based on observation and conversation with the learners.</p> <p>Social Studies – Product</p> <p>Learners <u>respond orally</u> to Exit Slip and responses are recorded by the teacher.</p> <div data-bbox="701 626 1226 805" style="background-color: #76b82a; color: white; padding: 10px; text-align: center; font-size: 1.2em; font-weight: bold;"> <p>Oral Exit Slips: Today's lesson</p> </div> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.1, 1.2.3 and 1.2.6 based on observation and conversation with the learners.</p>	<p>The groups of learners will be given paper and glue to create a collage using the pictures sorted (Religious and National Celebrations) and they will indicate the number of pictures in each group. They will print the words “national” and “religious” on the paper, or perhaps the word “celebrations”.</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</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, Math, and Social Studies – Learning Centres</p> <p>The teacher will review the idea of national and religious celebrations during a large group discussion.</p> <p>The teacher will set up the classroom with various centres depicting different celebrations (religious and national) with materials and labels (E.g. Christmas Corner – labels: Christmas tree, lights, foods etc.). The class is divided into small groups of 4-6 and learners are given the opportunity to visit the different centres and explore the displays – manipulating materials, sharing thoughts and ideas,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<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>2.4 develop understanding and application of the Concepts of Print.</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>Mathematics - Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s</p> <p>1.1.8 count with meaning to 10, by building quantities</p> <p>1.1.9 count with meaning to 10, by matching quantity and numeral</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 may want to create a checklist of the Concepts of Print, and keep track of which concepts each child understands and applies. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for additional information and a list of the Concepts of Print.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4 and 2.6 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, 1.1.8, 1.1.9 and 1.2.2 based on observation and conversation with the learners.</p>	<p>exploring materials, trying on costumes/garments etc. The teacher moves around to each centre and encourages conversation by asking questions as learners interact with the materials and discuss with peers. The teacher may also use various materials (particularly unfamiliar items) to demonstrate their use</p> <p>OR</p> <p>Each small group will be assigned a specific centre where the learners will explore the display/materials, discuss with their peers guided by the teacher. Each group will then share with the whole class on the celebration that their group explored.</p> <p>After the exploration at the learning centres, the teacher may hold a discussion with the full group:</p> <p>What celebrations did you learn about? What can you tell about this celebration? Where did these celebrations take place? Who took part in the celebrations? Can you name some things/items that are used in this celebration? Why do we have these celebrations? Which of these do you celebrate? Which is your favourite celebration? Why? For example: how many learners celebrate birthdays with their family? How many learners like carnival? (Learners count and teachers record number of learners., making a list on chart paper or on the board.)</p> <p>The teacher will encourage the children to count along with her/him. The teacher will point out the numerals and have children repeat.</p> <p>Information/data collected can be placed in a simple pictograph which learners will learn about collecting data, representing data using pictorial representation and also read the data presented. This question about favourite</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																				
<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 6.1.3 use counting to determine the number of objects in a group.</p> <p>Social Studies: Historical and Cultural Thinking</p> <p>1.2.1 name one religious and one national festival celebrated by their family (K) 1.2.2 understand the significance and importance of these two religious and national festivals to their family (S)</p>	<p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2 and 6.1.3 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 1.2.1 and 1.2.2 based on observation and conversation with the learners</p>	<p>celebrations is a good example to be used for this purpose.</p> <p>Sorting and Classifying Data: Counting</p> <p>Who likes celebrating Christmas with their family? Let's count and shade the number of boxes.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 15%;">Boys</td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> <td style="width: 5%;"><input type="checkbox"/></td> </tr> <tr> <td>Girls</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<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</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 –Resource Person and Thank You Note</p> <p>Note: Before the Resource person comes, the teacher will have a discussion with the children about questions they might have for the visitor. The Resource person may be an adult who works in the school, a parent, a community person.</p> <p>Presentation by Resource Person Invite a parent/resource person to come and set up the classroom for an actual celebration that is different from the ones commonly known to children such as Diwali or a celebration that persons of other races such as Chinese celebrate. The teacher will help the children realize that</p>																				

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 recognize 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 - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</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>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.11 and 2.14 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The teacher will have evidence of the Writing and Representing LA outcomes from the response sheet completed after the guest speaker’s presentation, and from the children’s participation in creating the Thank You Card.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 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>celebration can be national or religious. Children identify the type of celebration.</p> <p>During the visit, the teacher will encourage the children to ask questions, and the teacher will support the Resource person who is presenting to young children.</p> <p>Discussion Questions (after the presentation)</p> <p>What did you see? What are they used for? What did we learn about celebrations today? Why do we have this celebration? Is this a national or religious celebration? Why? What are some things used during this celebration? What other festivals do you celebrate in your family?</p> <p>Children will respond to the presentation by completing a response sheet, with the teacher’s assistance.</p> <div style="border: 2px solid red; padding: 10px; margin: 10px 0;"> <p>What I learned from (place for guest speaker’s name)</p> <p>(Place for the child to do a drawing based on the guest speaker’s visit)</p> <p>(lines for child to write a word or two, probably with assistance from the teacher)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div> <p>Shared Writing: Thank You Note/Card</p> <p><i>Brainstorming</i></p> <p>Ask children for help to create a class thank-you note for the resource person. Brainstorm with children what they want to say thank you for and words or phrases to use in the thank-you note. Record their ideas – words, phrases, and sentences</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.8 spell name and some words of personal importance correctly</p> <p>Social Studies – Historical and Cultural Thinking</p> <p>1.2.1 name one religious and one national festival celebrated by their family (K) 1.2.2 understand the significance and importance of these two religious and national festivals to their family (S) 1.2.3 appreciate that their family and country has different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions (V) 1.2.6 appreciate the diversity of family customs and take pride in this (V)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.1, 1.2.2, 1.2.3 and 1.2.6 based on observation and conversation with the learners</p>	<p>on chart paper while saying the responses as you write them. Ask learners to help spell words, especially the initial consonants.</p> <p><i>Drafting</i> Have the children choose their favourite ideas to develop into a thank-you note. Record the text on large paper folded as a thank-you card.</p> <p><i>Publishing</i> Fold card paper in two and invite pairs of learners to decorate the cover and write the text. Then invite learners to sign their names in the card.</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</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>Social Studies and Language Arts: Celebration Scrapbook and Presenting</p> <p>The teacher provides materials for learners. Using pictures, drawings, and labelling, children create a scrap book depicting a religious or national celebration that their family participates in.</p> <p><i>Tips for Creating the Scrapbook:</i></p> <ul style="list-style-type: none"> • Scrapbook should be three pages including the cover page. • Children will decorate the cover page. • One page should highlight a religious or national celebration that their family participate in. Each page must include pictures, drawings and labels. <p>Children share their scrapbook with the class and talk about the importance of the festivals to their family. Children can</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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 - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.4 develop understanding and application of the Concepts of Print 2.11 recognize 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</p> <p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories 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</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.11 and 2.14 based on observation and conversation with the learners.</p> <p>Language Arts - Product (scrapbook)</p> <p>The teacher may want to use learners' scrapbook to gather information of learners' progress on the Writing and Representing Outcomes.</p> <p>The teacher will also enter information into the checklist for Writing and Representing Outcomes 3.1, 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>display the scrapbooks in reading corner.</p> <p>This scrapbook and presentation will help the class to re-consider the question for Week One: “What are some festivals or celebrations celebrated with my family?”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>importance correctly</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.1 name one religious and one national festival celebrated by their family (K)</p> <p>1.2.2 understand the significance and importance of these two religious and national festivals to their family (S)</p> <p>1.2.3 appreciate that their family and country has different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions (V)</p> <p>1.2.6 Appreciate the diversity of family customs and take pride in this (V)</p>	<p>Social Studies - Product The scrapbook and the children’s response after the presentation will provide information about the children’s understanding of the Social Studies outcomes.</p> <p>Social Studies – Observation and Conversation The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.1, 1.2.2, 1.2.3 and 1.2.6 based on observation and conversation with the learners</p>	
	<p>End of Week One:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will 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>End of Week One: Learning Centres and Discussions with Grade 1 class</p> <p>Social Studies and Language Arts</p> <p>The focus of this ILS is to return to the question of the week: What are some festivals or celebrations celebrated with my family?</p> <p>Invite the Grade 1 class to visit the Kindergarten class to learn about celebrations by visiting the learning centres depicting different festivals or celebrations. Encourage groups of children to tell the Grade 1 about festivals or celebrations as they tour all the centres.</p>

