

November 2024



OHPC KINDERGARTEN GAMES

INTEGRATED UNIT #5

MAY - JUNE

5 WEEKS

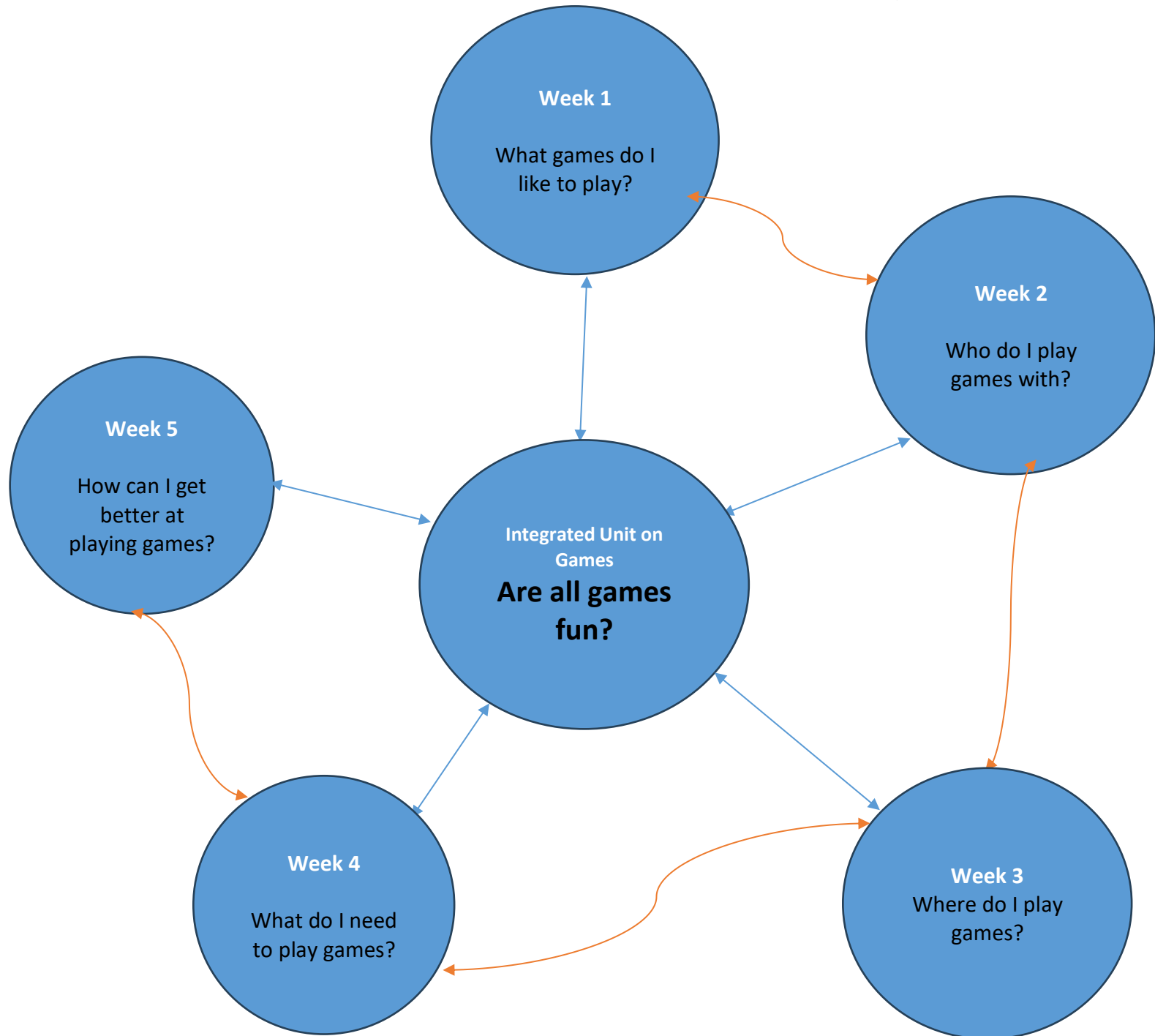


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Introduction to Games Integrated Unit

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 **Games 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	Pre-primer words	Pre-primer words	Primer words	Primer words	Primer words

	First IU Topic	Second IU Topic	Third IU Topic	Fourth IU Topic	Fifth IU Topic
(loosely following Dolch sight words)	a, and, big, can, go, I, in, is, me, see, the, to	it, not, run, up, we, away, find, help, here, jump, little, my	one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down	all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say	said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with
Proposed Sequence for Math Skills (refer to outcomes for Kindergarten Mathematics in this document)	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6 Strand 4	Strand 1 Strand 2 Strand 3, 6	Strand 1 Strand 2 Strand 5 Strand 3, 6

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

Essential Question: Are All Games Fun?

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: “Are all games fun?”

Weekly questions:

Week 1: What games do I like to play?

Week 2: Who do I play games with?

Week 3: Where do I play games?

Week 4: What do I need to play games?

Week 5: How can I get better at playing games?

End of Unit summary/celebration: Return to discuss the essential question: Are all games fun?

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

Language Arts: *A list of LA SCOs that children will learn during this Unit will be filled in as the Writing Teams work on lessons/ activities for this 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	Identify an increasing number of letter names and letter sounds, beginning with those of personal importance
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
2.8	Begin to apply comprehension strategies to visualize, predict and connect
2.9	Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing
2.10	Connect words and images in pre-emergent and emergent level texts to background knowledge
2.11	Recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words

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

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

SCO	Strand 3: Writing and Representing
3.1	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: *The following Math SCOs have been assigned to the Games Unit, although these SCOs may also be reviewed/included in other Integrated Units*

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
1.2.4	Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction
1.3.1	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting
1.3.2	Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented by a given dot
1.3.3	Compare the number of objects in two sets of up to 10 objects, using phrases such as 'same number as', 'equal to', 'more than', and 'less than'

SCO	Strand 2: Operations with Numbers
2.1.1	Compose and decompose numbers up to 9 in a variety of ways using manipulatives, fingers and pictures (e.g. seven fingers held up, fold down two fingers, how many are left?)

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
3.1.5	Create a repeating pattern using manipulatives, musical instruments, or actions

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, 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 6: Data Management and Probability
6.1.3	Use counting to determine the number of objects in a group.

Science: *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: Forces and Interactions: Pushes and Pulls
1.1.1	The child will understand that pushes can have different strengths and directions
1.1.2	The child will understand that pulls can have different strengths and directions
1.1.3	Pushing or pulling on an object can change the speed or direction of its motion
1.1.4	Pushing on an object can start or stop it
1.2.1	Demonstrate that when objects touch or collide, they push on one another and can change motion.
1.2.2	Demonstrate that a bigger push or pull makes things speed up or slow down more quickly

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 2: Myself – Civic Participation
2.7	Express how my behaviour in groups and the behaviour of others affects me and others
2.8	Appreciate that members of groups to which I belong have responsibilities
2.9	Recognize that all children have the right to be safe from harm
2.10	List examples of what helps children feel safe
2.11	Appreciate that being safe from harm also means that they must learn to play safely
2.12	Demonstrate responsible caring behaviour towards others in play
2.16	Know why we have rules in groups to which I belong (e.g. family, class at school) (K)
2.18	Demonstrate examples of responsible and polite behaviour in groups to which I belong (V)

SCO	Strand 3: Spatial Thinking
3.4	Identify natural and built features of the local environment

3.5	Illustrate natural and built features of the local environment
3.6	Appreciate that they are part of a wider environment

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 Games (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 **Games?** 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 12 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 11 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 last Integrated Unit of study. We will be learning all about “Games” and we will be thinking about the question “Are all games fun?” 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 Games and if you could come into our class one afternoon to tell us about it. Maybe you played rugby when you were younger. Maybe you have always kept track of the football scores for your community league. Maybe you are part of a group of friends who get together to play cribbage each week. Maybe you know the person who does the grounds upkeep for the local golf course.

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

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 Games 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 Five-Week Plan

I. WEEK ONE

Essential Question: Are all games fun?

Question for Week One: What games do I like to play?

Gathering Assessment Data and Record-keeping

The Specific Learning Outcomes (SCOs) and Inclusive Learning Strategies (ILSs) 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 Inclusive Assessment Strategies (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

Language Arts – Plans for the Unit – Week One


The teacher will be observing for children’s Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for a list of Concepts of Print.

The letters/sounds j, q, u, v will be the focus. The teacher should do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as judge, juggle, quiet, quick, umpire, up, volleyball and very. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills

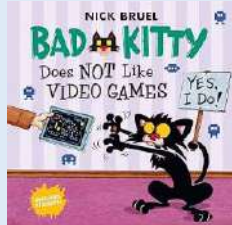
The high frequency (sight) words such as said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with will be the focus. The teacher might do some “stand-alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* 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 Integrated Learning Strategies for the unit.