Additional Resources

Stories, Videos and Books about Festivals:

The Christmas Story:

<https://youtu.be/zi2HVhwqnMs?si=mnMWjyx67R9C7 WE>

The Chinese New Year Story

<https://youtu.be/gdF5hjI1S14?si=5cEfspr7f6aZ5AUb>

[Happy Birthday Song | Gracie's Corner | Nursery Rhymes + Kids Songs \(youtube.com\)](#)

[CLIFFORD'S BIRTHDAY PARTY by Norman Bridwell \(youtube.com\)](#)

[Birthday PARTY book | Read aloud by little girl Clover \(youtube.com\)](#)

RELIGIOUS & NATIONAL FESTIVALS

Christmas:

<https://images.app.goo.gl/2ymPmj39xYh6A1pm9>

<https://images.app.goo.gl/uhDtHNdnp6yfl.to8>



Diwali:

<https://images.app.goo.gl/533FuyJAPiQkG7HC9>

<https://images.app.goo.gl/dpx2VuQJ9MNtYxyd8>



Useful Content for the Teacher

Celebrations

- Birthdays
 - Carnivals (National)
 - Easter R
 - Mother’s Day & Father’s Day (National)
 - Family Reunions
 - Baby Showers
 - Births
 - Christenings (Religious)
 - Gender Reveals
 - Anniversaries
 - Weddings (Religious)
 - Baptisms (Religious)
 - Heritage Day (National)
 - Independence Day (National)
 - Emancipation Day (National)
- Christmas (Religious)

Celebrations

<https://www.youtube.com/watch?v=zvtaqA6TTAQ>

Picture Book – Festivals and Celebrations

<https://images.app.goo.gl/1uPVRYNCGvhBoKnbA>

Items Used At Religious & National Festivals



List of items:

Christmas lights, Christmas trees, Snowmen, reindeer, stockings
Carnival Masks, Carnival Costumes
Chinese lanterns, Chinese dragon

Resources for a learner who needs challenge:

Actual items/pictures of items that are used in a specific religious festival and a specific national festival. Learners will use the pictures to create a poster of a religious or national festival or use the actual items to create a religious or national festival corner.

II. WEEK TWO

Essential Question: What do I like about Celebrations with my family?

Question for Week Two: Does every family celebrate festivals/celebrations in the same way?

Language Arts – Plans for the Unit (4 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **g, o, u, l, f, b** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below 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 **fun, girl, boy, laugh, understand, over**. Please see the “*Curriculum Outcomes and Guide for Effective Strategies*” for many ideas to engage learners in phonemic awareness skills.

The high frequency (sight) words **one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down** 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 many ideas for teaching high frequency words.