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p> 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. 2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge 2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words Social Studies – Myself – Civic Participation 2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.12 demonstrate responsible caring behaviour towards others in play </p>	<p> Social Studies- Observation and Conversation The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.7 and 2.12 based on observation and conversation with the learners. </p>	<p>  </p> <p> Ask the children to watch to see what games the children in the book play. After, they will talk about what they saw and how they can relate to it (Have I played this game? Do I play a game that is similar?). </p> <p> The teacher will help the children discuss how playing with other children may not always go smoothly. What did the girl in the story learn about joining into a game? </p> <p> The teacher will have the children role play how to join a game. </p> <p> The class may go outdoors and play some simple games with equipment available to them – balls, chalk, hoops, and ropes. After playing outdoors, the teacher can lead the class in a discussion, asking if everyone got along while playing the games. Does your behaviour make a difference to the others who are playing with you? Does their behaviour make a difference to you? How can you work together to make playing the games more fun for everyone? </p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 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 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</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</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: Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.8, 2.11, 2.12, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Mathematics – Discussion and Games</p> <p>Show the children the chart that lists the games they like (see ILS above). Use Shared Reading strategies to remind the children what games they listed. Invite children to offer new games to the list, if they have thought of some. (Please see <i>Curriculum Outcomes and Guide for Effective Strategies</i> to consider ways to enhance children’s LA and Math skills through a Shared Reading).</p> <p>The teacher will go through each of the games on the list, asking the children who likes that game, counting how many children say they like it, and printing that number beside the game on the chart.</p> <p>Discuss and compare with the children: Which games are really popular? Which games are not so popular? How many children like.... (each game)?</p> <p>Help the children to make their own graph of three of the games that they like, printing the names of the games, showing how many other children also like to play that game. Print the numeral to match the quantity.</p> <table border="1" data-bbox="1276 1214 1808 1349"> <tbody> <tr> <td>Hopscotch</td> <td>Kick the Ball</td> <td>Dress-Up</td> </tr> <tr> <td>X X X</td> <td>X X X X X</td> <td>X</td> </tr> <tr> <td>3</td> <td>5</td> <td>1</td> </tr> </tbody> </table> <p>In small groups, or partners, invite the children to play games such as</p>	Hopscotch	Kick the Ball	Dress-Up	X X X	X X X X X	X	3	5	1
Hopscotch	Kick the Ball	Dress-Up									
X X X	X X X X X	X									
3	5	1									


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.8 begin to apply comprehension strategies to visualize, predict and connect environmental print and pictorial information</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>Language Arts - Writing and Representing</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>3.8 spell name and some words of personal importance correctly.</p> <p>Mathematics - Number Sense</p> <p>1.2.4 count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction</p> <p>1.3.1 look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.3, 3.4 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.2.4, 1.3.1 and 1.3.2 based on observation and conversation with the learners.</p>	<p>a) Roll the Dice to see who gets the higher number;</p> <p>b) Pick a cube from a bag, but guess the colour before pulling it out;</p> <p>c) Stack the Cubes Race (who can stack 10 cubes first).</p> <p>The children can rotate to play each game.</p> <p>Afterwards, the teacher and the children can discuss if the games were fun? How did they keep “score”? Did they need to count? How did they remember the score? Did they need to write anything down?</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.3.2 look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented by a given dot</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>The teacher will enter information into the checklist for Data Management and Probability Outcome 6.1.3 based on observation and conversation with the learners.</p>	
<p>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</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 related to the topic: Read-Aloud, Discussion, Class Picture Book</p> <p>The teacher will ask the children if they like to play video games. Which game? What happens in that game? When do they play the game? Do they play by themselves or with someone else? Are they permitted to play the game all day?</p> <p>Read Aloud: Bad Kitty Does Not Like Video Games by, Nick Bruel https://www.youtube.com/watch?v=b2wX5jcuzyw</p>  <p>Discussion after the book – why do you think Kitty was not permitted to play more hours of the video</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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 2.2 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 2.8 begin to apply comprehension strategies to visualize, predict and connect 2.9 Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing. 2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing 3.3 begin expressive writing to share ideas and real and imagined topics</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, 2.8, 2.9, 2.11 and 2.14 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The sentence the children write will provide the teacher with information regarding the children’s development of LA outcomes in Writing and Representing.</p>	<p>game? What did Kitty need to do instead? At the end of the book, why did Kitty “not” like video games? What did Kitty do instead?</p> <p>The teacher will ask: ‘What is your favourite kind of game to play – board games, hand games, ball games, or video games? Learners can play 4 corners where learners move into the corner which matches their favourite game (board games, video games, hand games and ball games). Have a discussion with peers stating why this is their favourite game THINK-PAIR-SHARE. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for tips on this approach).</p> <div data-bbox="1276 722 1619 1182" data-label="Image"> </div> <p>Each child will create three pictures displaying three different games they like to play. The teacher may give the child one paper prepared with three columns.</p> <p>The children will write sentences using sight words from the Word Wall, and support from the teacher.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.4 use peer collaboration and classroom tools to assist in writing process</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, 3.3, 3.4, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>The children will share their work with the group. The teacher will put the pictures together into a book (cover, title, authors) to put in the classroom library for all to enjoy.</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>1.6 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>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 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Science, and Social Studies: Can you play some games with small balls/cars?</p> <p>The teacher will start with a conversation about how to play with others, based on the Social Studies concepts in the left column (2.7 and 2.12).</p> <p>Then the teacher will put the children in groups of three and give each group a small ball (about the size of a golf ball), or a small toy car. It's probably best if the children play these games on the floor.</p> <p>The teacher will ask the children to play some games with these materials. The first game could be:</p> <p>“Who can make the ball (or car) go fastest?”</p> <p>After the children try this for a short while, the teacher will stop all the children, ask them to stand aside, and then ask each group how they manage to make the ball go fast. The teacher can introduce the words “push”, and “strength”.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Forces and Interactions: Pushes and Pulls</p> <p>1.1.1 the child will understand that pushes can have different strengths and directions. 1.1.3 pushing or pulling on an object can change the speed or direction of its motion 1.1.4 pushing on an object can start or stop it.</p> <p>Social Studies – Myself- Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>Science - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Forces and Interactions: Pushes and Pulls Outcomes 1.1.1, 1.1.3 and 1.1.4 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 – Civic Participation Outcomes 2.7 and 2.12 based on observation and conversation with the learners.</p>	<p>The teacher should continue to suggest additional games to the children, and to pause every so often for the children to show how they can play that game.</p> <p>Additional games:</p> <p>Who can make the ball (or car) go slowest? Who can make the ball go sideways? Who can stop the ball without using their hand?</p> <p><u>Wrap-up:</u> the teacher should have a discussion with the children indicating that they were being scientists, the games gave them a problem to solve, and they thought of ways to solve it. The teacher should introduce the words “push”, “strength”, “direction” when talking about what the children were doing. The teacher must explain to the children that stopping the car or ball happens when they “push” on the car or ball. The teacher may introduce the term “gravity” and explain that gravity pulls the ball down the ramp. Also, the teacher should have a closing conversation with the children about Social Studies outcomes 2.7 and 2.12.</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 Arts related to the topic: Guests to play games with the children</p> <p>The teacher will arrange several parents or other adults to come to the class and tell about a game they like to play (or perhaps a game they liked to play when they were young). The guests can bring any items needed to play the games with small groups of children.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 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 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>Language Arts - 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>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.11 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The Guest Speaker Response sheet will provide the teacher with information regarding the children’s development of LA outcomes in Writing and Representing.</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>The groups of children can rotate to play the games with the different guests. This could be done outside and inside.</p> <p>After the guests have gone, the teacher will hold a discussion with the children and then the children will complete a response, as below.</p> <div data-bbox="1276 589 1906 1068" style="border: 1px solid black; padding: 10px;"> <p>Name: _____</p> <div style="text-align: center;">  GAMES Speaker’s Response <div style="border: 1px solid black; width: 150px; height: 60px; margin: 0 auto;"></div> </div> <p>I learned...._____</p> <p>_____</p> <p>_____</p> </div>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p>		
<p>Language Arts:</p> <p>Mathematics:</p> <p>Science:</p> <p>Social Studies:</p>	<p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area (with dates) of learners who may have been able to master the concept by the end of the week.</p>	<p>End of Week Review: What games do you like to play?</p> <p>The teacher and the children will look at the list they made at the beginning of the week (Shared Reading, with connections to Concepts of Print, letters and sounds, sight words). Have any of the children changed their minds? Are there games they would like to add to the list?</p> <p>The children will review what the girl learned in the book: Join In and Play. The teacher may show the book again to the children.</p> <p>The teacher will review the term “push” and ask the children to consider which games they have discussed/played this week needed a player to “push” something. Did the player need to “push” something in different directions, or with strength? Did the player need to stop something that was moving during the game?</p> <p>Another class of children will be invited in to play games. This could be a buddy class of older children.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The teacher could show these videos and all the children could learn how to do a Clapping Hands game in partners.</p> <p>How Jamaican kids play Hand Games: https://www.youtube.com/watch?v=GShzvXLNU9E</p> <p>Clapping Game: https://www.youtube.com/watch?v=2RhmXOrjDDs</p>

Additional Resources

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

Useful Content for the Teacher

Next Generation Science Standards (<https://www.nextgenscience.org/sites/default/files/AllDCL.pdf>)

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*.