The teacher is encouraged to find opportunities to emphasize 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>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>1.8 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>2.2 develop questions when browsing through passages of interest</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 – 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, 1.8 and 1.9 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, 2.2, 2.3, 2.5, 2.8, 2.9, 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</p> <p>KWL Chart for this Integrated Unit</p> <p>The teacher will remind the children of conversations and activities from Week One, looking at some of the charts that were created and some of the work the children did (e.g. scrapbooks).</p> <p>The teacher and learners will complete a KWL Chart on celebrations/festivals (K = What do I already know about celebrations? W=What do I want to learn about celebrations? L= What have I learned about celebrations. Fill in the K and the W for this ILS. As the unit progresses, go back to the chart and fill in some sentences for the “L”.</p> <p>Video Presentation about Mexican tradition</p> <p>The teacher may start by asking if there is a celebration in their own families when the girls turn 15 years of age. Then the teacher may explain that in some countries there is a celebration when children turn into young adults. The teacher will show the children a video showing the Mexican Quinceanera (different to what the children are accustomed to).</p> <p>https://www.youtube.com/watch?v=VDIpcZ5c7qo</p> <p>After watching the video, the teacher may ask the children what they remember from the video. The teacher may show the video a second time, stopping to explain or discuss certain aspects.</p> <p>The teacher will encourage the children to talk about the clothes, foods and events of the Quinceanera</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.8 begin to apply comprehension strategies to visualize, predict and connect *</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</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>3.1 use shared ideas to co-construct stories</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>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.3 appreciate that their family and country has different ways to celebrate from other families and countries, and understand that</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 3.6 and 3.7 based on observation and conversation with the learners.</p> <p>Social Studies – Product</p> <p>The picture that the children draw, and the information they share with the class will provide the teacher with information regarding Social Studies</p>	<p>celebration.</p> <p>The teacher will write a few sentences on chart paper, describing the Mexican Quinceanera. This is a Shared Writing activity. Later, the chart may be used as a Shared Reading activity. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ideas to enhance learning through these strategies).</p> <p>Learners will draw pictures to depict a specific celebration that is a focus in their family. Each learner will briefly share their picture with the whole class. The learners will select a specific celebration and talk about the way they celebrate is similar and different from how other learners celebrate.</p> <p>The teacher will ask questions in order to make a connection and introduce the new focus question – <i>Does every family celebrate festivals/celebrations in the same way?</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>some families may choose not to celebrate some occasions (V) 1.2.6 appreciate the diversity of family customs and take pride in this (V)</p>	<p>Curriculum Outcomes 1.2.3 and 1.2.6 Social Studies - Observation and Conversation The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.3 and 1.2.6 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 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. 1.8 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 & Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.2 develop questions when browsing through passages of interest 2.3 connect background knowledge to the titles</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, 1.8 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, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Social Studies – Shared Reading</p> <p>The teacher will remind the children that Christmas is a religious celebration and question as what makes it a religious celebration. Ask if all the children in the class celebrate Christmas. (If not, have a brief discussion about why, and the importance of respecting diversity in celebrations).</p> <p>Bear Stays up for Christmas https://www.youtube.com/watch?v=1RsMvJ604UQ</p> <p>Explain that the class will be watching a read-aloud and finding out if Christmas is celebrated in a different way in the book, from how the children celebrate Christmas.</p> <p>Show children the cover of the book, read the title of the book and name the authors. Point out to learners that good readers try to think out what the story might be about before they actually read.</p> <p>Invite children to talk about the picture on the cover of the book and tell what they think the book will be about. Point out that the setting is different to our context. Activate background knowledge about bears and winter. Teacher records the learners’ ideas on what the book will be about on chart paper. (Shared Writing – please see the</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>2.6 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>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect.</p> <p>2.9 demonstrate understanding by responding to read-aloud with images, model making, discussions, or temporary writing</p> <p>2.11 recognize 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>2.14 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>1.1.1 say the number sequence to 10 by 1s</p> <p>1.1.8 count with meaning to 10, by building quantities</p> <p>1.1.9 count with meaning to 10, by matching</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.1.8, 1.1.9, 1.2.1 and 1.2.2 based on observation and conversation with the learners.</p>	<p><i>Curriculum Outcomes and Guide for Effective Strategies).</i></p> <p>Encourage learners to watch the video with you to find out if their predictions are correct.</p> <p>The teacher and learners read/watch the story together and encourage the learners to join in where they can especially for words they know (especially predicting the rhyming words). The teacher may pause the video and read the words on the page. The teacher points to the words using a sweeping motion from left to right and top to bottom. During reading, on specific pages identified before reading, the teacher highlights words in the text, reread the sentence where the word is used, talk about the letters, and the meaning of the word. Stop and invite children to check their predictions about what the book is about.</p> <p>The teacher will ask the children what were the Christmas traditions that Bear and his friends used? Do the children in the class do some of the same traditions for Christmas? Which ones? The teacher will emphasize that not everyone celebrates Christmas, and, not everyone celebrates Christmas with the same traditions.</p> <p>Word Study – you, make, down</p> <p>The teacher presents the three words on flash cards. Reread the sentence in the book where the words are used, and pause for the children to give the word, make a sentence using the word and then question learners: How many letters are in “you”, “make” and “down”? What letter does each word begin with?</p> <p>The teacher may show the children the story Bear Stays</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
<p>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.</p> <p>Mathematics - 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. 6.1.4 Describe the results of classification and data collection activities.</p> <p>Social Studies – Myself – Historical and Cultural Thinking 1.2.1 Name one religious and one national festival celebrated by their family (K) 1.2.2 Understand the significance and importance of these two religious and national festivals to their family (S) 1.2.3 Appreciate that their family and country has different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions (V) 1.2.6 Appreciate the diversity of family customs and take pride in this (V)</p>	<p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2, 6.1.3 and 6.1.4 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.1, 1.2.2, 1.2.3 and 1.2.6 based on observation and conversation with the learners</p>	<p>Up For Christmas a second time. The teacher will invite the children to talk about pictures/illustrations. As children move from page to page, they identify bear’s friends and count the number of bear’s friends on page. Teachers will ask the learners to record the number on chart paper and tell the names of Bear’s friends. (The teacher will go over the chart with the children – Shared Reading).</p> <p>Example: Counting and Writing Number</p> <table border="1" data-bbox="1295 613 1942 820"> <thead> <tr> <th>Page Number</th> <th>Number of Bear’s Friends</th> <th>Name of Bear’s Friends</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>wren, raven, mole</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The teacher asks questions: Who are bear’s friends? How many friends are on page 2? Who are the friends on page 2? Which page has the most friends? Which page has the least friends? How many friends in all? Which animal is your favourite friend? Why? The teacher will ask if the children have friends who help them to celebrate sometimes? Which celebrations?</p> <ul style="list-style-type: none"> Children are given material – playdough, number cards, pencil, crayon, and paper. <p>Based on the chart about Bear’s friends, children draw and colour bear’s friends from one page, write the number or use play dough to show how many friends and select the corresponding number card.</p>	Page Number	Number of Bear’s Friends	Name of Bear’s Friends	2	3	wren, raven, mole									
Page Number	Number of Bear’s Friends	Name of Bear’s Friends															
2	3	wren, raven, mole															