II. WEEK TWO

Essential Question: Are all games fun?

Question for Week Two: Who do I play games with?

Language Arts – Plans for the Unit – Week 2

The teacher will be observing for children’s Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for a list of Concepts of Print.

The letters/sounds j, q, u, v will be the focus. The teacher should do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as judge, juggle, quiet, quick, umpire, up, volleyball and very. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills


The high frequency (sight) words such as said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with 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 Integrated Learning Strategies for the unit.




Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts related to the unit topic: Discussion about Week 2 Question: Who do you play with?</p> <p>The teacher engages learners in a grand discussion by asking “Who do you play with?” The teacher acknowledges and accepts learners’ responses.</p> <p>The teacher will make a list of the different people that children play with (including playing alone). (This is a Shared Writing activity – please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further tips). The teacher will then ask what kinds of games the children play with different people, and add that to the list. Some incidental math can occur, with children counting how many different people children play with? How many different games do they like to play alone? How many different games do they like to play with brothers and sisters?</p> <div data-bbox="1291 922 1564 1221" data-label="Image"> </div> <p>The teacher should show a story, “Play With Me” by Michelle Lee</p> <p>https://www.google.com/search?q=children%27s+read+aloud+play+a+game+with+me&rlz=1C5GCCM_en&oq=children%27s+read+aloud+play+a+game+with+m&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIR</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>igATHCAIQIRigAdIBCTEwNjUwajBqN6gCALACA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:31248667,vid:mb_2Jlf-OL0,st:0</p> <p>The children must discuss the different games that Pip wanted to play, and the reactions that Nico had. The teacher can link the discussion to the Social Studies outcomes, how did Pip and Nico show responsible, caring behaviour towards each other?</p> <p>The children will begin work on a mural showing children playing different games with different people. The teacher will provide time for children to work on this mural on all week, adding detail, perhaps adding some labels. The title across the top of the mural might be “Who Do I Play With?”</p>


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing 3.3 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>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</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>Language Arts: Product</p> <p>The labels the children put on the mural will provide the teacher with information regarding the children’s development of LA outcomes in Writing and Representing.</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>Mathematics- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1 and 1.1.8 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.7 and 2.12 based on observation and conversation with the learners.</p>	

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 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>2.7 demonstrate understanding of some environmental print and pictorial information</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 - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7, 2.11, 2.12, 2.13 and 2.14 based on observation and conversation with the learners.</p>	<p>Social Studies, Science, Language Arts, Mathematics: Games with Shapes and Ramps</p> <p>The teacher will pose “”problems” for the children to solve.</p> <p>The teacher will review 2D shapes by drawing the shapes on the white board (squares, circles, triangles).</p> <p>Problem 1: The teacher will create large shapes on the floor with tape. In partners, the children will be asked to roll a small ball (or car) along the paths. The teacher will stop the games and hold a discussion about the challenges the children had and how they solved their problems. How did they need to push the ball or car? How did they use a “push” to stop the car? Was there one shape that was the hardest to follow? (Science). Did they need to cooperate with their partner? How did one partner’s behaviour make a difference to the other partner? What “responsibilities” did the players have? The teacher should mention examples of children demonstrating caring, responsible behaviour while they played this game with their partner. (Social Studies).</p> 

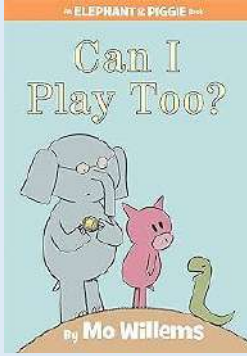
Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 Participate in shared reading and use the meaning 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>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>3.6 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>Mathematics – Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 3.2, 3.3, 3.4, 3.6 and 3.7 based on observation and conversation with the learners.</p> <p>Mathematics- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1 and 4.2.3</p>	<p>Problem 2: The teacher will collect cardboard tubes and boxes. The children will also need balls (or toy cars) of a size to fit through the tube. The teacher will show the children some ways to make ramps (propping up the tubes or box). In partners, or groups of 3, the children will be asked to make a ball (or car) go down a ramp. They can change the slope of the ramp, the length of the length of the ramp, etc. The teacher will stop the games and hold a discussion about the challenges the children had and how they solved their problems. How did they set up their ramp so it stayed in place? How did they need to push the ball or car? How did they use a “push” to stop the car? (Science). Did they need to cooperate with their partners? How did one partner’s behaviour make a difference to the other partners? What “responsibilities” did the players have? The teacher should mention examples of children demonstrating caring, responsible behaviour while they played this game with their partner. (Social Studies).</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>Science – Forces and Interactions – Pushes and Pulls</p> <p>1.2 analyse data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.8 appreciate that members of groups to which I belong have responsibilities 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Forces and Interactions: Pushes and Pulls Outcome 1.2 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.7, 2.8 and 2.12 based on observation and conversation with the learners.</p>	<div style="display: flex; flex-direction: column; align-items: center;">    </div> <p>After doing the Science problems, the teacher will write a “news story” about the children’s experiences (Shared Writing and Shared Reading). The children and the teacher will revisit this news story several times throughout the unit. If the teacher took some photos of</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>the children playing the games, those photos could be printed and put up with the “story”.</p> <p>The teacher will use sight words for this unit: “said, they, good, into, with”, and other sight words developed throughout the year.</p> <p>Example of a short story the teacher could write:</p> <p><i>We played <u>with</u> cars and balls. The cars and balls went along some shapes. The cars and balls went <u>into</u> a tunnel. The children <u>said</u> they had a <u>good</u> time!</i></p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrates interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies: Invited Guest – Who do you play with?</p> <p>The teacher will invite a resource person to talk about a game they play with a team. This resource person could be someone in the school, a parent, an adult friend, or even the teacher. The teacher would ask the resource person to describe the game they play, who is on their team, maybe show some photos or a video of that game. What special things do they need to play their game? Do they have a uniform? Do they practice together?</p> <p>The resource person should be asked what makes a good “team player”. How does one player’s behaviour make a difference to other players on the team? What responsibilities do the team members have? How do all the members on the team stay safe?</p> <p>The children will be invited to share if they play on a team and what their experiences are being a “team player”.</p>

Subject 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>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.11 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The Guest Speaker Response sheet will provide the teacher with data regarding the children’s development of LA outcomes in Writing and Representing.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.7, 2.8,</p>	<p>After the guests has gone, the teacher will hold a discussion with the children about what they learned about playing on a team and then the children will complete a response, as below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Name: _____</p> <div style="text-align: center;">  GAMES Speaker’s Response <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div> </div> <p>I learned...._____</p> <p>_____</p> <p>_____</p> </div>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.8 appreciate that members of groups to which I belong have responsibilities</p> <p>2.11 appreciate that being safe from harm also means that they must learn to play safely</p> <p>2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>2.11 and 2.12 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 - 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, Social Studies, Mathematics – Who Can Play this Game?</p> <p>The teacher will ask the children if all people can play every game. The teacher will ask the children to explain why they answered “yes” or why they answered “no”, to extend the discussion. The teacher will ask, “What if your friend wanted to play with you, but they didn’t know how to play that game? What would you do?”</p> <p>The teacher will share a video/book that shows one time that a friend was not able to play a certain game. But, after some thought, the group of friends found a way for all of them to play. The teacher will follow suggested strategies for Read Alouds (Please see <i>Curriculum Outcomes and Guide for Effective Strategies</i>).</p> <p>Can I Play Too?, by Mo Willems https://www.youtube.com/watch?v=8vbr81Vf9Hc</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Mathematics – Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10 and 2.15 based on observation and conversation with the learners.</p> <p>Mathematics- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1 and 4.2.3 based on observation and conversation with the learners.</p>	<p></p> <p>After the story, the teacher will hold a discussion asking questions such as:</p> <ul style="list-style-type: none"> - What game did Elephant and Piggie want to play? - Who wanted to play with them? - What was the problem? - How did the three friends try to solve the problem? - What was the last way that they found to play together? - Do you think that was a good solution for playing together? <p>The teacher will help the children to relate what the friends in the story did, to what each child needs to understand when they are playing: each child needs to feel safe, players need to demonstrate responsible caring behaviour towards others; players need to play safely</p> <p>Before playing a new game, the teacher will show examples and review 3D shapes: cubes, cones and spheres.</p>


Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science - Forces and Interactions: Pushes and Pulls</p> <p>1.2 analyse data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.9 recognize that all children have the right to be safe from harm 2.11 appreciate that being safe from harm also means that they must learn to play safely 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Forces and Interactions: Pushes and Pulls Outcome 1.2 based on observation and conversation with the learners.</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.9, 2.11 and 2.12 based on observation and conversation with the learners.</p>	<p>New Game Challenge – in partners, the children will use materials (from previous games in ILS) to set up a ramp. Then, the children will need to find a way to move the 3D shapes down a ramp.</p> <p>After trying this challenge, the children will come together to discuss what the “problem” was and how they solved it.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrates 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,</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 – Team Players</p> <p>Team Player – Video with five short examples of children playing different games and learning how to be caring and responsible friends https://www.youtube.com/watch?v=BGmfyWLoifs</p> <p>The teacher could show one of these short clips and discuss with the children each day of this week of the Integrated Unit. The focus would be on “Who do you play with?” and “What makes a good team player?” The teacher would make sure to have the children relate to the Social Studies outcomes.</p> <p>The teacher could highlight sight words and letters/sounds that fit with each short video.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>2.5 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>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>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.5, 2.7 and 2.8 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The labels the children add to their pictures will provide the teacher with information regarding the children’s development of LA outcomes in Writing and Representing.</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>The children could draw a picture so they will remember each little story; and add some labels with the pictures. At the end of the week, staple each child’s pictures into a booklet with a title page, author. These booklets could go into the class library for children to practice reading and viewing.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.7 connect phonological awareness to letter shapes 3.8 spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.8 appreciate that members of groups to which I belong have responsibilities 2.9 recognize that all children have the right to be safe from harm 2.10 list examples of what helps children feel safe 2.11 appreciate that being safe from harm also means that they must learn to play safely 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>Language Arts: Product</p> <p>The pictures, with labels, that the children create will provide the teacher with data regarding the children’s development of LA outcomes in Writing and Representing, plus SCO 2.9 from Reading and Viewing</p> <p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.7, 2.8, 2.9, 2.10, 2.11 and 2.12 based on observation and conversation with the learners.</p>	

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts:</p> <p>Mathematics:</p> <p>Science</p> <p>Social Studies:</p>	<p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area (with dates) of learners who may have been able to master the concept by the end of the week.</p>	<p>End of week: Who do you play with?</p> <p>Review the week’s ILS and the initial conversation about the week’s question.</p> <p>The teacher should ask the children if they know of a game where they need to “pull” on something. One answer is: Tug’o War. The teacher could show a video, or photos of this kind of game/context. The teacher should ask: Do you think the players are working hard? Are they working together? How are they standing? What happens for one team to win? Are they wearing uniforms? Could they get hurt when playing this game? How do the players stay safe? Are they having fun (link back to the Essential Question for this unit: Are all games fun?)</p> <p>Caribbean Maritime University Sports Day 2024 https://www.google.com/search?q=carribbean+maritime+university+sports+day+2024+tug+of+war&rlz=1C5GCCM_en&oq=carribbean+maritime+university+sports+day+2024+tug+of+war&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQIRgKGGKABMgkIAhAhGAoYoAHSAQkxMTA2M2owajSoAgCwAgE&sourceid=chrome&ie=UTF-8#vhid=PIMmTNHVPmX0fM&vssid=l&ip=1</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>The teacher could take the children outside to play some games of tug 'o war. The teacher would discuss how the children need to behave to stay safe. The teacher could ask the children what they need to feel safe when playing tug 'o war. Children could play in partners with a skipping rope; and in small teams with a heavier rope. Parents could be invited to come and participate.</p>

Additional Resources

A Little Spot of Teamwork by Diane Alber. <https://www.youtube.com/watch?v=1LIV6HulH-I>

It's Great to Work Together (Storytime with Suzanne) <https://www.youtube.com/watch?v=CV-vh1ABeDQ>

Useful Content for the Teacher

Next Generation Science Standards (<https://www.nextgenscience.org/sites/default/files/AllDCL.pdf>)

Resources for a learner who is struggling:

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

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

Resources for a learner who needs challenge:

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

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

III. WEEK THREE

Essential Question: Are all games fun?

Question for Week Three: Where do I play games?

Language Arts – Plans for the Unit – Week Three

The teacher will be observing for children’s Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for a list of Concepts of Print.

The letters/sounds j, q, u, v will be the focus. The teacher should do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as judge, juggle, quiet, quick, umpire, up, volleyball and very. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills

The high frequency (sight) words such as said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with 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.

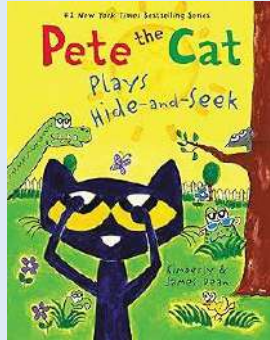
The teacher is encouraged to find opportunities to emphasize those letters/sounds/phonemes/high frequency words with the children throughout the Integrated Learning Strategies for the unit.