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>1.1.8 count with meaning to 10, by building quantities.</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>6.1.4 describe the results of classification and</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 Outcome 1.1.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.3 and 6.1.4 based on observation and</p>	<p>Language Arts, Mathematics and Social Studies: Picture Sort Game</p> <p>A set of ten (10) pictures that are related to different celebrations will be placed in two boxes (one for each team). Two sets of containers will be labelled with the words “Religious” and “National”. Learners will be divided into two teams. They will then compete to pull the pictures from the boxes and place them in the appropriate containers. For example, a Christmas tree placed in the container labelled “Religious”, a flag would be placed in the container labelled “National”. After some time, the children count the number of pictures in each box. They could compare to see if each team sorted the pictures in the same way.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>data collection activities.</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.1 name one religious and one national festival celebrated by their family (K)</p>	<p>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 1.2.1 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>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>2.1 interact meaningfully with a wide range of</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>The teacher will enter information into the checklist</p>	<p>Language Arts and Social Studies: Learning about Diwali</p> <p>The teacher will tell the children that they will be listening to a story about Diwali. Ask who knows about that celebration. Tell the children that they may learn about the celebration by listening and watching the video.</p> <p>Binny's Diwali By Thrity Umrigar Kids Read Aloud Book Diwali Festival Read Aloud Multicultural (youtube.com) https://www.youtube.com/watch?v=hgnO1M6yitE</p> <p>Please see <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions of how conduct a Read Aloud.</p> <p>The teacher will play the video a second time, pausing and asking the questions below, encouraging the children to consider answers to the questions by hearing the story and looking at the pictures in the book.</p> <p>Discussion: What is the name of the festival that Binny celebrated? What is Diwali? Do you celebrate Diwali with your family? Is there a similar celebration that you celebrate with your family? Do you think you would love to</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>genres and text forms</p> <p>2.2 develop questions when browsing through passages of interest</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>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</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 - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</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</p>	<p>for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.5, 2.8, 2.9, 2.11 and 2.14 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 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>celebrate Diwali? Do you think that everyone/every family celebrate Diwali the same way?</p> <div data-bbox="1310 380 1648 797" style="border: 1px solid black; padding: 5px;"> <p>1. Diwali is a Festival of _____. (a) darkness (b) light (c) magic</p> <p>2. The lamps used in Diwali are called _____. (a) diyas (b) candles (c) torches</p> <p>3. Dad bought mom a _____ to wear on Diwali. (a) dress (b) hat (c) sari</p> <p>4. Why do you think Binny's mind went blank? _____</p> </div> <p>The teacher may ask some questions such as shown on this sheet. <i>(This should not be given to the children to complete).</i></p> <p>Guided Discussion The teacher will ask questions in order to make a connection and review the focus question for the week—<i>Does every family celebrate festivals/celebrations in the same way?</i></p> <p>Children will draw a picture depicting their favourite part of the story and add words, phrases or a sentence to their picture.</p> <p>Prepare for a Show & Tell Presentation Learners will be informed of this upcoming activity, when they will share with the rest of the class how they celebrate a particular festival or special event. They will be just like Binny in the story about Diwali! They will bring items or props relating to a celebration they love and dress up for the particular celebration and share any other information relating to it. They may bring photographs to share, as well. A few children could share each day, or the children might be invited to share</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>shapes 3.8 spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.3 appreciate that their family and country have different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions (V) 1.2.6 appreciate the diversity of family customs and take pride in this (V)</p>	<p>Social Studies – Product</p> <p>The picture that the children draw, and the information they share with the class will provide the teacher with information regarding Myself - Historical and Cultural Thinking 1.2.3 and 1.2.6</p> <p>Social Studies – Observation and Conversation The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.3 and 1.2.6 based on observation and conversation with the learners</p>	<p>on the last day for this week. The children could also be scheduled to share any time in the weeks for this Integrated Unit. The teacher may want to send a note home explaining this Show and Tell and asking parents/family members to help the child prepare.</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</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: Role Play and Exploration Centres</p> <p>The teacher will set up five centres for children to explore.</p> <ol style="list-style-type: none"> One centre will contain materials depicting Diwali. Learners will engage in a Role Play where they will dress like persons who celebrate Diwali (wear saris, lehengas, etc.) and engage in the activities that Diwali involves (lighting diya lamps etc.). books about celebrations to browse a picture depicting Diwali to colour craft materials to make decorations and decorate classroom. The children will be shown pictures of the designs made from chalk during Diwali (as

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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 2.2 develop questions when browsing through passages of interest 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</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.3 appreciate that their family and country have different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions (V) 1.2.6 appreciate the diversity of family customs and take pride in this (V)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.4, 2.5 and 2.7 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 – Historical and Cultural Thinking Outcomes 1.2.3 and 1.2.6 based on observation and conversation with the learners</p>	<p>shown in the read-aloud book) and then they could colour one of their own designs.</p> <p>e) create models of persons celebrating Diwali or an item used during Diwali. For example, diyas made from play doh or paper cut-outs of someone wearing a sari or a lehenga.</p> <p>If the teacher has a sari available for the children to see, the children could find patterns in the shapes or colours in the trim. Children describe what they see.</p> <p>The exploration centres could be available for the children for a few days. Each day, after time spent in the centres, the teacher will gather the group and have a discussion relating the centre activities to the Social Studies outcomes: 1.2.3, and 1.2.6.</p>
	<p>End of Week Two:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p>	<p>End of Week Two: Social Studies and Language Arts</p> <p>Show and Tell or Resource Person</p> <p>The focus of this ILS is to return to the question of the week: <i>Does every family celebrate festivals/celebrations in the same way?</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<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>KWL The teacher and learners will review what they put on the KWL chart, add information in the “L - Learn” column of the KWL chart.</p> <p>Engage in a Show & Tell Presentation The children had been asked earlier in the week to bring items or props relating to a celebration they love and be prepared to share with the rest of the class how they celebrate this celebration. A few children will share on the last day for this week. Or, if many children are able to share, the teacher could help the children set up stations for others to visit (rather than presenting to the full group).</p> <p>Guided Discussion The teacher will ask questions in order to make a connection and review the focus question for the week– <i>Does every family celebrate festivals/celebrations in the same way?</i></p> <p>OR</p> <p>Have a resource person visit the classroom and make a presentation on a celebration/festival. The classroom would be set up depicting aspects of the festival. Children would observe, interact with the materials, ask questions, wear costumes and share their experiences. The resource person would talk about how different families/countries celebrations may be similar or different.</p> <p>The children could be provided with materials and make an item associated with this celebration – costume, mask, prop for a Calypso song etc.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		The children should fill in a response sheet after a guest speaker (see sample above).

Additional Resources / Videos about various celebrations around the world

[Binny's Diwali By Thrity Umrigar | Kids Read Aloud Book | Diwali Festival Read Aloud | Multicultural \(youtube.com\)](#)

<https://www.youtube.com/watch?v=OTn2bMkMGL4&t=4s>

https://www.youtube.com/watch?v=wN_iC3bAVqI

<https://www.youtube.com/watch?v=g7Ei78g65cU>

<https://www.pinterest.com/pin/142356038212132840/>

Useful Content for the Teacher

Eid al-Adha (Feast of the Sacrifice)

Eid al-Fitr (End of Ramadan) (Syria/ Islamic faith)

[Dominica: Carnival \(discoverdominica.com\)](#)

[Syria Holidays and Festivals \(iexplore.com\)](#)

<https://creator.nightcafe.studio/creation/PvY1ujuP06Lp4aPvXN5C>

<https://pixabay.com/images/search/diyas/>

https://www.youtube.com/watch?v=by0Hmqp_otw

<https://www.twinkl.co.uk/resource/au-h-25797-what-is-my-history-and-how-do-i-know-kwl-grid>

Resources for a learner who is struggling:

Cody's Crazy Christmas by Andrea Realpe

<https://www.youtube.com/watch?v=-xu3cGwe6NM>

MERRY CHRISTMAS MR MOUSE Book

https://www.youtube.com/watch?v=Ae_U0xfg-UM

Resources for a learner who needs challenge:

<https://www.pinterest.com/pin/142356038212132840/>

III. WEEK THREE

Essential Question: What do I like about Celebrations with my family?

Question for Week Three: What are the special foods, decorations, events we experience in my family for these celebrations?

Language Arts – Plans for the Unit (4 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **g, o, u, l, f, b** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below 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 **fun, girl, boy, laugh, understand, over**. Please see the “*Curriculum Outcomes and Guide for Effective Strategies*” for many ideas to engage learners in phonemic awareness skills.

The high frequency (sight) words **one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down** 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 many ideas for teaching high frequency words.

The teacher is encouraged to find opportunities to emphasize 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>1.1 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 1.10 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>2.11 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</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 1.10 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The group collages provide the teacher with examples of children’s skill development in LA outcomes from Reading and Viewing, Writing and Representing.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.11 and 2.14</p>	<p>Language Arts and Social Studies – Introduction to Week three</p> <p>Field Trip or Celebration Display</p> <p>The teacher and learners may visit a family home (pre-arranged) to observe a family celebration such as Diwali <u>or</u> the teacher may invite a resource person (parent) to the school to showcase a family celebration. They could set up the classroom area as if hosting the real event and give learners the experience of that family celebration.</p> <p>Interaction/discussion</p> <p>Learners are encouraged to ask questions to learn the names of various decorations, food/dishes, clothing, musical instruments and other items that may be unfamiliar. Learners are exposed to new vocabulary to describe the way things look and taste.</p> <p>What is the name of this dish? What is it made with? What is the reason for having these decorations? Who did you learn this celebration from? Is this a religious celebration or a national celebration?</p> <p>Group Work – Picture Collage</p> <p>Learners will work in small groups to create a picture collage depicting the family celebration that they had experience of during the field trip or class display. Learners are given picture cut-outs from online or old magazines which they select and paste on construction paper. <u>Or</u>, the children may draw some of the items they remember. The more advanced learners can categorize the pictures as foods and decorations while the early levels can make one big collage. Learners are encouraged to label items and write simple sentences about their creation, with the teacher support when necessary.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories 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</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family (K)</p>	<p>based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 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 – Historical and Cultural Thinking Outcome 1.2.4 based on observation and conversation with the learners</p>	<p>Groups will have the opportunity to share their collage with the class.</p> <p>The teacher will lead a discussion about the question for the week: What are the special foods, decorations, events we experience in my family for these celebrations?</p> <p>Throughout the ILS for the week the teacher will always bring the children back to thinking about the special foods, decorations events in their own family (compare and contrast).</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 – 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 Art and Social Studies – Read Aloud about a Wedding Celebration</p> <p>Book Title: Maisy goes to a Wedding by Lucy Cousins https://www.youtube.com/watch?v=8ICAcllAoD4 The teacher will display the cover of the book, identify and read the name of the title, author and illustrator. Briefly have the children talk about the cover of the book and what they think</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>1.10 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>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>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such</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, 2.8, 2.9 and 2.11 based on observation and conversation with the learners.</p>	<p>will happen in the story. The teacher will make note of the children’s responses.</p> <p>Invite children to talk about how they celebrate weddings with their families. Invite children to talk about foods, decorations and events such as the reception or party.</p> <p>The teacher points out that good listeners help themselves understand the story by thinking about what happens in the story and try to guess what will happen next. They also ask questions about things that happen in the story – Does that make sense?</p> <div data-bbox="1312 592 1953 787" style="border: 1px solid green; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Tip: Preview the book before you read it aloud and note pages where you will ask for predictions.</p> </div> <p>Read the story, pausing at strategic points for children to predict what will happen next (children can also draw their predictions) and to check their predictions with what actually happened in the story.</p> <p>Pg. 2 – What do you think Maisy will wear? The teacher will model think aloud to help the children to practice similar habits.</p> <div data-bbox="1302 1079 1963 1274" style="border: 1px solid green; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Tip: Think Aloud – It is a form of modelling. It allows learners to see and hear how a reader uses strategies.</p> </div> <p><i>I am trying to guess what Maisy will wear. It is a wedding and people usually wear fancy/pretty clothes. I think she might wear a pretty dress with flowers and frills.</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>as names and pre-emergent level high-frequency words</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family (K)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.2.4 based on observation and conversation with the learners</p>	<p>Responding after Reading</p> <p>After reading the teacher asks this question: How is this wedding similar or different to one you attended? What is the same? What is different? Responses are noted on chalk board. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions about Shared Writing.) In groups of two’s and three’s, children will talk about a wedding - how they might plan a wedding for a family member. What special foods would you make? How will you decorate the church or places? What should happen at the wedding? Each small group will share what was discussed with the large group. The teacher will help the children to understand that some ways to celebrate are the same, but also some ways are different.</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</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 Art, Mathematics and Social Studies – Decorations for Celebrations</p> <p>Re-visiting the book: <i>Maisy goes to a Wedding</i> by Lucy Cousins https://www.youtube.com/watch?v=8ICAcllAoD4</p> <p>In pairs, learners share what they remember that the story is about. Then, in large group, the teacher will point out to the learners that we can remember what happened in a story by looking at the pictures or illustrations. Children and teacher browse through the book (without audio track) to observe the pictures and talk about what they see.</p> <p>The teacher will show the children the story one more time and ask them to focus their attention on the decorations noting the different shapes and patterns. The teacher can show the children the triangle flags and identify the patterns made with the decorations. The teacher and learners discuss what a pattern means and the importance of patterns. The teacher and learners</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<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 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 2.8 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.</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). 4.2.2 describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. 4.2.3 correctly name shapes regardless of their</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, 2.8 and 2.9 based on observation and conversation with the learners.</p> <p>Mathematics – Product</p> <p>Given materials, children select shapes, create a pattern decoration for a celebration.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1, 4.2.2 and 4.2.3 based on observation and conversation with the learners.</p>	<p>explore ABAB patterns using materials in the classroom. The teacher may demonstrate how to make an ABAB pattern with two colours.</p> <p>Product</p> <p>Children are given materials - different coloured triangles, paper strips, glue and strings. The learners will use the triangles to create 2-colour patterns. The teacher will help the children to attach the triangles to the string, and then put them up to decorate the classroom.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>Mathematics - Pattern and Relationship</p> <p>3.1.1 create simple repeating patterns (2 elements) 3.1.2 extend simple repeating patterns (2 elements) 3.1.3 copy a given repeating pattern 3.1.4 extend a variety of given repeating patterns to two more repetitions 3.1.6 identify and describe a repeating pattern in the classroom, the school, and outdoors</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family (K)</p>	<p>The teacher will enter information into the checklist for Pattern and Relationship 3.1.1, 3.1.2, 3.1.3, 3.1.4 and 3.1.6 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 – Historical and Cultural Thinking Outcome 1.2.4 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</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, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Important jobs During a Celebration</p> <p>The learners had been asked to come to school with 2-3 items or pictures of items that they have used for a family celebration recently. If some learners are waiting to show and tell about the foods, decorations and events of the specific celebrations, this ILS could start with some sharing.