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 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>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7,</p>	<p>Language Arts and Mathematics– Introduction to Week 3</p> <p>Question for the week: Where do I play games?</p> <p>The teacher will link back to the previous 2 weeks of this Integrated Unit by doing a Gallery Walk, revisit and discuss the posters, paintings, etc. that were created and displayed in the classroom:– What games do I like to play? Who do I play with? How many different people do the children play with? How many different games do the children play? (incidental counting when children answer these questions- Mathematics).</p> <p>Introduce the question for this week: Where do I play games? Children will provide answers, with the teacher probing for more answers, perhaps with small hints (e.g. do you play games at school?)</p> <p>The teacher will make a chart/graph with the children (Shared Writing – Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions and guidance).</p> <p>As the children provide ideas of where they play games, the teacher will print the possible places along the top of the chart to make a graph. The teacher will encourage the children to help with letters/sounds while the teacher prints the words. Once the list is complete, the children will go up and put a sticky dot where they play games (doesn't have to be where they LIKE to play games, just WHERE they play games); each child can put many dots up – or, the teacher can ask children to raise their hand, count how many play games in the kitchen (for example), put that number of dots to represent the children, and then also count up the dots and print the numeral.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 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>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 Connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly.</p>	<p>2.8, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The sentences the children write on the bottom of their pictures will provide the teacher with data regarding the children’s development of LA outcomes in Writing and Representing.</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>Do adults play games in the same places as children? No? Yes? Where? Do adults play games in some places where children do not play games? No? Yes? Where?</p> <p>If children have not suggested that games are played in the water, the teacher could ask: Are all games played on land?</p> <p>Riddles: The teacher will demonstrate how to make up a riddle and ask the children: e.g. <i>I am playing a game. I am getting hot from the sun. Where am I playing?</i> The children will work in partners to make up a riddle, they will practice saying it with their partner, then they will ask the riddle to the full group. The children will try to answer where the game is being played, and what the game could be. There will be many possible answers to these riddles, showing the children that many games may be played in many different places.</p> <p>Learners will draw (or paint) a picture of themselves playing in their favourite place. Children will be encouraged to print a sentence about their picture at the bottom of the page. After, the learners will take turns telling their classmates about their drawing. Display drawings on the classroom wall.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s</p> <p>Mathematics - Data Management and Probability</p> <p>6.1.3 use counting to determine the number of objects in a group.</p>	<p>Mathematics – Number Sense – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcome 1.1.1 based on observation and conversation with the learners.</p> <p>Mathematics - Data Management and Probability – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcome 6.1.3 based on observation and conversation with the learners.</p>	
<p>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 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts/ Social Studies: Indoors/Outdoors – Natural or Built Environment</p> <p>The teacher will refer to the chart created in the ILS above. Ask the children to categorise those places as indoor and/or outdoor places. The teacher could put a star with a marker on the chart – blue star for indoors; red star for outdoors. Perhaps some games may be played either indoors or outdoors. Which games can only be played outdoors? (This is a Shared Reading experience. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i>)</p> <p>Have the children share with the class whether they prefer playing indoors or outdoors and why.</p> <p>Teach the children the concept of Natural and Built features of the local environment, providing examples, and then asking questions, and then asking the children</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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: Writing and Representing</p> <p>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) 3.8 spell name and some words of personal importance correctly.</p> <p>Social Studies – Myself - Spatial Thinking</p> <p>3.4. identify natural and built features of the local environment 3.6 appreciate that they are part of a wider environment</p>	<p>Language Arts: Writing and Representing</p> <p>The labels the children print on the poster will provide the teacher with information about their Writing and Representing skills.</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 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>Complete checklist for Myself – Spatial Thinking Outcomes 3.4 and 3.6 through observation and conversation with learners</p>	<p>to give an example of a built feature of the local environment or a natural feature of the environment.</p> <p>The teacher will invite the children to look through magazines for pictures of Natural and Built features, cut out the pictures and paste on a big poster with the title: Natural and Built Features of our Environment: Where do we Play? (An alternative might be finding images on-line of Natural and Built features). The teacher will encourage the children to print labels under the pictures they put on the poster (such as “road” or “tree”).</p> <p>The teacher will ensure that the children realize that they are part of a wider environment.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 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>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 - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.8, 2.9 and 2.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies – Pete the Cat Plays Hide and Seek Read Aloud</p> <p>The teacher will explain to learners that they will be listening to the story Pete the Cat Plays Hide and Seek by Kimberly and James Dean</p> <p>https://youtu.be/ci3cgtxDkLw?si=ocq68ZvvOeMoFMdG</p>  <p>Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for guidance on conducting Read-Alouds.</p> <p>Give the children guidelines for effective listening. Stop to point out various tricky things in the photos, and to ask a few clarifying questions. Tell the children that they will be discussing the story after.</p> <p>Let's Talk About the Story!</p> <p>Have learners talk about what they heard in the story. Give them guidelines for the discussion.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.8 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>2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge</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>3.8 spell name and some words of personal importance correctly.</p>	<p>Language Arts – Product</p> <p>The teacher will have evidence of some outcomes because the children will be labelling the shapes and items on their paper depicting items in the Natural or Built environment. 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</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 and 3.8 based on observation and conversation with the learners.</p>	<p>Discussion questions:</p> <p>What game was Pete playing? What was the objective of the game? What animals were in the story? What other things did you observe in the story? Was Pete having fun? Were the other friends having fun? (Link to the Essential Question of the unit: Are all games fun?)</p> <p>Show/Read the story again and stop on each page to ask the children to identify the Natural and the Built features in the environment.</p> <p>Show/Read the story third time (doesn't need to be the same day) and ask children to find 3D shapes in the illustrations (spheres, cones, cubes). The teacher will help the children see that the swimming pool is like a cube, and in the drawing it's like a square. The slide is like a cone, and in the drawing it's like a triangle. The top of the tree is like a sphere, and in the drawing it's like a circle. The difference between 2D and 3D will be the emphasized in this lesson. In the book, the object is 2D, in real life the object is 3D.</p> <p>The teacher will provide the children with cut out circles, triangles, and squares and ask them to glue the shapes onto a paper to represent items in the Natural or Built environment. The teacher will model some ideas first. The children will be encourage to label the items they create (e.g. "tree", or "bike").</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p> <p>Social Studies: Spatial Thinking</p> <p>3.4. identify natural and built features of the local environment</p> <p>3.5. illustrate natural and built features of the local environment</p> <p>3.6 appreciate that they are part of a wider environment</p>	<p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1 and 4.2.3 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.4, 3.5 and 3.6 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.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p>	<p>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, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies Where Can I Hide? Suggested Game: Hide-and-Seek</p> <p>Before playing a game of Hide and Seek with learners, the teacher will discuss ideas based on the Social Studies SCOs 2.7, 2.8, 2.9, 2.10, 2.16, 2.18 - listed in Column 1. Ask for experiences from the learners and ideas of how to behave when playing a game. What safety measures should be in place?</p> <p>Set up the game of Hide and Seek. Give the children a geographical boundary for the game that includes indoor and outdoor (if this fits with the school/classroom setting). Ensure that it is a safe space. Give learners a signal word or sound for returning to the class. Ask other teachers to help you supervise learners. One</p>

Subject 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>1.9 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>2.11 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>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>3.4 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 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, 3.4, 3.6 and 3.7 based on observation and conversation with the learners.</p>	<p>learner will count to ten either forward or backwards and learners will hide. Seeker will find learners.</p> <p>Note: If it is not possible or safe to play the game the class can discuss where learners could hide if they were playing the game. They could discuss where the game was played. What makes a place good for a hide and seek game?</p> <p>Have a discussion with learners after the Hide-and-Seek activity-</p> <p>Where did you hide? The teacher will make a list. What objects were good for hiding and why? Have learners describe these objects- colour, shape etc. What did you see when you were hiding? Ask learners to demonstrate with their bodies whether they hid below, above, behind, beside or next to these objects Ask the children which shapes were natural and which shapes were built.</p> <p>(When the teacher makes a list of places the children hid, this is a Shared Writing experience. Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further guidance on ways to enhance the children’s skill development during this kind of ILS)</p> <p>Think-Pair-Share: Is it natural or built (man-made)?</p> <p>Learners will work with a partner to draw and then make cut-outs of five objects from the list in the previous activity. Partners will discuss whether each cut out represents something natural or built by people. Learners will place their cut outs in one of two baskets or boxes labelled Natural or Made by People. Learners will</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 Connect phonological awareness to letter shapes</p> <p>Mathematics – Geometrical Thinking</p> <p>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.</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.7 express how my behaviour in groups and the behaviour of others affects me and others (S)</p> <p>2.8 appreciate that members of groups to which I belong have responsibilities (V)</p> <p>2.9 recognize that all children have the right to be safe from harm (K)</p> <p>2.10 list examples of what helps children feel safe (S)</p> <p>2.16 know why we have rules in groups to which I belong (e.g. family, class at school) (K)</p> <p>2.18 demonstrate examples of responsible and polite behaviour in groups to which I belong (V)</p>	<p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.2 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 – Civic Participation Outcomes 2.7, 2.8, 2.9, 2.10, 2.16 and 2.18 based on observation and conversation with the learners.</p>	<p>explain the reason for their decision. Have peers decide whether they agree or disagree, giving a reason for their answer. Clarify any misconceptions or errors.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.4. identify natural and built features of the local environment 3.5. illustrate natural and built features of the local environment 3.6 appreciate that they are part of a wider environment</p>	<p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.4, 3.5 and 3.6 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, 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</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>Mathematics, Language Arts, Social Studies – Hot or Cold Game</p> <p>The teacher will review the concepts of natural and built features of the environment. The teacher will hold up several small toys and ask if this represents a natural or a built item (toy car, small ball, plastic orange, toy house, toy garden rake, etc.). An interesting conversation may happen, when the children realize that a toy car is built whether it is a toy or a “real” car, but a toy tree is represents a natural feature of our environment.</p> <p>Hot or Cold Game</p> <p>The teacher will show the children 3D objects of a cube, a sphere, and a cone. Review the names of the shapes. Add the 3D shapes to the basket of small toys (above).</p> <p>The group will play the Hot or Cold Game. One child (the “seeker”, chosen by the teacher) will leave the room (or cover his/her eyes). The other children must stay silent! One child (chosen by the teacher) will silently pick one of the 3D shapes and will hide the object somewhere in the room. The child who has hidden the toy returns to sit. The child who has left the</p>