</p> <p>The teacher will let the children know that they will be listening to another story about a wedding. The teacher could ask the</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<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>1.10 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>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>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-</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, 2.8, 2.9, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>children if they know what a “ring bearer” is and if any of them had ever done that job during a wedding.</p> <p>“The Ring Bearer” https://www.youtube.com/watch?v=SgjmpdUIQhQ</p> <p>(Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for steps for the teacher to use during a Read Aloud).</p> <p>After the reading, the teacher will print this sentence on a chart or the board:</p> <p>“Mama’s having a wedding and Jackson has an important job to do.”</p> <p>Printing the sentence with the children’s help is a Shared Reading/Shared Writing activity. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ways to enhance the literacy skills during this time.)</p> <p>Ask the children what was one important job that Jackson had to do.</p> <p>The book may be shown again, and children will listen to what Jackson has to do. The teacher may print a sentence, or make a list of what Jackson has to do. The class may discuss all the preparations – foods, decorations, clothing – that are part of a wedding celebration.</p> <p>Story Quilt – Children will design a four-block story quilt with paper. The squares can depict four scenes in sequence of the story. The pictures will include the food, decorations, jobs, clothing that were part of the story. The teacher may print the words: food, decorations, jobs, clothing on the board, and the children may label their drawings (as they are able).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family (K) 1.2.5 make presentations on family customs associated with these celebrations (S)</p>	<p>Language Arts - Product</p> <p>The 4 block story quilt, depicting various scenes from a story, or from Show and Tell, will provide the teacher with evidence of the children’s development of the Writing and Representing outcomes.</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 and the written product the children create.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.4 and 1.2.5 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</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,</p>	<p>Language Arts and Social Studies – Diwali - Interactive Writing: Sharing the Pen</p> <p>All about Diwali – The teacher will re-read book/story from week two. The children will tell what they remember about the Diwali festival. The teacher will ask the children to consider</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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 - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.2 develop questions when browsing through passages of interest</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>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding</p>	<p>1.5, 1.7, 1.8 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 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>foods, decorations, and other customs associated with this celebration, as they experience the book a second time.</p> <p>The teacher will explain that the group will be making a poster to explain about Diwali, so that people in the school can learn about it. The teacher and learners brainstorm ideas for writing about what they have learnt about Diwali. The teacher provides guided questions to help learners focus on specific areas for each detail. There is a display of pictures depicting various aspects of the celebration as well. The teacher demonstrates/models how to compose the topic sentence. The teacher questions and draws ideas and information from learners during this process. The teacher may ask, “What kind of celebration is Diwali? (National or Religious?). Learners identify pictures that shows the kind of celebration. Learners are encouraged to use pictures to paste on chart next to topic sentence. So our topic sentence can be: Diwali is a festival of lights. The teacher records ideas using a graphic organizer on a flip chart.</p> <p>The teacher will make relevant connections to letter sounds and to high frequency words as she records ideas. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more suggestions about Shared Reading and Shared Writing).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
<p>to read-alouds with images, model making, discussions, or temporary writing.</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>3.1 use shared ideas to co-construct stories</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>Language Arts: Product</p> <p>The writing that the small group, and then the pair of learners produce will provide the teacher with information about several of the Language Arts outcomes.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 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>For example: TITLE: All about Diwali</p> <table border="1" data-bbox="1291 349 1848 1258"> <tr> <td data-bbox="1291 349 1564 511">Topic Sentence: (What kind of celebration is Diwali?)</td> <td data-bbox="1564 349 1848 511"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1291 511 1564 673">Detail 1: (Why do Hindi families celebrate Diwali)</td> <td data-bbox="1564 511 1848 673"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1291 673 1564 909">Detail 2: (How are homes decorated for this celebration?)</td> <td data-bbox="1564 673 1848 909"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1291 909 1564 1079">Detail 3: (What special foods are served during the celebration?)</td> <td data-bbox="1564 909 1848 1079"> <hr/><hr/><hr/><hr/> </td> </tr> <tr> <td data-bbox="1291 1079 1564 1258">Conclusion Sentence: (How do Hindi families feel about Diwali?)</td> <td data-bbox="1564 1079 1848 1258"> <hr/><hr/><hr/><hr/> </td> </tr> </table> <p>Learners work in three groups and they will be asked to compose one sentence for Detail 1, 2, or 3. The group will use a guided question, and the teacher will have printed a related picture that depicts the answer. The group is encouraged to write their sentence explaining what the picture is depicting (invented spelling). Each group has the opportunity to paste their picture</p>	Topic Sentence: (What kind of celebration is Diwali?)	<hr/> <hr/> <hr/> <hr/>	Detail 1: (Why do Hindi families celebrate Diwali)	<hr/> <hr/> <hr/> <hr/>	Detail 2: (How are homes decorated for this celebration?)	<hr/> <hr/> <hr/> <hr/>	Detail 3: (What special foods are served during the celebration?)	<hr/> <hr/> <hr/> <hr/>	Conclusion Sentence: (How do Hindi families feel about Diwali?)	<hr/> <hr/> <hr/> <hr/>
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.4 Identify customs (food, decoration, special events) associated with these celebrations in their family (K)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcome 1.2.4 based on observation and conversation with the learners</p>	<p>and write their sentence to fill in details 1, 2 and 3. As a whole class, learners share ideas for the conclusion sentence – identify picture and write sentence.</p> <p>In pairs, children will draw a picture to depict Diwali Festival. Children then add a word or a sentence to the picture using invented or phonetic spelling, or other classroom tools. Learners are encouraged to use their knowledge of sight words and phonetic skills to write their sentences.</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</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, Mathematics, and Social Studies – Decorations and Food</p> <p>Learning Centres</p> <p>In small groups, the learners will revisit the various learning centres established in week one and interact with the items associated with that celebration – decorations, foods, and other items (the teacher may make changes by adding new materials/items). The teacher will circulate to the groups and provide support and the teacher may question learners to highlight key math concepts. Learner count different types of food and decorations for each celebration. Each group will be given the opportunity to share with the large group/whole class the special foods, decorations and other items that are unique to the celebration.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
<p>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>2.4 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>2.8 begin to apply comprehension strategies to visualize, predict and connect</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>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.5, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>DISCUSSION</p> <p>How are the celebrations similar or different?</p> <p>How are the decorations similar and different?</p> <p>Are the items the same or different from what your family uses?</p> <p>The teacher and learners complete this table during the discussion.</p> <table border="1" data-bbox="1293 581 2041 686"> <thead> <tr> <th>Celebration</th> <th>Similar</th> <th>Different</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Learners may also talk about foods that taste sweet or spicy or favourite foods.</p> <p>Interactive Game: Using a Mystery Box</p> <p>The teacher presents a mystery box filled with items. Learners are invited to pull an item from the box which they name, tell or identify the celebration it is associated with and what it is used for. Learners are encouraged to find other learners who have items of the same celebration.</p> <p>Or</p> <p>Learners select an item and with the sound of music they dance around and find persons who have items associated with a particular celebration and form a group. Learners give reasons for having the various persons in their group.</p>	Celebration	Similar	Different						
Celebration	Similar	Different									

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 1.1.8 count with meaning to 10, by building quantities 1.2.2 answer the question: How many are in the set? using the last number counted in a set</p> <p>Social Studies: Myself – Historical and Cultural Thinking</p> <p>1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family (K)</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.1.8 and 1.2.2 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 – Historical and Cultural Thinking Outcome 1.2.4 based on observation and conversation with the learners</p>	
	<p>End of Week Three:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will 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>End of Week Three: Social Studies – Hosting a Family Celebration</p> <p>Culminating activity for the week – emphasis on the week’s question: What are the special foods, decorations, events we experience in my family for these celebrations?</p> <p>Learners and parents collaborate to plan and host an event at school where families show and tell about a celebration in their house. Learners can be grouped for these activities; each group select a family celebration that they will showcase along with their parents. The school’s population will be invited to view the display and sample some of the dishes exhibited. The kindergarten learners are expected to engage ‘visitors’ to their booths in conversation sharing information about the foods, decorations and events of the celebrations.</p>

Additional Resources

Lilly's Big Day

Ellie the Flower Girl

Book – Violet Makes a Pattern

The Ring Bearer

<https://www.youtube.com/watch?v=SgimpdUIQhQ>

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:

<https://www.youtube.com/watch?v=E8Rx4aBBnYw>

Birthday Party

<https://www.uniteforliteracy.com/unite/celebrations/book?BookId=185>

Resources for a learner who needs challenge:

Language Art & Social Studies:

Learners are given the opportunity to use the sentences from the graphic organizer to arrange into a paragraph or booklet. Learners are encouraged to add pictures to decorate.

Early level: Learners arrange pictures to sequence the ideas for their paragraph and give an oral presentation. (this can be done in a small group or individually)

IV. WEEK FOUR

Essential Question: What do I like about Celebrations with my family?

Question for Week Four: What do I like about Celebrations with my family?

Language Arts – Plans for the Unit (4 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **g, o, u, l, f, b** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below 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 **fun, girl, boy, laugh, understand, over**. Please see the “*Curriculum Outcomes and Guide for Effective Strategies*” for many ideas to engage learners in phonemic awareness skills.

The high frequency (sight) words **one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down** 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 many ideas for teaching high frequency words.