Subject 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>Mathematics – Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres)</p> <p>4.2.2 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</p> <p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres)</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.4. identify natural and built features of the local environment</p> <p>3.5. illustrate natural and built features of the local environment</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>Social Studies - Observation and Conversation</p> <p>Complete checklist for Myself – Spatial Thinking Outcomes 3.4 and 3.5 through observation and conversation with learners</p>	<p>room, or covered his/her eyes returns (the seeker) and then slowly walks around the room. All the children use “temperature” words to tell the “seeker” if they are close to the object (getting warmer) or moving away from it (getting colder). When the seeker is really close to the object, the children might say “burning hot!” or when the seeker is far away from the object, the children might say “freezing cold!”</p> <p>After the child finds the object, the child will describe where the object was using words such as “above, below, beside, in front of, behind, and next to”. The teacher will support the child in this.</p> <p>(These two links explain the game for the teacher, with a few variations. Then the teacher can explain the game to the children.)</p> <p>https://www.thegamegal.com/2012/03/31/hot-or-cold/</p> <p>https://www.google.com/search?q=hide+an+item+play+hot+or+cold+with+clues+video&scas_esv=b5e39c1845ece73b&scas_upv=1&rlz=1C5GCCM_en&sxsrf=ADL_YWlJz9rm8vUy9lqEtDc1ttGnT7nk_Tg%3A1717940996368&ei=BLNlZsmcFqTdptQPxrOpgAg&ved=0ahUK_EwjJrtX21M6GAxWkrokEHcZZCoAQ4dUDCBA&uac_t=5&oq=hide+an+item+play+hot+or+cold+with+clues+video&gs_lp=Egxnd3Mtd2l6LXNlcniLmhpZGUgYW4gaXRlbSBwbGF5IGhvdCBvciBjb2xkIHdpdGggY2x1ZXMgdmlkZW8yBRAhGKABMgUQIRigAUj1EFCFB1iHDnABeAGQAQCYAYEBoAHbBKoBAZUuMbgBA8gBAPgBAZgCB6ACgAXCAgoQABiwAxjWBBhHwgIFECEYnwXCAGcQIRigARgKmAMAIAYBkAYlkgcDMY40oAeDFw&scclient=gws-wiz-</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>serp#fpstate=ive&vld=cid:b62a170d,vid:R8lxZ54QH90,st:0</p> <p>After a few rounds of this Hot and Cold Game, the teacher might link back to the questions for this unit: Are all games fun? Did the seeker have fun? Did the hider have fun? Did the children saying “hotter” or “colder” have fun? Who could you play this game with? Where could you play this game?</p> <p>NOTE: Since it would take a long time for each child to have a turn, this game might be played a few times throughout the Games unit.</p>
<p>Language Arts:</p> <p>Mathematics:</p> <p>Social Studies:</p>	<p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area (with dates) of learners who may have been able to master the concept by the end of the week.</p>	<p>Week Three Culminating Activity: Outdoor Games Day</p> <p>Review the week’s ILS and the initial conversation about the week’s question: Where do I play games?</p> <p>Have learners plan a games day where they organize game centres (for example board games, video games, physical games such as hopscotch, skipping, tossing bean bags.) Including the children in the planning will involve making list of supplies, deciding who will play which game, inviting parents or another class to join the event. All of those steps will provide opportunities for Language Arts and Mathematics skill development.</p> <p>When the day comes, the learners will play games of their choice, possibly with some invited visitors.</p>

Additional Resources

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

Useful Content for the Teacher

Next Generation Science Standards (<https://www.nextgenscience.org/sites/default/files/AllDCL.pdf>)

Resources for a learner who is struggling:

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

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

Resources for a learner who needs challenge:

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

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

IV. WEEK FOUR

Essential Question: Are all games fun?

Question for Week Four: What do I need to play games?

Language Arts – Plans for the Unit – Week Four

The teacher will be observing for children’s Concepts of Print. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for a list of Concepts of Print.

The letters/sounds j, q, u, v will be the focus. The teacher should do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as judge, juggle, quiet, quick, umpire, up, volleyball and very. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills

The high frequency (sight) words such as said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with 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 Integrated Learning Strategies for the unit.

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>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>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>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts - Introduction to Week 4 – What do we need to play games?</p> <p>The teacher will help the children to review the list of games from Week One. (This is Shared Reading – the teacher will enlist the children’s knowledge of letters/sounds and sight words to help read the list). The teacher will point to each of the games on the list, and ask “What do we need to play this game?” The teacher will start a list of what is needed to play games. (This is a Shared Writing experience. Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further guidance on ways to enhance the children’s skill development during this kind of ILS).</p> <p>Continue discussing what is needed for various games, and adding the items to the list, next to the name of the game. The children may start to see that many games need a ball; or many games need a way to keep score, or many games need another person. The children might eventually realize that a person needs to know the rules or have some skill in order to play a game.</p> <p>The teacher will ask if there are some games where you don’t need anything to play?</p> <p>The Memory Game only needs you and one friend (or more friends), and nothing else to play it.</p> <p>Memory Game: The children will sit in a circle and play the game. The first person might say, “I’m going to the beach and I’m taking my towel”. The next person in the circle needs to remember what the first person said, and add one thing, e.g. “I’m going to the beach and I’m taking</p>

Subject 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>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process*</p> <p>3.7 Connect phonological awareness to letter shapes</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 3.4, and 3.7 based on observation and conversation with the learners.</p>	<p>my towel, and some sun screen.” The third person needs to remember what the first two people said, and add something new to the list. “I’m going to the beach and I’m taking my towel, and some sunscreen, and my hat.” This continues until someone cannot remember all of the items (others can help or provide hints). Then, the game starts over, but it could be a different phrase, such as, “I’m going to have lunch and I will eat a banana...”</p> <p>The teacher asks the learners the essential question: <i>Are all games fun</i>, then recaps the discussion of the question for Week 4: What do I need to play games? (materials/tool/resources/skill).</p> <p>The teacher will send a note home, and ask for children to bring in an item that they need to play a game. Invite the children to “Show and Tell” the item they brought in. For learners who do not bring in an item, they could describe it orally. The children should explain what the game is, how to play it, how to use the item they brought in.</p> <p>A few children per day could do this Show and Tell.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.11 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>3.4 use peer collaboration and classroom tools to assist in writing process</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>Mathematics – Number Sense</p> <p>1.3.1 look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting</p> <p>1.3.3 compare the number of objects in two sets of up to 10 objects, using phrases such as ‘same number as’, ‘equal’</p>	<p>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, 3.4, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.3.1 and 1.3.3 based on observation and conversation with the learners.</p>	<p>card – if the number is the same on both cards, they go again; whoever has a higher number collects the cards, continue until all cards are held by one child.</p> <ul style="list-style-type: none"> • COPY MY PATTERN – one child will create an alternating pattern using body motions (e.g. could be jump, twirl, jump, twirl). . The other child will copy the pattern and extend that pattern. Then the children switch roles. • COMPUTER GAME – the teacher might have one available for two children to play <p>After the children have played the games, the teacher will review the concept of good sportsmanship and tell examples of children who demonstrated good sportsmanship while playing the games, (For example, “I saw ... waiting for his turn”). The teacher will lead the children in a Shared Writing experience, making a list called “What does a good sport do?”</p> <p>The list will be posted in the classroom for reference in the upcoming days.</p>

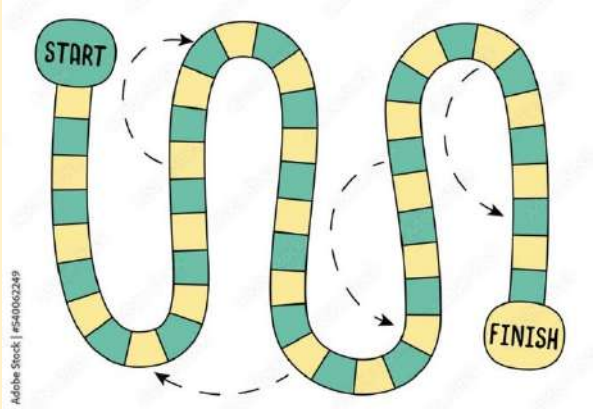
Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Pattern and Relationships</p> <p>3.1.1 create simple repeating patterns (2 elements) 3.1.2 extend simple repeating patterns (2 elements) 3.1.3 copy a given repeating pattern 3.1.4 extend a variety of given repeating patterns to two more repetitions 3.1.5 create a repeating pattern using manipulatives, musical instruments, or actions</p> <p>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.8 appreciate that members of groups to which I belong have responsibilities 2.11 appreciate that being safe from harm also means that they must learn to play safely 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>The teacher will enter information into the checklist for Pattern and Relationships Outcomes 3.1.1, 3.1.2, 3.1.3, 3.1.4 and 3.1.5 based on observation and conversation with the learners.</p> <p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcomes 2.7, 2.8, 2.11 and 2.21 based on observation and conversation with the learners.</p>	

Subject 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>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Mathematics – Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres)</p> <p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares,</p>	<p>Mathematics- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1 and 4.2.3 based on observation and conversation with the learners.</p>	<p>The teacher will alert the children to pay attention to the different kinds of balls, colours of balls, <u>shapes</u> of balls, and sizes of balls. What else did the children need to play those games? Maybe look at the book again to see if there are things they didn't remember. Compare with the list of things people need to play games (list made at the beginning of this week).</p> <p>The teacher will review the ideas of “pushing” and help the children see there are different ways to “push” a ball – with your foot, with a bat.</p> <p>The teacher and children will go outside and play games of Dandy Shandy, or other familiar games using balls.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>circles, triangles, 3-D = cubes, cones, and spheres)</p> <p>Science - Forces and Interactions: Pushes and Pulls</p> <p>1.1.1 the child will understand that pushes can have different strengths and directions. 1.1.2 the child will understand that pulls can have different strengths and directions. 1.1.3 pushing or pulling on an object can change the speed or direction of its motion 1.1.4 pushing on an object can start or stop it.</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Forces and Interactions: Pushes and Pulls Outcome 1.1.1, 1.1.2, 1.1.3 and 1.1.4 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrates 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 1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of</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, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Shared Writing of a Story about playing a game of “tag”</p> <p>The teacher and learners will be creating a poster with the title, “How to Play Tag”. The teacher and learners will brainstorm ideas for what to include for each section of the poster (guided by the questions in the example below). The teacher provides support so that a complete sentence is ready and then the teacher prints the sentence, calling on children for help with spelling, sounds, Concepts of Print (e.g. period at end of sentence). The children and the teacher will re-read the poster together. (This is a Shared Writing experience. Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further guidance on ways to enhance the children’s skill development during this kind of ILS).</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
<p>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>2.4 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>2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 Participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>TITLE: How to Play Tag</p> <table border="1" data-bbox="1312 358 1969 727"> <tr> <td data-bbox="1312 358 1598 423">How many children can play in the game?</td> <td data-bbox="1598 358 1969 423"></td> </tr> <tr> <td data-bbox="1312 423 1598 488">What is the role of one person?</td> <td data-bbox="1598 423 1969 488"></td> </tr> <tr> <td data-bbox="1312 488 1598 553">What do the other children do?</td> <td data-bbox="1598 488 1969 553"></td> </tr> <tr> <td data-bbox="1312 553 1598 659">Do the children need anything special to play the game?</td> <td data-bbox="1598 553 1969 659"></td> </tr> <tr> <td data-bbox="1312 659 1598 727">How should the children stay safe?</td> <td data-bbox="1598 659 1969 727"></td> </tr> </table> <p>The teacher will make individual copies of the poster for each child to practice reading and to illustrate.</p>	How many children can play in the game?		What is the role of one person?		What do the other children do?		Do the children need anything special to play the game?		How should the children stay safe?	
How many children can play in the game?												
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Do the children need anything special to play the game?												
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Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.1 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>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others</p> <p>2.8 appreciate that members of groups to which I belong have responsibilities</p> <p>2.11 appreciate that being safe from harm also means that they must learn to play safely</p> <p>2.12 demonstrate responsible caring behaviour towards others in play</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 – Civic Participation Outcomes 2.7. 2.8, 2.11 and 2.12 based on observation and conversation with the learners.</p>	

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrates 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>1.3.1 look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting</p> <p>Mathematics – Geometrical Thinking</p> <p>4.2.1 identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p>	<p>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 1.3.1 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcomes 4.2.1 and 4.2.3 based on observation and conversation with the learners.</p>	<p>Language Arts and Mathematics – Making a Board Game</p> <p>The teacher and children make up a board game (similar to the example shown here) with shapes drawn in the spots to land on, and dice to roll. The teacher and children will decide the rules - What happens if someone lands on a triangle? What happens if someone lands on a circle? What happens if someone lands on a square? Who rolls the dice first? How does someone win?</p> <p>The teacher and children will try out the game and see if all the rules have been set and make sense. The teacher and children might have a discussion about whether or not the rules should be written down, so everyone remembers them!</p> <p>https://stock.adobe.com/ca/search?k=game+board+template&asset_id=540062249</p> 

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4.2.3 correctly name shapes regardless of their orientations or overall size (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).</p>		
<p>Mathematics:</p> <p>Social Studies:</p> <p>Language Arts</p> <p>And especially these Science outcomes -</p> <p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>1.1.1 the child will understand that pushes can have different strengths and directions.</p> <p>1.1.2 the child will understand that pulls can have different strengths and directions.</p> <p>1.1.3 pushing or pulling on an object can change the speed or direction of its motion</p> <p>1.1.4 pushing on an object can start or stop it.</p>	<p>Reassessing Previous Checklists</p> <p>The teacher should 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 (with dates) of learners who may have been able to master the concept by the end of the week.</p>	<p>End of week: What do you need to play?</p> <p>Review the week’s ILS and the initial conversation about the week’s question.</p> <p>The teacher will have gathered many items such as “loose parts” or “beautiful junk”. The teacher might have sent home a note asking parents to send some items in to the class (clean milk cartons, buttons, short sticks, bits of twine or ribbon, bottle caps, etc.)</p> <p>The teacher will provide tape, and will arrange the items in buckets, baskets, boxes for the children to access.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>The teacher will ask the children:</p> <p>How can you use these things to make a game, where you need to push something, or you need to pull something?</p> <p>Groups of 2 children will work together. The teacher will circulate and support!</p> <p>If possible, some additional adults could be invited to come in for this ILS</p> <p>The children will take turns showing the others the game they invented. They will discuss: What did you find challenging? What was successful? In your game, do the players need to “push” something? Do the players need to “pull” something?</p>

Additional Resources

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

Useful Content for the Teacher

Next Generation Science Standards (<https://www.nextgenscience.org/sites/default/files/AllDCL.pdf>)

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*.

V. WEEK FIVE

Essential Question: Are all games fun?

Question for Week Five: How can I get better at playing games?

Language Arts – Plans for the Unit – Week Five

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

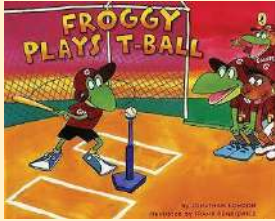
The letters/sounds j, q, u, v will be the focus. The teacher should do some "stand-alone" lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as judge, juggle, quiet, quick, umpire, up, volleyball and very. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for engaging learners in phonemic awareness skills


The high frequency (sight) words such as said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with 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 Integrated Learning Strategies for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Speaking and Listening</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - 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, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts - Introduction to Week 5 – How can I get better at playing games?</p> <p>Review the questions for the weeks of this unit: What games do I play? Who do I play games with? Where do I play games? What do I need to play games?</p> <p>Then, ask the children and listen to their answers: How can I get better at playing games? The teacher might make a list of the ways that the children suggest for getting better at games. This would be a Shared Writing experience: (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ways to help with LA skills such as sight words, letters/sounds, Concepts of Print).</p> <p>The teacher will ask: Are all games fun? Why are some games not fun? Once again, the teacher will listen and accept all answers.</p> <p>The teacher might say that one reason a game might not be fun, and one way to get better at a game, is if the child does not know the rules of the game. Have the children ever had that happen to them? Then the teacher will say they will be watching a book video where one character did not know all the rules. Prior to watching the video, the teacher might ask if the children know the rules for baseball. How is that game played? Do the children know what “t-ball” is? After some initial discussion, the teacher might show the video of the story: Froggy Plays T-ball</p>