The teacher is encouraged to find opportunities to emphasize 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>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>2.8 begin to apply comprehension strategies to visualize, predict and connect</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>2.14 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</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>if another child says, “Decorations”, the teacher will add that child’s name next to that part of the list. Eventually, there will be a list of aspects that the children like, and all children’s names will be next to one of those aspects. The teacher will go over the list with the children, counting how many children like which aspects of celebrations, and printing the number next to the names on the list. For example: Decorations: Tony, Elvira, Samtha (3). The teacher can ask the children what aspect of celebrations is most popular in the class?</p> <p>Post Card: Learners will create a post card. They will use inventive spelling as well as phonemic skills to write one sentence about what they like about celebrating with their families. They will draw/ paste pictures showcasing what they like best about celebrating.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>importance correctly</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. 6.1.3 Use counting to determine the number of objects in a group. 6.1.4 Describe the results of classification and data collection activities.</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family 1.2.5 make presentations on family customs associated with these celebrations (S) 1.2.6 appreciate the diversity of family customs and take pride in this (V)</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2, 6.1.3 and 6.1.4 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 1.2.4, 1.2.5 and 1.2.6 based on observation and conversation with the learners</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 1.4 interact and collaborate with the teacher and children who have diverse interests,</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 and 1.10 based on observation and conversation with the learners.</p>	<p>Social Studies and Language Arts – Carnival Parade</p> <p>The teacher will choose some clips from videos of local or national Carnival parades to show the children. Please find some examples in the Additional Resources, below.</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • What did you see in the parade? • Where would you see persons dress like this? • What celebration was displayed? • Do you go to this celebration with your family?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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 1.10 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 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 2.8 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.</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, 2.8 and 2.9 based on observation and conversation with the learners.</p>	<ul style="list-style-type: none"> • Who usually takes part in a Carnival parade? • Is it a religious or national celebration? • Why do we celebrate Carnival? • Are children allowed in Carnival bands? • Has anyone ever taken part in a Carnival parade before? • How does your family participate in carnival? <p>The teacher will show the book, <i>Ninny at Carnival</i>, and ask the children to notice all the preparations, decorations, costumes and music.</p> <p>https://www.youtube.com/watch?v=yVCcDbEvh98</p> <p>The teacher could show one of the video clips again, or play a tape of some local music, and invite the children to dance around the classroom, in time with the music. Then, children may be put into small groups. Each child in the group may take a turn being the leader, and the other children in the group will be asked to follow the dance moves of the leader.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.1 name one religious and one national festival celebrated by their family 1.2.2 understand the significance and importance of these two religious and national festivals to their family 1.2.3 appreciate that their family and country has different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions 1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family</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 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</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 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies - Carnival Showcase and Role Play</p> <p>The teacher will create a Carnival Booth with the assistance of parents and community persons who are involved in Carnival.</p> <p>Learners will visit the Carnival Booth and explore materials on display, labels, ask questions, observe demonstrations of the use of various materials to develop understanding of the different aspects of mass.</p> <p>Learners will work in pairs, selecting materials to depict one aspect of mass which they will role play to the whole class.</p> <p>The teacher will show an incomplete pictograph (listing various aspects of carnival) and learners will show their favourite aspect of mass by placing a smiley face cut-out on the pictograph.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>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. 6.1.3 Use counting to determine the number of objects in a group. 6.1.4 Describe the results of classification and data collection activities.</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.3 appreciate that their family and country has different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions 1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2, 6.1.3 and 6.1.4 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 1.2.3 and 1.2.4 based on observation and conversation with the learners</p>	<p>The teacher will question the learners about the data collected on the pictograph. Which part of carnival is most popular? How many learners voted for each part of carnival?</p> <p>Learners will share about their choices, guided by questions from the teacher:</p> <ul style="list-style-type: none"> • What do you like most about this mass? • What do you think you can add to this mass to make it better?
<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</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 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies - Video presentations – Learning more about Carnival</p> <p>The teacher will show the children several short videos to review different aspects of mass highlighting the various</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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: Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.2 develop questions when browsing through passages of interest</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>2.8 begin to apply comprehension strategies to</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 and 2.9 based on observation and conversation with the learners.</p>	<p>costumes, and other materials and competitions. See the Additional Resources to find videos about the Short-Knee, Jab Jab, stilt-walkers, and Pan competitions. The teacher may choose to show a video with no sound, or to show only a short part of a video.</p> <p>The teacher will pose riddles (Who am I?) to the children. For example: My costume is very colourful With mirrors on the collars And willows on my ankles Who am I?</p> <p>The teacher may share the book, “To Carnival!” by Babtiste Paul.</p> <p>https://www.youtube.com/watch?v=Y_Q8SnITH1A</p> <p>After experiencing the book, the teacher and children may say what they recognize from other discussions about Carnival (costumes, a parade, food). Learners could be placed in small groups and presented with sealed boxes which they choose one. In the box is one item associated with one aspect of mass and some small familiar objects which they are encouraged to use to enhance the item.</p> <p>OR</p> <p>The children may create their own costume or materials using given items and paper – a paper model.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>visualize, predict and connect 2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>Social Studies – Myself – Historical and Cultural Thinking</p> <p>1.2.3 appreciate that their family and country has different ways to celebrate from other families and countries, and understand that some families may choose not to celebrate some occasions 1.2.4 identify customs (food, decoration, special events) associated with these celebrations in their family</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Historical and Cultural Thinking Outcomes 1.2.3 and 1.2.4 based on observation and conversation with the learners</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 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</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 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies: Carnival Village</p> <p>Prior to this activity, the learners will select the aspect of Carnival they would like to portray and parents will support by providing the necessary costume/materials they will need.</p> <p>Drama - Kiddies Carnival Frolic</p> <div data-bbox="1312 1112 1963 1477" data-label="Image">  </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>The school yard will be transformed into a Carnival village. Learners will parade in their costumes while being entertained by Carnival music (steel pan, calypso, soca, groovy). Parents and other stakeholders will assist with food stalls and managing the learners during the event. Popular soca and calypso artists will be invited to perform and interact with the learners.</p>
	<p>End of Week Four:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will 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>Unit Wrap Up - Video Presentations and Playing Charades</p> <p>Review the Essential Question of the Unit: <i>What do I like about celebrations with my family?</i></p> <p>Have children look at a slide show depicting different celebrations (might be pictures of children and family or pictures taken during the duration of the unit). Children will select their favourite picture and talk about the celebration. Learners are encouraged to use correct terms to describe the type of celebration – religious or national.</p> <p>Encourage children to act out their experiences or what they have seen of a celebration/festival by using gestures, movements and expression but no words (charades). The other learners must guess what the celebration is (remind children to observe quietly so they can recognize the details). Learner then describe what he or she did.</p> <p>In small groups learners create a scrapbook about the various celebrations explored by drawing, using picture cutouts, and writing words or sentences.</p> <p>KWL</p> <p>The teacher and learners will review what they put on the KWL chart earlier in this unit, and add information in the</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>“L - Learn” column of the KWL chart.</p> <p>OR</p> <p>The teacher can engage learners in creating a language experience story – the carnival frolic, parade of the masquerader, birthday party, or diwali celebration.</p>

Additional Resources

Aspects of Carnival

<https://www.youtube.com/watch?v=rdQuQIBtr0k>

<https://www.youtube.com/watch?v=48Q8Iizs1qg>

<https://www.youtube.com/watch?v=FDnRVKohuIU>

<https://www.youtube.com/watch?v=StcwePqVd2c>

<https://discoverdominica.com/en/events/1/mas-domnik-the-real-mas> (good photos of costumes)

<https://www.youtube.com/watch?v=C1N8xSmfThe> (Grenada - lots of close-up pictures of costumes)

<https://www.youtube.com/shorts/pi1NgGDJeJQ>

<https://www.youtube.com/watch?v=CK-JRVWIio4>

Jab Jab

<https://www.youtube.com/watch?v=CtgEyxfF0Qk>

Short Knee and Wild Indian

<https://www.youtube.com/watch?v=FkELESn3ae4>

Pan Competition

<https://www.youtube.com/watch?v=9rn9kyFIkUk>

Carnival Mask Template

<https://www.twinkl.com/mt/resource/carnival-mask-colouring-sheet-t-tp-2675958>

Useful Content for the Teacher

History on Caribbean Carnival

<https://escales.ponant.com/en/caribbean-carnival/>

Caribbean Carnival

by [Jillian Powell](#) (Author)

Books

To Carnival: A Celebration in St Lucia

by [Baptiste Paul](#) (Author), [Jana Glatt](#) (Illustrator)

<https://www.teacherspayteachers.com/Product/Caribbean-Carnival-Coloring-Page-6770152>

<https://coloringpagesonly.com/pages/carnival-coloring-pages>

<https://www.rainbowcoloringpages.com/festivals-holidays/carnival/carnival-mask-3/>

Caribbean Carnival

<https://www.youtube.com/watch?v=8JF-JBas8rc>

Children's Carnival

<https://youtu.be/mJYG-A0mwYo?si=1aZh9bAqusoLTBXH>

Books

To Carnival: A Celebration in St Lucia

by [Baptiste Paul](#) (Author), [Jana Glatt](#) (Illustrator)

Jump Up! A Story of Carnival

Written and illustrated by Ken Wilson-Max

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*.