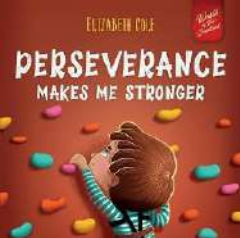
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages 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>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>https://www.youtube.com/watch?v=TEBg8WmfKME</p>  <p>(Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for guidance about Read-Alouds).</p> <p>After the story, the teacher will lead a discussion. In particular, the teacher might point out that there are some “jokes” in the story because Froggy does not seem to know the rules.</p> <ol style="list-style-type: none"> He threw the ball to first base He actually ate flies, rather than catching fly balls He thought he should run to his real home instead of home base <p>The children will draw or paint a picture of something they remember from the book, and they will try to print a sentence under their picture (or print labels next to the items in their picture).</p> <p>The teacher will re-enforce the idea that one way to get better at a game is to know the rules of the game.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>Language Arts – Product</p> <p>The drawing or painting that the children will complete in response to the Read-Aloud will provide the teacher with evidence of SCOs 2.9, 3.6, 3.7.</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>Language Arts - Speaking and Listening</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p>	<p>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, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Mathematics – Building Muscles</p> <p>The teacher will discuss with the children that one way to get better at a game would be to build your muscles. The teacher and the children will have a grand conversation about what muscles are needed for different games, and how do they build the muscles.</p> <p>The teacher will show the children this chant (print it off, or put it on a chart or the projector to do a Shared Reading with the children). Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for tips on ways to enhance LA skills through Shared Reading.</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts – Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>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>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<div data-bbox="1297 305 1860 1203" style="border: 2px solid yellow; padding: 10px; text-align: center;"> <p>LET'S GO by Merry Bradshaw</p> <p>Stretch High Stretch Wide Jump Forward Jump Back</p> <p>Lean Left Lean Right Hop Once Hop Twice</p> <p>Reach Up Reach Down Twist Small Twist Tall</p> <p>Shake Fast Shake Slow Touch Nose Touch Toes</p> <p>Stand Up Let's Go!</p>  <p><small>© 2015 Merry Bradshaw from <i>The Poetry Friday Anthology for Celebrations</i> by Sylvia Vardell and Janet Wong © 2015 Pomelo Books</small></p> </div> <p>The children and the teacher could do the actions slowly at first, and then more quickly!</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 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>2.13 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>Mathematics – Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s</p>	<p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcome 1.1.1 based on observation and conversation with the learners.</p>	<p>The children and the teacher could “join an exercise class” -for example, see this video – Gracie’s Corner Exercise Song</p> <p>https://www.youtube.com/watch?v=mEgmcvjYIlo</p> <p>The teacher could lead the children in some exercises and practice some counting:</p> <p>How many jumps can the children do in 10 seconds? How many arm punches can the children do in 10 seconds? How many knee bends can the children do in 10 seconds?</p> <p>The teacher will ask the children for ideas of exercise moves to count in 10 seconds.</p> <p>The teacher will discuss with the children that if they do this every day, they might find that they can do more in 10 seconds, or that they can do Gracie’s Corner Exercise Song without getting out of breath.</p> <p>The teacher and children could do the exercises another day, or maybe every day! The teacher will emphasize that having stronger muscles is a way to get better at playing many games.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Speaking and Listening</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 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>Language Arts and Science: Keep on Trying</p> <p>The teacher and children will look at the list about how to get better at games (list made in the first ILS in this week). Did they have “keep on trying” on the list?</p> <p>Teachers may use the video below as an introduction to get learners active (make a connection to the previous ILS about exercising) and thinking about skills are needed and what should be done to get better at games.</p> <p>Ask the children to remember which different games were mentioned in the video.</p> <p>Jack Hartman: Keep on Trying! https://www.youtube.com/watch?v=IKKkouReasVo After the video/dance, do a “Think-Pair-Share” with the children, asking them what different games were mentioned in the video. Then the teacher will make a list of all the different games the children remember from the video. (This is a Shared Writing activity. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> to find ways to include LA Skill development while making the list with the children. Also see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for a description of how to do a Think Pair Share with a class of children.)</p> <p>Show the video again, and check to see if all the games are on the list the teacher and children created, or, did the teacher and children forget some of the games from the video? (When the teacher and the children review the list they created of the different games, this is a Shared Reading experience).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</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 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>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, 2.1, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Another resource to spark some discussion about “Trying Harder” and to introduce the word “perseverance” is:</p> <p>Perseverance Makes Me Stronger by Elizabeth Cole (about a child learning to roller skate)</p> <p>https://www.youtube.com/watch?v=80EUzy6zOeM</p>  <p>The teacher will have a discussion with the children about “perseverance” and if they ever had to “persevere” with learning a game or a sport. To challenge the children to try something “hard” and practice to get better, the teacher might take the children outside to play this game: “Hit the stick”. The children will stand a certain distance away from the stick. The children will toss a ball towards the stick and try to hit it. When they try again and again, the children will get closer to hitting the stick because they will be learning how hard to throw the ball, what direction, etc.</p> <p>Science connection: The teacher will discuss with the children that when they are tossing the ball, it is like they are giving the ball a “push”. It’s important to realize how hard a “push” to give, or what direction to give that “push”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance 2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Science - Forces and Interactions: Pushes and Pulls</p> <p>1.1.1 the child will understand that pushes can have different strengths and directions. 1.1.3 pushing or pulling on an object can change the speed or direction of its motion 1.1.4 pushing on an object can start or stop it.</p>	<p>Science - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Forces and Interactions: Pushes and Pulls Outcome 1.1.1, 1.1.3 and 1.1.4 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 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Guest Speaker</p> <p>The teacher will ask someone who <u>coaches</u> a team (could be in the school, or in the community) to visit the classroom. The coach can describe the game he/she coaches, age of players, items needed to play, where they play (natural or built environment). The coach can talk about the skills needed to get better.</p> <p>Or, the teacher will ask someone who plays a particular sport to visit the classroom. The player of the sport will describe the game he/she plays, age of players, items needed to play, where they play (natural or built environment). The player will talk about his/her personal experiences and what he/she did to master the sport.</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>1.10 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>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.1 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>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The Guest Speaker Response sheet will provide the teacher with information regarding the children’s development of LA outcomes in Writing and Representing.</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>Or, the teacher can invite a nutritionist to visit the classroom, to talk about eating the right foods and the importance of exercise for success in playing games.</p> <p>Before a guest speaker comes to the class, the teacher and children will discuss possible questions to ask, and what they think the answers might be. While the guest is in the classroom, the teacher will invite the children to ask questions. After the guest has left the classroom, the children should complete a “guest speaker form”, with special emphasis on what they learned.</p> <p>The class could also make a thank-you card to send to the speaker. This would be a Shared Writing experiences. (Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for guidance on this approach.)</p> <div data-bbox="1276 951 1902 1430" style="border: 1px solid black; padding: 10px;"> <p>Name: _____</p> <div style="text-align: center;">  <p>GAMES Speaker’s Response</p> <div style="border: 1px solid black; width: 150px; height: 60px; margin: 0 auto;"></div> </div> <p>I learned.... _____</p> <p>_____</p> <p>_____</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.7 Connect phonological awareness to letter shapes 3.8 Spell name and some words of personal importance correctly</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.4. identify natural and built features of the local environment</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself- Spatial Thinking Outcome 3.4 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 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</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: Work With Your Team, Read Aloud and Role Play</p> <p>The teacher will remind the children of all the ways to get better at playing a game. Also the children may remember the discussion about being a team player, from Week Two.</p> <p>Read-Aloud (please consult the hints from the <i>Curriculum Outcomes and Guide for Effective Strategies</i>).</p> <p>Franklin Plays the Game by Paulette Bourgeois</p> <p>https://www.google.com/search?q=children%27s+read+aloud+play+a+game+with+me&rlz=1C5GCCM_en&oq=children%27s+read+aloud+play+a+game+with+me&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHC_AEQIRigATIHCAIQIRigAdIBCTEwNjUwajBqN6gCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&ip=1&vld=cid:7846d11d,vid:LJOilec3Ya0,st:0</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>2.10 Connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p>	<p>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, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<div data-bbox="1276 293 1514 565" data-label="Image"> </div> <p>The teacher will stop the story at various point to discuss what is happening. After the story, the children will discuss if they have experiences playing on a team.</p> <p>The teacher will remind the learners of the Social Studies outcomes (listed in the left column here) and discuss how those outcomes apply to playing on a team.</p> <p>Role Play – The teacher will choose 3 children to stand before the group, and ask the group, “How many children could be on each team?” The teacher would divide the 3 children into two teams; the children could discuss if that would work out well for playing a game. Then the teacher will choose 4 children and ask the group, “How many children could be on each team?” The teacher would divide the 4 children into two teams; the children could discuss if that would work out well for playing a game. The teacher could repeat this, up to 9 children. (This is an example of children learning to Compose and decompose numbers to 9.</p> <p>Writing - The children will decide what game they like, and what they are doing to get better at their favourite game. The children will be encouraged to think about</p>

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<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 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>Mathematics – Operations With Numbers</p> <p>2.1.1 compose and decompose numbers up to 9 in a variety of ways using manipulatives, fingers and pictures</p>	<p>Language Arts: Product</p> <p>The sentences that the child writes will provide the teacher with information regarding the children’s development of LA outcomes in Writing and Representing.</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>Mathematics - Observation and Conversation</p> <p>Complete checklist for Operations With Numbers Outcome 2.1.1 through observation and conversation with learners</p>	<p>this, and then to share their sentence orally. This will aid other children to prepare for writing.</p> <p>Higher Achievers can write their own sentences. For example: <i>I like to play and jump hopscotch. I play every day so I can get better.</i></p> <p>Other children can fill in the blanks: e.g. <i>I like to play _____ . I _____ every day so I can get better..</i></p> <p>If the children are describing playing on a team, they might draw the teams (in 2 groups) on their papers.</p>

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<p>Social Studies – Myself – Civic Participation</p> <p>2.7. express how my behaviour in groups and the behaviour of others affects me and others 2.8 appreciate that members of groups to which I belong have responsibilities 2.11 appreciate that being safe from harm also means that they must learn to play safely 2.12 demonstrate responsible caring behaviour towards others in play</p>	<p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Civic Participation Outcome 2.7, 2.8, 2.11 and 2.12 based on observation and conversation with the learners.</p>	
<p>Language Arts</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	<p>Reassessing Previous Checklists</p> <p>The teacher might want to review the assessment data gathered throughout the Unit and make notes about the learners’ progress.</p>	<p>End of the Unit – Are all games fun?</p> <p>The teacher and the children will have a grand conversation about the Essential Question: Are all games fun? Everyone does not have to agree to the answer, but each child should be encouraged to give a reason for their answer. The group might reflect on all that they did in this Integrated Unit on Games, by doing a Gallery Walk around the room.</p> <p>Go to a game! The teacher may have made arrangements for a field trip to go to a game being played nearby. Or, the children might even go to a physical education class where the older children in the school are playing a game.</p> <p>Or:</p> <p>Learners will create replicas/models of the games for an exhibition and Games Day on the final day. This can be held at the school’s playing field or nearby park. Parents can be invited where families play against</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		families, or parents against learners or learners against learners.

Additional Resources

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

Useful Content for the Teacher

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

Resources for a learner who is struggling:

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

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

Resources for a learner who needs challenge:

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

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